

College/Unit	List of Collaborating Colleges/Units	Name of initiative	Web link to initiative	Name of contact person for initiative	Email of contact person for initiative	Brief Description	Constituency	Dimension(s) of Identity	New, Revised, or Continuing	Timeline	ACDI Action Item Alignment
Please insert the college or unit in which the initiative is principally situated.	Please list all colleges/units collaborating with or supporting the initiative.	Please list the name of the initiative. If one does not currently exist, please create a name that accurately characterizes the initiative.	Please insert a link to a webpage that provides more information about the initiative or insert "N/A" if not applicable.	Please insert the name of the person who leads the initiative.	Please insert the email of the person who leads the initiative.	1: describe the problem that drives the need or importance of the initiative. Sentence 2: describe the general purpose of the initiative. Sentence 3: describe the activities designed to fulfill the purpose of the initiative. Sentence 4: describe the measures or process (to be) employed to determine whether and how the purpose has been fulfilled. Sentence 5: describe (intended) outcomes (to be) achieved this FY. Sentence 6: if this is an ongoing initiative, describe outcomes from prior FY's.	Please list all constituencies the initiative serves (e.g., undergraduates, graduate & professional students, tenure-track faculty, administration & non-academic staff, extended community members, off-campus constituents).	Please list all populations the initiative serves (e.g., American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URMs, a specific religious group, first-generation, low-income, a specific gender, a specific sexual orientation, a specific disability, hiring managers, interview committees, alumni, parents).	List whether the initiative is "new" this current FY, "revised," or "continuing" from prior FY's.	List the frequency of the initiative (e.g., 1 year, 2 years, 3-5 years, ongoing-meaning, no specific end date).	If applicable, list the Advisory Committee on Diversity and Inclusion action item(s) with which the initiative aligns: https://www.purdue.edu/provost/faculty/documents/ACD-Action-Items-April-2016.pdf . If not applicable, please insert "N/A."
Residential Life	Human Resources	Cultural Awareness for New Employees		Willie Cruz	wcruz@purdue.edu	Provide ongoing diversity training for new employees to develop common language. Ongoing diversity training for all new employees in the Division of Student Life. Training is part of HR's Orientation Program. This session is a 1-hour session. All new employees are asked to complete program evaluations at the end of their second day of orientation. Intended outcome is to develop common language and help new employees identify effective ways of communicating with students and co-workers. This is an ongoing initiative.	Full-time Purdue employees	All populations and identities	Continuing	Ongoing	Retain diverse students. Retain diverse faculty and staff members. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Residential Life	Shreve Residence Hall	Workshop: Discriminatory Ice-cream		Willie Cruz	wcruz@purdue.edu	This interactive activity exposed students to various forms of discrimination and how discrimination can impact our daily lives. It provides students with real-life experiences and gives them an opportunity to discuss issues. First activity intentionally gives different treatment based on predetermined factors, such as type of shoes and hair color. This activity is followed by a conversation on how this activity affected their choices, and a bigger discussion on access and/challenges based on who we are. Facilitator engages students on learning during activity to determine impact of program. Intended outcome is to get students thinking about how bias and discrimination impacts the lives of people. This is an ongoing activity.	Shreve Hall residents	Undergraduate residents	Continuing	Ongoing	Retain diverse students. Retain diverse faculty and staff members. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.

Residential Life		Diversity and Inclusion "Meeting Room" Discussions		Willie Cruz	wcruz@purdue.edu	These information sessions provide an opportunity for professional staff to discuss issues affecting their different students/communities. These conversations are done informally and throughout the semester. Meeting format and informal in nature. Various topics are discussed and time is allowed for any other concerns that might be going on. Assessment is based on whether or not issues are resolved. Intended outcome is to develop awareness on various different topics. This is an ongoing initiative.	Residential Life professional staff	Professional staff	Continuing	Ongoing	Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals. SJI Committee
Residential Life		Professional Staff Training		Willie Cruz	wcruz@purdue.edu	Ongoing professional development in the area of diversity and diversity and inclusion for professional staff. Our goal is to keep our staff current on issues affecting our students so that we can do a better job addressing their needs. This is a formal training that takes place each summer. This training is assess based on our staff's ability to address the needs of our diversity student population. Outcomes include developing a common language, understanding students' needs and issues, and develop cultural competency. This is an ongoing training.	Residential Life professional staff	Students and staff	Continuing	Ongoing	Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
University Residences	Black Cultural Center	Movie Night		Willie Cruz	wcruz@purdue.edu	Increase awareness on issues and challenges affecting the African American community. Movie Night in collaboration with the Black Cultural Center to provide students with an opportunity to learn and discuss issues affecting the African American community. Activities included movie screening followed by a Q and A session. Evaluations were collected at the end of the event to assess impact of program. Intended outcome was to collaborate with campus partners and provide educational experience to students living in University Residences. This is an ongoing program.	Undergraduate, graduate, faculty, staff, and community members.	African American students, staff, and community members	Continuing	Ongoing	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals. Dining Diversity Committee
University Residences		UR Global Peer Educator Training		Willie Cruz	wcruz@purdue.edu	Develop leadership training opportunities for our student volunteers. UR Global Peer Educators are student volunteers and act as mentors to first-year international students living in University Residences. General purpose is to provide on going training for our student volunteer to develop their leadership skills. There are a total of six training modules each year. The effectiveness of these modules is asessed by our students' ability to mentor younger students and their leadership involvement across campus. Our intended outcome is to develop leaders and help these students become more involved on campus. is this is an ongoing initiative, describe outcomes from prior FY's.	First-year international students	International students	Continuing	Ongoing	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.

Residential Life		Diversity and Inclusion Lunch and Discuss		Willie Cruz	wcruz@purdue.edu	Ongoing training that focuses on various aspects of diversity and inclusion. The purpose of this initiative is to provide ongoing professional development opportunities and address various diversity topics. These are structured meetings and each meeting addresses a specific topic. The effectiveness of these meetings is primarily based on our ability to understand the topic and see these issues from different perspectives. Outcome is to develop awareness on these issues. This is an ongoing initiative.	Residential Life professional staff	University Residences staff and residents	Continuing	Ongoing	Retain diverse students. Retain diverse faculty and staff members. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals. SJI Committee
Division of Student Life/Purdue Grounds Department	University Residents/Human Resources	Specialized services for non-native English-speaking employees		Willie Cruz	wcruz@purdue.edu	These services are provided due to the limited support available to non-native English speakers such as assistance with Benefits Enrollment, translations, and various other HR-related issues. The purpose is to ensure that non-native English-speaking employees have accurate access to information. This is done through one-on-one meetings and formal training sessions. Determining effectiveness of these efforts is based on addressing an employee's problems/issues/concerns. Our intended outcome is to provide adequate services to this population. Sentence 6: This is an ongoing initiative.	Non native English-speaking employees	Full-time employees and prospective employees	Continuing	Ongoing	Retain diverse students. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
University Residences		University Residences Global		Willie Cruz	wcruz@purdue.edu	Provide ongoing support to first-year international students living in University Residences. UR Global provides ongoing programming that connects international students to campus resources. Activities are social and informal in nature but with a specific educational component. Students are asked to evaluate each activity. Additionally, the program is assessed based on attendance and students' involvement. By attending these programs, a student should be able to: identify campus resources, connect with at least one international student and one domestic student, and get to know at least one Peer Educator. This is an ongoing initiative.	First-year international students	International students	Continuing	Ongoing	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Residential Life		Candidate Advocacy		Willie Cruz	wcruz@purdue.edu	The Candidate Advocate initiative connects prospective Residential Life employees with a current Residential Life administrator in order to address questions/concerns in full confidentiality. The purpose of this initiative is to ensure that prospective employees fully understand the culture of the department and Purdue. Conversations are done over the phone or one-on-one during campus visits. Candidates provide feedback to the hiring coordinator. Intended outcome is to increase the recruitment efforts of minority employees. This is an ongoing initiative.	Prospective administrative employees.	All population, particularly traditionally underrepresented populations	New	Ongoing	Retain diverse students. Retain diverse faculty and staff members. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.

University Residences		Admissions Recruitment Campus Fairs		Willie Cruz	wacruz@purdue.edu	Assist Purdue in the recruitment of traditional underrepresented students. The purpose is to collaborate with Purdue Admissions and represent University Residences at these recruitment fairs. Connect with prospective students and their parents. Provide information about University Residences. This initiative is assessed by the Admissions Office and based on student yield. Intended outcome is to increase the number of underrepresented students at Purdue. This is an ongoing initiative.	Prospective students	Traditionally underrepresented students	Continuing	Ongoing	Increase diversity in student enrollment. Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
University Residences		Diversity Training for Student Office Staff		Willie Cruz	wacruz@purdue.edu	Ensure that front office staff have the necessary skills to successfully carry out the responsibilities of their job. General purpose of this training is to enhance the cross-cultural communication skills of our student employees. This one-hour training covers various diversity and cross-cultural communication concepts and gives students an opportunity to address various hypothetical issues. This training is part of an orientation program and students are asked to evaluate each training session. The intended outcome of this program is to build competency in the area of diversity and cross-cultural communication. This is an ongoing initiative.	Student office staff	All populations and identities	Continuing	Ongoing	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Residential Life		Diversity & You		Willie Cruz	wacruz@purdue.edu	This initiative is meant to develop common language and clarify expectations. The purpose of this initiative is to ensure that all Resident Assistants understand the expectation of their job as it relates to community building, cross-cultural communication, and inclusion. This is 1-hour training that is part of an RA orientation program. RAs are asked to assess each individual training. Intended outcome is to ensure that RAs understand how to address diversity-related issues and intentionally develop programs that build community. This is an ongoing training.	Resident Assistants	All populations and identities	Continuing	Ongoing	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Residential Life	Student Success	Residential Life Etiquette		Willie Cruz	wacruz@purdue.edu	This initiative helps student leaders better understand the expectation of community living. The purpose of this initiative is to educate student leaders on who we are as a department and of the message we want to send to our new students so that they can have a pleasant experience living in University Residences. This 1-hour training is part of an orientation program for all new BGRi leaders. Student leaders are assessed on their ability to connect with new students and providing information to them. The intended outcome is to ensure that our incoming students are aware of the expectations of community living. This is an ongoing initiative.	BGRi Leaders and BGRi students	All populations and identities	Continuing	Ongoing	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.

Residential Life		Diversity in Tech Symposium		Willie Cruz	wacruz@purdue.edu	This is a professional development opportunity for our staff. This annual symposium provides an educational opportunity. This is a one-day event in Indianapolis. Various workshops are held throughout the day covering different diversity topics. Attendees are expected to share information with the department following event. The intended outcome of this symposium is to bring diversity professionals together each year and collaborate on different issues. This is an ongoing initiative.	Purdue staff	All populations and identities	New		Retain diverse students. Retain diverse faculty and staff members. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Office of the Provost	All diversity offices	Multicultural Minority Program Directors meeting		James Foster	jfoster@purdue.edu	Provide a venue for diversity administrators to come together on a regular basis. This initiative brings diversity administrators together on a regular basis in an effort to share information and learn are issues/challenges/efforts going on around campus. These are bi-monthly meeting where members exchange information. The success of this initiative is measured on the groups ability to come together and share information. The intended outcome of this initiative is to bring administrators together and promote collaboration. This is an ongoing initiative.					Retain diverse students. Retain diverse faculty and staff members. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Purdue Convocations		CVN International Outreach	N/A	David O'Neil	doneil@purdue.edu	Even when successfully integrated into the academic culture of a university, research shows that international students may struggle with social integration outside their co-national groups. With this in mind, the Convocations Volunteer Network actively seeks out students from diverse national backgrounds to work besides peers with shared interests in service of Purdue Convocations. Beyond general outreach measures, CVN representatives target international students by attending events such as UR Global's fall cookout, by communicating our volunteer opportunities to international student organizations such as the PUCSSA and Boiler Out, and by working with instructors from programs with large international student populations such as 106i. Our success is measured by the hundreds of students who volunteer each year. In Fall 2016, approximately one-third of our volunteers were international students at both the grad and undergrad level. CVN's outreach has been an ongoing initiative, and several international students who volunteered as general members last year have recently been elected to our executive board.	Undergraduate, graduate, and professional students	International students	Continuing	Ongoing	Provide co-curricular activities in support of the diversity and inclusion mission.

Purdue Convocations	Student Life	Catalyze the Curriculum - integrate the performing arts into the academic sphere	Convocations Annual Report	Amanda Mayes	asmayes@purdue.edu	Students frequently have inadequate access to the performing arts. Providing access to a variety of populations as well as presenting a diverse array of performers is one of the goals of this initiative. Convocations forms partnerships with other campus organizations to reach their student populations and programs with a wide variety of performers from a variety of different cultural groups and genres. Metric development is ongoing, but could potentially be measured by the number of campus partners we work with and the number of their students in attendance at our events. In this fiscal year we seek to retain our current campus partners and form additional partnerships. This has been an ongoing initiative and we currently have partnerships with the following organizations: AAARCC, BCC, CIP, LCC, Native American Education and Cultural Center (NAECC), HORIZONS.	All student populations, faculty and staff, community members outside of campus	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, low-income	Continuing	Ongoing	Embed diversity in the curriculum and create inclusive classroom settings. Provide co-curricular activities in support of the diversity and inclusion mission.
Purdue Convocations	Liberal Arts, Engineering, Polytechnic, Science	Distinguish the Institution - develop university-level thematic programs and platforms	Convocations Annual Report	Amanda Mayes	asmayes@purdue.edu	Themes/ideas that cut across the curriculum are largely missing in the student experience. The performing arts can be used as a vehicle to develop university-level thematic programs and platforms, working with faculty across the disciplines to deliver meaningful curricular and co-curricular experiences for Purdue students. To address this goal, we have developed thematic artist-in-residence programming and collaborate with a variety of cultural groups on campus. The metrics used to analyze this goal are the number of academic entities, faculty involved, as well as the number of programs and total number of students served. In this fiscal year, the intended outcomes to be achieved are delivering the 2016-2017 Innovator-In-Residence platform with Shimon Robots & Friends; collaborators include College of Science, Indiana Space Grant Consortium, College of Engineering, College of Liberal Arts, and Purdue Polytechnic Institute. This is an ongoing initiative and past outcomes include 3 years of the thematically constructed artist-in-residency program IMMERSION and curricular integration collaborations with groups on campus such as the Office of the Provost, College of Engineering, College of Science, College of Liberal Arts, Confucius Institute, Honors College, AAARC, and the LCC.	Undergraduate and graduate students	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, low-income	Continuing	Ongoing	Embed diversity in the curriculum and create inclusive classroom settings. Provide co-curricular activities in support of the diversity and inclusion mission.

Purdue Convocations	Student Life	Energize the Community - aggressively pursue the expansion of commercial programming activities and opportunities	Convocations Annual Report	Amanda Mayes	asmayes@purdue.edu	It is difficult to compete in the commercial booking environment to attract diverse performances to Purdue. Our market and specifically, Purdue students, want more diverse concert offerings in alternative event spaces that allow for a variety of experiences similar to those found in music festivals. To meet this goal, we have hired Mike Armintrout, a specialist in commercial booking, to help Convocations in identifying, developing and pursuing alternative event spaces that allow for general admission, unseated, and/or festival-style event experiences, per our market demands. Metrics to assess this goal include the total number of SCC engagements, total SCC audience reach, number of SCC bids/offers, and the number of SCC bids/offers that are accepted. Outcomes expected this season are an increase in the bids/offers and number of SCC engagements. This is an ongoing initiative and the SCC added four engagements in the previous year.	All student populations, faculty and staff, community members outside of campus	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, low-income	Continuing	Ongoing	Embed diversity in the curriculum and create inclusive classroom settings. Provide co-curricular activities in support of the diversity and inclusion mission.
Purdue Convocations		Student Concert Committee	N/A	Michael Armintrout	mikearmintrout@purdue.edu	The mission of the Student Concert Committee is to bring large scale live music and entertainment events to campus that will serve the needs of as many of the Purdue campus' diverse student populations as possible. Through ongoing marketing & research of artists, which includes polling the entire student body via e-mail, social media discussions and face-to-face interaction with students at campus tabling, SCC is able to effectively engage with students of all walks of life. Polling of the student body via e-mail happens at the top of each semester, while the social media and face-to-face engagement is ongoing throughout the school year. Through these activities, SCC hopes to serve many of the student audiences on campus with entertainment activity through the course of each academic year.	All student populations, faculty and staff, community members outside of campus	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, low-income	Continuing	Ongoing	Provide co-curricular activities in support of the diversity and inclusion mission.
Purdue Convocations		Student Concert Committee	N/A	Michael Armintrout	mikearmintrout@purdue.edu	The mission of the Student Concert Committee recruitment process is to bring together students on campus with an interest in developing a culture surrounding live entertainment for all walks of life within the Purdue student body. Through our recruitment process we engage with students via e-mail marketing, social media, face-to-face dialogue at tablings around campus and over the phone. It is important to the mission of the group that we try to retain an equal representation on the committee of males to females, but hopefully also to have international students represented as well.	Undergraduate, graduate, and professional students	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, low-income	Continuing - recruitment takes place at the start of the fall semester each year.	Ongoing - recruitment takes place at the start of the fall semester each year.	Provide co-curricular activities in support of the diversity and inclusion mission.

Purdue Convocations	Confucius Institute at Purdue, Purdue Black Cultural Center, Purdue Bands/JazzFest, College of Science, Indiana Space Grant Consortium, College of Engineering, College of Liberal Arts, Purdue Polytechnic Institute	Energize the Community - aggressively pursue the expansion of commercial programming activities and opportunities	www.convocations.org	Kathy Dietz (reporting for Convos programming team)	kathydietz@purdue.edu	The mission of Purdue Convocations is to catalyze the curriculum, energize the community, and distinguish Purdue through powerful performances, illuminating discourse, and extraordinary learning encounters. In order to serve the needs of a broad, culturally-diverse student body and locally-based community, Convos provides a variety of eclectic and intellectually-inspired programming. While researching each season, our programming team takes into consideration a diversity index which includes the following categories: female, non-Caucasian, international (non-American), and LGBTQ. For programming purposes, definitions of these categories include a performance, company or ensemble led by, starring or featuring an individual/individuals from the various diversity index categories, or who represents a culture that is commonly-understood to be representative of the various diversity index categories. For the 2016-2017 Convos season, categories within the diversity index are represented in 71% of our programming (22 currently scheduled events). This season shows a marked increase in the number of programs on the current diversity index, as prior to this school year (since 2010), the average number of programs represented on the diversity index is 61.8%.	All student populations, faculty and staff, community members outside of campus	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URM, women, LGBTQ, low-income, hiring managers, interview committees, alumni, parents	Continuing	Ongoing; our regular season is generally announced in the spring; however, commercial events are added throughout the school year.	Provide co-curricular activities in support of the diversity and inclusion mission. Coordinate and communicate diversity efforts.
Office of the Dean of Students-OSRR		Purdue University Student Regulations	http://www.purdue.edu/studentregulations/student_conduct/regulations.html	Jeff Stefancic	jpstefan@purdue.edu	All members of the university community are held to appropriate standards of conduct. This document, revised in August 2016, sets forth those standards. Through practices that afford due process for the accused student, these standards are applied uniformly across all students, regardless of their classification. Students are educated on these standards annually through various orientation sessions and residence hall trainings. This document has been in place since at least 1970	All students	All students	Revised and continuing	The Regulations are reviewed minimally every two years.	N/A

Fraternity, Sorority and Cooperative Life	Women's Gender and Sexuality Studies; Black Cultural Center; LGBTQ Center;	RESPECT Initiative	NA	Brittany Barnes	bnbarnes@purdue.edu	<p>Purdue University is fairly unique in the world of higher education in that the number of male students outnumber the amount of female students on campus, and there are traditional gender norms on campus, especially in the fraternity and sorority community. The RESPECT Initiative is focused on powerful women's leadership at both the local and global level; to critically examine the traditional paradigms of how gender, power, prestige, sexuality, and education intersect at an American university and beyond. This is accomplished through workshops, keynotes, educational conversations, and film screenings through out the academic year. The impact is being measured in a number of ways; formal assessments of programs indicated a change in attitudes and knowledge for participants around education, race, gender, and leadership and informal assessments of the RESPECT Initiative suite of programs include qualitative theme analysis of chapter president meetings, brief interviews with program participants, and logged behaviors of participants in dialogue activities. Outcomes for the 2016-2017 FY include exploring men and masculine identity development and it's differences/similarities to women's through a screening of The Mask You Live In and discussing the importance of education as a means for women's empowerment through a discussion with Ginny Carroll, CEO and Founder of the Circle of Sisterhood Foundation, and a screening of I Am Malala. Outcomes are consistent from year to year in this on-going initiative; though last year was more focused on securing funds for the program through a Confidence U Grant and Panhellenic Association support.</p>	undergraduate, graduate and professional students, extended community members, off-campus constituents	all genders- most specifically women, LGBTQ+, students (all demographics)	continuing	ongoing	<p>Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.</p>
Fraternity, Sorority and Cooperative Life	Counselling and Psychological Services; PUSH; University Residences	The Body Project	http://www.bodyprojectsupport.org/	Brittany Barnes	bnbarnes@purdue.edu	<p>Many students at Purdue feel the need to achieve perfection in all aspects, including related to physical appearance. The purpose of The Body Project is to debunk the appearance ideal in favor of body positive speech, action, and advocacy at the individual level. The Body Project trains peer facilitators to deliver a two-workshop evidence-based curriculum to students in their immediate groups (FSCL, Rec-Sports, and University Residences have been identified as target groups). The first group of peer facilitators and faculty staff trainers was trained in fall of 2016, with the students delivering their first training session in early spring 2017; the second cohort of student leaders will also be trained in the spring 2017 semester. The Body Project has participate surveys each individual will submit, indicating changes they felt as a result of the program related to body image, appearance ideal, and perceptions of health. The outcomes to be achieved this FY include: train two cohorts of student leaders to facilitate The Body Project at Purdue University; peer leaders facilitate one full training of the Body Project during the Spring 2017 semester; and peer leaders help plan National Eating Disorder Awareness Week (NEDA Week) in conjunction with staff from CAPS and PUSH.</p>	undergraduate, graduate and professional students	women, those at-risk of disordered eating	new	ongoing	<p>Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.</p>

Programs and Recreation, PSUB		Holidays Around the World	www.union.purdue.edu/PSUB	PSUB, Cultural Events Director / Chelsea Harris Program Advisor	psub-cultural@purdue.edu / harri648@purdue.edu	This event is an opportunity for both the student body, faculty/staff and the Greater Lafayette community to reach out and increase awareness about the holidays that are celebrated around the world throughout the year. The goal of this event is to educate attendees on the various traditions, values, and beliefs of different cultures through their holiday celebrations. Holidays Around the World includes displays, demonstrations and artifacts from different cultures provided by the student organizations that participate along with authentic cuisine. The event allows organizations to showcase and educate other students, staff and community members about their culture, celebrations, traditions, food, and dance. The intended outcome is met when attendees are able to learn about cultures outside of their own. This event is an ongoing and occurs each year during the month of December.	event was open to all students, faculty, staff and the greater Lafayette community	event was open to all students, faculty, staff and the greater Lafayette community	continuing	once per year	Retain diverse students. Retain diverse faculty and staff members. Provide co-curricular activities in support of the diversity and inclusion mission. Coordinate and communicate diversity efforts.
Programs and Recreation, PSUB		Diwali	www.union.purdue.edu/PSUB	PSUB, Cultural Events Director / Chelsea Harris Program Advisor	psub-cultural@purdue.edu / harri648@purdue.edu	The goal is to create an event for students to come together and celebrate the Indian festival of lights with food, music, and performances. In addition, the event will educate people on the purpose and meaning behind the holiday. Diwali includes displays, demonstrations and authentic cuisine and educates attendees on the Indian culture. The event allows organizations to showcase and educate other students, staff and community members about their culture, celebrations, traditions, food, and dance. The intended outcome is met when attendees are able to learn about cultures outside of their own.	event was open to all students, faculty, staff and the greater Lafayette community	event was open to all students, faculty, staff and the greater Lafayette community	continuing	once per year	Retain diverse students. Retain diverse faculty and staff members. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Programs and Recreation, PSUB	LGBTQ Center	HIV and AIDS Awareness Week	www.union.purdue.edu/PSUB	PSUB, Cultural Events Director / Chelsea Harris Program Advisor	psub-cultural@purdue.edu / harri648@purdue.edu	HIV and AIDS Awareness Week is dedicated to raising awareness of the AIDS pandemic caused by the spread of HIV infection. HIV and AIDS Awareness Week programming is meant to increase the campus community's awareness of HIV and AIDS and its impact on the population. The week of events include a display of panels from the AIDS Memorial Quilt, a showing of a film with a panel discussion and free and rapid HIV testing. The intended outcome is met when attendees are able to learn about HIV and the spread of the pandemic across the United States.	event was open to all students, faculty, staff and the greater Lafayette community	event was open to all students, faculty, staff and the greater Lafayette community	continuing	once per year	Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
SAO	N/A	International Leaders Council	N/A	Trevor Foley	foleyt@purdue.edu	This is a monthly forum of representatives from International student organizations, to share resources, network, and connect to campus leaders regarding topics of interest. No other equivalent program exists, and no other program which regularly brings together specifically international student leaders existed prior to the creation of this program. The group meets monthly to network, share resources, and encourage collaboration through presentations and discussion. As with previous years, the forum seeks to promote increased knowledge of campus resources, to guide new international student members of these international student organizations. Additionally, to promote increased collaboration among international student organizations and traditional, impactful campus organizations and Departments.	undergraduate & graduate students	international students	Continuing	Ongoing	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.

