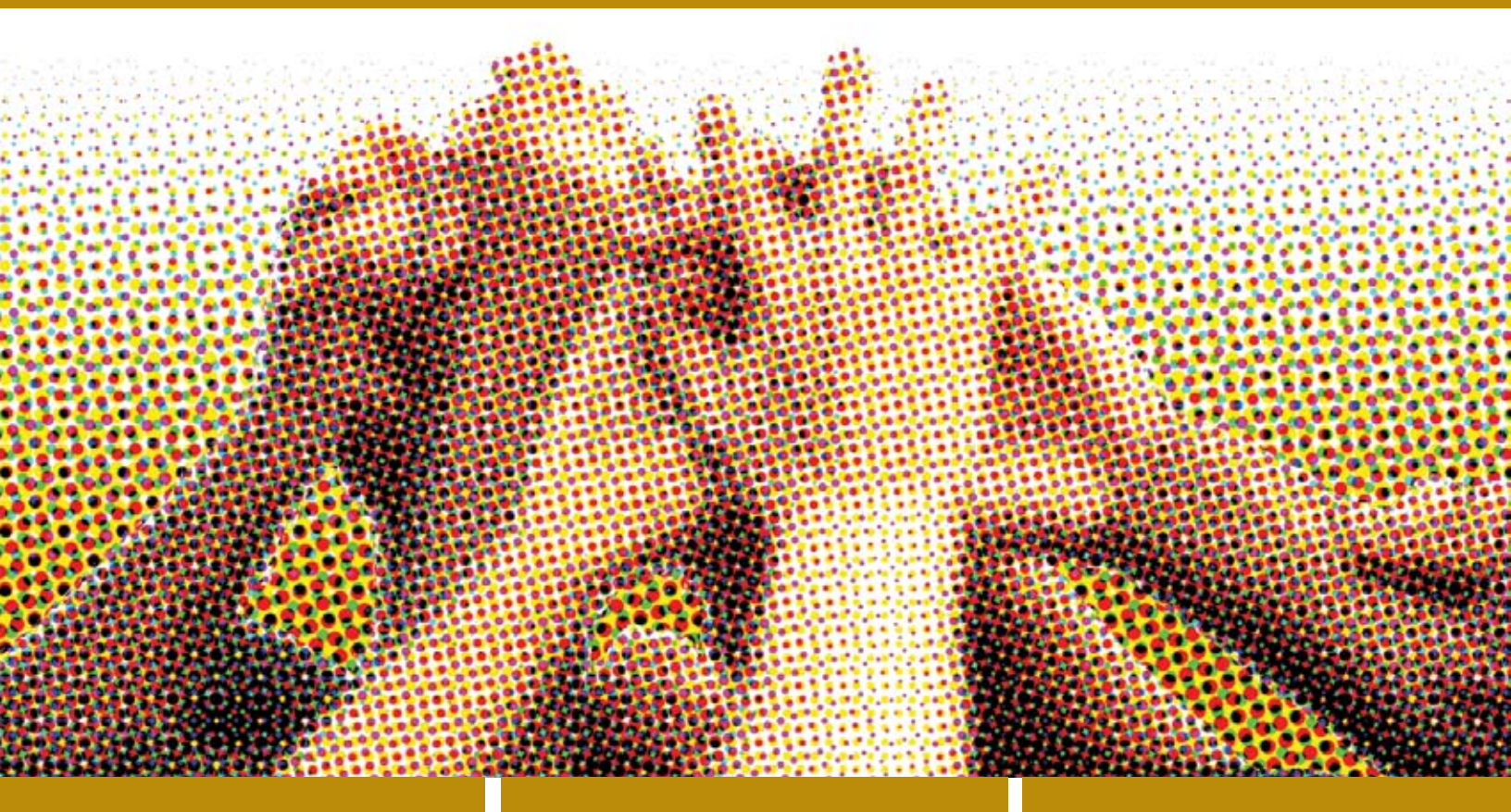


Fostering Respect • Creating Community



OFFICE OF THE VICE PRESIDENT FOR HUMAN RELATIONS

DIVERSITY ASSESSMENT
2006-07
Executive Report

PURDUE
UNIVERSITY



DIVERSITY ASSESSMENT

2006-07

Executive Report

Alysa Christmas Rollock, J.D.,
Vice President for Human Relations

Purdue University has a long history of providing access to higher education as a land grant institution. The success of this mission depends on offering a challenging teaching/learning environment, encouraging dynamic scholarship, and ultimately welcoming the human and intellectual diversity that fuel them. Since diversity works through team effort, Purdue staff, faculty, and students share responsibility for fostering respect and creating community. Purdue's commitment to access and diversity is reflected in its 2001–06 Strategic Plan and its goal of *“enhancing human and intellectual diversity to build a student body, faculty, and staff that reflect our society, while fostering a climate that values inclusivity and equity, assures respect for human dignity, and positions Purdue as a place of choice, of support, and of pride.”* As part of accomplishing this goal, Purdue routinely has assessed its progress on diversity.

Purdue's 2001–06 Strategic Plan laid the foundation for effective, cooperative, and efficient exchange of information and alignment of resources. The plan encouraged an array of collaborative efforts, yielding many and varied opportunities for faculty, staff, and students to participate in discussions, workshops, briefings, courses, and research on diversity.

