

## Advisory Committee on Diversity and Inclusion

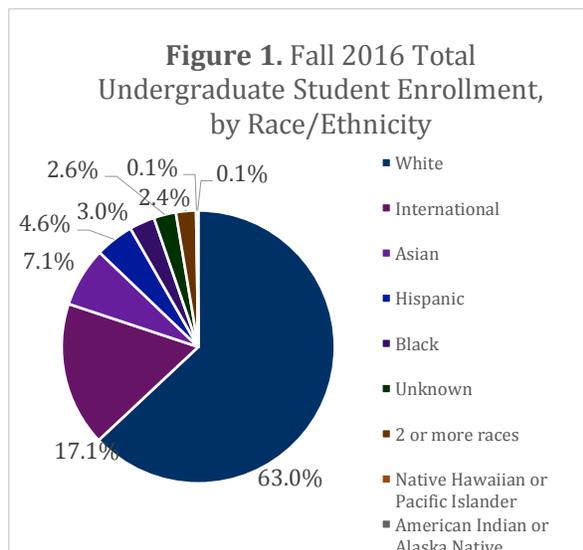
### Fall Semester 2016 Progress Update

The Advisory Committee on Diversity and Inclusion was established by the provost in Fall 2015 to help chart a course to improve student, faculty, and college staff diversity. The 30-member ACDI included faculty, staff, and students charged with identifying specific goals and metrics to enhance diversity and inclusion at Purdue. The [committee](#) focused specifically on (1) recruitment, (2) retention, and (3) climate. With broad input from constituencies across campus and through a multistage series of reviews and revisions, the ACDI released its [report](#) detailing next steps and recommendations.

Ten strategic directions were identified by the ACDI:

1. Increasing diversity in student enrollment
2. Retaining diverse students
3. Increasing diversity in faculty and staff hiring
4. Retaining diverse faculty and staff
5. Embedding diversity in the curriculum and creating inclusive classroom settings
6. Providing co-curricular activities in support of the diversity and inclusion mission
7. Educating leaders to foster diversity and inclusion
8. Inspiring broad involvement in enhancing diversity and rewarding a culture shift
9. Coordinating and communicating diversity efforts
10. Evaluating progress in meeting diversity goals and ensure accountability

Achieving the committee’s broad goals will require the active participation of the entire campus, most notably, the departments, the colleges, and the Office of the Provost. We are involving more stakeholders each month and are moving forward where feasible. A number of targeted



initiatives were launched in 2015, concurrent with the ACDI planning discussions. These initiatives are having impact and improvements have begun. In the remainder of this report, a few of these initiatives are highlighted along with several important progress measures.

#### Undergraduate Student Diversity

The undergraduate student body at Purdue includes students of different races, ethnicities, and nationalities, as illustrated in Figure 1.

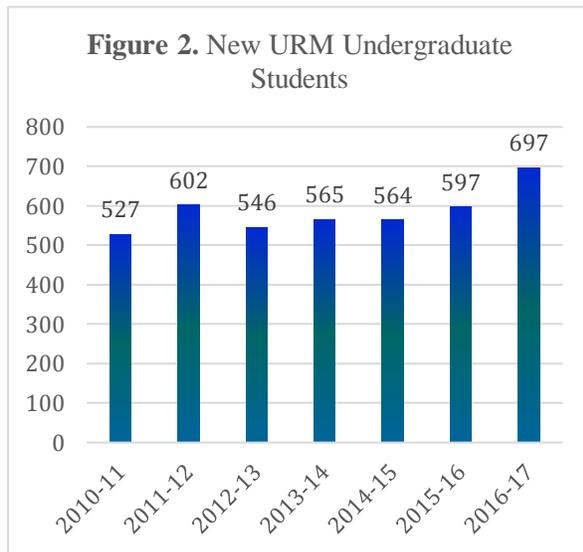
While many minority groups are present, the distribution is not representative of America or

even the State of Indiana. African Americans, Hispanic Americans, Asian Americans, and Native Americans, who collectively will be a national majority in 2044, are less than 15 percent of the undergraduate student body and only about 18 percent of the domestic undergraduate students.

Attracting underrepresented minority (URM) students to campus and creating a diverse and inclusive student body that is representative of the new millennial workforce in which Purdue graduates will be employed requires an active and targeted recruiting approach. Many colleges, departments, and university units worked hard last year to recruit URM students. Particularly noteworthy are the efforts of the Office of Admissions, which hosted a number of meetings to better engage the colleges and multicultural and minority program directors.