SAO	FSCCL	International Connection Program	N/A	Trevor Foley	foleyt@purdue.edu	As a result of limited intentional interaction between two large communities on campus, this program provides a facilitated experience to introduce the International and Fraternal/Cooperative communities on campus for the purpose of awareness, cooperation, and mutual understanding. International participants learn about the Fraternal/Cooperative communities through presentations and chapter facility tours (as applicable) while Fraternal/Cooperative participants learn about international students through direct interaction throughout the program and over dinner. As with previous years, this program seeks to increase knowledge of Fraternal/Cooperative student life through presentations sharing major components of the Fraternal or Cooperative experiences and how these connect with important campus traditions and the Fraternity, Sorority or Cooperative highlighted. Additionally, the program seeks increased awareness, interest and interaction through continued involvement and future collaboration among participants.	undergraduate	international students	Continuing	Ongoing	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
STEAM (Science, Polytechnic, Engineering, Agriculture, Math)	STEAM	Academic BootCamp	https://www.science.purdue.edu/Multicultural_Science_Programs/STEAM_boot_camp.html	Dr. Zenephia Evans	zevans@purdue.edu	The program, which involves students from the colleges of Technology, Science, Engineering and Agriculture, allows students to immerse themselves in the academic and social life of college before the school year begins. It helps ease the transition to a different academic environment while providing insights about each student's intended major. The diversity officer in each college coordinates the program. SAO is responsible for providing a meal, a team builder, and information on why and how to get involved with student organizations on campus.	This program is targeting incoming first year students, many of who may be first generation.	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, first-generation, low-income	this is an initiative that we participate in and is ever evolving.	June	Increase diversity in student enrollment. Retain diverse students. Coordinate and communicate diversity efforts.
SAO	N/A	Student Organization Constitution Update (Continued)	N/A	Martia Brawner King	mbrawner@purdue.edu	Each time the university updates the non-discrimination policy we ask students to reflect the changes in their constitution. The current policy reads, "Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran." Each organization submits a new constitution for review and approval. The goal is that every organization have a non-discriminatory policy in place. There are instances where the policy can be altered to better align with the mission and purpose of the organization. This continues to be an ongoing project.	Student Organizations		Continuing	August-May	Retain diverse students. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.

Student Life	N/A	Student Life Inclusion Taskforce Kick Off	http://www.purdue.edu/vps/about/vision.html	Carol Ben Davies, Haley Cutler, Christa Pazera, Cheri Frank	cbd@purdue.edu; hlindemo@purdue.edu; cbhpazera@purdue.edu; frank49@purdue.edu;	The need to raise awareness and understanding of resources available at Purdue to help support students and staff in Student Life. Provide opportunities and experience that allow students and staff in student life to engage with each other for the purpose of understanding, establishing trust, and respect. Raise Awareness of resources and highlight the importance of relationships. Gave challenge to participants to work on self-growth, attend offerings, explore centers and challenge others to grow. Post semester event survey . Increased an awareness of own culture; committed to actively working to create an inclusive campus community; application of information learned to work at Purdue; increase commitment to seek future self-growth opportunities. New Initiative	Administration and non-academic staff - Student Life administrative staff	New	Ongoing	Provide co-curricular activities in support of the diversity and inclusion mission; Educate leaders to foster diversity and inclusion	Retain diverse students. Retain diverse faculty and staff members. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Student Life	N/A	The Racial Climate on Campus: Training Your Staff to Respond Effectively – Webinar	https://www.iwu.edu/diversity/RacialClimate-Handouts-12616.pdf	Carol Ben Davies, Haley Cutler, Christa Pazera	cbd@purdue.edu; hlindemo@purdue.edu; cbhpazera@purdue.edu	Given political climate of country and reported or implied bias from students and staff, opportunities to equip staff with tools for conversations and awareness of campus resources are needed. Opportunity for reflection/self-work in regard to why inclusion and awareness are important; teaching students Skills - What do we need you to be able to do? Knowledge - What will we need you to understand? Information - What will we need you to know? Timing - When will you need to know it? Who is not at the table when you are making decisions? Watch webinar and give staff time for self-reflection and determine tools needed to engage students and direct to resources. Post Survey. Increased an awareness of own culture; committed to actively working to create an inclusive campus community; application of information learned to work at Purdue; increase commitment to seek future self-growth opportunities. New Initiative	Administration and non-academic staff - Student Life administrative staff	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URM	New	Summer 2016	Educate leaders to foster diversity and inclusion
Student Life	LGBTQ Center; Student Life	Lunch and Learn with the LGBTQ Center	http://www.purdue.edu/lgbtq/	Carol Ben Davies, Haley Cutler, Christa Pazera, Aiden Powell, Lowell Kane	cbd@purdue.edu; hlindemo@purdue.edu; cbhpazera@purdue.edu; powell61@purdue.edu; kane14@purdue.edu	Staff need to understand services LGBTQ Center offers in order to better support LGBTQ identities of students. Some staff have never been to LGBTQ Center, nor know of the educational opportunities available. Introduce center staff, educational opportunities and support services for students. Lunch and discuss top hosted by LGBTQ Center staff and students which allows for an open dialogue of questions Post survey asking participants to list location and services offered by center. Increased an awareness of own culture; committed to actively working to create an inclusive campus community; application of information learned to work at Purdue; increase commitment to seek future self-growth opportunities. New initiative	Administration and non-academic staff - Student Life administrative staff	LGBTQ student identities	New	Fall - October 2016	Provide co-curricular activities in support of the diversity and inclusion mission; Educate leaders to foster diversity and inclusion

Student Life	Black Cultural Center/Student Life	Keep It Real	http://keepitrealgame.com/	Carol Ben Davies, Haley Cutler, Christa Pazera; Renee Thomas	cbd@purdue.edu; hlindemo@purdue.edu; cbhpazera@purdue.edu; rathomas@purdue.edu	Staff need to understand services Black Cultural Center offers in order to better support identities of students. Some staff have never been to Black Cultural Center, nor know of the educational opportunities available. Introduce center staff, educational opportunities and support services for students. Lunch and discuss top hosted by Black Cultural Center staff and students which allows for an open dialogue of questions Post survey asking participants to list location and services offered by center. Increased an awareness of own culture; committed to actively working to create an inclusive campus community; application of information learned to work at Purdue; increase commitment to seek future self-growth opportunities. New initiative	Administration and non-academic staff - Student Life administrative staff	African American/Black, 2 or More Races, URMs	New	Fall - December 2016	Provide co-curricular activities in support of the diversity and inclusion mission; Educate leaders to foster diversity and inclusion
Student Life	Purdue University Libraries/Krannert School of Management Women in Management/Office of the Vice Provost for Student Life	Human Library	https://www.purdue.edu/newsroom/releases/2016/Q4/purdue-hosting-third-human-library-to-improve-relations.html	Carol Ben Davies, Haley Cutler, Christa Pazera, Candi Lange, Kristen Byker, Joy G. Dietz, Elise J. Poole, Cheri C. Frank, Senem Guler, Heather A. Howard, Jasica N. Twardus, Maria G. Sperl, Rachel Svetanoff, Sharon Weiner	byker@purdue.edu; hlindemo@purdue.edu; jdietz@purdue.edu; poole2@purdue.edu; frank49@purdue.edu; sguler@purdue.edu; howar198@purdue.edu; jtwardus@purdue.edu; lange30@purdue.edu; msperl@purdue.edu; cbhpazera@purdue.edu; rsvetano@purdue.edu; sweiner@purdue.edu	Implicit biases and stereotypes impact relationships and learning. Staff and students need opportunities to use a civic engagement tool designed to promote dialogue among community members to reduce biases and encourage understanding. In this human library, "books" are people. "Readers" check out "books" for an open and safe conversation. Post survey at time of event asking participants to share what they learned and found most valuable. Increased an awareness of own culture; committed to actively working to create an inclusive campus community; application of information learned to work at Purdue; increase commitment to seek future self-growth opportunities. Revised initiative - new partnership	Undergraduates, graduate & professional students, tenure-track faculty, administration & non-academic staff, extended community members, off-campus constituent	Over 50 different identities including but not limited to: multi-racial, Indian, Mormon, Baha'i, First Generation American, Social Worker, Human Services recipient, African American, Immigrant, Middle Eastern, Black Male, Student Athlete - female, LGBTQ, Mental Health, Adoptive parent, Military Service; Police; Political	Revised	Fall - November 2016	Provide co-curricular activities in support of the diversity and inclusion mission; Educate leaders to foster diversity and inclusion
Student Life	Residential Life; Student Life	BRIDGE Workshop	https://www.ifyc.org/	Carol Ben Davies, Haley Cutler, Christa Pazera; Zac Birch; James Foster	cbd@purdue.edu; hlindemo@purdue.edu; cbhpazera@purdue.edu; zbirch@purdue.edu; jjfoster@purdue.edu	Purdue is a large institution where people of different faith backgrounds are interacting with greater frequency than ever before. At times, faith is a barrier of division or a bomb of destruction. This workshop introduces the idea of using religious and philosophical traditions as bridges of cooperation. Personal reflection; Exploration of the biases that exist about different worldviews; Worldview engagement activity Pre and Post Survey. Examine how personal worldview philosophy /biases impact daily interaction and relationships. New Initiative	Administration and non-academic staff - Student Life administrative staff; majority and minority spiritual and religious beliefs/non-beliefs	Majority and minority spiritual and religious beliefs/non-beliefs	New	Fall - December 2016	Provide co-curricular activities in support of the diversity and inclusion mission; Educate leaders to foster diversity and inclusion

Purdue Dining & Catering	Student Success, UR Global, Honors College, German Culture Club, Latino Cultural Center, Naïve American Cultural Center, Black Cultural Center, International Student Organizations, Purdue 360, LGBTQ Center, Office of University Sustainability	Purdue Dining & Catering Diversity, Art and Cultural Committee	https://dining.purdue.edu/	Greg Minner	gminner@purdue.edu	Food is often a conduit to building relationships and has the ability to speak to people without words. Purdue Dining & Catering has developed a campus dining initiative to bring people together through the experience of sharing food. A small committee of dining staff work with campus partners to plan a calendar of events that showcase a variety of cultural foods tied to an educational opportunity to learn more about cultures and people. Student, staff and faculty participation is measured by the amount of food served/tickets sold. Popular events are repeated, new opportunities are explored on an annual basis. This is an ongoing initiative	full-time students, faculty and staff	open to all populations	continuing	ongoing	Retain diverse students. Retain diverse faculty and staff members. Embed diversity in the curriculum and create inclusive classroom settings. Provide co-curricular activities in support of the diversity and inclusion mission. Educate leaders to foster diversity and inclusion. Coordinate and communicate diversity efforts. Evaluate progress toward achieving goals.
Purdue University Recreation & Wellness		Club Sports programs	https://www.purdue.edu/recwell/programs/clubSports/index.php	Howard Taylor	hhtaylor@purdue.edu	The Club Sports program supports and advocates for inclusion of all members, regardless of gender identity and expression. All members of the Club Sports program may participate in accordance with their expressed gender identity regardless of medical intervention and the sex indicated in official school records. Provides opportunity for all students to participate in a variety of fitness activities for physical well being. There are currently 32 recognized club sports with large participation. Maintaining or increase in club membership measures involvement. This is an ongoing initiative.	full-time students, faculty and staff	open to all populations	continuing	ongoing	Provide co-curricular activities in support of the diversity and inclusion mission.
Purdue Polytechnic	N/A	Turned Onto Technology And Leadership (TOTAL)	https://polytechnic.purdue.edu/camps/total	Ryne Kerchner	rkerchne@purdue.edu	A week long summer camp to introduce students to the departments and majors in the Purdue Polytechnic. We make sure students are in the Purdue database for attend and invite them to future events. We try to keep track if they apply to Purdue and are admitted, but it difficult since it' several year span.	extended community members, off-campus constituents).	Rising Multicultural 7 th - 9 th grade students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Technology Expanding All Minds (TEAM)	https://polytechnic.purdue.edu/camps/team	Danita Dolly	ddolly@purdue.edu	A week long summer camp to introduce students to the departments and majors in the Purdue Polytechnic. They work on a project and learn about Purdue. We make sure students are in the Purdue database as attendees and invite them to future events. We try to keep track if they apply to Purdue and are admitted.	extended community members, off-campus constituents).	Geared towards females transitioning into 8 th , 9 th , and 10 th grade	CONTINUING	ONGOING	N/A
Purdue Polytechnic	Girl Scouts of America	Technology Advances Girl Scouts (TAGS I)	https://polytechnic.purdue.edu/camps/tags	Danita Dolly and Jaime Hubbard	ddolly@purdue.edu jhubbard@girlscoutsindiana.org	A week long summer camp to introduce students to the departments and majors in the Purdue Polytechnic. We make sure students are in the Purdue database as attended and invite them to future events. We try to keep track if they apply to Purdue and are admitted	extended community members, off-campus constituents).	Geared towards females in 6 th - 8 th grade	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Windows of Opportunity for Women In Technology (WOWIT)	https://polytechnic.purdue.edu/summer-diversity-camps/wowit-camp	Danita Dolly	ddolly@purdue.edu	A one day program to introduce female students and their parents/guardians to the departments and majors in the Purdue Polytechnic. We have sessions for students and their parents with two specific tracks. We make sure students are in the Purdue database as attended and invite them to future events. We try to keep track if they apply to Purdue are admitted and matriculate	extended community members, off-campus constituents).	Aimed at Project Lead The Way (PLTW) high school females.	CONTINUING	ONGOING	N/A

Purdue Polytechnic	N/A	Communicating Leadership and Advancing Innovation for Minorities in Technology (CLAIMiT)	https://polytechnic.purdue.edu/summer-diversity-camps/claimit-camp	Danita Dolly	ddolly@purdue.edu	Description- a one day program to introduce URM students and their parents/guardians to the departments and majors in the Purdue Polytechnic. We have sessions for students and their parents with two specific tracks. We make sure students are in the Purdue database as attended and invite them to future events. We try to keep track if they apply to Purdue are admitted and matriculate	extended community members, off-campus constituents).	Intended for 9-12 th grade minority students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	VISION	https://polytechnic.purdue.edu/summer-diversity-camps/vision-camp	Danita Dolly	ddolly@purdue.edu	A three day program to introduce 11 th grade URM students to the departments and majors in the Purdue Polytechnic We have sessions for students and make sure they receive an admissions presentation. We make sure students are in the Purdue database as attended and invite them to future events. We keep track if they apply to Purdue are admitted and matriculate.	extended community members, off-campus constituents).	Multi-cultural 11 th grade students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Discovering Opportunities	https://polytechnic.purdue.edu/summer-diversity-camps/do-it-camp	Danita Dolly	ddolly@purdue.edu	A three day program to introduce 11 th grade female students to the departments and majors in the Purdue Polytechnic We have sessions for students and make sure they receive an admissions presentation. We make sure students are in the Purdue database as attended and invite them to future events. We keep track if they apply to Purdue are admitted and matriculate	extended community members, off-campus constituents).	11 th grade female students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Polytechnic Admitted Student Day	https://polytechnic.purdue.edu/admitted-student-day	Toni Munguia	amunguia@purdue.edu	A day program to help yield admitted students and their parents to Purdue. They meet the departments and learn more about their majors in the Purdue Polytechnic. They meet professors and have a mock class. We make sure students are in the Purdue database as attended. We keep track if they apply to Purdue are admitted and matriculate.	extended community members, off-campus constituents).	Admitted Polytechnic Students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Phone-a-Thon	N/A	Ryne Kerchner, Toni Munguia, Danita Dolly	rkerchne@purdue.edu amunguia@purdue.edu ddolly@purdue.edu	The purpose of this program is for the admitted students or their parents to speak with a current student and get information first hand. It a program to help yield students who have been admitted. This may be happening campus wide, but this program is run by the Purdue Polytechnic	extended community members, off-campus constituents).	Admitted Student	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Technology Experience	N/A	Ryne Kerchner	rkerchne@purdue.edu	The Polytechnic goes on the road and visits a select high school. The purpose of this program is to partner with high schools in Indiana. The RRD office and the polytechnic departments send representatives such faculty, staff and/or students to a given high school and have a fair type event for students and parents. Attendees get to speak with a current student and get information first hand. It a program to help recruit students and yield students who have been admitted. I think this program only occurs in the Polytechnic We try to have at least two Technology Experience programs per year.	extended community members, off-campus constituents).	Prospective students/ Admitted	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Purdue Polytechnic Information	https://polytechnic.purdue.edu/visit-purdue-polytechnic-institute	Ryne Kerchner	rkerchne@purdue.edu	This program is for all high school students and parents. Guests receive an Information session followed by a tour of our departments and labs	extended community members, off-campus constituents).	Prospective Students	CONTINUING	ONGOING	N/A

Purdue Polytechnic	Culture Centers, Varying student organizations within the Polytechnic as well as Purdue, stores within Chauncey Hill, local small business vendors.	Purdue Polytechnic Welcome Week	N/A	Danita Dolly	ddolly@purdue.edu	To acclimate students to the college and allow them to become accustomed with staff and faculty interactions. Relieve the pressure for the first week of class and help students to take ownership of their experience. Create a sense of comradery and enhance the climate on campus and connect with the community.	undergraduates, graduate & professional students, tenure-track faculty, administration & non-academic staff,	Students of Polytechnic	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Polytechnic RRD Study Hall	N/A	Danita Dolly	ddolly@purdue.edu	To encourage students to study but while offering them the space to be stress free. According to data students study best with small breaks, readily available food, and groups, we provided these things for them.	undergraduates, graduate & professional students,	Polytechnic Students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	Science, Agriculture	STEM Academic Boot Camp	https://polytechnic.purdue.edu/camps/stem-abc-camp	Toni Munguia	amunguia@purdue.edu	The purpose of this program is for students to understand some expectations for the fall semester, get adjusted to Purdue and gain confidence in their surroundings. Students are immersed in four classes they will have in the fall semester. They attend class, are given homework, quizzes, exams to simulate the fall semester. This programs only occurs in the Polytechnic, Colleges of Science and Agriculture.	undergraduates,	Admitted underrepresented	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Women In Technology	https://www.purdue.edu/studentsuccess/orientation/learning_communities/profiles/technology/women_in_technology.html	Toni Munguia	amunguia@purdue.edu	A learning community for female students in the Polytechnic. The Polytechnic is 17% women and this LC helps with retention and getting adjusted to Purdue.	women undergraduates	Freshmen female students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Building Excellence for Students in Technology (BEST)	N/A	Danita Dolly	ddolly@purdue.edu	One-on-one tutoring /mentoring/working with students on needing academic assistance in 100 and 200 level courses . BEST also can help with probation recovery-when students need assistance to get back on track.	undergraduates, graduate	Students needing assistance in 100 and 200 level courses	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Minority Technology Association	N/A	Toni Munguia	amunguia@purdue.edu	The Minority Technology Association (MTA) is an active organization where students enhance their university experience through various activities throughout the school year. Members participate in business acumen, networking and other business-related activities, and community service events. The organization also serves as a social outlet for its members, with game nights, bowling or other activities.	undergraduates, graduate		CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Fall Refresher	N/A	Danita Dolly	ddolly@purdue.edu	Based on current student feedback, created a space that was nonacademic or organization/club affiliated where students could get together snack, socialize and play games. To give students a break from studies post midterms.	undergraduates, graduate & professional students,	Polytechnic Students	CONTINUING	ONGOING	N/A

Purdue Polytechnic	N/A	WITty Sisters Mentororing	https://polytechnic.purdue.edu/newsroom/tags/witty-sisters	Toni Munguia	amunguia@purdue.edu	The Women in Technology (WIT) organization started its WITty Sisters mentoring program in 2010. It pairs returning students with first-year students based on their academic and extracurricular interests. Each mentor/mentee pair is encouraged to meet on a regular basis. Meetings can be for academic help or socializing, as long as they maintain a connection	women undergraduates and graduate students	Polytechnic Students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	MLK Celebration	https://polytechnic.purdue.edu/newsroom/mlk-dream-wall	Toni Munguia	amunguia@purdue.edu	In the spirit of Martin Luther King, Jr., the Minority Technology Association invites faculty, staff and students to share their dream and reflections of "I have a dream". Messages are displayed in Knoy Lobby Hall.	undergraduates, graduate & professional students, tenure-track faculty, administration & non-academic staff,	Polytechnic Students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Spring New Student Welcome Reception	N/A	Danita Dolly	ddolly@purdue.edu	Assist new students in becoming acclimated to the college. Ease the burden of them trying to learn about organizations, offices, advisors, scholarships etc. on their own when most of their peers have had a semester to gain this information. Create an opportunity for students to meet each other and find commonalities as new students while inviting them to utilize the office of RRD as the core location for students	undergraduates, transfers and Codo students	New Students of the Polytechnic	CONTINUING	ONGOING	N/A
Purdue Polytechnic	Office of Admissions	Destination Purdue	http://www.admissions.purdue.edu/destinationpurdue/	Toni Munguia	amunguia@purdue.edu	The purpose of this program is to yield the URM admitted student. They attend an information fair, cultural centers, college sessions and tours. This is a campus wide event.	extended community members, off-campus constituents).	URM admitted student	CONTINUING	ONGOING	N/A
Purdue Polytechnic/School of Aviation and Transportation Technology	N/A	Able Flight Program	http://ableflight.org/	John Mott	jhmott@purdue.edu	Able Flight's mission is to offer people with disabilities a unique way to challenge themselves through flight and aviation career training, and by doing so, to gain greater self-confidence and self-reliance.	students with physical disabilities	Applications accepted for a full flight training scholarship every year	CONTINUING	ONGOING	N/A
Purdue Polytechnic/School of Aviation and Transportation Technology	Ivy Tech Community College	Purdue and Ivy Tech partnership to provide workforce training for GE Aviation using Airframe and Powerplant curriculum	N/A	John Mott	jhmott@purdue.edu	Provides workforce training to a broad audience and provide a pipeline of students to a Purdue Program	undergraduates, transfers and Codo students	Ivy Tech and Polytechnic Students	CONTINUING	ONGOING	N/A
Purdue Polytechnic/School of Aviation and Transportation Technology	N/A	Accessibility Research	N/A	Sarah Hubbard	sarahh@purdue.edu	Working with a graduate student to conduct research on accessibility for women and URM	undergraduates, transfers and Codo students	Polytechnic Students	CONTINUING	ONGOING	N/A

Purdue Polytechnic/School of Aviation and Transportation Technology	N/A	Creating a pipeline of female Ph.D. students who will be eligible for post-docs and potential faculty positions in the future	N/A	John Mott	jhmott@purdue.edu	The SATT is essential using a strategy of "growing their own" in response to the great difficulty in find female and URMs in academia in Aviation	female and URM graduate students	female and URM graduate students	CONTINUING	ONGOING	N/A
Purdue Polytechnic/School of Aviation and Transportation Technology	N/A	AOPA Grant	N/A	Wulle and Julius	wulleb@purdue.edu ; keller@purdue.edu	AOPA grant was granted to work on aviation curricula in public high schools	public High School students	High school students	NEW	2 year	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	National Center for Women in Computing	https://www.ncwit.org/	Alka Harriger and Dawn Laux	shavonne@purdue.edu ; harrigea@purdue.edu	NCWIT Pacesetters go above and beyond conversation; they put in hard work to make change in the own organizations by setting aggressive and measurable goals over a two-year timeframe; goals that challenge stereotypes and shape positive behaviors, improve internal processes and advance technical innovation	undergraduate, transfers and Codo students	Polytechnic Students	CONTINUING	ONGOING	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	GenCyber funded grant	https://www.gen-cyber.com/	Dawn Laux, Kate Seigriied-Spellar	dlaux@purdue.edu ; kspellar@purdue.edu	Grant was funded to bring high school students to campus for a week long summer camp focuses on Cybersecurity. 39 students participated in the free camp with a focus on recruiting a diverse population of students.	high school students	potential Polytechnic students	have reapplied	extended one year grant requested	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	Indiana Celebration of Women in Computing	https://inwic.tech.purdue.edu/	Alka Harriger and Dawn Laux	harrigea@purdue.edu ; dlaux@purdue.edu	Alka and Dawn were co-chairs - approximately 140 undergraduate students, graduate students, faculty and professionals participated in a 2 day conference from across Indiana . The low cost, regional conference for women in computing was held September 30-October 1, 2016	undergraduate and graduate students, faculty and professional women	women in computing	N/A	N/A	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	GenCyber funded grant	https://www.gen-cyber.com/	Dawn Laux, Kate Seigriied-Spellar	dlaux@purdue.edu ; kspellar@purdue.edu	Grant was funded to bring high school students to campus for a week long summer camp focuses on Cybersecurity. 39 students participated in the free camp with a focus on recruiting a diverse population of students.	high school students	potential Polytechnic students	have reapplied	extended one year grant requested	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	Grace Hopper Conference	http://ghc.anitab.org.org/	Dawn Laux	dlaux@purdue.edu	CIT Department funded 10 female students and 3 faculty to attend the annual Grace Hopper Conference in October, 2016. Conference is focused on women in computing at a national level.	women undergraduates	undergraduate women in computing	CONTINUING	ONGOING	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	TAPIA Conference	http://tapiaconference.org/	Dawn Laux	dlaux@purdue.edu	CIT Department funded 2 URM students and 1 faculty to attend the annual TAPIA in September 2016. Conference is focused on URMs in computing at a national level.	URM undergraduates	undergraduate URMs in computing	CONTINUING	ONGOING	N/A