In the years since the adoption of Purdue's Strategic Plan, landmark court cases regarding diversity in higher education have recognized the interdependence of diversity and educational excellence, as well as the essential and intrinsic value of diversity to the overall accomplishment of a university's mission.

Progress on Purdue's strategic objectives with respect to diversity has been aided by a considerable and growing body of research, which has provided new understanding of the multiplicities and complexities of diversity. This emergent understanding nonetheless suggests a core set of factors that allows stable benchmarking in diversity assessment. These factors include climate and intergroup relations, education and scholarship, access and success, and perceptions of the University's commitment (viability and vitality).

The impressive level of participation in the most recent campus-wide survey on diversity gives us confidence that Purdue is making progress.

As with any team, we come together in a common purpose to reaffirm our shared commitment to success in the area of diversity.



PROGRESS SINCE 2001



METRICS AND BENCHMARKS

With the implementation of its 2001–06 Strategic Plan, Purdue adopted a set of benchmark measures to assess progress on its overarching diversity strategy to “[e]nhance human and intellectual diversity among students, faculty, staff, and administrators along with programs of support for career development, retention and success, and improved climate for diversity.” Metrics include demography of faculty, staff, and students; shares of underrepresented populations; retention rates; investment of funds for diversity initiatives; and evaluation of campus climate through periodic surveys.

During the five-year period of the Strategic Plan, the representation of ethnic minority faculty increased from 15.2% to 19.4% for tenured/tenure-track faculty. The representation of ethnic minority staff remained steady at 7.7%. Domestic student ethnic diversity grew to 13.3% in fall 2006, with diversity of new domestic undergraduates at 15.7%. The diversity of Purdue’s faculty, staff, and students, however, remained below that of its peer institutions.

The retention rate of female assistant professors at eight-year marks increased from 33% in fall 2001 to 53% in fall 2005, while that of ethnic minority assistant professors fell from 53% to 47%. The retention rate for female staff after one year remained fairly stable at 90% in fall 2005, while that of minority staff increased from 81% to 85%. The

one-year retention rates for underrepresented students in fall 2005 fell to 71% for African American students, 68% for American Indian/Alaskan Native students, 83% for Asian/Pacific Islander students, and 76% for Hispanic/Latino students.

Annual investment for diversity initiatives increased more than 25% from approximately \$13.3 million in 2002–03 to approximately \$16.7 million in 2005–06. New initiatives include the establishment of the Science Bound Program, the DiversiKey Certificate Program for students, the Provost’s Diversity Leadership Group, the Treasurer’s Task Force on Diversity, the Purdue Diversity Roundtable, Purdue’s Supplier Diversity Program, Purdue’s Faculty Diversity Fellows, and the Dreamer Award.

Several assessments of Purdue’s campus climate have been carried out, including the campus-wide Diversity, Work-Life, and Campus Life Assessment undertaken in fall 2002, and surveys administered by the College of Engineering, the College of Agriculture, and the treasurer’s area. A system-wide survey of students with disabilities was undertaken in spring 2007.

The fall 2002 assessment included three surveys of staff, faculty, and students. An external consultant was contracted to lead Purdue in the assessment of diversity and certain work-life and campus issues. The purpose of this assessment was to aid in finding strategies to fulfill the

diversity goals, visions, and objectives for the institution, as well as to provide a baseline against which to evaluate progress.

Purdue’s overall climate for diversity was described as “moderately favorable.” There were, however, disparities in scores among the various demographic groups, indicating less favorable views by some groups (most often by minorities and women). Respondents to all versions of the survey indicated that they believe that all faculty, staff and students should engage in activities that develop skills around diversity. Faculty and student respondents indicated that they believe contact with individuals who are culturally different is an important part of a college education.

In response to the 2002 assessment, the following action steps were adopted and implemented:

- Disseminate final report
- Meet with units to review results and formulate unit-level action plans
- Continue in the effort to increase representation of underrepresented groups among staff, faculty, and students
- Review findings and continue to facilitate the development of diversity competencies among our students
- Institute follow-up studies on issues identified in the assessment
- Continue periodic assessment of progress

ABOUT THE 2006 SURVEY



The purpose of the survey was fourfold:

- To help assess the progress made toward diversity goals of the 2001-2006 Strategic Plan.
- To give an encapsulated view of the campus population — staff, faculty, and students — and their perceptions of Purdue’s diversity policies, programs, initiatives, and university commitment to diversity.
- To provide units with information to help them better understand and address the diversity successes, challenges, and needs of their staff, faculty, and students.
- To provide information for future strategic planning.

Populations Surveyed

There were three versions of the survey, one for each of the following populations:

- 1. Staff** (administrative, clerical, operations assistant, postdoctoral student or fellow, professional, service, technical assistant);
- 2. Faculty** (assistant professors, associate professors, full professors, research and clinical professors, instructors, and lecturers); and,
- 3. Students** (freshmen, sophomores, juniors, seniors, graduate, professional).

Response Rates

Response rates to the 2006 Diversity Survey versions were very impressive (see Table A), especially given the type, length, and Web-based nature of the survey.

Further, response rates were much better than those to the 2002 Diversity/Work-Life/Campus Life Assessment for which the response rates were only 38% for staff, 17% for faculty, and 10% for students.