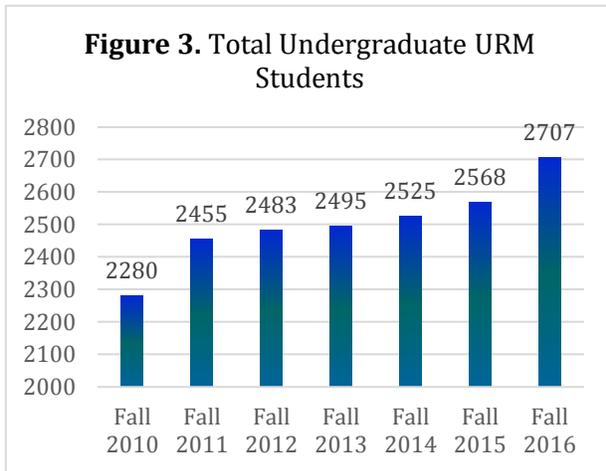
Complementing an extensive series of visits to recruiting fairs and high schools, the Office of Admissions hosted “Destination Purdue,” which typically brings 400-500 URM students and guests from around the country to campus. For students who were not able to attend Destination Purdue, Admissions hosted “Boiler Tracks Day,” which brought an additional 150 URM students and guests to campus. The campus recruiting activities collectively, combined with the holistic undergraduate admissions process, resulted in a 16.7 percent increase in the number of new URM undergraduates who enrolled for the fall 2016 semester. Figure 2 shows fall semester

URM undergraduate enrollments for the last seven years.



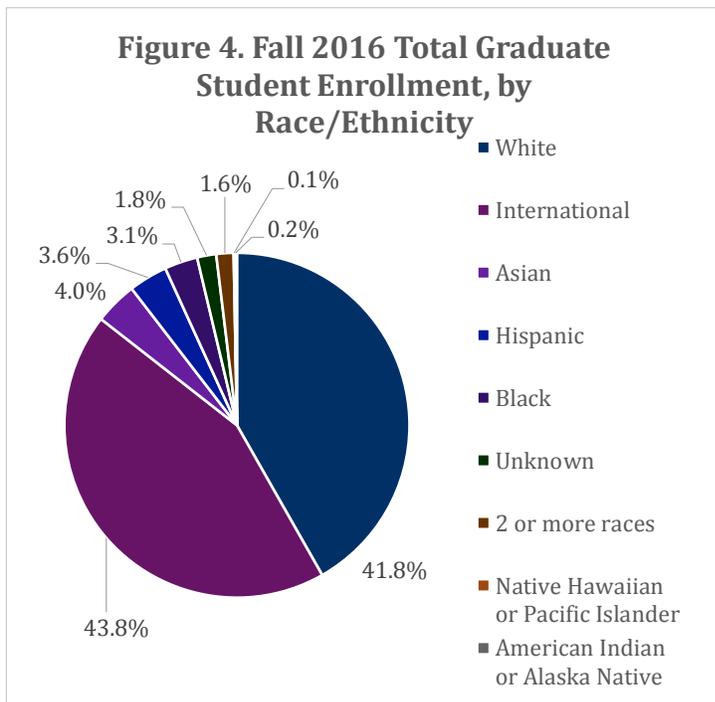
Many colleges have programs in place to support URM students when they arrive, such as the Academic Boot Camps in the College of Engineering, the College of Science, and the Polytechnic Institute; the Business Opportunity Program (BOP) in the Krannert School of Management; and the LSAMP program, which is open to students in all colleges.

Emerging Leaders and Boiler Mentors are two relatively new programs that are now having impact. The Emerging Leaders (EL) Program is an institutionally funded scholarship program



that annually attracts, on average, 83 high-achieving URM first-year, first-time undergraduates to Purdue. The program connects scholars to activities such as peer mentoring, academic support and tutoring, and career development workshops to help them maintain high academic achievement, develop leadership attributes, and prepare for graduate school or jobs in industry. Overall, these programs have helped maintain and improve URM undergraduate student enrollments.