Purdue Polytechnic/Computer and Information Technology Department	N/A	Sponsorship of NWCIT Aspirations in Computing Award for female high school students.	https://www.aspirations.org/	Dawn Laux	dlaux@purdue.edu	CIT Department offers a \$500 scholarship to high school female NWCIT Aspiration award winners who are admitted to CIT Polytechnic.	Women freshman in computing	women freshman in computing	CONTINUING	ONGOING	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	TECHFIT	https://techfit.tech.purdue.edu/	Alka Harriger	harrigea@purdue.edu	Teaching Engineering Concepts to Harness Future Innovators and Technologists (TECHFIT) is a 1.2 M, 3-yr., NSF-funded project (DRL#1312215) through which the team has presented 6 sets of 6-day professional development programs to 7- middle school teachers that led 30 teams of middle school students (>800 to date) in TECHFIT afterschool programs from four states (IN, OH, SC, WA) over the past 3 years. Selection favors school populations with higher URMS or underserved/rural schools.	middle school teachers	provides accessibility to middle school students in largely URM and underserved/rural schools	CONTINUING	ONGOING	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	Curriculum and Assessment Design to Study Development of Motivation and Computational Thinking for Middle School Students across Three Learning Contexts.	https://www.purdue.edu/newsroom/releases/2016/Q3/purdue-faculty-receive-2.5-million-nsf-grant-for-stem-project.html	Alka and Brad Harriger	harrigea@purdue.edu ; bcharrig@purdue.edu	Builds on TECHFIT research, but adds dimension to identify what is more appealing to female students.	female middle school students	female middle school students	CONTINUING	ONGOING	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	IT Community Engagement Course	N/A	Dawn Laux	dlaux@purdue.edu	Experimental course called IT Community Engagement - students developed hands-on sessions for varied audiences to spark interest in IT. Students then presented to middle schoolers visiting Purdue and at a middle school in spring and fall of 2016. They also presented to high schoolers in Indianapolis with a large percentage of URMs. Also participated in a Girl Scout conference in Ft. Wayne, IN	female middle and high school students	female middle and high school students	CONTINUING	ONGOING	N/A
Purdue Polytechnic/Computer and Information Technology Department	N/A	New graduate course developed, CNIT 58100-ITD, Diversity in Information Technology	N/A	Julie Mariga	jrmariga@purdue.edu	New graduate course to assist building research community related to diversity in computer	graduate students	graduate students	CONTINUING	ONGOING	N/A
Purdue Polytechnic/School of Engineering Technolgy	N/A	SOET Student groups AMET and FRRI	https://boilerlink.purdue.edu/organization/AMET	Ken Burbank	kburbank@purdue.edu	Both student groups in the SOET have a strong focus on inclusion	undergraduate students in the Polytechnic	undergraduate students in the Polytechnic	CONTINUING	ONGOING	N/A
Purdue Polytechnic/Technology, Leadership and Innovation Department	N/A	Engineering/Technology Teacher Education visits to Portage and Zionsville High Schools	N/A	Todd Kelley, Nathan Mentzer and Paul Asunda	trkelley@purdue.edu ; nmentzer@purdue.edu ; pasunda@purdue.edu	Presented design thinking workshops to high school students were gender neutral or focused on URMs. Also presented soft robotics project focused on improving female participation STEM careers	high school students	High school students	CONTINUING	ONGOING	N/A

Purdue Polytechnic	N/A	Increase percentage of women to 25% and URM to 10% of the Faculty in the Polytechnic. Women faculty increased from 25% to 26.2% in 2016, and URM faculty increased from 6.6% to 7.6 in 2016	N/A	Kathy Newton	knewton@purdue.edu	Redesigned the search committee process to require all search committees to attend Advance training, and to meeting with the Associate Dean for Faculty Success before posting job notices and before inviting candidates to campus for hiring. This will assure that hiring pools have as diverse a population as possible	All search committees in Polytechnic	Intended to assure diversity in new hires of a faculty	NEWLY REVISED	ONGOING	N/A
Purdue Polytechnic	N/A	Improve Climate in Polytechnic	N/A	Kathy Newton	knewton@purdue.edu	Identify needed improvement in climate by administering an assessment tool. Last one was initiated in 2014, and plans are to readminister in Fall, 2017.	Polytechnic Faculty	Polytechnic Faculty	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Ensure retention of women and URM in Polytechnic	N/A	Kathy Newton	knewton@purdue.edu	Currently examining turnover in Polytechnic and designing an exit survey to assist in identifying key issues to work on	Polytechnic Faculty	Leaving Faculty	NEW	ONGOING	N/A
Purdue Polytechnic	N/A	Polytechnic Diversity Committee	N/A	Toni Munguia and Kathy Newton	amunguia@purdue.edu ; knewton@purdue.edu	Committee established to ensure good communication from womend and URM faculty in Polytechnic. Membership representation is from all Schools and Departments in the Polytechnic	Polytechnic Faculty	Polytechnic Faculty	NEW	ONGOING	N/A
Purdue Polytechnic	N/A	Address issues related to climate among faculty and Department Heads	N/A	Dean Gary Bertoline	bertolig@purdue.edu	The Dean is meeting one-on one with the faculty in an effort to determine what areas of civility need to be addressed. He has also initiated three 360 administrative reviews for 2 department heads and one associate dean to deal with it as well. Department heads and deans are offered leadership coaching and other professional development oppotunities by the dean, and some have taken advantage of it.	Polytechnic Leadership and Faculty	Polytechnic Leadership and Faculty	New	ONGOING	N/A
Purdue Polytechnic	N/A	Increase percentage of female and URM undergraduate students	N/A	Kathy Newton and Toni Munguia	knewton@purdue.edu ; amungia@purdue.edu	The Polytechnic continues to make progress in both areas: overall undergraduate student population rose from 3313 in Fall, 2015 to 3529 in Fall, 2016. Women rose from 569 (17.1%) to 627 (17.7%) and URM's rose from 386 (11.6%) to 423 (11.9%).	Women and URM undergraduate students	Women and URM undergraduate students	CONTINUING	ONGOING	N/A
Purdue Polytechnic	N/A	Increase percentage of female and URM graduate students	N/A	Kathy Newton	knewton@purdue.edu	The Polytechnic continues to make progress in both areas: overall graduate student population rose from 584 in Fall, 2015 to 585 in Fall, 2016. Women rose from 206 (35.3%) to 218 (37.3%) and URM's rose from 52 (8.9%) to 57 (9.7%).	Women and URM graduate students	Women and URM graduate students	CONTINUING	ONGOING	N/A

The Graduate School	The Graduate School	Alliance for Graduate Education & Professoriate (AGEP)	http://www.purdue.edu/gradschool/agep/index.html	Dr. Kathy Dixon, Director	kgdixon@purdue.edu	<p>national concern. The purpose of AGEP is to increase the number of domestic, underrepresented minority students receiving doctoral degrees and becoming faculty in STEM fields. Recruiting, Retention and Enrichment activities are implemented to fulfill the purpose of the AGEP mission. Scholars selected for the program receive a small award each semester and participate in numerous events on campus. The AGEP scholars serve as peer mentors for new incoming graduate and undergraduate students (Scholars participating in Bridge, SROP, Purdue Bound and LSAMP Programs). They conduct workshops and provide tutorial assistance. The scholars also provide an instant peer network for each other and the graduate and undergraduate students they mentor. AGEP and LSAMP combine resources for annual banquets in the Spring and Fall semesters. The Spring banquet is utilized to recognize achievements of AGEP & LSAMP scholars and mentors. A poster presentation is held in conjunction with the Fall banquet and AGEP & LSAMP alumnae are invited to speak about their experiences and their career path after graduate school. In support of retention efforts, AGEP developed social media pages such as LinkedIn, Facebook and the AGEP website with which to share informative scholarly articles, events, funding, job opportunities, announcements and achievements of AGEP scholars such as promotions, new appointments, dissertation presentations and/or graduation. The Purdue AGEP Facebook page currently has 156 members and growing. The LinkedIn group page has 27 members and many more member invites pending. The AGEP program offers travel grants up to \$500 to AGEP scholars, Bridge students and AGEP graduate assistants traveling to a regional or national conference for professional development or to present research. Funding is limited to just a few travel grants per semester. There is no deadline to apply. Travel grants are awarded as requests are received. AGEP awarded eight travel grants to graduate students in 2016 and thirteen travel grants in 2015. In 2016, AGEP supported a</p>	The AGEP program serves graduate students primarily but also serves undergraduate students indirectly through mentoring and tutoring.	The AGEP program goal is to increase the number of domestic students in STEM PhD programs with a special emphasis on the underrepresented minority populations (African American/Black, American Indian/Alaskan Native, Native Hawaiian & Pacific Islander, and Hispanic/Latino).	This initiative is continuing since 2004.	Ongoing	1, 2, 3, 6, 8, 9
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The Graduate School	The Graduate School, College of Science, College of Engineering, College of Agriculture, College of Pharmacy, Polytechnic Institute, College of Veterinary Medicine, College of Health and Human Sciences, College of Liberal Arts	Summer Research Opportunities Program (SROP)	http://www.purdue.edu/gradschool/diversity/srop/index.html	Dr. Kathy Dixon, Co-Director and Dr. Susan Mendrysa, Co-Director	kgdixon@purdue.edu , smendrys@purdue.edu	The Purdue Summer Research Opportunities Program (SROP) has the goal of enhancing diversity in academic, government, and industry positions that require graduate degrees. All qualified students, including but not limited to African American, Asian American, Hispanic American, and Native American, are encouraged to apply. It is our aim to encourage talented undergraduate students from social and economic backgrounds that are underrepresented in research careers to pursue graduate education, and to enhance their preparation for graduate study. This eight week program involves intensive research experiences with faculty mentors. Each student receives a generous stipend as well as paid travel expenses, housing and campus transportation. Students work 40 hours per week in a research lab and participate in professional development workshops including GRE preparation and other courses designed to prepare the student for graduate school. Students present their research both in oral and poster presentations at the end of the program. They are guided not only by the lab research team and faculty mentor but also by the SROP graduate student assigned to them. Social activities are scheduled on weekends to introduce students to campus and the surrounding community. Participating students are joined by other groups on campus such as LSAMP and REU program participants for workshops and events as well as the final poster presentation at the end. By participating in the SROP program, students are provided an opportunity to gain valuable research experience and broaden their view of graduate education which puts students at an advantage as a graduate applicant. In 2016, Purdue welcomed twenty-nine undergraduate students to campus. This number includes six Bridge students.	Undergraduate students	All qualified students, including but not limited to African American, Asian American, Hispanic American, and Native American, are encouraged to apply.	Continuing	Ongoing	1, 6, 7, 9
The Graduate School	The Graduate School, College of Science, College of Engineering, College of Agriculture, College of Pharmacy, Polytechnic Institute, College of Veterinary Medicine, College of Health and Human Sciences, College of Liberal Arts	AGEP Bridge Program	http://www.purdue.edu/gradschool/agep/people/bridge-students.html	Dr. Kathy Dixon, Director	kgdixon@purdue.edu	The Purdue AGEP Summer Bridge Program is a transitional program that offers a unique opportunity for incoming graduate students. AGEP is particularly interested in underrepresented students who have been admitted to one of the STEM (Science, Technology, Engineering, or Mathematics) disciplines. The program works in coordination with the Summer Research Opportunities Program (SROP). Students must be nominated by their department for the program and, like the SROP program, will receive a stipend as well as paid travel, housing and transportation expenses. Incoming graduate students accepted into the program will conduct research over an eight week period with a faculty mentor and will be mentored by a current AGEP scholar. This summer experience will prepare students for the upcoming year at Purdue University by providing professional development opportunities that will assist them throughout their academic programs as well as an instant peer network to improve retention. Even after the summer, Bridge students are invited to AGEP workshops, meetings and events and will continue to meet with the director during their first year at Purdue. In 2016, AGEP supported six Bridge students.	Incoming graduate students	Underrepresented Minority (URM) populations	Continuing	Ongoing	1, 2, 6, 9

The Graduate School	The Graduate School	Big Ten Academic Alliance (BTAA) Professional Advancement Initiative (PAI)	http://www.purdue.edu/gradschool/agep/resources/postdoc.html	Dr. Mark J.T. Smith, PI, Dr. Kathy Dixon, AGEP Director,	mjts@purdue.edu , kgdixon@purdue.edu	The Big Ten Academic Alliance (BTAA), a consortium that includes Purdue and 13 other Big Ten universities plus The University of Chicago, was awarded an NSF AGEP-Transformation (AGEP-T) grant titled "Professorial Advancement Initiative (PAI). The goal of the PAI is to double the rate at which Big Ten institutions hire underrepresented minority (URM) faculty in the science, technology, engineering, and mathematics (STEM) fields. To achieve this goal, the BTAA universities will work toward two PAI objectives: 1) create a pool of URM postdocs within the BTAA who have been well prepared and trained to enter the academy as tenure track faculty and 2) coach faculty members to become leaders in diversity hiring by exposing search committees to the literature about unconscious bias and the compelling benefits of having a diverse faculty. Purdue AGEP created a LinkedIn Social Media page to promote the PAI program and encourage participation. The AGEP LinkedIn site is a closed group dedicated specifically to AGEP Alumnae, Postdocs, PAI participants and those seeking faculty positions. It is used to post Big Ten Academic Alliance (BTAA) related information, postdoctoral fellowships, faculty job opportunities within the Big Ten Alliance and professional/career development articles about mentoring or careers in academia. In effort to retain diverse Postdoctoral Scholars and encourage advancement to faculty positions, AGEP schedules a Postdoc Coffee Hour to share professional development resources and provide a networking opportunity. A faculty member from the university is invited to discuss careers in academia, applying for faculty positions and challenges faced by URM faculty. BTAA Faculty are invited and encouraged to participate in mentoring activities for the PAI Postdocs. Faculty mentoring workshops are scheduled as well as faculty workshops focused on diverse hiring, bias behaviors and multicultural awareness. The AGEP Director attends bi-weekly meetings via conference call to collaborate with Big Ten Alliance members about PAI activities. BTAA schedules workshops, webinars and	Postdocs, junior faculty, senior faculty mentors	Underrepresented Minority (URM) populations	Continuing	Extended to August 2017	3, 4, 7, 8, 9, 10
Center for Career Opportunities	Multicultural and Minority Program Directors - administrators representing all PWL schools and colleges	Diversity Student Leaders Reception	N/A	Veronica Rahim / Cara Hines-Pham	vrahim@purdue.edu / cshines@purdue.edu	Enhances diversity student engagement with prospective employers. Provides an opportunity for students to hone networking skills and make connections with potential student organization event sponsors and meeting speakers. This high-end reception where hot hors d'oeuvres and non-alcoholic punch is served follows a student workshop entitled "how to work a room". Informal, anecdotal feedback supports the event's success. A structured assessment system has not been developed for this event. It is conducted on an annual basis.	Referrals of undergraduate, graduate and professional students received from Multicultural and Minority Program Directors. Diversity student organization officers are also identified and invited to the event.	URMs including American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander and Hispanic students. In addition, Students with Disabilities, LGBTQ students and Veterans receive invitations.	Continuing	Once per year	2. Retain Diverse Students; 6. Provide co-curricular activities in support of the diversity and inclusion mission.

Center for Career Opportunities	The Division of Diversity & Inclusion	Diversity Leadership Etiquette Dinner and Employer Engagement	N/A	Veronica Rahim / Cara Hines-Pham	vrahim@purdue.edu / cshines@purdue.edu	Increase student knowledge of appropriate dining behavior - especially in professional settings. Provide an opportunity for students to demonstrate etiquette and further hone networking skills, as well as make connections with potential student organization event sponsors and meeting speakers. An etiquette expert will present a workshop to participating students and employers followed by networking-based engagement between the students and employer representatives. A post-event survey will be developed and forwarded to participants to solicit their feedback. This is a pilot. If successful, it will be considered for an annual event.	Close collaboration and funding partner - Division of Diversity and Inclusion. Referrals of undergraduate, graduate and professional students received from Multicultural and Minority Program Directors. Diversity student organization officers are also identified and invited to the event.	URMs including American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander and Hispanic students. In addition, Students with Disabilities, LGBTQ students and Veterans receive invitations.	New	Pilot program	2. Retain Diverse Students; 6. Provide co-curricular activities in support of the diversity and inclusion mission.
Roland G. Parrish Library of Management and Economics	Center for Career Opportunities; Office of Professional Practice; Krannert Professional Development Center; Purdue Alumni Association	Purdue University Career Wiki - International and Diversity Resources	http://career.lib.purdue.edu/index.php	Tim Luzader	tluzader@purdue.edu	A source of comprehensive career information. This robust clearinghouse of databases is directed at assisting diversity students with their career development and employer efforts. Periodically, usage of specific on-line resources is gauged and focus group-style follow-up is scheduled to determine the effectiveness of the resources.	Undergraduate, graduate and professional students enrolled at Purdue University	URMs including American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander and Hispanic students. In addition, International students, Students with Disabilities, LGBTQ students and Veterans.	Continuing	On-going	2. Retain Diverse Students; 6. Provide co-curricular activities in support of the diversity and inclusion mission.
Office of Admissions	All colleges, Division of Financial Aid, University Residences, Division of Diversity and Inclusion, Student Activities and Organizations, University Dining	Fall Explore Purdue	http://admissions.purdue.edu/explorepurdue/index.php	Janiah Downing	downingj@purdue.edu	Explore Purdue was created to address the need of a program that highlights the diverse aspects and support systems available at Purdue University to prospective students. Explore Purdue provides an in-depth look at campus diversity to prospective student; thereby enhancing the university's mission of diversity. Activities include exposure to diverse performance ensembles, meeting with students from diverse backgrounds, connecting with diverse faculty and staff, and discussing topics that impact students from diverse backgrounds. Evaluations are used to ensure guests are receiving the experience we anticipate. Of outcome is simple; ensure prospective students from diverse backgrounds understand the resources and community available at Purdue University. This is an on going initiative; 76% of attendees were more interested in attending Purdue after attending this event than prior.	Undergraduate Students, Staff, Faculty	While this event is created for students from the historically underrepresented backgrounds (Latin(x), African American, American Indian, Native Hawaiian, Multiracial, Native Alaskan), any student is welcome to attend. The event is for prospective students only.	Continuing	Twice per year (Fall, Spring), No specific end date.	Increase diversity in student enrollment. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.

Office of Admissions	All colleges, Division of Financial Aid, University Residences, Division of Diversity and Inclusion, Student Activities and Organizations, University Dining	Destination Purdue	http://www.admissions.purdue.edu/destinationpurdue/	Janiah Downing	downingj@purdue.edu	Destination Purdue was created to address the need of a program that highlights the diverse aspects and support systems available at Purdue University to prospective students. Destination Purdue provides an in-depth look at campus diversity to admitted student; thereby enhancing the university's mission of diversity. Activities include exposure to diverse performance ensembles, meeting with students from diverse backgrounds, connecting with diverse faculty and staff, and discussing topics that impact students from diverse backgrounds. Evaluations are used to ensure guests are receiving the experience we anticipate. The primary outcome is that students will view Purdue University as a wonderful university that values diversity and in doing so they matriculate to Purdue University. This is any ongoing initiative; on average 60-65% of the attendees of Destination Purdue matriculate to Purdue.	Undergraduate Students, Staff, Faculty	While this event is created for students from the historically underrepresented backgrounds (Latin(x), African American, American Indian, Native Hawaiian, Multiracial, Native Alaskan), any student is welcome to attend. This event is for admitted students only.	Continuing	Once per year (Spring), no specific end date	Increase diversity in student enrollment. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Office of Admissions	All colleges, Division of Financial Aid, University Residences, Division of Diversity and Inclusion, Student Activities and Organizations, University Dining	Boiler Tracks Day	http://admissions.purdue.edu/boilertracksday/	Janiah Downing	downingj@purdue.edu	Boiler Tracks day was primarily created to address the need of a program that highlights the diverse aspects and support systems available at Purdue University to prospective students; secondarily it was created to provide another diversity focused visit day in the wake of the Our Purdue Program discontinuing. Boiler Track Day provides an in-depth look at campus diversity to admitted student; thereby enhancing the university's mission of diversity. Activities include exposure to diverse performance ensembles, attending class with current students, connecting with diverse faculty and staff, and discussing topics that impact students from diverse backgrounds. Evaluations are used to ensure guests are receiving the experience we anticipate. The primary outcome is that students will view Purdue University as a wonderful university that values diversity and in doing so they matriculate to Purdue University. This is any ongoing initiative; on average 70%% of the attendees of Boiler Tracks Day matriculate to Purdue.	Undergraduate Students, Staff, Faculty	While this event is created for students from the historically underrepresented backgrounds (Latin(x), African American, American Indian, Native Hawaiian, Multiracial, Native Alaskan), any student is welcome to attend. This event is for admitted students only.	Continuing	Once per year (Spring), no specific end date	Increase diversity in student enrollment. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Office of Admissions	All colleges, Division of Financial Aid, University Residences, Division of Diversity and Inclusion, Student Activities and Organizations, University Dining	Spring Explore Purdue	http://admissions.purdue.edu/explorepurdue/index.php	Janiah Downing	downingj@purdue.edu	Explore Purdue was created to address the need of a program that highlights the diverse aspects and support systems available at Purdue University. Explore Purdue provides an in-depth look at campus diversity to prospective student; thereby enhancing the university's mission of diversity. Activities include exposure to diverse performance ensembles, meeting with students from diverse backgrounds, connecting with diverse faculty and staff, and discussing topics that impact students from diverse backgrounds. Evaluations are used to ensure guests are receiving the experience we anticipate. Of outcome is simple; ensure prospective students from diverse backgrounds understand the resources and community available at Purdue University. This is an on going initiative; 76% of attendees were more interested in attending Purdue after attending this event than prior.	Undergraduate Students, Staff, Faculty	While this event is created for students from the historically underrepresented backgrounds (Latin(x), African American, American Indian, Native Hawaiian, Multiracial, Native Alaskan), any student is welcome to attend. This event is for prospective students only.	Continuing	Twice per year (Fall, Spring), No specific end date.	Increase diversity in student enrollment. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.

Office of Admissions	Division of Financial Aid, Division of Diversity and Inclusion, Student	Emerging Leader Receptions	http://www.admissions.purdue.edu/emergingleader/	Janiah Downing	downingj@purdue.edu	The Emerging Leader Receptions were created to further attract recipients of the Emerging Leader Scholarship to attend Purdue University. The receptions provide an in-depth look at campus diversity to Emerging Leader recipients; thereby enhancing the university's mission of diversity. During the receptions the Office of Admissions and The Division of Diversity and Inclusion provide information about the programmatic components of the Emerging Leaders program and enrollment details. Evaluations are used to ensure guests are receiving the experience we anticipate. Of outcome is simple; ensure Emerging Leaders understand all aspects of the Emerging Leader award and matriculate to Purdue University. This is an on going initiative.	Undergraduate Students, Staff, Faculty	While this event is created for students from the historically underrepresented backgrounds (Latin(x), African American, American Indian, Native Hawaiian, Multiracial, Native Alaskan), any student is welcome to attend. This event is for Emerging Leader recipients only.	Continuing	1-3 per year (Spring), NO specific end date	Increase diversity in student enrollment. Coordinate and communicate diversity efforts. Evaluate Progress toward achieving diversity goals.
Campus-wide	Campus-wide	Diversity Transformation Award (DTA) - Program Initiatives	http://www.purdue.edu/diversity-inclusion/dta_projects/index.html	Mark Smith - overall; Each initiative (total 12) has faculty responsible for program. Each initiative is different.	Mark Smith - mjts@purdue.edu	The Diversity Transformation Award (DTA) program is an initiative funded by the Office of the Provost, with the goals of enhancing campus diversity by increasing the enrollment and success of students from underrepresented minority populations, increasing the representation of underrepresented minorities within the faculty ranks, and leveraging the research talent on campus to create a nationally recognized center of activity in studying factors affecting inclusiveness and success of underrepresented minority (URM) students and faculty.	Students, faculty, staff - campus-wide	All diversity groups	New as of fall 2015	ongoing	All
Student Success Programs (Orientation)	Office of the Provost and Dept of Psychology (Prof Monteith)	Boiler Gold Rush	www.purdue.edu/bgr	Kasi Jones	jones114@purdue.edu	New student welcome week (BGR) includes the FreeZone skit and reflective conversation and includes a specific session on diversity and intercultural competence. For 2017 this specific session has been completely revamped by a team lead by Prof Margo Monteith as a result of her Diversity Transformation Award.	incoming undergraduate students for fall 2017	Multiple.	Revised based on DTA award	once/year	
Student Success Programs (Orientation)	Office of the Provost	Summer Transition, Advising and Registration	www.purdue.edu/star	Kasi Jones	jones114@purdue.edu	STAR 2017 will include a brief video from Chief Diversity Office (Provost) meant to highlight the diverse nature of Purdue that they will be a part of in the fall	incoming undergraduate students for fall 2017	Multiple.	Revised (waiting to learn from Diversity Office)	once/year	
Krannert School of Management	N/A	The Dr. Cornell A. Bell Business Opportunity Program	http://web.ics.purdue.edu/~henrydl/	Darren Henry	henrydl@purdue.edu	Companies and firms are looking to diversity their workforce to operate profitably in a global economy. To meet their need, the Krannert School of Management launched the Business Opportunity Program in 1968, which enabled all students in Krannert to have access to a quality Management education and subsequent business career. BOP centers around a shared summer experience which equips students with the skills to navigate through Purdue as a minority. Metrics revolve around graduation rates. This is an ongoing initiative.	undergraduate and MBA students in Krannert	targets historically underrepresented students	continuing	ongoing	Action Items 1, 2, 5a, 6, and 10