Representativeness of the Sample

The distribution of respondents across the three populations (staff, faculty, and students), as well as across gender and ethnic/racial groups, mirrors the 2006 population at Purdue. This suggests that the survey captured a representative sample of the campus community.

To eliminate the risk of identifying any respondents, and when it made sense, smaller categories were combined into larger and broader ones for reporting purposes. For example, small numbers of gay, lesbian, bisexual, and transgender respondents were reported as GLBT.

Table A – Response Rates from 2006 Diversity Survey

Population	No. Responses	Response Rate (%)
Staff	4,467	65
Faculty	1,257	57
Students	13,848	38



THE SURVEY

DIVERSITY CLIMATE



Purdue's Diversity Climate

To capture each population's rating of the diversity climate at Purdue, respondents were asked to rate on a 5-point scale (very poor to very good) the following survey item:

I personally would rate the diversity climate at Purdue as ...

The mean response for staff was 3.36 (a little more positive than *about average*); the mean response for faculty was somewhat lower at 3.05 (*about average*); and the mean response for students — the highest of the three — was 3.51 (between *about average* and *good*). Table B shows the percentages of staff, faculty, and student respondents who rated the diversity climate at Purdue in the categories of *very poor* or *poor*, *about average*, and *good* or *very good*.

Table B – Percentage Rating Diversity Climate at Purdue – “I” ratings

	Very Poor/ Poor	About Average	Good/ Very Good
Staff	11.7	47.0	41.2
Faculty	18.7	57.6	23.5
Students	10.8	39.2	50.1

Students had the most positive perceptions of the climate, with half of the students rating the diversity climate at Purdue as *good* or *very*

good. Staff were almost equally split between perceptions of the diversity climate at Purdue as *about average* and perceptions of the climate as *good* or *very good*. The majority of the faculty perceived the diversity climate as about average.

To further explore perceptions of the diversity climate at Purdue, staff, faculty, and students also were asked to rate the climate in terms of how others from their own population would rate the climate (i.e., how staff would respond to the statement, “Most staff would rate the diversity climate at Purdue as ...”, whereas faculty would rate “Most faculty ...”, etc.). Ratings of the two climate questions were very similar, even when key population subgroups (i.e. female only; African American/Black only) were examined. Therefore, the two climate items were averaged (range of scores 1–5) to create the *Purdue Diversity Climate Index*, which was used in subsequent analyses.

Purdue Diversity Climate Index

For each population (staff, faculty, and students), findings for the following demographics — gender, ethnicity/race, international status, disability status, and sexual orientation — will be presented. Findings for additional demographic categories (e.g., family status, age, etc.) will be presented in future reports.

Staff — Climate

There were significant effects of ethnicity/race and sexual orientation on rating Purdue's Diversity Climate (see Figure A). Specifically, the climate was rated between *poor* and *about average* by African American/Black staff (2.61); rated about average by Hispanic/Latino (3.11), Multiracial (3.11), and Asian American/Pacific Islander (3.25) staff; and rated as between *about average* and *good* by Native American/Alaskan Native (3.48) and White/Caucasian staff (3.65). Also, GLBT staff rated Purdue's Diversity Climate a little less favorably than heterosexual staff (3.23 and 3.36, respectively).

Faculty — Climate

There were significant effects of gender, ethnicity/race, and international status on rating Purdue's Diversity Climate (see Figure B). Female faculty rated the climate a little below *average* as compared to male faculty (2.94 and 3.14, respectively). Also, the climate was rated between *poor* and *about average* by African American/Black faculty (2.67), rated a little below *about average* by Hispanic/Latino (2.82) and Multiracial (2.78) faculty, and *about average* by White/Caucasian (3.05) and Asian American/Pacific Islander (3.19) faculty. International faculty rated Purdue's Diversity Climate a little better than non-international faculty (3.32 and 3.04, respectively).



Students had the most positive perceptions of the climate, with half of the students rating the diversity climate at Purdue as *good* or *very good*.

Students — Climate

Almost all demographic characteristics were significant due to the very large numbers in the student sample. Figure C shows that the largest difference was for ethnicity/race such that climate was rated as between *poor* and *about average* by African American/Black students (2.59), a bit more favorably, *about average*, by Native American/Alaskan Native students (3.02), a bit better than *about average* by Asian American/Pacific Islander, Hispanic/Latino, and Multiracial students (3.36, 3.25, and 3.33, respectively), and between *average* and *good* by White/Caucasian students (3.55). Although of smaller magnitude, Purdue’s Diversity Climate was rated a little less favorably by GLBT (3.22, a little above *about average*) versus heterosexual (3.50) students.

