The Purdue School of Engineering and Technology, IUPUI, is pursuing excellence in our core mission by advancing a multi-faceted culture of diversity that seeks, values, and embraces diversity in all of its forms. The following sections of this unit action report summarize representative diversity related accomplishments, activities, and strategies the School pursued during the period of July 2014 through June 2015.

For completeness, this report includes information related to students, as well as efforts focused on faculty and staff. Terminology used in summarizing data provided by the IUPUI Office of Equal Opportunity has been adopted in this report for consistency (e.g., Black, Hispanic, Two+, etc., categories, as well as job group descriptions).

**Strategic Plan:**

The Purdue School of Engineering and Technology, IUPUI, strategic plan is located at [http://www.engr.iupui.edu/about/documents/IUPUI_StrategicPlan_sm_6-8-12_FINAL.pdf](http://www.engr.iupui.edu/about/documents/IUPUI_StrategicPlan_sm_6-8-12_FINAL.pdf). The plan includes a set of initiatives to help focus attention and resources that will help our School compete at the highest levels, achieve excellence in our core mission, and enhance our image and reputation.

Our School identifies diversity as one of the 10 core values that define, inform, and guide the decisions within our School. Moreover, the School included diversity as one of its 5 strategic areas. Each strategic area is accompanied by a set of initiatives and actions. For example, the diversity area includes the initiative: *Increase the percentage of underrepresented faculty, staff, and students*. It is supported by the 7 actions listed below:

1. Monitor data provided by the IUPUI Office of Equal Opportunity to compare incumbency to availability to determine where the School needs to make greater efforts to reach parity and diversity in the faculty and staff workforce.
2. Align the School’s Affirmative Action Plan to IUPUI’s diversity performance indicators for faculty and staff.
3. Develop a more effective marketing strategy and recruit more effectively from high schools, community colleges, and colleges and universities with substantial populations of underrepresented students.
4. Increase the number of Ph.D. students from other institutions that present guest lectures, seminars, and are involved in other activities with E&T student organizations, such as National Society of Black Engineers (NSBE), Society of Women Engineers (SWE), and Society of Hispanic Professional Engineers (SHPE).
5. Increase the number of ‘3+2’ programs and participation with Historically Black Colleges and Universities (HBCUs).
6. Increase scholarships, fellowships, and other forms of support for underrepresented students.
7. Partner with the Purdue School of Science, the IU School of Education, and K-12 schools to understand and address the needs of at-risk students and the disparities in K-12 education.
Faculty and Staff:

Tenured/Tenure Track Faculty:
As the result of successful faculty search and screen processes, the School hired two tenure-track faculty members for the 2014-2015 academic year. Both of these new hires are Asian males. For the 2015-16 academic year, the School has hired four tenure-track faculty members: two White males, one Hispanic male, and one White female. Unfortunately, one very competitive offer to a Black female was turned down.

Providing a nurturing environment and professional development opportunities for underrepresented faculty members to succeed is of the utmost importance to the School.

Although significant progress has been made toward unmet goals in this job category, increasing hires of tenure-track faculty members from the Black group remains an unmet goal.

Clinical and Full-Time Non-Tenure-Track Faculty, Including Lecturers:
The School hired 4 non-tenure-track faculty members on or after August 1, 2014: one White female and three White males. There were no unmet goals in this category in 2014. Two new non-tenure-track faculty members have been hired for the 2015-16 academic year; both are White females.

Other Academic (Visiting Faculty and Part-time Faculty):
Three new visiting faculty members have been hired since August 1, 2014; all three are White males. Please note that visiting research positions, including post-doctoral assistants, in which the hire was made by the Principal Investigator of the externally funded grants or contracts, have not been included in this report.

The School continues to rely on a large number of part-time instructors (approximately 125). Increasing the number of Hispanic and Two+ groups remain as unmet goals in this job category.

Executive Management
An unmet goal from last year’s report was resolved. Providing executive management experience and opportunities for underrepresented groups remains a high priority for the School in this job category.

Professional Staff (PA):
Late in the 2013-14 fiscal year, the School hired three PA staff. Two were replacements for separated staff and one was a new position. These new hires included one White male, one White female, and one Black female. In the 2014-15 fiscal year, we hired 7 PA staff; six were replacements for separated staff and one was a newly created position. These new hires include two Black males, one Black female, two Hispanic females, and two White females. Although unmet goals in this category were reported as of November 2014, significant progress has been made such that it is anticipated that there will be no unmet goals in this category in the next Incumbency vs. Estimated Availability report.