Krannert School of Management	None directly, but work with other units on campus for a number of collaborative events.	The Jane Brock-Wilson Center for Women in Management	http://www.krannert.purdue.edu/undergraduate/life-at-krannert/diversity/women-in-management.php	Candice (Candi) Lange	lange30@purdue.edu	Research shows that one woman's education affects not only that woman, but the health, education and productivity of future generations. Using strategies developed from research findings, the Jane Brock-Wilson Center for Women in Management takes the following actions to accelerate the career growth of women: 1) prepare students to lead and excel in a diverse and changing workforce, 2) support the leadership development of women from pre-college throughout their careers, and 3) influence thought and behavior in global business settings. Activities include research, the Human Library event, and the Women in Management undergraduate course. Forthcoming activities include a career re-entry program for women following employment gaps, pre-college business camps for girls, and a leadership excellence and gender symposium. This is an ongoing initiative.	All	targets women	new	ongoing	Action Items 1, 2, 4, 5, 6, and 10
Krannert School of Management	N/A	Krannert Diversity & Inclusion Team	NA	Dean David Hummels	krannertdean@purdue.edu (Shelley Corbin, Dean's assistant)	The Krannert School has a set of aggressive diversity goals to achieve by the year 2020. Thus, the Krannert D&I team was launched in 2016 to provide strategy and direction to accomplishing those goals. The team meets once a month to discuss separate goals individually.	All	faculty, staff, and students	new	TBD	Action Items 1-10
Krannert School of Management	Syracuse, Florida State, UCLA, Texas A&M, Connecticut, LSU, Cornell, St. Joseph's, and Missouri.	Purdue Entrepreneurship Bootcamp for Veterans with Disabilities (EBV)	http://www.krannert.purdue.edu/military/ebv/home.php	Muna Oto	ebv@purdue.edu	A high and staggering number of military veterans return from combat and start new entrepreneurial ventures due to challenges within the employment market. The Entrepreneurship Bootcamp for Veterans with Disabilities (EBV) offers cutting edge, experiential training in entrepreneurship and small business management to post-9/11 soldiers, sailors, aviators, and marines with disabilities resulting from their service to our country. Participants have a one month online self-study and work on the development of an entrepreneurial business, spend a nine-day residency on campus engaging in a series of workshops, and receive one-year of coaching from faculty experts. EBV is designed to open the door to entrepreneurial opportunity and small business ownership. This is an ongoing initiative.	off-campus constituents	disabled, post 9/11 military veterans	continuing	ongoing	N/A
Engineering	College-wide	Strategic Oversight Committee (SOC)	N/A	Klod Kokini	kokini@purdue.edu	The SOC is a mechanism in place to ameliorate implicit bias in faculty hiring and to ensure that hiring units are selecting from as diverse a pool of faculty candidates as possible. The SOC reviews and assesses the requests of hiring committees to invite candidates for interviews to determine whether candidates meet strategic objectives. The intended outcome is to hire faculty of the highest quality who are multidisciplinary and/or strengthen core competencies and contribute to diversity.	Tenure-track and clinical faculty	Women and URM Faculty	Continuing	Ongoing	3a, 3b
Engineering	College-wide	Requirement to attend workshops on faculty hiring	N/A	Klod Kokini	kokini@purdue.edu	In order to recruit and retain outstanding diverse faculty and be proactive in creating diverse pools of candidates, all engineering search committee members are required to attend an ADVANCE Search Committee workshop in order to be able to serve on a search committee. The intended outcome is to hire faculty of the highest quality who contribute to diversity.	Engineering search committee members including faculty, staff and students	Women and URM Faculty	Continuing	Ongoing	7b

Engineering	College-wide	Concierge Program	https://engineering.purdue.edu/Eng/r/Concierge	Michelle Jansen	mjansen@purdue.edu	In general, we find that a larger proportion of women faculty require dual career accommodations than male faculty. The Concierge Program was established April 14, 2014, to assist with faculty recruitment and retention efforts within the College of Engineering. The program provides dual career, relocation, and visa processing assistance. To date, the Concierge has assisted with 90 dual career efforts (62% recruitment and 38% retention) with an average of 92% or greater placement rate.	Tenure-track and clinical faculty	Women and URM Faculty	Continuing	Ongoing	3b, 4a, 4b
Engineering	College-wide	Diversity & Inclusion Workshop	https://engineering.purdue.edu/Eng/r/AboutUs/Administration/AcademicAffairs/Climate/Culture/diversity_workshop	Amy Moors	amoors@purdue.edu	Engineering developed its own workshop in diversity and inclusion education for faculty and staff that was piloted in October 2012 and has been presented annually each fall since. To date, 138 faculty (68%) and 66 staff members (32%) have participated in the day long workshop. The main goals of the workshop are to provide an overview of key diversity concepts relating to gender, race/ethnicity, and other social identity factors and combine awareness with tools that support changes in attitude, behavior, and understanding. Follow-up assessments show that the outcomes of the workshops were positive, and that those attending value education around diversity and inclusion.	All Engineering faculty & staff. Faculty hired since 2008 are required by their offer letters to participate in diversity education during their first years on campus.	All populations, especially women and URMs	Continuing	Ongoing	7a, 7b, 7c
Engineering	College-wide	Inclusive Circles of Conversation		Amy Moors	amoors@purdue.edu	Following the D & I Workshops, faculty and staff are invited to continue the dialogue by participating in Inclusive Circles of Conversation, informal lunch meetings where faculty and staff have discussions focused on identifying specific actions to address diversity within the workplace.	All faculty & staff.	All populations, especially women and URMs	Continuing	Ongoing	7a, 7b, 7c
Engineering	College-wide	Faculty Mentoring	https://engineering.purdue.edu/Eng/r/AboutUs/Administration/AcademicAffairs/Policies/faculty_mentoring.html	Marsha Freeland	mjfreeland@purdue.edu	Receiving quality mentoring is important to the success and retention of all faculty, especially women and underrepresented minority faculty, therefore a college faculty mentoring program was established in 2004 and updated in 2011. Since 2012, we have provided annual workshops on teaching and mentoring, presented by internationally known experts, Dr. Richard Felder and Dr. Rebecca Brent, in which 95 senior faculty have participated. Peer mentoring is one of the benefits new assistant professors receive by participating in New Faculty Learning Communities that we began coordinating in 2011.	Tenure-track and clinical faculty	Women and URM Faculty	Continuing	Ongoing	4a, 4b, 7b, 7c
Engineering	Campus-wide	Diversity Catalysts	N/A	Klod Kokini	kokini@purdue.edu	Engineering is proud of having played an instrumental role in organizing and leading ADVANCE-Purdue Diversity Catalysts efforts, where high-impact senior faculty engage the faculty and staff in conversations about diversity issues in their units and across campus. We continue to participate in this activity and others such as its Faculty Advancement Success and Tenure series and Faculty Search Committee workshops. Besides attendance at the ADVANCE Search Committee workshops, Engineering has also supported the workshops with facilitators.	All faculty & staff	All populations, especially women and URMs	Continuing	Ongoing	8a
Engineering	College-wide	Climate Surveys	N/A	Klod Kokini	kokini@purdue.edu	As part of an academic program review, faculty in the unit being reviewed are surveyed to assess their overall experiences in the school. This information is used to identify areas that may need improvement and to help the unit make appropriate policy changes to enhance the environment for all.	All faculty within an academic unit	All faculty, staff and students within an academic unit	New	Ongoing	7a

Engineering	College-wide	Diversity Interviews for Academic Leaders within the College of Engineering	N/A	Klod Kokini	kokini@purdue.edu	Vetting of top administrators within the College of Engineering, e.g. Heads and some Director positions by two groups: women faculty/administrators and the Diversity Action Committee. Interactions with the candidates and these groups ensure candidates hear first-hand the importance the Dean and the college Leadership Team places on creating and maintaining an inclusive environment. Insights gleaned through these interviews are provided to search committee chairs for their consideration.	Students, faculty and staff from the unit in question (e.g. when hiring a Head of a school).	In the interviews there is focus on URM's, gender and orientation, but the discussions may unfold into other dimensions of inclusion.	Continuing	As-needed.	3b
Engineering	Mechanical Engineering	Transforming Engineering Culture to Advance Inclusion and Diversity (TECAID), an NSF funded program	http://www.wskc.org/tecaid	Klod Kokini	kokini@purdue.edu	Women and URMs remain a disproportionately small fraction of those in mechanical engineering (ME) careers. TECAID'S overarching goal is to increase diversity and foster an inclusive culture for URMs and women in mechanical engineering. It provides support for efforts in ME departments to create and sustain inclusive interactions and cultures that benefit all participants – in classrooms and labs, in student design groups, in faculty meetings and hallway interactions, and in underlying department dynamics. This support was provided in the form of intensive professional development, expert consultation, and a facilitated virtual learning community to participating ME department leaders and faculty.	ME school leadership and faculty	All populations, especially women and URMs, of ME faculty and students	New	Apr. 2015 - Feb. 2016	2a, 2b, 4a, 4b, 7a, 7b, 7c, 8a
Engineering	College-wide	Diversity & Inclusion Task Force	N/A	Klod Kokini	kokini@purdue.edu	Task force formed to identify gaps in the areas of recruitment, retention, and climate for faculty, staff, and students in the college, as well as opportunities to move toward transformative change. The task force's goal was to prepare a document that can serve as a guide for a long term college-level diversity strategic plan. It did not provide specific action-level agendas or goals, but instead, outlined a summary of preliminary work, which is anticipated to be a helpful starting point for further strategic planning endeavors.	Engineering faculty, staff and students	All populations of Engineering faculty, staff, and students, especially women and URMs	New	Apr. 2016 - Dec. 2016	Aligns with all ADC action items
Engineering	Engineering Administration	Director of Social Science Research & Evaluation	N/A	Klod Kokini	kokini@purdue.edu	This position was created to hire an individual to lead social science research and evaluation activities for programs and initiatives related to faculty issues, climate, and related programs within the College of Engineering. The director of social science research and evaluation plans, executes, and reports quantitative and qualitative data investigations of research questions and evaluations of various programs related to faculty and climate using the most current and effective research and evaluation methodologies and techniques.	Engineering faculty, staff and students	All populations of Engineering faculty, staff, and students, especially women and URMs	New, Dr. Amy Moors was hired in Aug. 2016	Ongoing	9a, 10
Engineering	Provost, 7 colleges	Tecumseh Native American Postdoctoral Position	N/A	Kerry Rabenold	rabenold@purdue.edu	A postdoctoral opportunity, funded by the Provost's diversity initiative, meant to complement the Sloan program for graduate students and the activities of the Native American Educational and Cultural Center. Engineering and 7 other colleges provided funding for interviewing expenses to facilitate a broad search that will attract excellent candidates.	Purdue faculty, staff & students	American Indian	New	AY 16-17	3, 4

Biomedical Engineering	MEP	Sponsored the "Celebration of Minorities in BME Luncheon" at BMES annual meeting	http://www.bmes.org/4DCGI/cms/review.html?Action=CMS_Document&DocID=164&MenuKey=program#Luncheons	Korina Wilbert	kwilbert@purdue.edu	There are still two few minorities participating in engineering in the US and this is especially true for Biomedical engineering. Sponsoring the Celebration of Minorities in BME" Luncheon was intended to demonstrate the concern and leadership that Purdue is giving to this issue on a national scale. We not only sponsored the Luncheon at which over 250 people attended to hear an inspiring speak by the President of NSBE but we also supported an introductory presentation given by the co-director of MEP at Purdue that highlighted initiatives at Purdue and invited participants to join us in making change happen. We considered the large number of participants and the extended discussions after the presentations to be a first indication of the interest in this initiative. We also want to see tangible impact in terms of new partnerships arising from this event. One such partnership outcome is the initial planning of a 1-day workshop on the topic of minority participation in BME for Summer 2017. This is being planned jointly with the BME leadership at Johns Hopkins University in Baltimore, Maryland.	undergraduates, graduate & professional students, post-doctoral fellows, tenure-track faculty, administration & non-academic staff	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, possibly differently abled people as well...	new	Primary event was October 2016; ongoing planning for summer workshop in June 2017
Biomedical Engineering	MEP	Planning a leadership workshop on Increasing Diversity in BME	none yet	Andrew Brightman	aob@purdue.edu	We have begun the initial planning of a 1-day workshop on the topic of minority participation in BME for Summer 2017. This is being planned jointly with the BME leadership at Johns Hopkins University in Baltimore, Maryland. We are considering potential speakers from academia, industry and government as well as representatives from national organizations. We are planning for both presentations and open discussions with the outcomes focused on strategy papers or action items for consideration at a national level. The intent is to initiate a leadership group and continue the discussions, development, and distribution of best practices information at the national meeting of BMES in Oct. 2017 and beyond.	Heads and Chairs of BME programs nationally	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, possibly differently abled people as well...	new	November - January ongoing planning for summer workshop in June 2017
Biomedical Engineering	MEP	Collaboration for recruitment of minorities into BME	none yet	Andrew Brightman	aob@purdue.edu	We have begun the initial planning of a recruiting visit for Summer 2017 to Colorado Rocky Mountain School to help increase minority participation in BME. We intend to initially visit the program and present about MEP at Purdue and opportunities for college enrollment in engineering at Purdue. We hope to have multiple students apply in the following year with at least one student matriculate into BME by Fall 2018.	High School students from inner city schools in Dallas, Baltimore, Atlanta, etc. who participate in a summer residence program for STEM education and life skills (see http://www.crms.org/hs2/support-hs-2/)	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, possibly differently abled people as well...	new	Initial planning discussions began in December of 2016 and are continuing.
Electrical Engineering	BME, COM, ENE	NSF RFE grant on Increasing Diversity and Inclusion in Engineering	https://engineering.purdue.edu/BME/AboutUs/News/2016/purdue-researchers-receive-nsf-grant-to-study-diversity-and-inclusion-in-engineering	Carla Zoltowski (PI)	cbz@purdue.edu	A newly funded (Sept 2016) grant for three years will allow faculty researchers to study the issues surrounding the lack of diversity and inclusion in engineering in a comparative analysis of professional formation in BME and ECE. A multidimensional analysis of interviews, surveys, curricular analysis, program analysis will be conducted with faculty, staff, students, and alumni of the two schools. Reports and papers of scientific findings will be presented and published annually by the research team. Presentations at national meetings will also occur annually with first submitted to ASEE for June 2017.	All people associated with the two academic programs of BME and ECE at Purdue.	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, possibly differently abled people as well...	new	Sept 2016-Aug 2019

College of Engineering	BME, Graduate School	MHBI recruiting visit and tours	https://purdue.edu/gradschool/diversity/hbi/index.html	Tammy Siemmers (BME)		We provide administrative support, presentations and tours for prospective graduate students during their visitation to Purdue- This includes preparing visitor folders, travel reimbursements, welcome/interacting with visiting students and answer questions, assist organizers with anything needed for transporting students to various activities on campus. We always followup with more information to the visitors and encourage them to apply to our BME graduate programs. We intend to have several students apply each year and at least 1 be enrolled.	Potential graduate students from Multicultural and Historically Black Institutions	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, possibly differently abled people as well...	ongoing	November 8 - November 11, 2017	
Engineering	Materials Engineering	ASM Teacher Camp	http://www.asminternational.org/about/foundation/teachers/teacher-camps	David Bahr	dfbahr@purdue.edu	MSE is relatively unknown in many schools serving diverse communities. The ASM Teacher Camps aim to increase awareness of high school teachers regarding the MSE field. We partner with regional teacher camps (IIT in Chicago, Indy, and Cincinnati) to support teachers from diverse schools to learn to integrate MSE topics into their existing curriculum. We track which schools send students, and will continue to monitor if those students end up at Purdue (but national success is not measured by attending Purdue). We continue to carry this out (\$5K per year) as a low cost program.	K-12 teachers	URMs	Continuing	ongoing	N/A
Engineering	Materials Engineering	Diversity in the Minerals Mining and Materials Profession	http://www.tms.org/meetings/2016/diversity2016/home.aspx#.WIZKS3BGrkg	David Bahr	dfbahr@purdue.edu	Diversity within the broad MSE profession lags targets. TMS sponsors a workshop every two years regarding diversity and inclusion within the field. MSE at Purdue participates as speakers, discussion leaders, symposium organizers, and in sending students to gain an appreciation of broad inclusivity activities. We measure our participation, for 2016 4 students and 2 faculty attended the 2 day workshop and the School provided support. We will continue to support these activities.	graduate students and faculty	Broadly all	Continuing	ongoing	N/A
College of Engineering	none	Pathways to the faculty	N/A	Audeen Fentiman	fentiman@purdue.edu	1. Need to diversify engineering faculty. 2. Increase the diversity of the engineering Ph.D. student body and engineering faculty. 3. Purdue faculty exchange visits with faculty from minority serving institutions (MSIs) and explore opportunities for research collaboration, workshops on graduate school for MSI undergraduates, summer undergraduate research opportunities for underrepresented minority (URM) students, and summer bridge programs for URM students. 4. The measures will be participation in activities outlined in #3 and how many of the participating students go on to complete a Ph.D. and pursue a faculty career in engineering. 5. Up to 12 faculty visits (Purdue to MSI or MSI to Purdue), up to 10 URM MSI students participating in summer undergraduate research, and up to 2 participants in a summer bridge program. 6. The initiative began in 2016.	undergraduates, graduate students, tenure-track faculty, non-academic staff, and off-campus constituents	American Indian/Alaska Native, African American/Black, Native Hawaiian & Pacific Islander, Hispanic, 2 or More Race are all eligible to participate. Those who have participated so far are primarily African American/Black, Hispanic, and 2 or More Races. Many are also first generation or low-income.	new in 2016	The initiative is currently funded for 2 years, but it is expected to be ongoing.	1,2,3,6,9,10

AAE		Graduate Women Gathering	N/A	Sally Bane	sbane@purdue.edu	Female graduate students in AAE asked to be able to get together to address their needs from mentoring, role models, and career advice by talking to AAE female faculty. Activities are mostly luncheons where they get together to talk or have presentations on topics of interest. On making progress, these students tell me or the faculty tell the faculty during faculty meetings on their concerns and needs. The complaints so far have been on unintended bias and discomfort in graduate offices and labs from inappropriate comments and remarks by some male graduate students. We are implementing a policy in the dept., where at the beginning of each semester, the faculty advisor will tell all students in his/her labs on proper behavior. The group gathering started a few years ago, and is continuing.			continuing	ongoing	2. Retain diverse students.
AAE		Inclusion and Diversity Committee	N/A	Alina Alexeenko	alexeenk@purdue.edu	An e-mail received on 3/27/15 from Mike Loizzo, Director of Communications of ENE, described an incident in which two ENE grad students were racially harassed outside of WANG before spring break. This incident led to a discussion between the students and an ENE faculty member in which the students described a perception among ENE graduate students that diversity and inclusion are not a priority in the school. AAE created the Inclusion and Diversity Committee to address such issues in our dept. A survey was conducted within AAE to assess climate. Also, we are educating UG and grad students on unintended bias and comments that hurt others. Finally, the committee works on ways to improve our enrollment of female and URM students. This committee was formed in 2015 and continuing.			continuing	ongoing	2. Retain diverse students.

						<p>To increase the pool of URM students in the recruiting for new graduate students, AAE Graduate Program actively participates in diversity-enhancing programs such as Pathways, Bridge, SROP, MHBI Visitation, and Big-Ten Expo. One Graduate Program Coordinator (Ms. Xiaomin Qian) keeps tracking female and URM applicants in the admission process. If they meet our admission standard and get admitted, we actively reach out to convince them to choose Purdue by (1) offering paid on-campus visitation to show the research opportunities we have; (2) connecting them with the professors to explore RA opportunities, and (3) helping them secure fellowships such as Purdue Doctoral, Knox, Andrew and Ross. One Graduate Study Committee member (Professor Alexeenko) is specifically focusing on monitoring the admission process to ensure that we do not miss any qualified female and URM applicants from a large (~900) pool.</p> <p>By treating our female and URM students with respect and opportunities for their career growth, the reputation of our graduate program has been continuously improving. For example, we successfully recruited a top MIT female student last year. We have five from MIT in our application pool, two of them are are females and among their very best.</p> <p>Our AAE Graduate Program is the largest in the country and graduates more PhDs than our peers at MIT. We'll continue our effort to further enhance the diversity in our graduate student population and create a creative yet accommodating and friendly environment.</p>						
AAE		Graduate Program Committee	N/A	Wayne Chen	wchen@purdue.edu				continuing	ongoing	1. Increase diversity in student enrollment.	
Engineering		Future Faculty Workshop		Audeen Fentiman	fentiman@purdue.edu				continuing	ongoing		
Civil Engineering		Lyles Scholarship support	NA	Roa S Govindaraju	govind@purdue.edu	We are targeting additional scholarship funds for the school to underrepresentative minorities. The general purpose of the initiative is to provide additional support to increase the graduation rate of URM within the School of Civil Engineering. While limited funds are provided to the students, we hope that this has a positive impact on retaining students to our program. The attended outcome is obviously to increase the graduation rate and this is an ongoing initiative.	Undergraduates	all minorities	continuing	ongoing	na	
Graduate School	numerous	M-HBI Program Purpos	https://www.purdue.edu/gradschool/diversity/hbi/index.html		hbi@purdue.edu	see website	graduate student success	primary to the african american/black	continuing	ongoing	na	

OPP	OPP, CoE Office of Undergraduate Education	Fundamental Skills for Working in the United States	N/A	Eckhard Groll/Darshini Render	groll@purdue.edu / render@purdue.edu	International Students often come to OPP seeking to participate in the 5-Session Co-Op program, but are turned away due to ICE regulations; many of these students then lose interest in Professional Practice programs. ENGR 29600 - Career Development and Planning was developed with the specific goal to prepare international students for intercultural success in the U.S. work force, while also preparing them to participate in the 3-Session Co-Op program. This course is held during the first 4-week summer module and consists of classroom lectures focused on workplace success coupled with site visits to Indiana Co-Op employers. The Office of Professional Practice will cross-reference the course roster with the list of students participating in 3-Session or Master's Co-Op programs to determine yield. The intended outcome is to increase international student awareness of and participation in Co-Op. This is an ongoing initiative.	Undergraduates, graduates, industry partners	International students	Continuing	Ongoing	6. Provide Co-Curricular activities in support of the diversity and inclusion mission.
OPP	OPP, WIEP	Juniors/Seniors Exploring Engineering at Purdue	https://www.purdue.edu/wiep/FutureStudents/Recruiting11-12/Juniors-Exploring-Engineering-at-Purdue.html	Steve Wanders/Joel Tort	swander@purdue.edu / jtort@purdue.edu	The Engineer of 2020 is defined by the need for a diverse workforce. The College of Engineering, through the Women in Engineering Program's Juniors/Seniors Exploring Engineering at Purdue initiative has answered that call. The Office of Professional Practice participates in student information fairs during the program, while also offering a Professional Practice breakout session for students and parents. The Women in Engineering Program is responsible for tracking all metrics associated with the program. The goal is to enroll more women in Engineering disciplines and also Professional Practice programs. This is an ongoing initiative.	Undergraduates, Prospective students	Females	Continuing	Ongoing	6. Provide Co-Curricular activities in support of the diversity and inclusion mission.
OPP	OPP, MEP	Engineering PREVIEW/PROMISE	http://www.purdue.edu/mep/MEP%20Programs/Recruitment/Engineering%20PREVIEW.html	Chad Barker	cebarker@purdue.edu	OPP Industry Partners regularly speak to their desire for a more diverse pool of prospective Co-Op students. The Minority Engineering Program runs its Engineering PREVIEW and PROMISE programs to spark interest in high-achieving students from minority backgrounds, with hopes of attracting these students to Purdue Engineering. The Office of Professional Practice participates on Student Services panels for both programs.	Undergraduates, Prospective students	Underrepresented minorities	Continuing	Ongoing	6. Provide Co-Curricular activities in support of the diversity and inclusion mission.
OPP	OPP, ISS	International Student Co-Op Participation	N/A	Steve Wanders/Eckhard Groll/Darshini Render	swander@purdue.edu / groll@purdue.edu / render@purdue.edu	International Students often lack a clear understanding of the ICE regulations that govern their professional training time in the United States. OPP has partnered with the International Student Peer Coach group to host a 3-Session Co-Op Callout exclusively for International Students. OPP personnel presented the information on the 3-Session Co-Op program, while the International Student Peer Coach group provided a representative to discuss his Co-Op experience and ISS provided a representative to give an in-depth presentation on CPT/OPT. This is an ongoing initiative.	Undergraduates	International students	Continuing	Ongoing	6. Provide Co-Curricular activities in support of the diversity and inclusion mission.