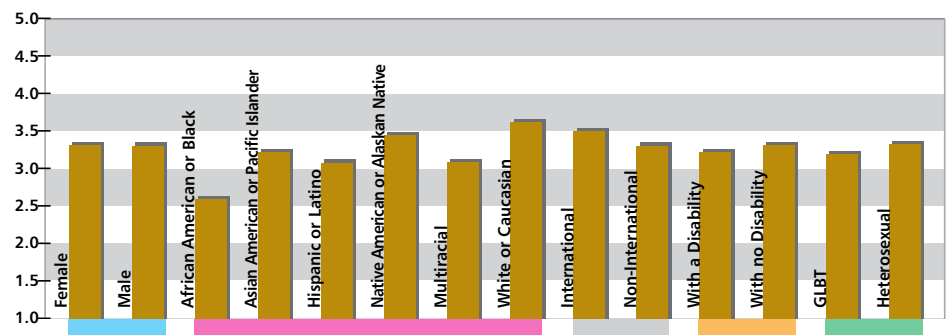


Figure A: Staff – Purdue Diversity Climate

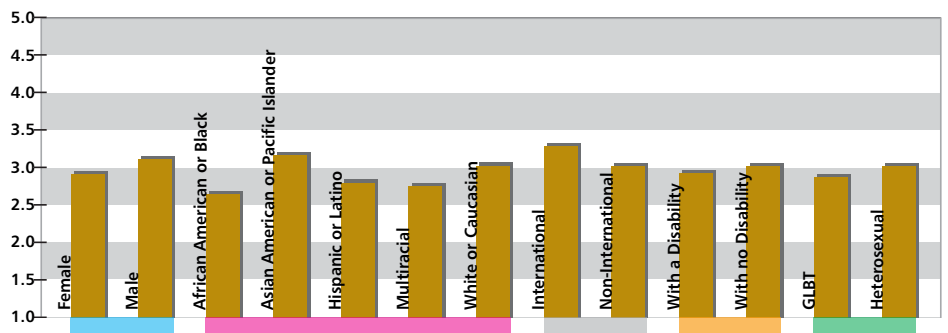


Figure B: Faculty – Purdue Diversity Climate

Note: There are insufficient numbers to report separately on Native American/Alaskan Native faculty.

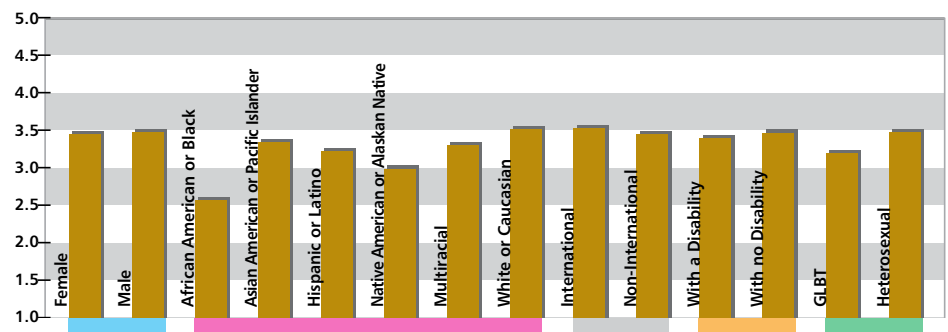


Figure C: Student – Purdue Diversity Climate

Graph Color Coding

The following color coding is used on the graphs to help designate categories such as gender, ethnicity, etc.

- Gender
- Race/Ethnicity
- International Status
- Disability Status
- Sexual Orientation



THE SURVEY



COMFORT INTERACTING WITH DIFFERENT GROUPS

Comfort Interacting with Different Groups

To identify dimensions of difference that might prove the most difficult to navigate, the survey included 16 items assessing respondents' degree of comfort in dealing with people different from themselves. One set of eight items asked about comfort interacting with a supervisor (or instructor for students), while another eight items asked about comfort interacting with a co-worker (or colleague for faculty; classmate for students). Each set of items asked about comfort with someone different from the respondent in terms of eight specific characteristics: gender, culture, religion, race/ethnicity, sexual orientation, disability status, national origin, and age. For example, staff were asked to rate: *"I am comfortable interacting with a supervisor who is of a different*

culture than I am ..." using 5-point response options (from 1=*strongly disagree* to 5=*strongly agree*.)

There were few differences in rating the eight types of group characteristics (and these will be discussed separately for staff, faculty, and students). Two comfort indexes therefore were created to reflect average ratings across each set of eight different group characteristics: (1) Comfort with Supervisor (instructor for students) from a Different Group and (2) Comfort with Co-worker/Colleague (classmate for students) from a Different Group. Averaging ratings across the items in each index, scores closer to 5.0 indicated greater comfort, interpreted as greater receptivity to diversity. Table C below presents the means for student, faculty, and staff populations for both comfort indexes.

Table C – Comfort Ratings

Comfort Indexes	Staff	Faculty	Students
Comfort with a Supervisor (or Instructor, for students) from a Different Group than I am ...	3.97	4.56	4.31
Comfort with a Co-worker /Colleague (or Classmate, for students) from a Different Group than I am ...	4.37	4.61	4.34



Staff, faculty, and students all reported a strikingly high level of comfort interacting with peers and supervisors/instructors different from them in ethnicity/race, religion, gender, culture, sexual orientation, disability status, national origin, and age.

Staff, faculty, and students all reported a strikingly high level of comfort interacting with peers and supervisors/instructors different from them in ethnicity/race, religion, gender, etc., with means ranging from 3.97 (almost *agree* with being comfortable) to a high of 4.61 (between *agree* and *strongly agree* to being comfortable) on a 5-point scale. Faculty reported the greatest comfort levels interacting with individuals from a different group. There was only one difference in responding to the two comfort indexes, with staff reporting relatively less comfort interacting with supervisors than co-workers from a different group.