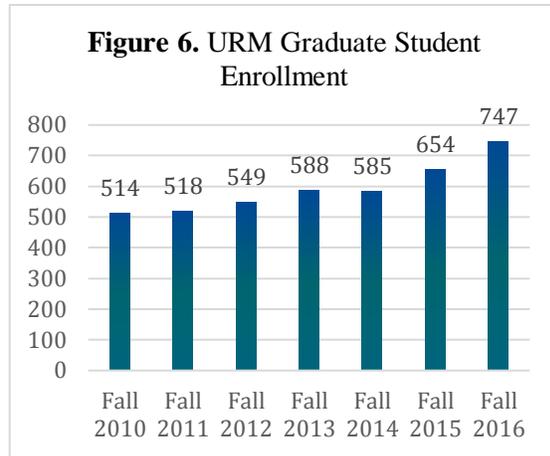
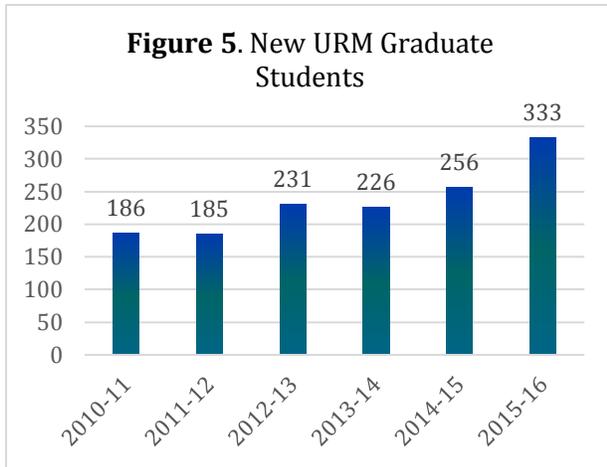
Thus, in addition to notable improvements in new enrollees, the total number of URM students attending Purdue West Lafayette also increased significantly, as shown in Figure 3. URM numbers have been inching up annually over the last six years (for example 1.2 percent in 2014 and 1.7 percent in 2015). In fall 2016, the enrollment increase was 5.4 percent.



**Graduate Student Diversity**

The graduate student body also includes students of different races, ethnicities, and nationalities, but with a significantly larger percentage of international students, as illustrated in Figure 4. Here again, the relatively poor representation of minority groups in the graduate student body is evident. The Graduate Admissions Office, Alliance for Graduate Education and the Professoriate (AGEP) Office, and Office of Multicultural Programs in the Graduate School, along with college and department recruiters, visit annually a wide array of graduate

fairs and university recruiting events, such as ABRCMS, SACNAS, UMBC McNair, and the California Diversity Forum, allowing them to reach thousands of students. Purdue recruiting and admissions staff also visit selected Minority Serving Institutions (MSI) and host visitation events on campus.



Through partnerships, which have developed over the years, recruiting and outreach have become more efficient, allowing graduate recruiters to pool resources for larger conferences and broaden Purdue’s networking capabilities.

For 2015-16, the most recent full academic year, Purdue achieved a dramatic increase in new incoming URM graduate students. After several years of modest average growth, the number of new URM graduates increased by 30 percent this fall, as shown in Figure 5.

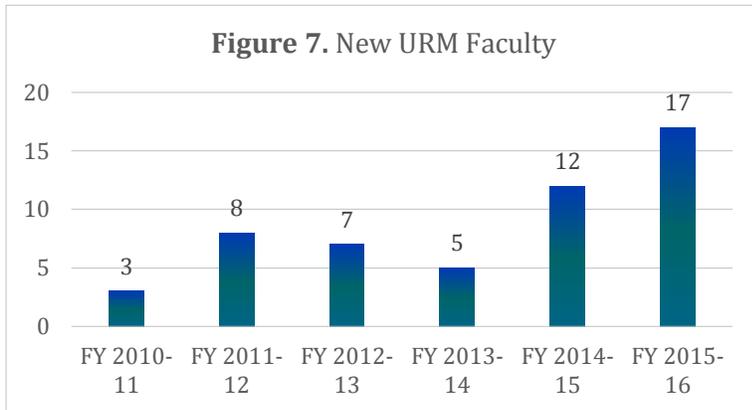
The Graduate School along with many colleges and departments has programs in place to facilitate the success of URM graduate students. One notable example is the AGEPE program, originally funded by the National Science Foundation and now institutionalized at Purdue. AGEPE along with the Office of Fellowships and Professional Development in the Graduate School provides financial support, mentoring, and career development opportunities for URM graduate students. Together, these efforts have helped sustain and increase URM enrollments. URM enrollments have been growing on average at a modest rate, but this year increased sharply by 14 percent as shown in Figure 6.