OPP	OPP	Industry Education for Hiring International Students	n/a	Steve Wanders/Joe Tort	swander@purdue.edu / jtort@purdue.edu	Companies are often hesitant to hire international students for Cooperative Education positions. OPP has sought to shed light on the intricacies of hiring an international student as a Co-Op or Intern. OPP staff hosted a webinar for prospective Co-Op employers to learn about the immigration restrictions and best practices for hiring international students. Success will be measured by assessing the increase or decrease in companies hiring international students for Co-Op positions. This is an ongoing initiative.	Undergraduates, Graduates, Industry Partners	International students	Continuing	Ongoing	6. Provide Co-Curricular activities in support of the diversity and inclusion mission.
Provost's Office	ADVANCE and several colleges	Diversity Interviews for Academic Executives		Provost. Engineering gladly participates when invited to these candidate interviews.		Vetting of executive academic candidates by a cross-section of college diversity committees and ADVANCE representatives to ensure candidates hear first-hand the importance the Provost and institution places on creating and maintaining an inclusive environment. Insights gleaned through these interviews are provide to search committee chairs for their consideration.	Students, faculty and staff from the unit in question (e.g. when hiring a Dean of a college).	In the interviews we focus on URM's, gender and orientation, but the discussions may unfold into other dimensions of inclusion.	Continuing	As-needed.	N/A
Latino Faculty and Staff Association	Latino Cultural Center, College of Engineering.	Comida Para Estudiar (translation: food with which to study)		David Robledo	drobledo@purdue.edu	Students at the end of the semester may face elevated levels of stress: finishing semester-long projects, preparing for finals, some are low on funds, etc. Comida Para Estudiar is an initiative from the Latino Faculty and Staff Association (LaFaSA) where home-cooked meals are prepared at the LCC during "dead week." Students are <i>repeatedly</i> encouraged to study for finals. Typically ~180-200 meals are served during the week. The principal advertising for the meals is through the Latino Cultural Center, and we have an incredibly racially diverse student attendees. Students come from all colleges and levels. This has been an on-going initiative for at least a decade. The college of engineering has been a financial advocate for this effort.	Primary beneficiaries are undergraduate and graduate students. In recent years the West Lafayette High School Spanish Classes have sent students to volunteer at the event and to engage in dialogue with Purdue students and instructors.	As an inclusive event, all students are welcome.	Continuing	Planning begins in November and the meals run from Monday-Thursday of "Dead Week" in December.	N/A
Diversity and Inclusion	Latino Cultural Center, College of Engineering.	Interim Director, Latino Cultural Center.		Mark Smith, Carina Olaru, David Robledo	mjts@purdue.edu, colaru@purdue.edu, drobledo@purdue.edu	The Latino Cultural Center's Director is scheduled for parental leave and has, with support from D&I, arranged coverage during her leave.	The LCC supports undergraduates and gradate students, but also provides programming that involve faculty, staff and the local community.	An overly simplistic summary is to say "Latinos", which include domestic Hispanic students and international Latinos. In actuality, students often identify across multiple racial categories, orientations and other faucets of identity. Programming at the Center is careful to strike a balance between being relevant to our Latino students but also inclusive and educational for all.	New (Parental Leave)	Mid-January through February.	N/A

College of Engineering, Minority Engineering Program	Many units with CoE support this initiative, but the purpose of this entry is to document ECE support of the initiative.	MITE (Multiethnic Introduction to Engineering)	http://www.purdue.edu/mep/MEP%20Programs/Pre-College%20Outreach/MITE%20Academic%20Boot%20Camp.html	Within ECE the leader is Laboratory Coordinator, George Hadley	ghadley@purdue.edu	This initiative is managed and assessed by the Minority Engineering Program. The most recent annual report for MEP (including the MITE program) can be seen at https://drive.google.com/file/d/0B3qg3ztcRO-ddn12UjN6UEQwLWc/view	Future undergraduates	According to MEP's mission statement, MEP initiatives are intended to reach all categories of historically underrepresented students, but African Americans, Latino/Hispanic Americans, Native Americans, and Hawaiians/Pacific Islanders are particularly recognized as underrepresented at Purdue.	Continuing	1 year	Item 1 to increase diversity in student enrollment.
College of Engineering, Minority Engineering Program	Many units with CoE support this initiative, but the purpose of this entry is to document ECE support of the initiative.	MEP Engineering Preview, A.K.A. simply "PREVIEW"	https://www.purdue.edu/mep/MEP%20Programs/Recruitment/Engineering%20PREVIEW.html	Within ECE the leader is Director of Instructional Laboratories, Mark Johnson	mcjohnso@purdue.edu	This initiative is managed and assessed by the Minority Engineering Program. The most recent annual report for MEP (including the MITE program) can be seen at https://drive.google.com/file/d/0B3qg3ztcRO-ddn12UjN6UEQwLWc/view	Future undergraduates	According to MEP's mission statement, MEP initiatives are intended to reach all categories of historically underrepresented students, but African Americans, Latino/Hispanic Americans, Native Americans, and Hawaiians/Pacific Islanders are particularly recognized as underrepresented at Purdue.	Continuing	1 year	Item 1 to increase diversity in student enrollment.
ECE		ECE Learning Community for Transfer Students		Yuxiang Wang	wang206@purdue.edu	It helps transfer students get familiar with campus culture and resources. The purpose is to enhance cultural sensitivity and awareness, promote communication and interaction among them, and improve study skills and teamwork skills. The following are activities: 1. Former transfer students' panel session (study skills, teamwork skills, and time management) 2. Communication skills and communication styles 3. Intercultural activities to enhance the awareness of communication styles (guest speaker) 4. A trip to Caterpillar (teamwork and communication in industry) 5. Group discussion about teamwork and communication in Caterpillar 6. Intercultural competency 7. Intercultural competency and engineers (guest speaker) 8. A trip to Subaru 9. Group discussion about intercultural competency needed in Subaru Measures: attendance, group discussion, and a team project and presentation	Undergraduates	Both US and international transfer students	New	on-going	Item 2. Retain diverse students.

ECE		ECE Intercultural Affairs	https://engineering.purdue.edu/ECE/Academics/Intercultural_support	Yuxiang Wang	wang206@purdue.edu	<p>It helps ECE students improve their intercultural competence. The purpose is to develop ECE students' cultural awareness and sensitivity (through co-curricular, ECE programming, and course components) in order to enhance their success academically and socially. The following are activities: 1. ECE Multiuctural Day; ECE International Education Week; ECE Coffee Hour; Multicultural Dance Social Night; ECE, AAE, and IE Chinese New Year Event; ECE Tennis Tournament; ECE Ping Pong Tournament; ECE Movie Night; International Education Poster Session; ECE ESL Summer Club; Cultural Awareness Week, and Spring Picnic.</p> <p>Measures: attendance, students' feedback</p>	Undergraduates, staff, and faculty	Both US and international students	Continuing	on-going	Item 6. Co-curricular activities
ECE		ECE Intercultural Buddies		Yuxiang Wang	wang206@purdue.edu	<p>It promotes interaction and communication between international and domestic students. The goal is to enhance intercultural sensitivity and awareness, and improve both international and domestic students' intercultural competence. The following are the activities:</p> <p>Dine with your buddy in an ethnic restaurant, domestic student Invites your international buddy to your home, mid-semester ECE buddies' tour of a local community with historical heritage, ECE intercultural buddies' Ping Pong social night, ECE intercultural buddies' dancing night, ECE intercultural buddies' night: potluck party, do study abroad with your buddies, and Intercultural Internship with your buddies: do global or local internship with your buddies.</p> <p>Measures: students' feedback</p>	Undergraduates	Both US and international students	New	on-going	Item 6. Co-curricular activities
ECE		ECE Intercultural Competence 2020		Yuxiang Wang	wang206@purdue.edu	<p>It helps improve international and domestic students' intercultural competence. The goal is to improve ECE students' effective and appropriate communicaton. The following are three levels with activities:</p> <p>1. Experiential Level Study Abroad Learning Community Intercultural Internship Companies within the US</p> <p>2. Extracurricular Level 1). Cultural Events Cultural Awareness Events (for cultural awareness and sensitivity) Cultural Games (appreciate different ways of doing things) Role-Play Activities (for tolerance and empathy) International Program events</p> <p>2). Social events Coffee Hour (practice speaking English and promote intercultural interaction) ECE Welcome Back International Program events</p> <p>3). Curricular Level Curriculum integration with Intercultural Competence (courses teaming)</p> <p>Measures: attendance, students' feedback</p>	Undergraduates	Both US and international students	Continuing	on-going	Items 2 Retain Diverse Students and 6 provide co-curricular activities

ECE	N/A	Faculty-Student Mentoring	N/A	Jeffery L. Gray	grayj@purdue.edu	Faculty mentoring of undergraduate students is identified as an important factor for undergraduate success. The purpose of this initiative is to establish a formal faculty-student mentoring relationship. Each student entering ECE will be assigned a faculty mentor with whom that student is required to meet with at least once a semester to discuss and seek advice regarding academic progress and career goals. Students and faculty will be surveyed at the end of the semester to obtain feedback on the effectiveness of this pilot program. Among the intended outcomes are: improved student academic performance; improved retention; and enhanced faculty-student rapport.	ECE undergraduate students, faculty, advisors.	ECE undergraduate students (all dimensions of identity).	new	ongoing	2. Retain diverse students
ECE	BME	NSF RFE Funded Project: Understanding the Professional Formation of Engineers through the Lens of Design Thinking: Unpacking the Wicked Problem of Diversity and Inclusion	https://www.nsf.gov/awardsearch/showAward?AWD_ID=1636446&HistoricalAwards=false	Carla B. Zoltowski	cbz@purdue.edu	Diversity and inclusion has traditionally been considered as a separate issue within engineering, and not in the broader context of the professional formation of engineers. The purpose is to explore the following three issues as integrated: 1) the gap between what students learn in universities and what they practice upon graduation; 2) the limiting perception that engineering is solely technical, math, and theory oriented; and 3) the lack of diversity (representation of a wide range of people) and lack of inclusion (incorporation of different perspective. The study is utilizing a design thinking approach and includes a variety of stakeholders (students, faculty, staff, administration, alumni) to identify underlying needs and to design solutions that address these issues holistically. We will utilize interview, survey, and demographic data to determine whether and how the solutions, as well as the process itself, to fulfill the purpose. The project objectives are to: 1) Better prepare engineers for today's workforce; 2) Broaden understandings of engineering practice as both social and technical; and 3) Create and sustain more diverse and inclusionary engineering programs. This study began September 1, 2016 and will continue through August 31, 2019.	Undergraduate students, faculty, staff, alumni, and industry members.	Gender, URM, people with disabilities, first-generation students, and those from low socio-economic backgrounds	New	3 years	5. Embed diversity in the curriculum and create inclusive classroom settings; 7. Education leaders to foster diversity and inclusion; 8. Inspire involvement in enhancing diversity and reward a culture shift; 10. Evaluate Progress toward achieving diversity goals.
ECE	N/A	Associate Directors of Graduate Admissions for Diversity		Prof. Dimitrios Peroulis	dperouli@purdue.edu	Two years ago the ECE graduate admissions office recently added two Associate Directors of graduate admissions to focus on recruitment and diversity enhancement efforts. Specifically, they focus, among other things, on how to better recruit female and URM students through webinars, visits, etc. In addition, this year we added a third Associate Director who focus her efforts on data analysis and assessment of recruitment strategies. The primary metrics of success for this program are the yield on acceptance by diverse graduate school applicants and an increase in the proportion of graduate students pursuing graduate studies in ECE. This is a new initiative and is to be ongoing.	Graduate students	Any group that is recognized as underrepresented by Purdue University.	New	on-going	Item 2 Retain diverse students.

Graduate School	Many units with CoE support this initiative, but the purpose of this entry is to document ECE support of the initiative.	Purdue Doctoral Fellowship	https://www.purdue.edu/gradschool/documents/funding/fellowships/doctoral-announcement-2016-17.pdf	Within ECE, the director of Graduate Admissions, Prof. Dimitrios Peroulis	dperouli@purdue.edu	This initiative is managed and assessed by the Purdue University Graduate School. A description is available at https://www.purdue.edu/gradschool/documents/funding/fellowships/doctoral-announcement-2016-17.pdf	Graduate students	Any group that is recognized as underrepresented by Purdue University.	Continuing	on-going	Item 1 to increase diversity in graduate student enrollment and retention.
Engineering Honors Program	Engineering Honors Program	Analysis of predictors of success for URM students in Engineering Honors	N/A	Eric Nauman	enauman@purdue.edu	Students who do not have adequate preparation in high school for college chemistry, calculus and physics may be at risk for poor performance in Purdue Engineering and related STEM coursework. Analysis of the relationship between high school coursework and students' achievement in their first year in college may suggest predictors for success, and indicate students who may be at risk of not succeeding in the First-Year Engineering curriculum. We will compare semester and overall GPA information from students who achieved AP credit in math and STEM courses with semester and GPA information for students who do not have AP credit in those subjects. With information that may predict students at risk for failing First-Year Engineering requirements, targeted academic support could be developed to increase the success and retention for those students. This will be an ongoing project.	Undergraduate Students	This project is intended to serve all First-Year Engineering Honors students, including American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URMs, first-generation, low-income, and non-traditional students.	New	Ongoing	Increase diversity in student enrollment (1a); retain diverse students (2a); embed diversity in the curriculum and create inclusive classroom settings (5a, b); provide co-curricular activities in support of the diversity and inclusion mission (6a, b, d).
Engineering Honors Program	Engineering Honors Program	Training for graduate and undergraduate Teaching Assistants in ENGR 14x	N/A	Eric Nauman	enauman@purdue.edu	Graduate and undergraduate Teaching Assistants in ENGR 14100 and 14200 attend training as part of their preparation for working with students in the classroom. Topics in the training program include valuing diversity, and strategies for successful communication in a multicultural setting. Teaching Assistants are evaluated by faculty course instructors, and indirectly by students in ENGR 14100 and 14200 as part of the end-of-semester evaluation. Diversity training for Teaching Assistants is intended to promote and support a positive, productive, multicultural classroom experience for all students. This is an ongoing initiative; student feedback indicates that valuing diversity is a component central to problem-solving and the design process.	Undergraduate Students	This project is intended to serve all First-Year Engineering Honors students, including American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URMs, first-generation, low-income, and non-traditional students.	Continuing	Semesterly	Increase diversity in student enrollment (1a); retain diverse students (2a); embed diversity in the curriculum and create inclusive classroom settings.

Engineering Honors Program	Engineering Honors Program	Training for undergraduate student staff members assisting with Seminar for Top Engineering Prospects (STEP)	N/A	Eric Nauman	enauman@purdue.edu	The Seminar for Top Engineering Prospects (STEP) is a week-long residential program for rising high school seniors. Student staff attend training as part of their preparation for working with students in the program. Topics in the training program include valuing diversity, and strategies for successful communication in a multicultural setting. Student staff are evaluated by Engineering Honors faculty and staff, and through a survey completed by the camp attendees. Diversity training for STEP staff is intended to promote and support a positive, productive, multicultural experience for all students. This is an ongoing initiative.	Prospective and undergraduate students	This project is intended to serve prospective Engineering students, including American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URMs, first-generation, low-income, and non-traditional students.	Continuing	Yearly	Increase diversity in student enrollment (1a); retain diverse students (2a); embed diversity in the curriculum and create inclusive classroom settings (5a, b); provide co-curricular activities in support of the diversity and inclusion mission (6a, b, d).
Engineering Honors Program	Engineering Honors Program	Training for Peer Mentors in ENGR 14x	N/A	Eric Nauman	enauman@purdue.edu	Undergraduate Peer Mentors for students in ENGR 14100 and 14200 attend training as part of their preparation for working with students as mentors. Topics in the training program include valuing diversity, and strategies for successful communication in a multicultural setting. Peer mentors are evaluated by Engineering Honors staff, and indirectly by students in ENGR 14100 and 14200 as part of the end-of-semester evaluation. Diversity training for Peer Mentors is intended to promote and support a positive, productive, multicultural co-curricular experience for all students. This is an ongoing program.	Undergraduate Students	This project is intended to serve all First-Year Engineering Honors students, including American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URMs, first-generation, low-income, and non-traditional students.	Continuing	Semesterly	Increase diversity in student enrollment (1a); retain diverse students (2a); embed diversity in the curriculum and create inclusive classroom settings (5a, b); provide co-curricular activities in support of the diversity and inclusion mission (6a, b, d).
CEM	CEM	Women in Construction (WinC)	NA	Bonnie Sondgeroth	bonniek@purdue.edu	Female students in CEM sometimes need extra support on their internships because construction is still a male-driven field. We connect our female students with mentors who are female CEM alums in the geographic area of their internships. Mentors meet with mentees and check in with them multiple times throughout the course of student internships to help guide them and answer any questions they may have about being in industry. Mentors and mentees all submit feedback to Brandon Fulk at the end of the internship period. We use this initiative to both increase the number of and retain women in our program. We have increased the number of women in our program, many female students have reported that they appreciate the connection to female alums in industry, and our internship sponsor firms feel they are getting better prepared and more knowledgeable student interns.	undergraduates, industry members, CEM alums	females	continuing	ongoing	increase diversity in student enrollment, retain diverse students, evaluate progress toward achieving diversity goals

CEM	CEM	Resume Building & Career Services	NA	Brandon Fulk	fulk@purdue.edu	Students are required to complete three internships before graduation, so they need help creating a resume before interviews and need guidance on choosing their career paths. Our Director of Internships guides students from creating a resume through obtaining a job upon graduation. The Director of Internships reviews and revises student interviews, Hope Charters conducts mock interviews with students who need extra help preparing for interviews, and the DoI meets with students one on one to answer any questions about industry and choosing career paths and also conducts onsite visits during internship period. We track our job placement rate upon graduation and gain feedback from students throughout the year. We always intend for each student to find an internship sponsor firm and for each student to obtain a job offer before graduation. We currently hold a near 100% job placement rate, and all students receive offers to intern with our internship sponsor firms.	undergraduates	ALL students	continuing	ongoing	retain diverse students, evaluate progress toward achieving diversity goals
CEM	CEM	Scholarships	NA	Bonnie Sondgeroth	bonniek@purdue.edu	Some students need extra financial help with tuition. To ensure all our students, regardless of financial background, are able to complete the program. We offer over 20 program specific scholarships. The intended outcome is for the students who receive the scholarships to stay in CEM till graduation. Many students with a financial need are able to receive scholarships to pay for tuition.	undergraduates	low-income	continuing	ongoing	increase diversity in student enrollment, retain diverse students, evaluate progress toward achieving diversity goals
CEM	CEM	Student Org Advising	NA	Brandon Fulk	fulk@purdue.edu	Every student org needs an advisor. To help keep students engaged and involved in the program. B. Fulk advises and mentors student leaders in Beta Tau Honor Fraternity, CEMentors and Construction Engineers of the Future (CEF). We receive informal feedback from students. We intend to retain diverse group of students through engagement with these orgs. Participation rates have increased.	undergraduates	ALL students	continuing	ongoing	retain diverse students, evaluate progress toward achieving diversity goals
CEM	Women in Engineering Prog.	WIEP JEEP & SEEP	https://www.purdue.edu/wiep/	Bonnie Sondgeroth	bonniek@purdue.edu	There are consistently low number of women in engineering programs. To increase enrollment of women in CEM. We bring in high school juniors and seniors to explore our program. Track percentage of students who attend in high school and join CEM. The intended outcome is to increase female enrollment in CEM. The numbers of female students in CEM have increased.	high school students	females	continuing	ongoing	increase diversity in student enrollment, evaluate progress toward achieving diversity goals
CEM	CEM	Middle School Engineering Days	NA	Hope Charters	hope@purdue.edu	Middle Schoolers need more exposure to fields of engineering. Introduce middle school students to CEM. We visit the middle schools, gives a presentation, a hands-on activity as well as answer questions. Intended outcome is to increase diverse enrollment in the future.	middle school students	ALL students	new	ongoing	increase diversity in student enrollment

Chemical Engineering	N/A	Alta Vista (HIGH view)	N/A	Betty Guerrero	blg@purdue.edu	<ol style="list-style-type: none"> 1. School's staff demographics does not reflect demographic trends in the US, most notably the significant percentage increase in the Hispanic population. 2. Increase Hispanic representation (%) in School staff by hiring highly qualified staff with Hispanic heritage. 3. Use best practices including hiring pools that reflect diversity. 4. Arithmetic (divide numerator by denominator). 5. Increase in percentage. 6. Current fiscal year, the % Hispanic increased from zero to 8.7% (from 0/22 to 2/23). 	All students and faculty.	Hispanic	New	Ongoing	N/A
Chemical Engineering	N/A	Women in Chemical Engineering seminars	N/A	Gabriela Nagy	nagyg@purdue.edu	<ol style="list-style-type: none"> 1. Need to engage ChE female students and help them be successful in school and beyond. 2. Help them plan their career, meet role models, learn techniques and best practices for academic and professional success 3. Organize annual seminars, invite alumni to speak with the students 4. Number of students attending the seminars 5. Attendance is at over 50 students and alumni every year 6. Attendance has been very good since the beginning. 	Graduate and undergraduate students, alumni, faculty	Gender diversity, women as a minority in engineering	Continuing	Once per year, the event in 2016 was the 8th one.	N/A
Chemical Engineering	N/A	Graduate Women Gatherings	N/A	Mariana Moreno for 2016, student leader changes every year	moreno3@purdue.edu	<ol style="list-style-type: none"> 1. Need to help women graduate students be successful in their academic journey in ChE. 2. Create a sense of community and a support group for women graduate students 3. Monthly gatherings of the women graduate students in Chemical Engineering to discuss career, research and education topics. 4. Frequency of meetings, attendance 5. Continue to meet, engage new students, continue to build a encouragement and support among the participants. 6. Same as #5. 	Graduate students	Women as minority in Engineering	Continuing	Ongoing	N/A
Chemical Engineering	N/A	Hosting Prospective Students from Minority Engineering Programs	N/A	Sangtae Kim	kim55@purdue.edu	<ol style="list-style-type: none"> 1. Attract URM to engineering, specifically Chemical Engineering 2. Show them life in ChE as a student 3. Seminars, coaching, mentoring, travel grants, awards, conference participation. 4. Program is new, success means more women in the C-suite, it will take a long time to see results. 5. Launch the center 6. N/A 	Undergraduate students	URM, African American	New	Once per year	N/A
Chemical Engineering	Women in Engineering Programs	Purdue ChE Pipeline Center	N/A	Cristina Farmus	cfarmus@purdue.edu	<ol style="list-style-type: none"> 1. Lack of ChE women in leadership positions for representative industries. 2. Support women in ChE to shape and reach their full potential. 3. ChE School tour, including teaching labs, conversation with faculty 4. Number of students accepting admission to engineering, number of students selecting ChE as their major. 5. Four URM students joined Che after their freshman year 6. N/A 	undergraduates, graduate & professional students, tenure-track faculty, alumni	Women as minority in Engineering	New	ongoing	N/A

EEE		RET Site–Sustainable Electronics Purdue University – Tuskegee University	https://engineering.purdue.edu/EEE/Research/RET/Years/2017	Inez Hua and Michael Curry	hua@purdue.edu ; currym@mytu.tuskegee.edu	1. implement new, standards-based curricula into their science courses at their respective high schools. 2. see sentence 1. 3. work in research labs to develop their skills as researchers. 4. research mentors will maintain contact and provide support to teachers as they implement the high school curricula. 5. Will host 11 high school teachers this summer. 6. This is the second year of the program.	high school teachers in Alabama and Indiana		continuing	three years	
Engineering Education	Engineering	INSPIRE	https://engineering.purdue.edu/INSPIRE	Monica Cardella	mcardell@purdue.edu	1. Participation in the study and practice of engineering is not sufficiently broad. 2. Integrating engineering with science, technology, mathematics and language arts, characterizing engineering thinking for pre-college settings, and promoting the participation of underrepresented populations in engineering. 3. Please see website. 4. Please see website. 5. Broader participation in engineering. 6. Ongoing. Please see website.	primarily pre-college teachers and students.	Serves the entire spectrum of groups listed - anyone who is served by the public schools.	continuing	ongoing	
Engineering Education	Engineering	Building Supports for Diversity through Engineering teams	https://www.nsf.gov/awardsearch/showAward?AWDID=1531586&HistoricalAwards=false	Allison Godwin	godwina@purdue.edu	Please see abstract of the research project at the website provided.	primarily undergraduates	Serves the entire spectrum of groups listed - anyone who is served by the public schools.	continuing	3 years	
College of Agriculture	Colleges of Health and Human Sciences; Science; and Liberal Arts	6th Annual Dr. Martin Luther King Jr. Diversity Awareness Week	https://ag.purdue.edu/omp/Pages/default.aspx	Mr. Myron McClure	McClure0@purdue.edu	1. There was a need to provided opportunities across the college to engage faculty, staff, students, and administrators in conversations and training in the area of diversity. 2. to commemorate the life and legacy of a man who brought hope and healing to America. 3. The celebration offers a variety of workshops, keynote speakers, documentaries, and community service projects. 4. To increase diversity awareness and empathy. 5. Overarching outcome •Learn about the life and work of Martin Luther King, Jr. and to celebrate and increase the awareness of the diversity of people, thoughts, ideas, etc. in our college 6. Same as prior years! Metrics: # of participants	Everyone (faculty, staff, students administrators, etc.) from the 4 participating college are invited to attend sessions throughout the week	All populations are served	The MLK Jr. Diversity Awareness Week is in its sixth year	There is no specific end date! This is an annual event.	Strategic Direction #8: Inspiring broad involvement in enhancing diversity and rewarding a culture shift
College of Agriculture	All academic and support departments within the college and all of the cultural centers. Industry is also involved	Diversity Action team in Agriculture (DATA)	https://ag.purdue.edu/omp/Pages/data.aspx	Pamala V. Morris	pmorris@purdue.edu	<ul style="list-style-type: none"> •Create an inclusive, respectful, hospitable, and safe college climate. •Connect academic departments to the Office of Multicultural Programs. •Create a culture of inclusion for faculty, staff, and students. •Promote the continuous development of multicultural learning experiences. •Encourage and practice critical self-reflection and analysis of what we think, say, and do. •Continually assess the effectiveness of our work through qualtrics surveys and documented attendance of participants at are events. These numbers are also reported to the Civil Rights Division of the Federal Government. 	All levels, everyone including some from Industry	All populations are served	This committee was established 15 years ago and continues to be engaged.	ongoing, no specific end date!	Strategic Direction #9: Coordinating and communicating diversity efforts

College of Agriculture	All academic and support departments within the college	"Unsung Diversity Hero" Award	Link will be posted on the Office of Multicultural Programs (OMP) website in February	Pamala V. Morris	pmorris@purdue.edu	An unsung hero is a person who makes a substantive yet unrecognized contribution; a person whose bravery is unknown or unacknowledged. Someone who does a great job yet receives little or no recognition for that. An unsung hero usually refrains from claiming too much in return for his/her efforts. Our college wanted to recognize and celebrate individuals who are going above and beyond to build an inclusive environment within their respective departments, eventually impacting the culture in the college.	Faculty, staff, undergraduate and graduate students	All populations are served	The inaugural award was presented during CoAs 2016 Spring Award's Banquet	ongoing, no specific end date!	Strategic Direction #8: Inspiring broad involvement in enhancing diversity and rewarding a culture shift
College of Agriculture	All academic and support departments within the college and the LGBTQ Cultural Center.	SafeZone Training	the DATA committee sponsors SafeZone training; one session in the fall and one in the spring!	Sharon Williams/Lowell Kane	ssw@purdue.edu / Lowell@purdue.edu	To develop an understanding of LGBTQ terminology, history, concepts of privilege and identity development, interact with a panel of LGBTQ speakers, and build skills for identifying and interrupting language and behavior that may be discriminatory. Campus resources and reporting processes are also shared. Upon completion of the workshop the college goal is to have people more informed and to create an environment where members of LGBTQ community feels safe and welcomed. Metrics: # of participants	Everyone (faculty, staff, students administrators, etc.) college are invited to attend scheduled sessions sponsored by our college.	All populations are served	Continuing from previous year.	ongoing, no specific end date!	Strategic Direction #8: Inspiring broad involvement in enhancing diversity and rewarding a culture shift
College of Agriculture	College of Agriculture and STEM units across campus	Purdue Chapter of Minorities in Agriculture, Natural Resources and Related Sciences - MANRRS	https://ag.purdue.edu/omp/Pages/manrrs.aspx	Pamala V. Morris/Myron McClure	pmorris@purdue.edu / McClure0@purdue.edu	MANRRS is a national society that welcomes membership of people of all racial and ethnic group participation in agricultural and related sciences careers. MANRRS members are encouraged to be full participants in other professional societies for their basic disciplinary and career interests. However, MANRRS attempts to provide networks to support professional development of minorities. It is a springboard for their entry into and advancement in careers where they otherwise could be lost in the sheer number and established connections of mainstream participants. MANRRS provides role models and networking opportunities. MANRRS also offers students opportunities to enhance leadership and organizational and public speaking skills, and to experience professional critique of scholarly worked in a "user friendly" environment. overarching goal/outcome is to produce well-rounded effective leaders who are interculturally competent. Metric: Regional and national presentations in research contest and # of students actively engaged in chapter activities and events.	Undergraduate and graduate students from all racial and ethnic backgrounds.	All racial and ethnic populations are served	continuing since 1992	ongoing, no specific end date!	Strategic Direction #3: Retaining Diverse Students
College of Agriculture	CoA Academic departments	USDA-NIFA Multicultural Scholars Program (MSP)	https://www.google.com/search?q=usda+nifa+multicultural+scholars+grant&sourceid=i&rls=com.microsoft:en-US:IE-Address&ie=&oe=&gws_rd=ssl	Pamala V. Morris	pmorris@purdue.edu	The purpose of this competitive undergraduate scholarship grant program is to increase the multicultural diversity of the food and agricultural scientific and professional workforce, and advance the educational achievement of all Americans by providing competitive grants to underrepresented ethnic minorities. The scholarships are intended to encourage outstanding students from groups that are historically underrepresented and underserved to pursue and complete baccalaureate degrees in the Food, Agricultural, Natural Resources, that would lead to a diverse and highly skill	All underrepresented and/or underserved populations entering in to agriculture as an undergraduate freshman student.	All racial and ethnic populations are eligible	We obtained two successfully funded proposals for a total of \$400,000 to training 11 undergraduate students from 2011- 2018	continuing and ending in December 2018	Strategic Direction #1 and #2: Increasing diversity in student enrollment and retaining students.