Staff

Staff reported being very comfortable interacting with individuals from the eight different groups (more than 94% rated agreement or strong agreement that they were comfortable), with one exception. Although still very high in absolute terms, comfort

levels were lower for interacting with someone different in sexual orientation. Given the number of respondents describing themselves as heterosexual in this sample (90.5%), this finding likely indicates less comfort interacting with GLBT individuals, regardless of whether they are a co-worker (87.1%) or one's supervisor (84.7%).

Faculty

Faculty members reported being very comfortable interacting with individuals from the eight different groups (percentages of agreement all in the upper 90s), with one exception. Comfort levels were lower for interacting with someone different in sexual orientation.

As with staff, the high number of self-identified heterosexuals in the sample (95.5%) probably indicates respondents were less comfortable interacting with GLBT individuals, regardless of whether they are a co-worker (89.9%) or supervisor (88.2%). Still, these percentages remained high, in absolute terms.

Students

Students also described themselves as very comfortable interacting with individuals from the eight different groups (percentages of agreement all around 90%) with two exceptions. First, the percentage of students agreeing that they feel comfortable was lower for sexual orientation. Given the number of students who identified themselves as heterosexual in this sample (96.3%), this finding likely shows less comfort interacting with GLBT individuals, whether as a classmate (78.8%) or as an instructor (77.7%). Second, the percentage of students agreeing that they feel comfortable is lower for disability status. Given the number of students in this sample describing themselves as having no disabilities (97.3%), lower rates of comfort probably reflects somewhat fewer respondents being comfortable interacting with people with disabilities as a classmate (88%) or as an instructor (87.7%).



THE SURVEY



FACTORS

Understanding the Four Factors

University Commitment

Purdue as a university has a commitment to diversity (i.e., different opinions are valued; the administration models diversity as an institutional value; diversity has improved the quality of the university, etc.)

Climate

Climate is comfortable and warm at the university, College/School, Department, or Area level (i.e., you have a feeling of inclusion; you are treated with dignity, etc.)

Access and Success

Belief in equal access and opportunity for all at Purdue (i.e., diversity is rewarded, recruitment and advancement are fair, etc.)

Education and Scholarship

Centrality of diversity in the classroom and in one's academic discipline (i.e., you are interested in creating a more inclusive learning environment; you believe in the importance of diversity in teaching, etc.)

Factors

The survey also probed respondents' views of many other aspects of diversity at Purdue. In order to capture any commonalities across these remaining items in terms of underlying factors, and to reduce the number of comparisons by combining items with common themes into coherent indexes, these items were subjected to a statistical procedure known as factor analysis. Factor analyses were computed separately on each of the populations (staff, faculty, and students) on the 5-point scale (strongly disagree to strongly agree) The factors derived through these analyses generally were consistent with the dimensions of diversity that current research suggests are important in diversity assessment.

The reliabilities for the factor scale indexes were all quite good (alphas greater than .7 and generally .8 or greater).

The items corresponding to each factor were summed and averaged to create distinct factor scale index scores. Scores on each of these indexes ranged from 1.0 to 5.0 with higher numbers representing more positive orientations toward diversity.

The factor scale index scores were used to understand how staff, faculty, and students from various demographic categories (i.e., gender, ethnicity/race, international status, disability status, and sexual orientation) differed in their beliefs, feelings, and behaviors relevant to diversity. The factor scale index scores from the various demographic categories were then compared to see if they differed at statistically significant levels. Scores were compared using Analysis of Variance, and differences greater than would be expected by chance ($p < .05$) are reported.



The factors derived through these analyses generally were consistent with the dimensions of diversity that current research suggests are important in diversity assessment.

What are some survey items that comprise each of the factors?

Below are some sample items that were included in the 2006 survey.

University Commitment

Purdue University has done a good job providing programs and activities that promote diversity and multicultural understanding.

Our university leaders are effective role models with respect to diversity behaviors.

Overall, Purdue's diversity efforts have improved the quality of Purdue.

There is clear communication from top university leaders about the part that diversity plays in the future direction of the university.

Access and Success

At Purdue University, there is equal opportunity for each person to achieve his or her potential.

My age hinders me in advancement or promotion.

"Reverse discrimination" plays a role in decisions at Purdue University.

Purdue recognizes and rewards students who consider the role diversity plays in their education.

Climate

My department (college/school) is a good fit for me.

The administrators in my college/school treat me with dignity and respect.

Different opinions and points of view are valued in the decision making process at Purdue.

I feel excluded from an informal network in my department.

Education and Scholarship

Contact with individuals who are culturally different is an important part of a college education.

Diversity issues are important to think about in relation to one's research and scholarship (major).

I am interested in learning how to create a more inclusive learning environment.

Purdue faculty should engage in activities that develop skills around diversity.



THE SURVEY



STAFF

Staff Findings

All scores are based on a 5-point scale with higher numbers representing more agreement or more favorable orientations toward diversity.

University's Commitment to Diversity

The overall Purdue staff mean on the *University Commitment* factor was 3.45. There were significant effects of ethnicity/race, disability status, and sexual orientation on *University Commitment* (see Figure D).