**Faculty Diversity**

Diversity within the faculty ranks remains a challenge for research universities including Purdue, as competition for top talent is keen. Less than 30 percent of tenured and tenure-track faculty on the West Lafayette campus are women and less than 8 percent are URM. Efforts have been in place for a number of years to improve faculty diversity, both at the college and university levels. An important step was taken in 2009 when Purdue received an NSF ADVANCE grant, the goals of which were to increase the number of women of color in STEM tenure-track faculty positions, improve the success of all STEM tenure-track women faculty, and to engage all faculty in transforming the institution. Faculty hiring workshops were established to educate search committee members about gender bias and best practices for diversifying the pool of applicants.

Shortly thereafter, and in partnership with the AGEF program, workshops were expanded to include all faculty, enhanced with video case studies and content to address recruiting of faculty from URM groups. Now having ADVANCE/AGEF search committee training is an expectation for all professors serving on faculty search committees.

The collective efforts of colleges and departments and the ADVANCE and AGEF university-level initiatives have improved faculty hiring practices.



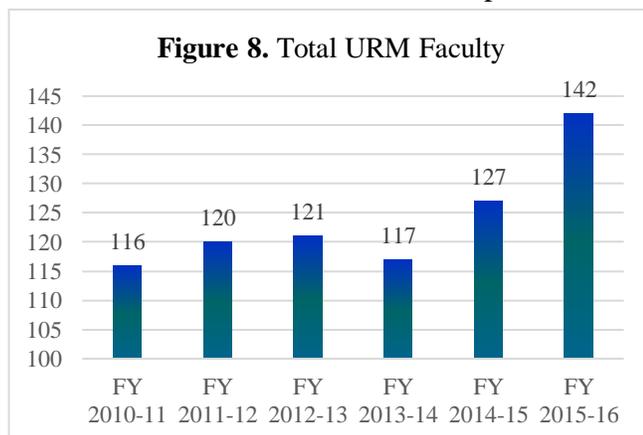
As shown in Figure 7, the number of URM faculty hired for the 2015-16 fiscal year increased by 42%. The university has also taken steps to improve faculty retention, examples of which include departments actively mentoring new faculty; ADVANCE providing support to new professors through its Center for Faculty Success; and

the Division of Diversity and Inclusion in the Office of the Provost investing in a National Center for Faculty Development and Diversity membership to support faculty success. These efforts have helped Purdue retain faculty and increase the number of tenured and tenure-track URM professors on campus, as shown in Figure 8. For the fiscal year, the number of URM faculty increased by 11.8 percent.

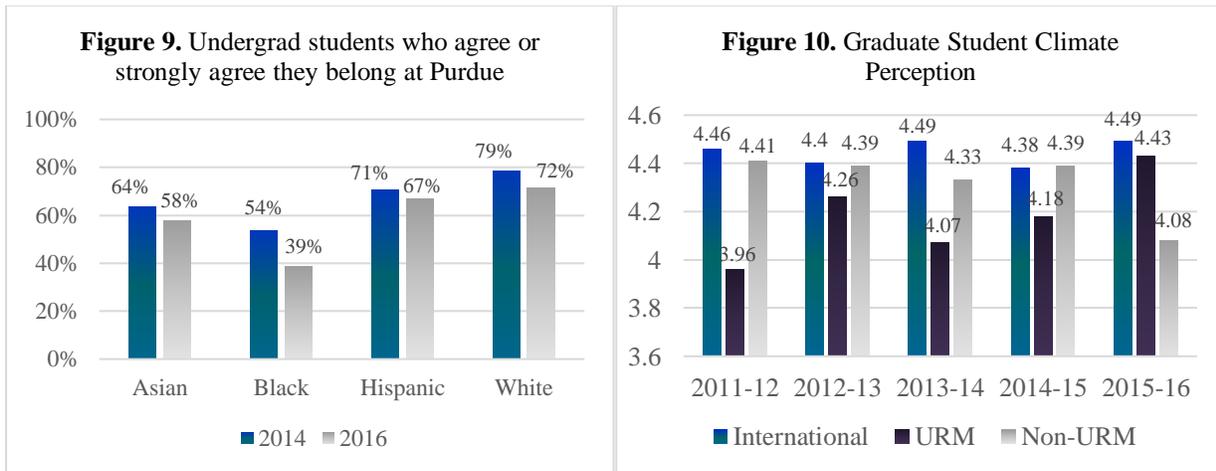
### Campus Climate

Campus climate is not just about what happens at Purdue, but how it feels to be at Purdue. To truly live up to our statement of values, we must embrace diversity and inclusion, so that we are One Purdue. Thus it is critically important for our campus to be welcoming and supportive of everyone, irrespective of race, ethnicity, gender identity, sexual orientation, age, religion, disability, national origin, socioeconomic status, veteran status, marital status, or parental status.