College of Agriculture	Colleges of Engineering, Science, Polytechnic	STEM Academic Boot Camp	https://www.conf.purdue.edu/landing_pages/stemacademicbootcamp/	Myron McClure	McClure0@purdue.edu	The program, which involves students from the colleges of Technology, Science, Engineering and Agriculture, allows students to immerse themselves in the academic and social life of college before the school year begins. It helps ease the transition to a different academic environment while providing insights about each student's intended major. The diversity officer in each college coordinates the program. the program impact is assessed by documenting students' GPA at the end of their first year	Open to All underrepresented and/or underserved populations entering in to agriculture as an undergraduate freshman student.	All racial and ethnic populations are eligible	Agriculture joined the STEM Academic Boot Camp in summer of 2012 and CoAs students continue to participate.	ongoing, no specific end date!	Strategic Direction #2: Retaining diverse students
College of Agriculture	CoA Academic departments , Indiana commodity groups and Agriculture industries.	Purdue Agribusiness Science Academy (PASA) Summer Institute Myron McClure	https://ag.purdue.edu/omp/Pages/pasa.aspx	Myron McClure	McClure0@purdue.edu	<p>There is a need to encourage Indiana students to get involved in one of Indiana's cornerstone industries, agriculture. "Indiana has a long tradition of agriculture, which is a source of pride and an economic force in our state. PASA is a three-tier program:</p> <p>Tier 1 Consist of 1 to 3 Agriculture themed summer's day, in targeted locations in the State of Indiana. CoA academic departments will offer hands-on, fun activities and applied experiences for 8th graders within the Science, Technology, Engineering, and Mathematics (STEM) fields to get students excited about the majors and careers in agriculture.</p> <p>Tier 2 Consist of a 3-5 day residential program for up to 10-15 Science teachers from Indiana. The intent is to immerse participants in an exciting world of applied agricultural STEM, through a series of hands-on labs, and workshops designed to provide real-life experiences. Teachers will have the opportunity to receive CEU credits and curriculum plans to implement in the classroom.</p> <p>Tier 3 Consist of a 13-day residential program for up to 40 high school students entering 11th and 12th grade with post-secondary aspiration and intensions. The intent is to immerse participants in a specific field of study, through a series of hands-on labs, and workshops designed to provide real-life experiences within the STEM fields throughout our academic departments offered through the College of Agriculture at Purdue University. Students will pick a track (theme) of study and have research projects to complete and present during the institute.</p> <p>The summer experience will serve as a bridge between the science curriculum/co-curricular that students engage in during the school year and hands-on labs, workshops, and presentations during the institute. Students will have an opportunity to apply in the summer what they have learned throughout the academic year. Relevance</p>	Open to All underrepresented and/or underserved populations.	All racial and ethnic populations are eligible	Ongoing and continuing	No end date	Strategic Direction #1 and #2: Increasing diversity in student enrollment and retaining students.

College of Agriculture	CoA Academic departments, College of Veterinary Medicine and the ARS (Agricultural Research Service) and USDA/APHIS	AgDiscovery Camp	https://ag.purdue.edu/omp/Pages/pasa.aspx	Myron McClure	mcClure0@purdue.edu	<p>The AgDiscovery program was initiated as an APHIS Veterinary Services pilot program in 2002. This year, there are a total of 22 universities hosting an AgDiscovery program at college campuses nationwide. Funding for AgDiscovery is enabled through cooperative agreements between APHIS and the host universities.</p> <p>AgDiscovery is a summer camp outreach program designed to help middle through high school aged students explore careers in animal science, veterinary medicine, agribusiness, plant pathology, aquaculture, and much more. This 2 week program allows participants to live on a college campus, and discover agricultural science from university professors, practicing veterinarians, industry representatives, and professionals working for the U.S. government. Students who participate in AgDiscovery experience hands-on labs, workshops, field trips, and other group and team building activities. View the 2017 AgDiscovery brochure on OMP's website to learn more about what the program has to offer.</p>	Open to all racial and ethnic groups from across the nation.	All high school students, from across the nation are eligible to apply	New pipeline program for 2017	No Specific end date	Strategic Direction #1: Increasing diversity in student population
College of Agriculture	CoA's Department of Youth Development and Agricultural Education, county Extension Educators, and Indiana Coalition to End Sexual Assault Indiana Coalition against Domestic Violence Indiana State Department of Health Lideres Campesinas Mending the Sacred Hoop Technical Assistance Project National Network to end violence against immigrant women National Sexual Violence Resource Center Praxis International	Multicultural Efforts to End Sexual Assault (MESA)	http://www.ydae.purdue.edu/mesa/	Kimber Nicoletti	knicolet@purdue.edu	<p>There is a need for violence prevention among Indiana's migrant farm population. MESA's goals are to dismantle pillars of oppression and to create a more inclusive, safe environment and community for everyone; to develop leadership capacity in students, staff and volunteers from multicultural, historically oppressed backgrounds; to educate about social justice issues affecting Latino, Immigrant, Farm Worker and LGBTQ communities; to engage the College of Agriculture community in dialogue around these issues and to empower them to take action for positive social change that creates a safer, more inclusive environment.</p>	<p>Outreach efforts include the following communities:</p> <ul style="list-style-type: none"> • Asian/Pacific Islander • Immigrant • Latino/Hispanic • LGBTQ • Native American/Indigenous • People with disabilities 	Migrant workers	Continuing	No Specific end date	Strategic Direction #7 and #8: Educating leaders to foster diversity and inclusion and Inspiring broad involvement in enhancing diversity and rewarding a culture shift.

College of Agriculture	CoA, Department of Youth Development and Agricultural Education	Mentoring@Purdue (MAP)	http://www.ydae.purdue.edu/MAP/	Levon Esters	lesters@purdue.edu	<p>MAP is a mentoring program designed for women and minority graduate students in the College of Agriculture at Purdue University. MAP aims to improve the quality of graduate education through fostering mentoring relationships between graduate students and faculty or staff members in the Agricultural and Life Sciences. Mentoring has played a crucial role in the success of many individuals, especially those that are generally underserved. The MAP program will help students grow professionally, academically, and personally to become successful individuals in their chosen area of study.</p> <p>MAP is designed to meet the mentoring needs of the mentors and mentees in the program through events, group forums, guest speakers, and workshops. As a participant in MAP, graduate students have numerous opportunities for academic and personal growth, support, encouragement, and assistance. MAP provides training and guidance to both parties on how to have an effective mentor-mentee relationship.</p>	Open to all racial and ethnic groups from across the nation. More specific to 1890 Land-grant institutions and HBCUs	includes all racial and ethnic groups and women	Continuing	No Specific end date	Strategic Direction #2 and #6: Retaining diverse students and providing co-curricular activities in support of the diversity and inclusion mission.
College of Agriculture	All academic departments in CoA and Thea Bowman High school and the Ian Foundation in Indianapolis	Jr. MANRRS	http://www.manrrs.org/membership-benefits/jr-manrrs-member/	Myron McClure	McClure0@purdue.edu	<p>The National Society for Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Pre-College Initiative Program will lead the world in enhancing the pre-college students' Academic, Professional, and Leadership skills in order to maximize their success in life. The Jr. MANRRS Program is designed to stimulate the interest in science, technology, engineering, agricultural, and mathematics fields, or STEM. The goal is to encourage students in grades 7–12 to attend college and pursue agriculture, natural resources, and environmental sciences degrees. Our Jr. MANRRS program provides activities to help students discover firsthand how agriculture, engineering, and technology relate to the world around them and discover the excitement of academic excellence, leadership, technical development, and teamwork. One of our signature programs is the Jr. MANRRS Regional Cluster Meeting, a three-day professional development event for students in grades 7-12. Metrics: Number of students participating</p>	Underrepresented and underserved populations in grades 7 - 12.	All racial and ethnic populations are eligible	Continuing	No end date	Strategic Direction #1 and #6: Increasing diversity in student enrollment and providing co-curricular activities in support of the diversity and inclusion mission.
College of Agriculture	All academic departments in CoA, the University and Tribal colleges	Tecumseh Project/Sloan Foundation Indigenous Graduate Partnership	http://www.purdue.edu/naecc/sloan/	Kevin Gibson	kgibson@purdue.edu	<p>In the spirit of the great Shawnee leader, Tecumseh, and his vision of a coalition of Native people that control their own destiny, the Tecumseh Project was developed through grass-roots effort by Purdue students, faculty and staff to create a community of Native scholars at Purdue University. This initiative focuses on building partnerships between Purdue University and Native communities as well as Tribal Colleges and Universities (TCUs) and other Minority-Serving Institutions (MSIs). The mission of the Tecumseh Project is to assist graduate students in developing research projects on Native lands and within their tribal communities. Metrics: # of Native students graduating from the program</p>	Graduate Students	Native American, Alaskan Native, and Native Hawaiian Descent	Continuing	ongoing, no specific end date!	Strategic Direction #1 and #2: Increasing diversity in student enrollment and retaining students.

College of Agriculture	All academic departments, Office of Multicultural Programs and Research Affairs in CoA	Summer Research Opportunity Program (SROP)	http://www.purdue.edu/gradschool/diversity/srop/about/description.html	Myron McClure/Kathy Dixon	m and ksears@purdue.edu	Purdue SROP has the goal of enhancing diversity in academic, government, and industry positions that require graduate degrees. It is our aim to encourage talented undergraduate students from social and economic backgrounds that are underrepresented in research careers to pursue graduate education, and to enhance their preparation for graduate study. This program involves intensive research experiences with faculty mentors. All qualified students, including but not limited to African American, Asian American, Hispanic American, and Native American, are encouraged to apply. Participants are selected on the basis of their interest in pursuing a doctoral degree, relevant college coursework and grades, letters of recommendation, and their ability to contribute to the goal of the program. The program is supported by the Graduate School, Center for Cancer Research, Alliance for Graduate Education and Professoriate and other groups on the Purdue campus. Metrics: Research poster presentations and admission in to and graduation from CoA graduate program.	Underrepresented and underserved populations in an undergraduate program studying at an institution with a high percentage of those students.	All racial and ethnic populations are eligible	continuing but growing each year	No end date	Strategic Direction #2: Increasing Diversity in students enrollment
College of Agriculture	All academic departments and Office of Academic Programs	Summer Undergraduate Research Fellowship (SURF)	https://engineering.purdue.edu/Engineering/Research/SURF	Marcos Fernandez	mfernandez@purdue.edu	The SURF program is helping students across engineering, science, and technology disciplines discover a world of opportunity available to them through research. By closely working with other creative and innovative people, students explore, discover, and transform ideas into reality to advance society and improve people's lives.			continuing	No end date	Strategic Direction #2: Increasing Diversity in students enrollment
College of Agriculture	Collaborating with the Office of the Provost and across all academic departments	Diversity Catalysts	http://www.purdue.edu/discoverypark/advance/	Barbara Golden	barbgolden@purdue.edu	The PURDUE-ADVANCE project has three major goals: 1) to increase the number and success of STEM women faculty of color; 2) to increase the success and leadership of women faculty in STEM, and 3) to educate all the faculty and in particular, the majority, about the benefits of diversity and inclusion. The CoA has a goal of identifying one full professor to serve as a Diversity Catalysts in each academic department. We currently have nine Catalysts representing eight of our eleven academic departments. The Catalysts meet monthly to brainstorm and discuss different ways that they will engage within their respective departments and across the college to create an environment of inclusion and respect.	Faculty and staff	Everyone will be included but more specific for women and people of color.	continuing and to grow each year	No end date	Strategic Direction: #3: increasing diversity in the faculty and staff; #6: Providing co-curricular activities in support of the diversity and inclusion mission; #8: Inspiring broad involvement in enhancing diversity and rewarding a culture shift and #10: Evaluating progress in meeting diversity and ensure accountability.
College of Agriculture	All academic departments	Women in Agriculture Faculty Group		Haley Oliver	hfoliver@purdue.edu	The group has been meeting monthly since early 2000s to provide support for women in Agriculture to discuss climate issues within their respective departments. The group invites speakers i.e. the Dean and Associate Deans to speak on different topics . They are also invited to meet with and provide input on candidates who are finalists for positions of department heads, Associate Deans and Dean.	Women faculty	All racial and ethnic populations are eligible	continuing	No end date	Strategic Direction #2: Retaining diverse faculty
College of Agriculture	County Extension offices throughout the state	Navigating Differences	No website	Carmen DeRusha	cderusha@purdue.edu	Navigating Differences is designed to assist volunteers and professionals expand skills in working with diverse audiences,.Metric: Number of participants	Extension County educators and volunteers	All populations are served	new program for 2016	ongoing, no specific end date!	Strategic Direction #7: Educating leaders to foster diversity and inclusion; #8: Inspiring broad involvement in enhancing diversity and rewarding a culture shift.

College of Agriculture	CoA and partnerships with (4) 1890 institutions.	Strategic Graduate Student Recruitment		Shawn Donkin and Pamala Morris	sdonkin@purdue.edu/pmorris@purdue.edu	A need to increase the diversity of the CoA graduatee students. There is a concerted effort between the Office of Multicultural Programs and the Office of Research Affairs to strategically build a comprehensive relationship with (4) 1890 institutions to recruit and retain underrepresented ethnic minority students. there has been a significant increase in applications and admissions.	Undergraduate and graduate students from all racial and ethnic backgrounds.	Underrepresented and underserved ethnic populations	Continuing	ongoing, no specific end date!	Strategic Direction: #1: Increasing diversity in students enrollment.
College of Agriculture	CoA academic departments/graduate school	Historically Black Institutions (HBI) Visitation	https://purdue.edu/gradschool/diversity/hbi/index.html	Kathy Dixon	ksears@purdue.edu	The purpose of the M-HBI program is to provide an opportunity for students from Historically Black Colleges and Universities to visit Purdue University and subsequently consider enrollment. The program has now been expanded to include all underrepresented minorities and was recently renamed to the Multicultural HBI Visitation Program.	Undergraduate and graduate students from all racial and ethnic backgrounds.	Underrepresented and underserved ethnic populations	Continuing	ongoing, no specific end date!	Strategic Direction #1: Increasing diversity in student population
College of Agriculture	CoA Academic departments and 1890 institutions	DTA award to support a faculty exchange program with (4) partnership 1890 institutions		Shawn Donkin and Pamala Morris	sdonkin@purdue.edu/pmorris@purdue.edu	This initiative provides an opportunity for a two-way faculty exchange to expose faculty to different cultures. Over the next 2 years we hope to host 8 to 10 of faculty individually at Purdue as well as send some of our CoA faculty to the 1890 institutions. We will identify faculty who would be willing to be part of this program. We anticipate hosting 1½ to 2 day campus visits that will include: a networking activity (i.e. a dinner or other event), a research seminar in the department of the faculty member's expertise, meetings with faculty, meetings with graduate students, a tour of campus facilities, and meetings with administrative and support teams. Our hope is that one-on-one connections will build to deep relationships for research and graduate education, teaching, and extension activities that will benefit both institutions.	Faculty from both Purdue and the 1890 institutions	All populations are served	New	2017 - 2019	Strategic Direction #7: Educating leaders to foster diversity and inclusion; #8: Inspiring broad involvement in enhancing diversity and rewarding a culture shift.
College of Agriculture	CoA Academic departments and the University	Diversity/Social justice course	https://ag.purdue.edu/omp/Pages/Courses-Offered.aspx	Pamala Morris	pmorris@purdue.edu	Students must broaden their awareness of the United States domestic, multicultural environment. The objective of the multicultural awareness component of the core curriculum is to stimulate students to become aware of themselves and others and to be better prepared for the workplace and participatory citizenship. Metric: periodic use of the Intercultural Development Inventory, reflections, other instruments to assess attitudinal changes.	All undergraduate students and across the university	All populations are served	Continuing	ongoing, no specific end date!	Strategic Direction #5: Embedding diversity in the curriculum and creating inclusive classroom settings
College of Agriculture	Colleges of Agriculture, Health and Human Sciences and Veterinary Medicine	Agricultural Research @ Purdue Diversity Assistantship program	https://ag.purdue.edu/arp/Pages/Diversity-ResearchAssistantship.aspx	Shawn Donkin and Karen Plaut	sdonkin@purdue.edu	The purpose of the ARP Diversity Research Assistantship Program is to assist faculty members and departments in the Colleges of Agriculture, Health and Human Sciences, and Veterinary Medicine at Purdue University to attract and support promising graduate students from groups that are underrepresented in higher education careers including women, domestic minorities, students with disabilities, African Americans, Hispanics, Native Americans, Alaskan Natives, Pacific Islanders and other individuals with backgrounds that contribute significantly to the diversity and quality of the educational experience for all students	Incoming graduate degree seeking students admitted to a graduate program in either the College of Agriculture, Health and Human Sciences, or Veterinary Medicine.	Underrepresented and underserved ethnic populations	Continuing 2015	2015 - present	Strategic Direction: #1: Increasing diversity in students enrollment.
College of Agriculture	CoA Academic departments and the University	Graduate Women in the College of Agriculture	https://boilerlink.purdue.edu/organization/GWCoA	Haley Oliver (faculty advisor)	hfoliver@purdue.edu	Graduate Women in the College of Agriculture is dedicated to the advancement of women in the fields of agriculture, natural resources and related sciences and equipping women with the skills needed for success.	Women graduate students	All racial and ethnic populations are eligible	Continuing	ongoing, no specific end date!	Strategic Direction #1: Increasing diversity in student population

Exploratory Studies		Global Explorers - Learning Community	https://www.purdue.edu/learningcommunities/profiles/exploratory_studies/global_explorers.html	Mandy Chalk	chalkm@purdue.edu	The Global Explorers Learning Community, created for first-year students	Freshmen undergraduate students: both domestic and international	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URM, a specific religious group, first-generation, low-income, all genders, all sexual orientations, all abilities	new	Fall Semester	2) Retain diverse students. 5) Embed diversity in the curriculum and create inclusive classroom settings. 6) Provide co-curricular activities in support of the diversity and inclusion mission. 8) Inspire involvement in enhancing diversity and reward a culture shift.
Exploratory Studies	Purdue Promise, Learning Communities	Purdue Promise - Learning Community	n/a	Cara Wetzel	crwetzel@purdue.edu	Provides a learning community opportunity for Exploring students who are also Purdue Promise. This initiative provides a safe space for income-challenged and often first generation students to learn to navigate Purdue. Students take both EDPS 10500 and GS 19700 together, allowing them to bond with one another and learn about resources available to them.	undergraduates	low-income	continuing	ongoing	n/a
Purdue Graduate School		Multicultural Historically Black Institution (M-HBI) Visitation Program	https://purdue.edu/gradschool/diversity/hbi/index.html	Dr. Dwight Lewis	hbi@purdue.edu	The M-HBI Visitation program addresses the need to increase the enrollment of students from Historically Black Colleges and Universities into the Purdue Graduate School. The purpose of M-HBI is to encourage underrepresented minority students to pursue a graduate education, specifically making them aware of the education opportunities at Purdue, while establishing relationships between faculty and students on Purdue's campus and minority serving Institutions and Universities. M-HBI hosts a 3-day visit by underrepresented students from various institutes and universities and includes: meeting faculty, administrators and graduate students, touring campus, visiting of laboratories, libraries, and classrooms, while also receiving information about all the financial support available to them through fellowships, assistantships, and counsellorships. The M-HBI measures the achievement of these efforts by the number of new students enrolled and retained in the Graduate School after participating in the program. It is the intention of the M-HBI to	undergraduates, graduate & professional students	African American/Black, Hispanic, 2 or More Races, American Indian/Alaska Native	continuing	on-going	Increase diversity in student enrollment

Public Health Graduate Program		Club Presentation	N/A	Shauna Stapleton	sstaplet@purdue.edu	The PHGP seeks to address the need to increase enrollment of underrepresented minorities into the Public Health Graduate Program. In order to reach these students, the program coordinator has identified specific clubs serving the advancement of underrepresented minorities and will develop presentations for these clubs to present at in the future. The purpose of the club presentations is to introduce undergraduate and graduate students to the opportunities for educational advancement in the field of Public Health at Purdue.. There are no formal measures for this initiative. The goal of this initiative is to have members of underrepresented minority clubs consider career opportunities in the field of Public Health.	undergraduates, graduate & professional students	African American/Black, Hispanic, 2 or More Races, American Indian/Alaska Native, International	continuing	on-going, clubs have been identified and listed in the recruiting events list for the PHGP. Presentations at these clubs will commence in the 2017-18 academic year.	Increase diversity in student enrollment
Public Health Graduate Program		Exhibit at APHA Annual Meeting	https://www.apha.org/events-and-meetings/annual	Shauna Stapleton	sstaplet@purdue.edu	PHGP's attendance at the APHA Annual Meeting addresses the need to build a diverse student body in the Public Health Graduate Program. By exhibiting at the annual meeting, the program is able to reach a diverse group of prospective students and provide them with information about studying at Purdue. The primary activities at APHA are recruitment, attending other academic events, and promotion of the program through an information booth. The primary measurement of success through this initiative will be the number of prospective students who provide contact information to learn more about the program, as well as the number of new applicants for the upcoming year. It is the intent of PHGP to receive a larger and more diverse group of applicants to the program, and be able to accept outstanding students who can contribute to the program through their diverse backgrounds.	undergraduates, graduate & professional students, tenure track faculty	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, first-generation, low-income	continuing	on-going, annual event	Increase diversity in student enrollment
Public Health Graduate Program		Club Listings in Student Manual		Shauna Stapleton	sstaplet@purdue.edu	The PHGP works to support underserved minority students by providing them resources. This initiative serves to inform students of the opportunities on campus for minority graduate students to be involved in beyond the classroom. The PHGP will be listing providing an extensive list of such clubs in the student manuals, while also promoting them throughout the year. There are no formal measures employed to determine if this initiative will be effective, but the program would be interested in student reporting of clubs that they are involved in outside of the program. The program would like to see more students engaged in clubs that promote and support their success as underserved minority students.	graduate & professional students	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International	new	on-going, new manual with club listings published for 2017-18 calendar year.	Provide co-curricular activities in support of the diversity and inclusion mission

Public Health Graduate Program		Advisor Checklist		Shauna Stapleton	ssaplet@purdue.edu	The PHGP strives to meet the need of equal counseling to all students enrolled in the program. The program coordinator has created the advisor checklist to ensure that every student is given the same level of advice and mentorship to be successful in the program. The program requires all students to meet at least once a semester for career and academic counseling session before the start of each registration session. The checklist in and of itself is a measurement of the program's ability to provide equal counseling to all students. The goal of this initiative is to ensure all students are able to graduate on time and find a job no matter their background.	graduate & professional students	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URM, a specific religious group, first-generation, low-income, all gender, all sexual orientations, all peoples of disability	new	on-going	Retain diverse students
HHS	Nursing	Hiring Diversity Initiative		Search Chairs: Greg Arling for Tenure Track, Kristen Kirby for Clinical Track, Lisa Tabor for Continuing Lecturer	garling@purdue.edu , kfkirby@purdue.edu , ltabor@purdue.edu	Purpose is to increase diverse faculty candidates for each role	Faculty diversity impacts all student programming		ongoing initiative	Ongoing. We will be hiring new faculty (10 per year) for the next 3 years	
HHS	Nursing	Holistic Admission Processes	NA	Jane Kirkpatrick	jmkirk@purdue.edu	ensuring that all admissions decisions made by SON faculty admissions committees follow a holistic admission process: this includes CODO, transfers and second degree students for undergraduate program, and all graduate student admission decisions	Students at all program levels	all ethnic populations and genders	review and revise as needed	Ongoing.	
HHS	Dean's Office	HHS Diversity Catalyst		Kip Williams	kipw@purdue.edu	Kip Williams is the HHS Diversity Catalyst. He is engaged with student organizations and makes speeches on Diversity across all of campus	All	all ethnic populations and genders	new	ongoing	
HHS	Dean's Office	Hiring process for Dept. Heads		Liping Cai	liping@purdue.edu	Initiated a practice for candidates interviewing for Department Head to meet with Diversity Council members with positive feedback.	Faculty and Administration	all ethnic populations and genders	new	ongoing	
HHS	Dean's Office	Dean's letter of support	http://mailimages	Jane Morris	pmorris@purdue.edu	Dean Ladisch wrote a personal letter to address current issues of diversity through an open letter to all students.	All	all ethnic populations and genders	new	as current issues need addressed	
HHS	Dean's Office	Student Organizations		Liping cai	liping@purdue.edu	Student organizations on Diversity are engaged with DTA Teams	Students at all program levels	all ethnic populations and genders	ongoing initiative	ongoing	
Purdue Extension		Navigating Difference Training	https://www.cdext.purdue.edu/collaborative-projects/navigating-difference/	Kris Parker	parkerki@purdue.edu	This three-day (18-hour) experiential cultural competence training builds on foundations from social justice, intercultural communication and organizational development. The training intertwines research-based theories and frameworks with activities and discussion from participants' own experiences. Each successive module builds on the previous one, deepening the participant's learning. The five modules are Cultural Awareness, Cultural Understanding, Cultural Knowledge, Cultural Interaction and Cultural Sensitivity.	tenure-track faculty, administration, non-academic staff	Extension Staff/Faculty	continuing	This training is held every year.	