Specifically, African American/Black staff (and to a lesser extent Asian American/Pacific Islander, Hispanic/Latino, and Multiracial staff), staff with a disability, and GLBT staff had less positive views of the University's commitment to diversity than their counterparts (i.e., staff from the other ethnic/racial groups, staff with no disability, and heterosexual staff).

Climate

The overall Purdue staff mean on the *Climate* factor was 3.88. There were significant effects of race/ethnicity,

international status, disability status, and sexual orientation on *Climate* (see Figure E). Specifically, African American/Black staff (and to a lesser extent, Asian American/Pacific Islander, Hispanic/Latino, and Multiracial staff), international staff, staff with a disability, and GLBT staff experienced a less comfortable and warm climate at Purdue than their counterparts.

Access and Success

The overall Purdue staff mean on the *Access and Success* factor was 3.25. There were significant effects of gender, ethnicity/race, international status, disability status, and sexual orientation on *Access and Success* (see Figure F). Specifically, female staff, African American/Black, Native American/Alaskan Native, and Multiracial and White/Caucasian staff, staff with a disability, non-international staff, and GLBT staff had a less positive view of access and success at Purdue than their counterparts.



African American/Black staff (and to a lesser extent Asian American/Pacific Islander, Hispanic/Latino, and Multiracial staff), staff with a disability and GLBT staff had less positive views of the University’s commitment to diversity.

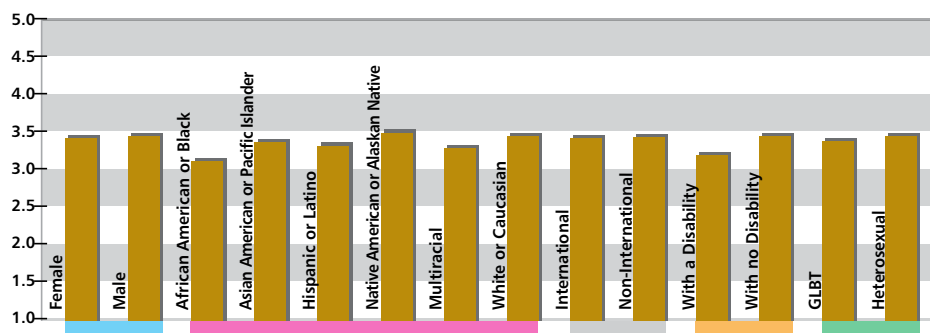


Figure D: Staff – University Commitment

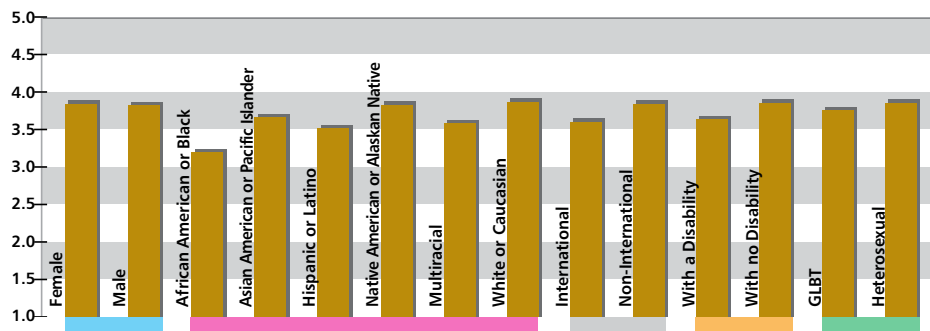


Figure E: Staff – Climate

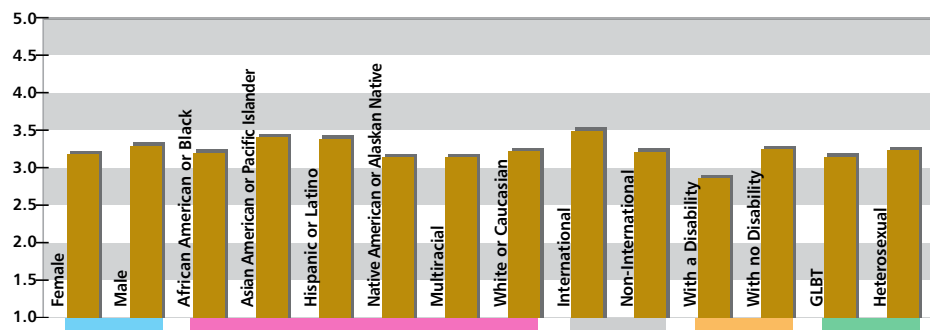


Figure F: Staff – Access and Success



THE SURVEY



FACULTY

Faculty Findings

Native American/Alaskan Native respondents were not analyzed separately because their numbers were too small to report.

All scores are based on a 5-point scale with higher numbers representing more agreement or more favorable orientation toward diversity.

Faculty did not differ significantly on any factor as a function of international status or disability status. Faculty differences in terms of the remaining demographic categories — gender, ethnicity/race, and sexual orientation — are discussed below.

University Commitment

The overall faculty mean on the *University Commitment* factor was 3.58. There were significant effects of gender, ethnicity/race, and sexual orientation on *University Commitment* (see Figure G). Specifically, female faculty, African American/Black faculty (and to a lesser extent, Hispanic/Latino and

Multiracial faculty), and GLBT faculty had a less positive view of Purdue as a university with a commitment to diversity than their counterparts.