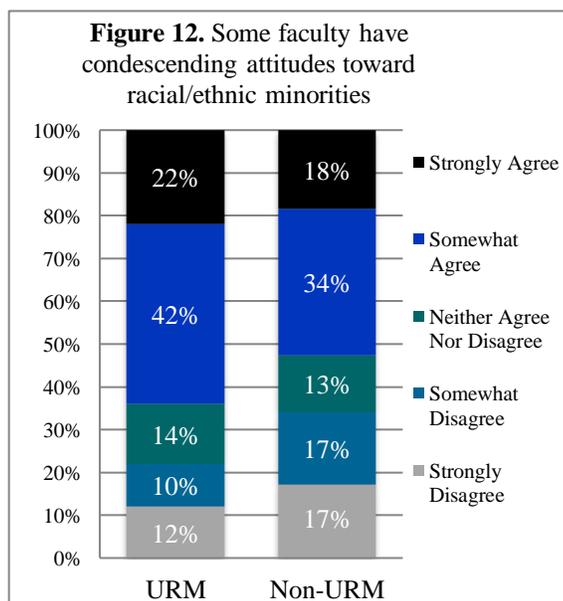
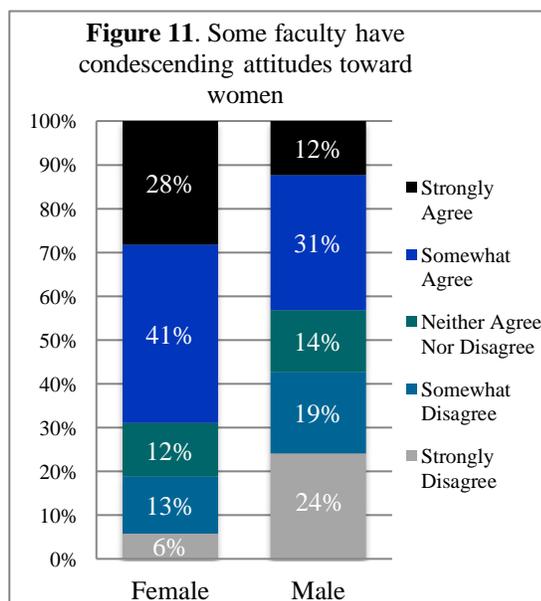
The Advisory Committee on Diversity is continuing to explore ways to improve campus climate. A couple of noteworthy steps have been taken this year, which we anticipate will have impact in the near future. First, is the Diversity Catalysts program. Its goal is to effect positive institutional transformation with regard to women and underrepresented minorities.



Diversity Catalysts (DCs) are high-impact senior faculty who engage Purdue faculty and staff in their units and across campus in conversations about diversity and inclusion issues. This year we have 17 new DCs in the program and we plan to continue to add new members each year. By creating influential champions for diversity and inclusion, we hope to improve the climate for all students, staff, postdocs, and faculty.



While we currently do not have a single survey to assess the climate for students, staff, and faculty, some survey data are available. The recent SERU (Student Experience in the Research University) surveys from 2014 and 2016 show a decline among undergraduate students in their feeling that *they belong at Purdue*, depicted in Figure 9. Furthermore, responses by minority students indicate stronger feelings of not belonging. For graduate students, results from the thesis/dissertation exit surveys, show an overall favorable perception of climate, as depicted in Figure 10. Interestingly, international students had the most favorable perceptions.



On the faculty side, we have results from the recent COACHE survey. Results of that survey indicate that perceptions of climate differ by gender and race. Two example responses are shown in Figures 11 and 12, pertaining to condescending attitudes toward women and minorities. These attitudes are being observed to some extent by all groups responding. However, women and minorities are observing these attitudes more so than their male and non-URM counterparts. It is evident that much work remains to be done to improve the climate on campus.

Work toward addressing the important diversity-related issues identified in the ACDI report is just beginning. While some progress has been made with respect to student and faculty diversity and inclusion, much remains to be done, particularly with respect to recruitment and retention of staff. Results of our continuing work will be presented in subsequent updates.