Clerical Staff (CL):
One White female clerical staff member was hired as replacement for separated staff late in fiscal year 2013-14. During the 2014-15 fiscal year, the School hired two clerical staff as replacements for separated staff; one White female and one Hispanic female. No unmet goals were in the 2014 report.
Technical Staff (TE and RS):
No technical staff positions are unfilled at this time. There remains an unmet goal in the female group in this job category.

The School remains committed to providing professional development opportunities for all of its employees, with an extra effort to ensure female and minority faculty and staff have opportunities for professional development. For example, the School has continued to set aside approximately $10,000 in its base budget to support professional development for staff for the 2015-2016 academic year. Proposals will be reviewed for support from this pool. Proposals that include training to enhance understanding of and appreciation for diversity will be highly valued. This base budget support is in addition to opportunities for professional development offered within the School through the various engineering and technology departments.

Students:

Diversity Committee

The new Diversity Council committee structure within the School, which includes faculty, staff, and industry representatives from the Dean’s Industrial Advisory Council (DIAC) is working well. A new member from Roche has been added. The focus continued to be on recruitment and retention of female students during the 2014-15 academic year.

For the second year in a row, the School in collaboration with the IUPUI Alumni Office, hosted the annual Connections event and the SWE chapter participated in the Purdue Grand Prix. The Connections event is focused on recruiting and retaining women in engineering and technology.

A series of four postcards were developed for the recruitment of female students. For example, one postcard has the following on the front: “Live your life, love what you do. Women in Engineering, Purdue School of Engineering and Technology.” The back of the post card states: “Engineering will challenge you to turn dreams into realities while giving you the chance to travel, work with inspiring people, and give back to your community.” Then, we have a quote from a recent female graduate. We collaborated with the Admissions office to mail the postcards to admitted and prospective female students. As part of a new initiative, our student advising center had the opportunity to reach out to female admitted students and pre-register them for fall classes. The goal is to have more female students taking classes together as a cohort. We also worked with six upper division female students to development a mentoring program. Mentors have been selected and trained and we will be soliciting applications during summer 2015 orientations for mentees.

The number of female dual admits grew by 20% from 2014 to 2015. While the numbers are still lower than our goal, we are happy with the progress to date. The only population that decreased was international female students. The number of Hispanic females and those that declared two or more races doubled.

Pre-College Activities

The School continues to host underrepresented high school and middle school students during summer camps that explore engineering and technology careers. MEAP (Minority Engineering Advancement Program) has 3 week-long camps each summer. POWER (Preparing Outstanding Women for Engineering
Roles) is a week-long, residential summer camp exclusively for high school girls. In addition to POWER, the School will hold another week-long residential camp for high school girls interested in Information Technology. Win IT (Women in IT) will be held at the same time as POWER camp with girls in both camps participating in the same evening activities. The School also continues to work with both the student and professional organizations – Society of Women Engineers (SWE), Society of Hispanic Professional Engineers (SHPE), and National Society of Black Engineers (NSBE) to perform outreach and programming for K-12 students. The Music and Arts Technology Department is hosting “Girls Rock!” during the summer of 2015. This is a national summer camp for middle school and high school aged girls. The Interior Design Technology program is also developing a summer camp for high school girls.

Recruitment and Current Students

Recruitment activities continue in Puerto Rico and with the Atlanta University Consortium (AUC) in conjunction with the Admissions Office and the Office of Diversity, Equity, and Inclusion. We are proactive in visiting prospective students in Puerto Rico and on the campuses of Morehouse, Clark Atlanta, and Spelman. Our School provides financial support to bring AUC admitted students to the IUPUI campus to visit. The School of Engineering and Technology offers scholarships equivalent to the out-of-state portion of tuition for all AUC transfer students with a 2.8 GPA or above. Applicant and admitted undergraduate student demographics for 2010 – 2015 are summarized in the table below (this is for dual admits only and does not include UC applicants and admits).

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Prepared by the Purdue School of Engineering and Technology, IUPUI
June 16, 2015