Climate

The overall faculty mean on the *Climate* factor was 3.67. There were significant effects of gender, ethnicity/race, and sexual orientation on *Climate* (see Figure H). Specifically, female faculty, faculty of color (particularly African American faculty), and GLBT faculty experience a less comfortable and warm climate (feel less inclusion) than their counterparts.

Education and Scholarship

The overall faculty mean on the *Education and Scholarship* factor was 3.52. There were significant effects of gender and race/ethnicity on *Education and Scholarship* (see Figure I). Specifically, female faculty and faculty of color (particularly African American/Black faculty) thought diversity in the classroom and in one's academic discipline should be more central than did their counterparts.



Female faculty and faculty of color (particularly African American/Black faculty) thought diversity in the classroom and in one's academic discipline should be more central than did their counterparts.

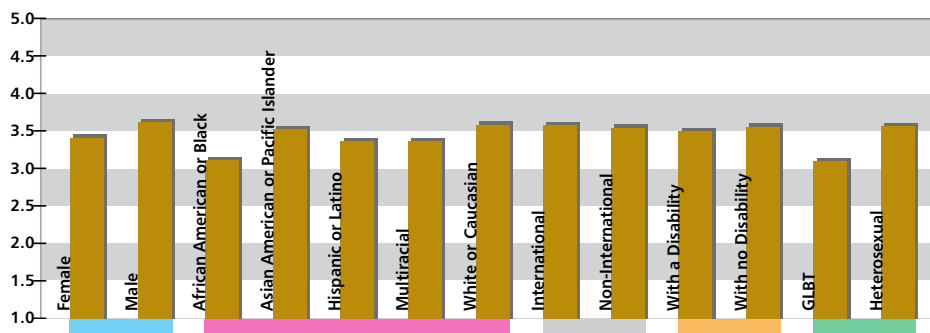


Figure G: Faculty – University Commitment

Note: There are insufficient numbers to report separately on Native American/Alaskan Native faculty.

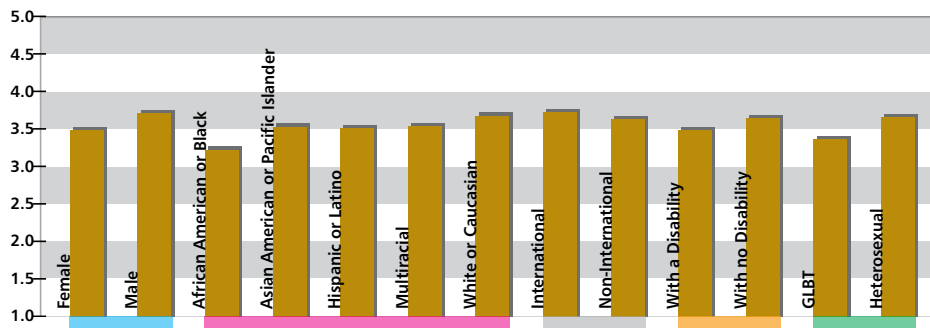


Figure H: Faculty – Climate Factor

Note: There are insufficient numbers to report separately on Native American/Alaskan Native faculty.

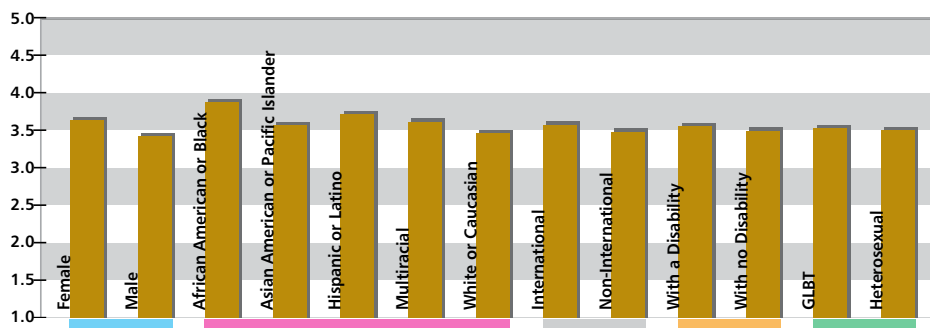


Figure I: Faculty – Education and Scholarship

Note: There are insufficient numbers to report separately on Native American/Alaskan Native faculty.



THE SURVEY



STUDENTS

Student Findings

All scores are based on a 5-point scale with higher numbers representing more agreement or more favorable orientations toward diversity.

University Commitment

The overall student mean on *University Commitment* was 3.46. The largest of the significant effects of the demographic characteristics on *University Commitment* was for race/ethnicity (see Figure J). Specifically, African American/Black students (and to a lesser extent Native American/Alaskan Native students) had a less positive view of Purdue’s commitment to diversity than their counterparts. In addition, although smaller in magnitude, other students of color and GLBT students have a less positive view of Purdue as a university with a commitment to diversity than their counterparts.

Climate

The overall student mean on *Climate* was 3.94, suggesting generally solid agreement that the University has a comfortable climate for diversity. The largest of the significant effects of the demographic characteristics on *Climate* was for race/ethnicity (see Figure K). Specifically, African American/Black students and Native American/Alaskan Native students experienced a less comfortable and warm climate than their counterparts. In addition, although smaller in magnitude, other students of color, GLBT students, students with a disability, and international students experienced a less warm climate than their counterparts.