Purdue Extension		Cultural Awareness Workshop	https://www.cdext.purdue.edu/collaborative-projects/navigating-difference/	Katie Zuber	zuberk@purdue.edu	Extension Staff often work with cultures that are different than their own. The Cultural Awareness Workshop is an interactive three-hour workshop in which participants explore personal and cultural values, biases, prejudices and views. Through conversation and activities, participants learn how culture shapes us, how cultures are different and similar and how we can recognize our own culture(s), including our organization's culture. Evaluations administered after this workshop have shown that participants are more aware of their own culture and have a better understanding of how to work with cultures that differ with their own.	tenure-track faculty, administration, non-academic staff	Extension Staff/Faculty	continuing	This workshop is held every year, multiple times throughout the year.	7
Indiana 4-H Youth Development	Dept of Health & Kinesiology	4-H PALS -- CYFAR project	N/A	Renee McKee	rmckee@purdue.edu	2) General purpose is to work with youth by engaging them to make healthy lifestyle choices and activities. 3) Each of their 4-H meetings (after school) focuses on "social pillars" as well as healthy activities and learning to prepare nutritious snacks. Via field trips, we also have the opportunity to introduce them to activities outside their immediate community. 4) Observation is utilized during their meetings as are questionnaires regarding their perceptions and actions. 5) We are in year 3 of this award and are focused on connecting parents in order to encourage some of them to serve as 4-H volunteers so these programs can continue once the funding has ended.	off campus	3rd-6th grade 4-H member, low income, multiple races	continuing	year 3 of 5	N/A
College of Health and Human Sciences	College of Agriculture	Nutrition Education Programs	http://www.purdue.edu/hhs/extension/programs/detail.aspx?programId=5&category=food	Melissa Maulding	mmaulding@purdue.edu	Provides nutrition education to limited-resource audiences across the state of Indiana.	Limited-resource residents of Indiana.	Limited-resource residents of Indiana	Continuing	Ongoing	N/A - Engagement activities that benefit Indiana Residents.
College of Health and Human Sciences	College of Agriculture	Health and Human Sciences Extension	http://www.purdue.edu/hhs/extension/	Angie Abbott	abbottar@purdue.edu	HHS Extension offers a variety of health and human science programs in Spanish throughout the state of Indiana.	Spanish speaking residents of Indiana.	Spanish speaking residents of Indiana	Continuing	Ongoing	N/A - Engagement activities that benefit Indiana Residents.
College of Agriculture, Purdue Extension	Office of Engagement/Purdue Center for Regional Development	Hometown Collaboration Initiative	http://indianahci.org/	Lionel J. "Bo" Beaulieu	ljb@purdue.edu	The Hometown Collaboration Initiative (HCI) is a program available to Indiana communities that are committed to building on their existing assets. It is available to cities, towns and counties in Indiana whose total population is 25,000 or less. The HCI is a long-term capacity building program that is comprised of three phases: Foundation, Building Block and Capstone. It's in the Foundation phase that we guide the community in recruiting and engaging a diverse mix of local people to explore new ways to strengthen their community and take an active role in launching all phases of HCI. We are tracking a number of metrics, including projects launched, people engaged, and funds the HCI team is able to capture to put their plans into action. This is an ongoing process. The outcomes are varied and we could send you a document that shows impacts to date.	Community leaders and residents; involves a multitude of community sectors.	Focuses on recruiting HCI team members who represent the diversity of the community, including business/industry, local government, education, faith-based and nonprofit organizations, elderly, youth, racial/ethnic minorities, and more.	Continuing	The initiative recruits a new set of communities approximately every 6 months. Communities are selected on a competitive basis.	N/A

Office of Engagement	Purdue Center for Regional Development & Purdue Extension	Stronger Economies Together	https://pcrd.purdue.edu/signature-programs/stronger-economies-together.php	Lionel J. "Bo" Beaulieu and Michael Wilcox	ljb@purdue.edu / wilcox16@purdue.edu	The Indiana SET program is intended to help rural counties band together to design and implement a strong regional economic development blueprint, one that builds on the economic strengths of that multi-county area. The Purdue and USDA Rural Development IN team provide extensive technical and capacity-building support to Indiana regions that have been formally accepted into the SET program. One of the first efforts we focus on is "building a regional team" and considerable attention is dedicated to building a representative, inclusive team that aligns with the demographic and economic attributes of their region. The major outcome being pursued is the development of a regional economic development blueprint that is reviewed by a national panel and endorsed as a high quality plan. Two regions in IN are now part of SET and both have completed their regional plan.	Constituents are regional economic development districts, regional planning councils, local economic development organizations, community foundations, industry/business, health care sector, and more.	The SET program is intended to bring benefit to people and communities located in the participating region. As such, the intent is improve the quality of life of the region through economic and workforce development, infrastructure enhancements, greater civic engagement, and more.	Continuing	Launched on an annual basis. States must apply to be accepted into SET, a national program funded by USDA Rural Development.	N/A
Purdue Extension		Successful Strategies to Engage PK - 12 Minority Audiences		Esmeralda Cruz	cruze@purdue.edu	This on-campus program will discuss strategies to engage minority students or non-traditional students in Extension related programming.	tenure-track faculty, administration, non-academic staff, graduate/professional students	Extension Staff/Faculty	New	no specific end date	7
Purdue Extension		Exploring My World		Esmeralda Cruz	cruze@purdue.edu	This program is for students who have been in the United States less than one year. We have three main objectives: 1) improve their English speaking skills 2) teach them about the culture in their new community and 3) empwer them.	Middle School and High School students who have been in the United States less than one year	Middle School and High School students who have been in the United States less than one year	Continuing	This program is taught once a year	N/A
Engagement/Metro Indy	Polytechnic Anderson	Director's Scholarship for Women and Underrepresented Minorities	https://polytechnic.purdue.edu/anderson/scholarships	Barbara J. Alder/Corey Sharp	balder@purdue.edu / sharp22@purdue.edu	Underrepresentation of women and minority students in technical fields of study; scholarship funding to encourage matriculation and continuation of same; establishment and frunding of scholarship, presented at annual Athena Awards program for Anderson/Madison County; intend to raise awareness and funding by working to endow scholarship in community; raise enrollment and success of targeted populations; ongoing annually					
Engagement/Metro Indy	Construction Engineering and Management; Lyles School of Engineering	Passport to Hi Tech	https://www.connerprairie.org/things-to-do/events/passport-to-hi-tech	Barbara J. Alder	balder@purdue.edu	Girls and women underrepresented in STEM disciplines and careers; raise interest and awareness of cdareer and educational opportunities; provide hands-on interactive activities by corporate and higher ed partners at Conner Prairie targeted at girls ages 5-12; track via satisfaction surveys of both participants and attendees and track participation rates year over year; increased participation, satisfaction and attendance from prior years; annual ongoing program					
Engagement/Metro Indy	Construction Engineering and Management; Lyles School of Engineering; Women in Engineering	Ignite Your Superpower!	N/A	Barbara J. Alder	balder@purdue.edu	Girls in inner city not reached by Hamilton Co. based programming at Conner Prairie (similar reasons and programming but targeting middle school); first year					
Engagement/Metro Indy	LTAP	Women in Leadership at Purdue Road School	https://roadschool.purdue.edu/roadschoolprogram/program.html	Barbara J. Alder	balder@purdue.edu	Second year in partnership with Women & Hi Tech to propvide programming to encourage professional development for women engineering professionals and students; will continue every year we are invited to participate					

IPFW	TRIO	Upward Bound Summer Program	N/A	Lydia Bates	batesl@ipfw.edu	Contact TRIO Programs and Lydia for more information; the Chemistry department ensures that a lab room is available as needed during the summer for the Upward Bound students.			continuing		
IPFW	STEM Departments	Women in STEM	N/A	Ronald Friedman (who will hand over to a female STEM faculty member at the appropriate time)	friedmar@ipfw.edu	There is a lack of female faculty and graduate students in a number of STEM disciplines. The purpose of the organization is to (i) cultivate a sense of community for women in STEM both internal and external to IPFW; (ii) to foster mentoring relationships among women in STEM: faculty/staff, university students, pre-college students, and other professionals; (iii) to provide an opportunity for women in STEM to serve as role models; and (iv) to encourage more women and girls to engage in studies and careers in STEM. Possible activities include meeting for coffee/snack/lunch/dinner on campus or at a restaurant, bringing your mentee to classes or workshops that you attend or teach and attending theater, dance or concert outings. Measures and outcomes have not yet been developed.	Female faculty, female undergraduate and graduate students in STEM disciplines	Females	new	ongoing	N/A
College of Arts & Sciences; Department of Communication Sciences and Disorders	N/A	AAC Theater Camp	http://www.ipfw.edu/departments/coas/depts/csd/news/camp.html	Sharon Mankey	sharon.mankey@ipfw.edu	Students in CSD who are learning to work with people with disabilities need experience interacting with clients with severe disabilities who use augmentative and alternative communication (AAC) (e.g., non-verbal ways of communicating such as electronic devices). The purpose of the AAC Theater Camp is both to provide students experience interacting with this group of clients who use AAC and to provide those clients experience being a part of a theater production. This activity involves clients who use AAC coming to campus for a weekend where students assist the clients in putting on a theater production that is then open for the entire campus community to attend. Students' knowledge and application of interacting with clients with disabilities is assessed through class projects. The outcome is for all students to meet minimum passing criteria for each project.	Undergraduates	People with communication disabilities	Continuing	ongoing	
College of Arts & Sciences	Division of Student Affairs	The LGBTQ Resource Center	https://www.ipfw.edu/microsites/resource-center/index.html	Jeannie DiClementi, PsyD	diclemej@ipfw.edu	1. Underrepresentation of services for LGBTQ students on our campus; 2. Provide support services to LGBTQ students in an educational, accepting, and inclusive manner To provide educational resources that address matters relevant to LGBTQ issues Reduce genderism, homophobia, and heterosexism at IPFW Create an atmosphere of understanding and acceptance for all members of our community, inclusive of sexual orientation, gender, and gender identity; 3. Campus visibility events, sponsorship of free HIV testing, educational presentations, panel presentations, referrals to LGBTQ-friendly services; 4 Monthly and quarterly reports 5 Increased visibility of LGBTQ students 6 Ongoing student affairs office with increased participation in campus activities each year.	The office targets students, both undergraduate and graduate students; also serves as consultants and resources for faculty and staff; provides positive modeling in the greater Fort Wayne community	Students of all sexual orientations and gender identities across all SES strata, educational and religious backgrounds	Continuing	ongoing	Housed in the Office of Diversity and Multicultural Affairs at IPFW; partnership between ODMA and the Psychology Department

IPFW College of Visual and Performing Arts	IPFW College of Visual and Performing Arts and the outside group Shruti of Fort Wayne, an Indian Cultural Society	IPFW/Shruti Indian Performance Series	http://new.ipfw.edu/departments/cvpa/news/featured_performances.html	IPFW College of Visual and Performing Arts Dean John O'Connell	connelj@ipfw.edu	1. The IPFW CVPA was approached by leaders of the Fort Wayne Indian community to help them increase awareness of their cultural heritage. 2. The IPFW/Shruti Indian Performance Series was created to provide Indian music and dance performances to students and the community at a greatly reduced price to encourage understanding and appreciation. 3. Twice a year traditional and unique Indian music and dance performers are brought to campus to perform; students are admitted free and community members can purchase tickets for \$10 because members of Shruti underwrite most of the cost of the performances. 4. A steering committee made up of CVPA staff and Shruti members meets regularly to assess and plan the series. 5. The goal is to bring a diverse selection of performers to campus and to increase attendance at each event. 6. Previous fiscal years have seen excellent attendance at most events; the first four seasons brought an average of 2000 patrons to campus per season.	Students/Faculty/Staff/Administration/Community/Donors	White/Asian/Two or More Races; the bulk of the funding for these performances comes from the primarily Indian/Asian patrons and from the Shruti Indian Cultural Society of Fort Wayne and its sponsors. IPFW provides personnel services in the forms of management and marketing services. Additionally, the IPFW/Shruti Indian Performance Series has received funding from the Indiana Arts Commission for the 2015-16 and 2016-17 seasons.	Continuing	Ongoing	6 and 10
Office of Diversity and Multicultural Affairs/Center for Women and Returning Adults	Women's Philanthropy Council (IU Foundation)/ODM A/CWRA/IPFW Honors Center	Being First	https://www.ipfw.edu/offices/cwra/programs/being-first.html	Julie Creek, Director of the Office of Diversity and Multicultural Affairs	creekj@ipfw.edu	First Generation students are a majority of the IPFW student body, but their retention levels are significantly lower than those of non-First Generation students. Being First seeks to help students overcome the unique challenges they face when they enroll in four-year degree programs. Being First invites students to take part in workshops that help them understand and overcome their challenges, bond with other First Generation students at social events, and seek assistance and advice from peer academic consultants. Success is measured by the number of students who take part in Being First programs and student evaluations; we are currently developing a method to measure success in increasing retention. Student participation levels have increased dramatically since the program's inception in Fall 2014; student program evaluations are positive.	Undergraduates/Graduate students	First Generation Students: Defined as students who are the first members of their immediate families to seek a four-year degree.	Continuing	Ongoing	N/A
Center for Women and Returning Adults	CWRA/Indiana-Purdue Student Government Association/	Students with Families	https://www.ipfw.edu/offices/cwra/programs/students-with-families.html	Julie Creek, Director of the Office of Diversity and Multicultural Affairs	creekj@ipfw.edu	About a quarter of IPFW's student body is made up of non-traditional students, many of whom are raising children, and find it difficult to become involved in the life of the campus. The Students with Families program allows students to bring their children to campus for fun, free meals and educational activities/movies. Students with Families organizes two events/movie nights per month during the academic year, designed to appeal to families with younger children. Success is measured by the number of students who bring their families to Students with Families events, and by student evaluations, which invite them to rate the events and activities, and suggest other activities/films, etc. Though our non-traditional student population has declined in the years since the recession, Students with Families has continued to draw comparable numbers of student families, and most families attend events regularly. Student evaluations are overwhelmingly positive.	Undergraduates/Graduate students.	Non-Traditional Students; Defined as students who enrolled in college more than two years after finishing high school, and who have other responsibilities in addition to their academic work, e.g. full-time jobs, children, or other family responsibilities.	Continuing	Ongoing	N/A

Center for Women and Returning Adults	CWRA/Indiana-Purdue Student Government Association/	Flying START	https://www.ipfw.edu/offices/cwra/flying-start/	Julie Creek, Director of the Office of Diversity and Multicultural Affairs	creekj@ipfw.edu	About a quarter of IPFW's student body is made up of non-traditional students seeking a first degree, virtually all of whom have other responsibilities in addition to school, and whose retention rates are significantly lower than those of traditional-age students. The Flying START program was developed to help non-traditional students make an easier transition into college, know what resources and programs are available to them on campus, and avoid the pitfalls that can make it difficult for them to remain in school. Flying START invites new non-traditional students to a celebration/orientation event during the week before classes begin in the fall to meet faculty and staff, to meet each other, and to receive information on available resources and assistance that can help them stay in school. Success is measured by the number of students who attend the event each year, and by student evaluations. Flying START has struggled to attract students, especially as non-traditional student enrollment has declined over the past five years, but students who attend report that they feel better prepared to meet their specific challenges, and are more likely to seek assistance.	Undergraduates	Non-Traditional Students; Defined as students who enrolled in college more than two years after finishing high school, and who have other responsibilities in addition to their academic work, e.g. full-time jobs, children, or other family responsibilities.	Continuing	Ongoing	N/A
Office of Diversity and Multicultural Affairs	Office of Diversity and Multicultural Affairs	Safe Zone at IPFW	https://www.ipfw.edu/offices/cwra/programs/safe-zone.html	Alisa Shank, Assistant Director, Office of Diversity and Multicultural Affairs	shanka@ipfw.edu	IPFW administrators sought to create a campus climate that is welcoming and nurturing to LGBTQ students, faculty and staff. The Safe Zone program was developed to help all faculty and staff members understand the challenges that LGBTQ people face, the history of the LGBTQ movement, its links to earlier civil rights struggles, and to help faculty and staff become more effective allies and advocates for their LGBTQ students, colleagues, friends, family and neighbors. All faculty and staff are invited to attend a series of workshops, after which they are invited to pledge to be welcoming and nurturing to LGBTQ individuals. In return, they receive a wall plaque for display in their work area, which signals to LGBTQ individuals that they are open and affirming allies. Success is measured by the number of workshop "graduates" and by participant evaluations. Currently, there are more than 200 faculty and staff Safe Zone graduates, and workshops offered during fall and spring semesters, and during the summer, are well-attended. Evaluations are uniformly positive.	Faculty/Staff	LGBTQ Students/LGBTQ Faculty/LGBTQ Staff	Continuing	Ongoing	N/A

Office of Diversity and Multicultural Affairs	Office of Diversity and Multicultural Affairs/Indiana-Purdue Student Government Association	ODMA Cultural Programming	https://www.ipfw.edu/offices/odma/Events/	Alisa Shank/Stephan y Alarcon, Office of Diversity and Multicultural Affairs	shanka@ipfw.edu	IPFW administrators sought to foster a campus climate where students from all backgrounds see their own lives and cultures reflected in the life and the activities of the university. Toward that end, the Office of Diversity and Multicultural Affairs sought grant support from the Indiana-Purdue Student Government Association to develop a series of cultural programs that celebrate and reflect the racial, ethnic, cultural, religious, gender identity and expression diversity of our student body. The ODMA staff organizes more than two dozen events every academic year - lectures, music performances, festivals, meals, that celebrate African-American, Latino/a, Native American, Asian and other cultures. Success is measured by the number of students attending events, and with student evaluations. About 1,500 people, most of them students, attend cultural events every academic year, and many faculty members encourage their students to attend and gain valuable out-of-the classroom experiences.	Undergraduates/Graduate students/Faculty/Administrators/Campus visitors/	Students/faculty/staff/visitors from all racial, ethnic, and cultural backgrounds.	Continuing	Ongoing	N/A
Office of Diversity and Multicultural Affairs	ODMA/IPFW Student Housing	Safe Zone for Students	https://www.ipfw.edu/offices/cwra/programs/safe-zone.html	Alisa Shank/Jordan Sanderson (Student Coordinator), Office of Diversity and Multicultural Affairs	shanka@ipfw.edu	In seeking to foster a campus climate that is welcoming and nurturing to LGBTQ students, faculty and staff, IPFW administrators created Safe Zone for Students, which aims to help all students understand the challenges that LGBTQ individuals face, and to help them become better allies to their LGBTQ classmates, faculty, staff, friends, family and neighbors. Safe Zone for Students' student coordinator organizes workshops, films, and other events aimed at all students. Success is measured by the number of students who attend events, and by their student assessments/evaluations. Attendance varies from event to event, but student evaluations/assessments indicate that students retain valuable information, and they rate their experiences as valuable.	Undergraduates/Graduate students	LGBTQ Students/LGBTQ Faculty/LGBTQ Staff	Continuing	Ongoing	N/A
Office of Diversity and Multicultural Affairs	ODMA/IPFW Career Services/College of Engineering, Technology and Computer Science/College of Health and Human Services	Perkins Initiative	https://www.ipfw.edu/offices/odma/perkins/	Julie Creek/Alisa Shank/Stephan y Alarcon, ODMA	creekj@ipfw.edu	To help low-income students seeking two-year degrees in STEM programs, the Office of Diversity and Multicultural Affairs sought federal grant support from the Indiana Department of Workforce Development to provide support and assistance, helping students overcome the challenges that sometimes derail low income students academically. The ODMA staff provides workshops, dedicated study space, individual academic intervention, career counseling and other services to help students succeed. Success is measured by a retention and degree completion rubric developed by the DWD. During 2015-16, IPFW's Perkins initiative met expectations in three of five categories, and has developed new programs to address shortfalls.	Perkins-eligible students, with primary focus on Perkins-eligible students seeking two-year STEM degrees.	Perkins-eligible students, with primary focus on Perkins-eligible students seeking two-year STEM degrees.	Continuing	Ongoing	N/A

Center for Women and Returning Adults	CWRA/IPFW Student Housing/Dean of Students/IPFW Health and Wellness	Sexual Assault Prevention Project	https://www.ipfw.edu/offices/cwra/programs/violence.html	Julie Creek/Melody Monday, CWRA	mondaym@ipfw.edu	To help prevent sexual violence on campus, the CWRA staff teamed with other departments within the university to offer a series of informal prevention workshops aimed primarily at freshmen, ensuring that they understand the prevalence of sexual violence, dating violence, and domestic violence among college-age adults, and learn prevention methods. With a focus on bystander intervention, the workshops and other events organized through the year are designed to help students understand how they can look out for one another, and the resources available to them on campus.	Undergraduates/Graduate students (with a primary focus on freshmen.)	All students (with a primary focus on freshmen.)	Continuing	Ongoing	N/A
Office of Diversity and Multicultural Affairs	ODMA	The Diversity Game Project	Coming soon.	Julie Creek	creekj@ipfw.edu	With a goal of helping all students understand the nature of institutionalized racism, the ODMA staff will begin offering "The Diversity Game" to faculty and staff for use in classrooms, student organization meetings, and other venues, beginning in Spring 2017. "The Diversity Game" is a role-playing game that teaches students how communities and institutions often work for students of color and low-income citizens. The game, which has been evaluated by sociologists and found to be effective, ends with a staff-led discussion of the game and the lessons learned. Success will be measured by the quality of the discussion, and student evaluations.	Undergraduate/Graduate students	All students	New	Ongoing	N/A
IPFW Military Student Services	IPFW Student Government	Student Veterans of America IPFW local chapter	http://studentveterans.org/	Taylor Gleason/Kevin O'Brian	gleatd01@students.ipfw.edu	There is a need to connect all military affiliated students with each other to provide support. The general purpose is to support the transition from military structure to academic structure. Provide leadership training, business plan development and implementation, networking. Will measure effect on retention and graduation with a recruitment component. Hopefully will provide greater peer support to increase student veterans' access to programming that meets their transition needs. This is a new initiative and will go forward in an ongoing manner as long as students remain active.	serves graduate and undergraduate students	The SVA serves all nationalities, ages, races, incomes, sexual orientation, disabilities,	new	will be ongoing, no specific end date	n/a
IPFW Military Student Services	MSS/Helmke Library/Dept of English	Ladder UPP Creative writing group	https://www.ipfw.edu/offices/military/events/	Jo Vaughan	vaughanj@ipfw.edu	Students who have served deployments or experience any trauma in their life may have developed PTSD. General purpose is to provide an avenue in which students are able to interact with each other, community members, faculty, and staff who have similar responses to experienced trauma. A work book is utilized to ask questions that allow the member to write about his/her experiences, interaction with others of similar experience, and to "tell their story". We measure amount of meetings attended, writing produced, publications, and various areas of local community who attend. This is an ongoing initiative started two years ago, and will remain ongoing.	Serves faculty, staff, students, community members -all are welcome	Serves several age groups and participants who have served in Korean war, Desert Storm, OIE/OIF or non military general public	Continues ongoing	In place for 2 years, will continue	N/a

IPFW Military Student Services	IPFW OMA/CWRA	Vet 2 Vet	none yet	Kevin O'Brian/Jo Vaughan	vaughanj@ipfw.edu ; obrik01@ipfw.edu	students who are incoming freshman direct from service in the military are unfamiliar with academic procedures, policies, location of buildings, services, etc. The prupose is to provide an upper classman mentor to incoming student military veterans. Mentors are matched with mentees via major/ age/availability. Mentors assist mentees with online registration for benefits, registration for classes, obtaining school ID, purchasing books, tours of campus, into to variouis offices/departments who provide services. Measure will be number of incoming students who take advantage of the service and their feedback. Students will have a better start to the academic year with less stress and will have a mentor to whom they may address questions and spend time with having lunch/coffee, join groups, work out together.This is a new project started Fall of 2016 and will be ongoing as long as we have interest and it proves to be effective.	Serves incoming students and give leadership skills to currently enrolled upperclassmen	Serves primarily new incoming freshmen	New	will be ongoing, no specific end date	?
Student Assistance Program	Dean of Students	Active Minds	http://www.ipfw.edu/affiliates/assistance/active-minds/	Floie Stouder	stouderf@ipfw.edu	Active Minds is a national organization, with over 400 chapters throughout the country. Active Minds at IPFW is dedicated to utilizing the student voice to change the conversation about mental health on our campus and in the community. We promote mental health awareness, stumping out stigma, and suicide prevention through programs and services.	Faculty, staff and students (undergraduate and graduate)	Serves students with mental health issues and concerns	Continues ongoing	will be ongoing, no specific end date	n/A
Psychology	Student Affairs, Dean of Students, Athletics, Center for Healthy Living, Student Housing	Project Compass	https://new.ipfw.edu/departments/coas/depts/psychology/project-compass/	Jeannie DiClementi	hlthpsy@ipfw.edu	Project COMPASS (COMmunity Partners Against Student Suicide) is a comprehensive suicide prevention and health promotion program, originally funded by the Garrett Lee Smith Memorial Act through Substance Abuse and Mental Health Services Administration. The mission of Project COMPASS is to provide suicide awareness and gatekeeper education and training on the Indiana University-Purdue University Fort Wayne campus and in our campus community.	Faculty, staff and students (undergraduate and graduate)	Serves faculty, staff, and students (undergraduate and graduate)	Continues ongoing	will be ongoing, no specific end date	n/A
Dean of Students	Student Life andLeadership, Campus Ministry, All campus based faith organizations at IPFW	Faith and Leadership Summit	None yet	Eric Norman	norman@ipfw.edu	The Faith and Leadership Summit serves as a collective for the leaders and advisers to meet together to develop leadership skills, while building an understanding of the similarities and differences across denominations.	Faculty, staff and students (undergraduate and graduate)	Serves faculty, staff, and students (undergraduate and graduate)	Continues ongoing	will be ongoing, no specific end date	n/A
Student Life and Leadership		Community Service Fair	http://ipfw.edu/offices/student-life/community-service/	Amanda Barcus	barcae01@ipfw.edu	IPFW students want to know more about community service opportunities. This program connects IPFW students to local non-profit organizations that serve a diverse population in Northeast Indiana. This program is a vendor-fair style event where agencies have booths to sign up volunteers and let students know about their services. This program is designed to inform students about agencies; agencies report that this program helps increase volunteer service and helps to educate the public.This is an ongoing initiative that hosts between 20-40 agencies per year.	Undergraduate, graduate, faculty, administration, non academic staff, community members	All populations as the service agencies each have a mission to serve different populations within Northeast Indiana.	Continuing	ongoing	5, 6, 7, 8, 9

