

**Advisory Committee on Diversity and Inclusion (ACDI)  
College/Department Action Items 2016**

**1. Increase diversity in student enrollment.**

Undergraduate new student enrollment.

- a. Departments should set goals for undergraduate enrollments. ACDI guideline is to “recruit and enroll graduate and undergraduate student populations that mirror all aspects of diversity within our society.”
- b. Departments should take steps to meet their undergrad enrollment goals. A list of suggested/recommended steps is being developed.

Graduate new student enrollment.

- a. Departments should set goals for graduate/professional student enrollments. ACDI guideline is to “recruit and enroll graduate and undergraduate student populations that mirror all aspects of diversity within our society.”
- b. Departments should take steps to meet their graduate/professional student enrollment goals.

Steps suggested by the ACDI for consideration include:

- establishing connections with minority serving colleges/universities;
- engaging undergrads in research and preparing them for grad school;
- adopting a holistic evaluation standards that underscore unit-specific predictors of success rather than rely heuristically on standardized testing or GPAs; and
- instituting summer bridge programs.

**2. Retain diverse students.**

- a. Departments should assess the gap between minority and majority student retention and graduation rates and set a goals to close these gaps (if they exist) for both undergraduate and graduate students.
- b. Departments should then take steps to close these gaps. Steps suggested by the ACDI for consideration include working with student life programs and student success programs, instituting mentoring programs, expanding undergraduate research opportunities for minority students.

### **3. Increase diversity in faculty and staff hiring.**

- a. Departments should identify demographic gaps in faculty and staff hiring and set appropriate goals to improve diversity.
- b. Departments should address discipline-specific gender and URM gaps in faculty and staff hiring.

Steps suggested by the ACDI for consideration include:

- use of a college-level oversight committees to review applicant pools and assure that they are diverse;
- creating an expectation that new hires will take an active role in improving student, staff, and faculty diversity; and will promote a climate that is supportive of all populations on campus; and
- ensuring that all faculty members complete ADVANCE recruitment training.

### **4. Retain diverse faculty and staff members.**

- a. Departments should identify faculty and staff retention differences between minority and majority groups and set goals for closing these gaps.
- b. Departments should then take steps to close these gaps.

Steps suggested by the ACDI for consideration include:

- providing professional development resources to retain faculty and staff who are underrepresented in their respective departments;
- developing mentoring programs to retain minority faculty and staff;
- assuring that department heads and faculty members are knowledgeable about inequities and biases in treatment of women faculty/staff, faculty/staff of color, and other underrepresented groups; and
- (where they exist) addressing demographic gaps in tenure, promotions, and salaries.

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

- a. Better prepare Purdue students to live and work in diverse and global settings.
- b. Embed diversity in existing and new courses offered by each department in ways that are specific to each discipline (e.g., diversity in teams, global technology and markets, bias in science, generalizing findings to diverse populations, social justice or equity issues).

Steps suggested by the ACIDI for consideration include:

- having a diversity requirement with special emphasis on the issues of race and racism in the U.S.;
- providing funding to allow faculty members to embed diversity into their courses and the curriculum, which might be modeled on the IMPACT program or through a reinstatement of the Diversity Scholars Award for faculty;
- educating instructors about diversity and inclusion, racism, bias, discrimination and hate speech so that they are culturally competent, to learn and adopt inclusive classroom practices (e.g., how to designate work teams), encourage respectful dialogue, and interrupt disruptive or offensive language and behavior;
- inviting scholars to present talks or workshops that focus on diversity, equity and social justice; and
- providing workshops for TAs and faculty through the Center on Instructional Excellence regarding diversity in the classroom, as well as issues of racism, bias and discrimination.

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

- a. Deliver diversity and social justice seminars (university-, college-, and departmental-level; featuring national, regional and/or local speakers).
- b. Encourage participation by students, faculty and staff by providing incentives to attend.
- c. Encourage participation by the Greater Lafayette community.
- d. Look for ways to help students take advantage of all the campus resources supporting diversity and inclusion, such as the cultural centers and Diversity Resource Office.

**7. Educate leaders to foster diversity and inclusion.**

- a. Increase multicultural awareness, and work to eliminate uncivil or discriminatory behavior and/or misconduct.
- b. Educate department heads and supervisors to create work settings that are conducive to recruiting and retaining talented individuals from demographically underrepresented groups.
- c. Leaders need guidance in supporting colleagues and students from underrepresented groups, creating a collaborative environment, increasing multicultural awareness, and effectively ending uncivil or discriminatory behavior and/or misconduct.

**8. Inspire involvement in enhancing diversity and reward a culture shift.**

- a. Enlist faculty diversity allies. The Diversity Catalyst program through Purdue's ADVANCE efforts provides an example of how to create diversity allies.
- b. Reward faculty mentoring of students and faculty by creating a university wide awards program on par with current teaching awards to honor faculty who devote time mentoring underrepresented students and junior faculty.
- c. Reward student diversity allies by creating graduation awards on par with current student awards to recognize students who have been dedicated to diversity efforts.

**9. Coordinate and communicate diversity efforts.**

- a. Make information accessible. Departments, colleges, and the Provost's office provide easily accessible and regularly updated information on current policies, practices, programs, events, and initiatives that support diversity and inclusion goals.
- b. The Office of Diversity and Inclusion will serve as a hub of information to disseminate information regarding diversity and inclusion efforts across campus.

**10. Evaluate Progress toward achieving diversity goals.**

Review progress at least annually.