Student Life and Leadership	Diversity and Multicultural Affairs	Sincerely, Me	http://ipfw.edu/offices/student-life/sincerelyme/	Victoria Spencer	spencerv@ipfw.edu	We all get put into boxes based on what we look like, where we're from, what we study. Through a photojournalism project, tell the world exactly who you are, in your own words, with your own image. Students write phrases on their bodies with skin-safe markers and have their pictures taken and a diversity activity takes place for students who are waiting to have their picture taken. Students discuss the diversity activity and share images to social media. The intended outcome is for students to be able to articulate something about themselves that others may not realize about that person. This is an ongoing initiative that rotates every two years with another diversity program.	Undergraduate, graduate, faculty, administration, non academic staff	All races, genders, religions, orientations, abilities	Continuing	2 years	2, 6, 7, 8
Student Life and Leadership	Student Affairs/Indiana Purdue Student Government Association/Several classes and/or academic units	The BIG Event	http://ipfw.edu/microsites/big-event/index.html	Kasey Price	pricek@ipfw.edu	IPFW students have limited engagement with the surrounding community. The Big Event is the largest one-day, student-run service project in the nation with a purpose to say "Thank You" to the surrounding community. IPFW sends approximately 800 volunteers to approximately 50 agencies in the surrounding community. Students and Agencies complete assessments, and both groups continue to return year after year. This is an ongoing initiative with high assessment scores.	Undergraduate, graduate, faculty, administration, non academic staff, community members	All populations as the service agencies each have a mission to serve different populations within Northeast Indiana.	Continuing	ongoing	5, 6, 7, 8, 9, 10
Intramural Sports	Student Life and Leadership	Color Stomp	n/a	Jason Anderson	andersjs@ipfw.edu	Students want to be physically active in creative ways. This program allows students to donate to a local charity to participate in a Color Run on campus. Students run around campus and are covered in color powder. Agencies receive funds for continued organization benefit. The intended outcome is for students to have fun and exercise while learning about a non-profit agency and making a donation. This is an ongoing initiative.	Undergraduate, graduate, faculty, administration, non academic staff, community members	All races, genders, religions, orientations, abilities	Continuing	ongoing	6, 8, 9
Intramural Sports	Student Life and Leadership	Nearly Naked Mile	n/a	Jason Anderson	andersjs@ipfw.edu	Students want to be physically active in creative ways. This program allows students to donate clothing to a local charity to participate in a Nearly Naked Mile run on campus. Students run around campus in bathing suits and costumes. Agencies receive clothing for their local charity and educate students about local need. The intended outcome is for students to have fun and exercise while learning about a non-profit agency and making a donation. This is an ongoing initiative.	Undergraduate, graduate, faculty, administration, non academic staff, community members	All races, genders, religions, orientations, abilities	Continuing	ongoing	6, 8, 9
Indiana Purdue Student Government Association		Calculator and iPad Rental	http://www.ipfw.edu/affiliates/stugov/services/calculator-rentals	Victoria Spencer	spencerv@ipfw.edu	Many IPFW students cannot afford to purchase a calculator or iPad as part of a course. This program allows students to rent a graphing calculator or iPad for one semester for an affordable fee. This provides students an affordable chance to have the necessary course materials instead of them opting not to purchase a calculator for the course and risk a lower grade. Calculators are sold out each semester and the Math department offers lessons to teach students to use the calculators correctly.	Undergraduate students	All races, genders, religions, orientations, abilities	Continuing	ongoing	2, 5

Student Life and Leadership		National Student Exchange	http://www.ipfw.edu/nse/	Alison Rynearson	hoffa@ipfw.edu	Students often consider transferring to another institution because they would like the opportunity to leave the region. This program provides the opportunity for students to be a student at another campus for one semester or one year while paying IPFW tuition as well as allows students from other institutions to come to IPFW. While at another campus, students can engage as regular students. Students remain in contact with the coordinator to make sure that they stay on track for graduation. This is an ongoing initiative.	Undergraduate students	All races, genders, religions, orientations, abilities	Continuing	ongoing	1, 2, 5, 6, 9
Student Affairs/SSD	All	Bridges to Education and Careers	http://www.ipfw.edu/offices/disabilities/bridges-program/	Suzanna Yuhasz	yuhaszs@ipfw.edu	Limited postsecondary education experiences for students with intellectual disabilities. The primary focus is educational enrichment including social connections, and preparing for employment through internships, job shadowing. Classes are integrated, all students have peer mentors. Bridges is the only transition to postsecondary education program in Indiana to offer student housing.	Undergraduate	Individuals with Intellectual Disabilities	Continuing	Ongoing	1. Increase diversity in student enrollment
Student Affairs/SSD	All	Delta Alpha Pi International Honor Society	https://www.ipfw.edu/offices/disabilities/delta-alpha-pi.html	Julie Schrader	schradej@ipfw.edu	Delta Alpha recognizes students with disabilities' academic achievements. It also facilitates self-advocacy, ongoing education, and the development of leadership through ongoing programming.	Undergraduate	All populations	Continuing	Ongoing	1. Increase diversity in student enrollment
Student Affairs/SSD	All	Vision Initiative	N/A	Julie Schrader	schradej@ipfw.edu	This is a new initiative to inform/educate on visual impairments, the challenges facing students with vision loss, educate in regard to resources on campus and within the community.	All constituencies	All populations	New	Ongoing	1. Increase diversity in student enrollment
Athletics/Services for Students with Disabilities	Athletics/Services for Students with Disabilities - Bridges Program	Athletics/Bridges Partnership	NA	Wendy Wilson/Suzanna Yuhasz	wilsonw@ipfw.edu	1. The Fort Wayne campus desires to provide a greater range of experiences for those students with intellectual disabilities, as well as to provide an opportunity for all students to learn in an inclusive environment. 2. Students with intellectual disabilities who in high school worked with sports teams, or otherwise have an interest, will have the opportunity to work with Athletic teams as student managers. 3. Bridges Program identifies students with an interest; Compliance office works with coaching staff who have the need for a manager and ability to accommodate students to complete proper NCAA paperwork for student managers. 4. Will want to work w/Bridges Program director on their evaluation process as well as with coaching staff. 5. Provide an opportunity for all students to learn in an inclusive environment. 6. Worked with NCAA to ensure if a student is certified as enrollend in the Bridges program, they may have the opporunity to be a student-manger, so the intent is for the partnership to be on-going; other coaches have expressed an interest in being involved, currently only 2 Bridges program students are involved in Men's and Women's Basketball.	undergraduate students; Bridges program students; coaching staff	the Bridges program for students with intellectual disabilities; student-athletes	New in 2016-17	on-going	Action item 5 - creates an inclusive learning environment for both student-athletes and student managers; 6 - co-curricular in nature

Athletics	Athletics/Student-Athlete Leadership Team (SALT)	Sitting Volleyball	About Sitting Volleyball	Steve Florio	florios@ipfw.edu	1. The athletics department and SALT desires to provide a greater range of experiences for those students with disabilities, as well as to provide an opportunity for all students to learn in an inclusive environment. better prepare students to live and work in more diverse settings. 2. Student-athletes (able bodied) participate and compete in an adaptive sport with those with disabilities. 3. SALT presented a sitting volleyball clinic to help with awareness of adaptive sports and garner exposure for sitting volleyball. members of the Men's and Women's USA Volleyball Sitting National Teams, Stephen Bracken (U.S. Army) and Kaleo Kanahale, joined us as our special guests for the clinic. Kaleo was a silver medalist in the 2012 London Paralympics. There was representation from almost all teams, as well as Turnstone and youth volleyball. 4. Provide an opportunity for all students to learn in an inclusive environment.	undergraduate students; ; coaching staff, administrators, Turnstone, youth volleyball	all students, students with disabilities; student-athletes	New in 2016-17	undecided	Action item 5 - creates an inclusive learning environment for student-athletes 6 - co-curricular in nature
Human Resources and Institutional Equity		Family Resource Program	https://www.ipfw.edu/hr-oie/	Melissa Helmsing	helmsinm@ipfw.edu	IPFW Family Resource Program was developed to provide on-going support and education to IPFW employees and their families. As a result of participating in the New Employee Orientation, employees will:	all faculty and staff	all	revised 2016	on going	6. Provide co-curricular activities in support of the diversity and inclusion mission.
Human Resources and Institutional Equity		New Employee Orientation	https://www.ipfw.edu/hr-oie/	Tamarah Brownlee	brownlet@ipfw.edu	Acquire an understanding of the university mission, vision and values <ul style="list-style-type: none"> •Understand the values that foster respect within the campus community •Appreciate how a diverse campus recognizes the inherent worth of all individuals 	all staff	all	revised 2015, 2016	on going	7. Educate leaders to foster diversity and inclusion.
Human Resources and Institutional Equity		Rounding	https://www.ipfw.edu/hr-oie/	Tamarah Brownlee	brownlet@ipfw.edu	Personal connection with people on campus regarding resources that are available. Rounding is all about meeting people where they are. The purpose is to connect with employees and hear directly from them what is working and what could be better. We share resources on campus emphasizing that We are One Community. The point is to connect with employees and address concerns where they are so they do not have to search to find an answer and to connect with them as an individual celebrating their uniqueness.	all faculty and staff and students	all	new 2016	on going as needed	7. Educate leaders to foster diversity and inclusion.
Human Resources and Institutional Equity		EEO goals, statement	https://www.ipfw.edu/hr-oie/	Christine Marcuccilli	marcuccc@ipfw.edu	This is an employment and Affirmative Action response. We provide the EEO statement in recruiting materials and set hiring goals by unit based off of identified gaps.	all	all	continuing	on going	3. Increase diversity in faculty and staff hiring.

College of Education and Public Policy		Underrepresented Students Project	N/A	James Burg	burgj@ipfw.edu	1: There is a need for teachers and law enforcement personnel who reflect the urban makeup of Fort Wayne. 2: The purpose of the initiative is to graduate more students from underrepresented populations. 3:The project will create professional development for faculty and staff, peer-mentoring from and to underrepresented students, engagement of underrepresented alumni with underrepresented students, engagement of underrepresented alumni and students with underrepresented potential students. 4: track the number of underrepresented students graduating from the college. 5: Develop programing and prepare for Fall 2017 launch.	Undergraduate, graduate, faculty, staff, and alumni	All underrepresented poplulations, but ethnic and racial populations and low-income from Fort Wayne's urban areas	new	ongoing	1, 5, 6, 7, 10
College of Agriculture, Purdue Extension	Office of Engagement/Purdue Center for Regional Development	Hometown Collaboration Initiative	http://indianahci.org/	Lionel J. "Bo" Beaulieu	ljb@purdue.edu	The Hometown Collaboration Initiative (HCI) is a program available to Indiana communities that are committed to building on their existing assets. It is available to cities, towns and counties in Indiana whose total population is 25,000 or less. The HCI is a long-term capacity building program that is comprised of three phases: Foundation, Building Block and Capstone. It's in the Foundation phase that we guide the community in recruiting and engaging a diverse mix of local people to explore new ways to strengthen their community and take an active role in launching all phases of HCI. We are tracking a number of metrics, including projects launched, people engaged, and funds the HCI team is able to capture to put their plans into action. This is an ongoing process. The outcomes are varied and we could send you a document that shows impacts to date.	Community leaders and residents; involves a multitude of community sectors.	Focuses on recruiting HCI team members who represent the diversity of the community, including business/industry, local government, education, faith-based and nonprofit organizations, elderly, youth, racial/ethnic minorities, and more.	Continuing	The initiative recruits a new set of communities approximately every 6 months. Communities are selected on a competitive basis.	N/A
Office of Engagement	Purdue Center for Regional Development & Purdue Extension	Stronger Economies Together	https://pcrd.purdue.edu/signature-programs/stronger-economies-together.php	Lionel J. "Bo" Beaulieu and Michael Wilcox	ljb@purdue.edu / wilcox16@purdue.edu	The Indiana SET program is intended to help rural counties band together to design and implement a strong regional economic development blueprint, one that builds on the economic strengths of that multi-county area. The Purdue and USDA Rural Development IN team provide extensive technical and capacity-building support to Indiana regions that have been formally accepted into the SET program. One of the first efforts we focus on is "building a regional team" and considerable attention is dedicated to building a representative, inclusive team that aligns with the demographic and economic attributes of their region. The major outcome being pursued is the development of a regional economic development blueprint that is reviewed by a national panel and endorsed as a high quality plan. Two regions in IN are now part of SET and both have completed their regional plan.	Constituents are regional economic development districts, regional planning councils, local economic development organizations, community foundations, industry/business, health care sector, and more.	The SET program is intended to bring benefit to people and communities located in the participating region. As such, the intent is improve the quality of life of the region through economic and workforce development, infrastructure enhancements, greater civic engagement, and more.	Continuing	Launched on an annual basis. States must apply to be accepted into SET, a national program funded by USDA Rural Development.	N/A
Purdue University Office of Engagement.	The College of Engineering; The Purdue Polytechnic Institute; Purdue Polytech State Wide; Purdue College of Education; Minorities in Engineering	MSTEM3 K-16 Karting World Finals at IMS	MSTEM3.org	Danny J. White / Dr. James Caruthers	white66@purdue.edu	Collage and Carreer Ready STEM for High School Students. I would in collaboration with Ivy Tech, Vincennes, and Lincoln Tech we focus on the 60% of the lost middle of high school students.	Under graduate and Graduate Students regarding the Collegiate Race.	African American / Black, Hispanic, White, Asian, multi racial.	Contiueing	On-going	N/A

Purdue University Office of Engagement.	The College of Engineering	MSTEM500 at IMS	MSTEM3.org	Danny J. White	white66@purdue.edu	Very nice career and STEM Fair for Middle and High Schools. It is a great day at the track. We also have Ivy Tech, Vincennes, and Lincoln Tech all joining with us at the event. We have a very diverse base that attends this function. Antron Brown (Minority Top Fuel Champion NHRA) was a guest speaker at last year's event.	High School and Middle School Students.	African American / Black, Hispanic, White, Asian, multi racial.	Continuing	On-going	N/A
Purdue University Office of Engagement.	Minorities in Engineering	NEX GEN Summer Sessions at the Purdue GP Track	N/A	Danny J. White / Darryl Dickerson MEP	white66@purdue.edu	Purdue University Motorsports through the Office of Engagement hosts a couple of events for NEX GEN Racers each year at the Purdue GP Track. It gets a lot of minority youth exposed to campus, opens their eyes and makes them dream big.	10 - 16 year old minority inner city youth from Indy area.	African American / Black and Hispanic.	Continuing	On-going	N/A
Minorities in Engineering	The Office of Engagement / Electrical Engineering / Minorities in Engineering	Minorities in Engineering Boot Camp	N/A	Darryl Dickerson / Danny J. White	white66@purdue.edu	The Office of Engagement Motorsports Director, Danny White provides the officiating for all of the on-track karting activities for the on-track activities during the event. Classroom coaching is also provided if requested.	Incoming Freshmen at Purdue	Minority Students / Black and Hispanic	Continuing	On-going	N/A
Office of Engagement	The College of Engineering; The Purdue Polytechnic Institute; Office of Engagement; Krannert	Motorsports at Purdue	MotorsportsatPurdue.org	Halie Davis / Danny J. White	white66@purdue.edu	A student organization that is involved in the promotion of motorsports across campus, serving as a facilitating umbrella organization to all other motorsports groups on campus, field karts in the International eVGRIP and increasing the awareness of motorsports on campus by speaker and internship opportunities.	Undergraduate and Graduate.	White, Asian, African American / Black and Hispanic.	Continuing	On-going	N/A
Engagement	Education, Engineering Education	I-STEM Resource Network	www.istemnetwork.org www.indianascience.org	Paul Ainslie	painslie@purdue.edu	1. Every student needs science, every day, in every school. 2. I-STEM provides science kits and teacher professional development for partner schools for grades K-8. 3. Through the Indiana Science Initiative, I-STEM reaches over 53,000 students and over 2,200 teachers in K-8 with inquiry-based science materials and instruction. 5. We have measured increases in science, math and English language arts performance on standardized tests for students using our program in classrooms with well-trained teachers. 6. This program began in 2010, and is currently renewing for the 2017-2023 period.	K-8 grades	Primarily white, Asian, African-American, and those of 2 or more races, as well as Hispanic and Latino groups, in both public and private schools	continuing since 2010		
Purdue Extension		Successful Strategies to Engage PK - 12 Minority Audiences		Esmeralda Cruz	cruze@purdue.edu	This on-campus program will discuss strategies to engage minority students or non-traditional students in Extension related programming.	tenure-track faculty, administration, non-academic staff, graduate/professional students	Extension Staff/Faculty	New	no specific end date	7
Purdue Extension		Exploring My World		Esmeralda Cruz	cruze@purdue.edu	This program is for students who have been in the United States less than one year. We have three main objectives: 1) improve their English speaking skills 2) teach them about the culture in their new community and 3) empower them.	Middle School and High School students who have been in the United States less than one year	Middle School and High School students who have been in the United States less than one year	Continuing	This program is taught once a year	N/A
Purdue Extension		Navigating Difference Training	https://www.cdext.purdue.edu/collaborative-projects/navigating-difference/	Kris Parker	parkerkj@purdue.edu	This three-day (18-hour) experiential cultural competence training builds on foundations from social justice, intercultural communication and organizational development. The training intertwines research-based theories and frameworks with activities and discussion from participants' own experiences. Each successive module builds on the previous one, deepening the participant's learning. The five modules are Cultural Awareness, Cultural Understanding, Cultural Knowledge, Cultural Interaction and Cultural Sensitivity.	tenure-track faculty, administration, non-academic staff	Extension Staff/Faculty	continuing	This training is held every year.	7

Purdue Extension		Cultural Awareness Workshop	https://www.cdext.purdue.edu/collaborative-projects/navigating-difference/	Katie Zuber	zuberk@purdue.edu	Extension Staff often work with cultures that are different than their own. The Cultural Awareness Workshop is an interactive three-hour workshop in which participants explore personal and cultural values, biases, prejudices and views. Through conversation and activities, participants learn how culture shapes us, how cultures are different and similar and how we can recognize our own culture(s), including our organization's culture. Evaluations administered after this workshop have shown that participants are more aware of their own culture and have a better understanding of how to work with cultures that differ with their own.	tenure-track faculty, administration, non-academic staff	Extension Staff/Faculty	continuing	This workshop is held every year, multiple times throughout the year.	7
Indiana 4-H Youth Development	Dept of Health & Kinesiology	4-H PALS -- CYFAR project	N/A	Renee McKee	rmckee@purdue.edu	2) General purpose is to work with youth by engaging them to make healthy lifestyle choices and activities. 3) Each of their 4-H meetings (after school) focuses on "social pillars" as well as healthy activities and learning to prepare nutritious snacks. Via field trips, we also have the opportunity to introduce them to activities outside their immediate community. 4) Observation is utilized during their meetings as are questionnaires regarding their perceptions and actions. 5) We are in year 3 of this award and are focused on connecting parents in order to encourage some of them to serve as 4-H volunteers so these programs can continue once the funding has ended.	off campus	3rd-6th grade 4-H member, low income, multiple races	continuing	year 3 of 5	N/A
College of Health and Human Sciences	College of Agriculture	Nutrition Education Programs	http://www.purdue.edu/hhs/extension/programs/detail.aspx?programId=5&category=food	Melissa Maulding	mmaulding@purdue.edu	Provides nutrition education to limited-resource audiences across the state of Indiana.	Limited-resource residents of Indiana.	Limited-resource residents of Indiana	Continuing	Ongoing	N/A - Engagement activities that benefit Indiana Residents.
College of Health and Human Sciences	College of Agriculture	Health and Human Sciences Extension	http://www.purdue.edu/hhs/extension/	Angie Abbott	abbottar@purdue.edu	HHS Extension offers a variety of health and human science programs in Spanish throughout the state of Indiana.	Spanish speaking residents of Indiana.	Spanish speaking residents of Indiana	Continuing	Ongoing	N/A - Engagement activities that benefit Indiana Residents.
ADVANCE Purdue Center for Faculty Success	OVPEC (Purdue Office of Vice President for Ethics and Compliance) and AGEP	ADVANCE/OVPEC Faculty Search Committee Workshop	http://www.purdue.edu/discoverypark/advance/cfs/faculty-hiring.php	Chris Sahley, Director and De Bush, Assistant Director and Program Manager	sahley@purdue.edu ; djbush@purdue.edu	1. Increase in the overall diversity of faculty recruitment. 2. The goal is to increase faculty search committee members' knowledge about current search and hire best practices and procedures leading to the employment of an excellent and diverse faculty. 3. All members of faculty search committees are to attend this interactive half-day workshop on search and screen procedures before participating in the search of faculty members. 4. Research is ongoing on the impact of the workshops and the implementation of practices/strategies to reduce bias. The university now collects all data related to faculty hiring beginning with the search number and ending with the individual hired. 5. The intended outcome is more faculty attending the workshop in a given department the greater the likelihood of hiring a woman faculty member for searches in that department. 6. This initiative is ongoing since 2009.	This initiative serves all Purdue faculty.	The initiative serves all faculty with an emphasis on under-represented women (African American, Latin American and Native American).	Continuing	On-going	Action items 3., 4., and 7.

College of Education	College of Education	Hiring procedures to enhance diversity awareness and hire/retain diverse faculty	N/A	Maryann Santos	msdb@purdue.edu	A goal of the COE is to increase the commitment to diversity and diversity in our faculty. This is a college-wide effort lead by the dean to increase diversity among faculty. All posted faculty positions must include this language: "Successful candidates are expected to demonstrate a commitment to diversity and equity in education through their scholarship, teaching, and/or engagement." All search committees must address this emphasis with candidates and factor it into hiring decisions. This is an ongoing initiative which has resulted in increased awareness for all faculty members and an increase in the number of diverse faculty.	undergraduates, graduate & professional students, tenure-track faculty, clinical faculty, administration & non-academic staff, extended community members	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URM, a specific religious group, first-generation, low-income, a specific gender, a specific sexual orientation, a specific disability, hiring managers, interview committees	Continuing	Ongoing	ACD action items #3 and #4
College of Education	College of Education	Holmes Scholars Program	https://www.education.purdue.edu/about/diversity-initiatives/holmes-scholars-program/	Nicole Wilson	nicolewilson@purdue.edu	There is a deficit of students from historically underrepresented communities enrolled in doctoral programs in education. This program provides a pathway for URM students to pursue careers in higher education. This program offers mentorship, peer support, professional development and scholarly experiences to Scholars who in turn become a candidate pool for future faculty and leadership positions. As a pipeline project, fulfillment will be measured by the number of Scholars who ultimately work in the education professoriate. This year we have 3 Holmes Scholars. Since program inception we have supported 4 Scholars.	Graduate students	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URM, a specific religious group, first-generation, low-income, a specific gender, a specific sexual orientation, a specific disability,	Continuing	Ongoing	ACD action items #3, #4 and #7
College of Education	College of Education	Underrepresented Faculty Discussion Group	N/A	College of Education Faculty Affairs Committee	ayse@purdue.edu	URM faculty members can feel alienated and unsupported. These scheduled, informal conversations provide a networking event for URM faculty. Held during lunch time, URM faculty are encouraged to attend and share their experiences as a way to help the college develop supportive programs and activities. Success of this program can be measured, in part, by the retention of URM faculty. The outcome this year will be to sustain the number of URM faculty in the college. This is a new initiative	URM tenure track and clinical faculty	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URM, a specific religious group, first-generation, LGTBQ	New	Ongoing	ACD action item #4
College of Education	College of Education	How to Engage in Difficult Conversations	N/A	College of Education Faculty Affairs Committee	ayse@purdue.edu	Faculty can be unprepared to address issues and current events based in diversity, equity and social justice. These scheduled, informal conversations provide a safe environment for faculty to discuss topics that make them uncomfortable or unsure. Held during lunchtime, all faculty are welcome to attend, share experiences and discuss positive solutions. Success of this program will be evidenced by a faculty that is more comfortable addressing issues around social justice, diversity and equity. The outcome this year will be to encourage participation and use the shared situations as opportunities for growth. This is a new initiative.	Tenure track and clinical faculty	American Indian/Alaska Native, African American/Black, Asian, Native Hawaiian & Pacific Islander, Hispanic, White, 2 or More Races, International, URM, a specific religious group, first-generation, LGTBQ	New	Ongoing	ACD action item #5 and #7,