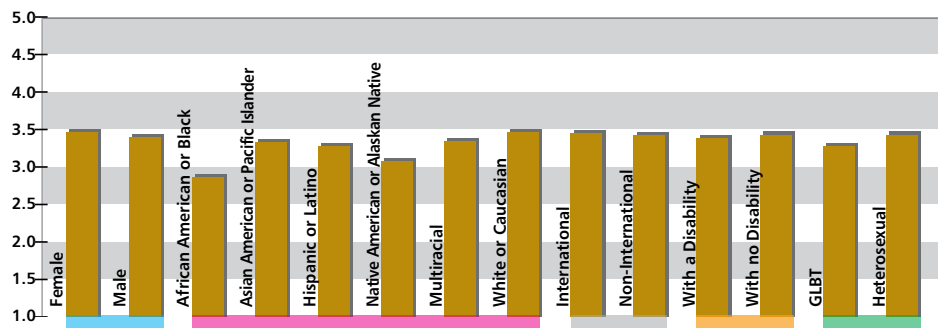


Figure J: Students – University Commitment



The overall student mean on *Climate* was 3.94, suggesting generally solid agreement that the University has a comfortable climate for diversity.

Access and Success

The overall student mean on *Access and Success* was 3.62. The largest of the significant effects of the demographic characteristics on *Access and Success* was for race/ethnicity (see Figure L). Specifically, Native American/Alaskan Native students had a less positive view of Purdue as a university with equal access and success than their counterparts.

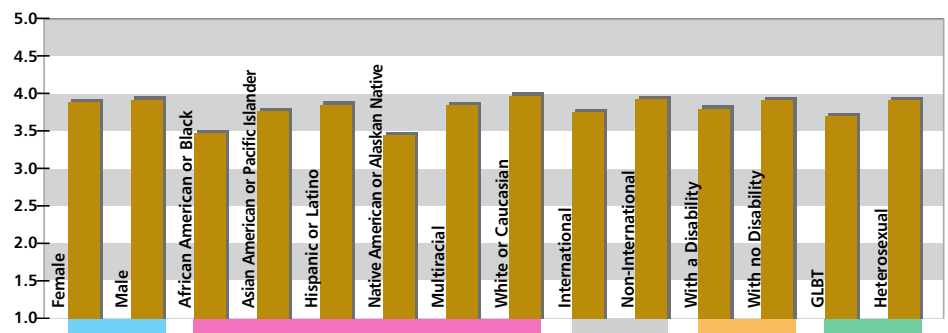


Figure K: Students – Climate Factor

Education and Scholarship

The overall student mean on the *Education and Scholarship* factor was 3.68. There were three significant effects of demographic characteristics on *Education and Scholarship* that were sizeable: gender, race/ethnicity, and international status (see Figure M). Specifically, female students, African American, Asian American/Pacific Islander, Hispanic/Latino, and Multiracial students, and international students thought diversity more central in the classroom and to one's academic discipline than their counterparts.

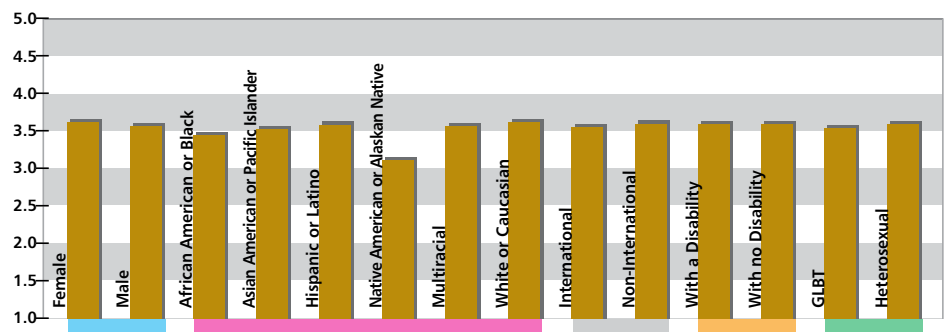


Figure L: Students – Access and Success

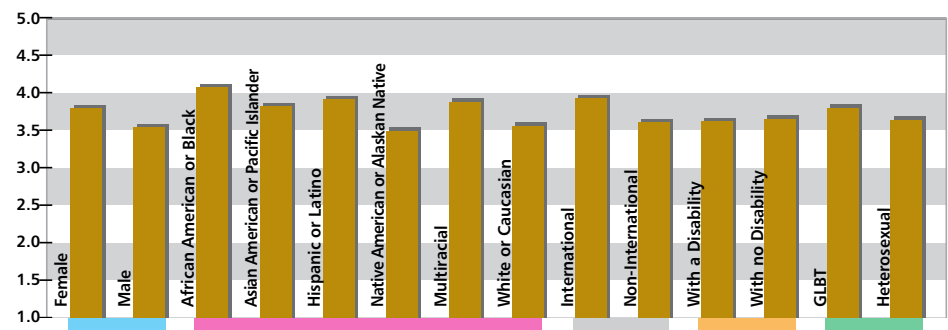


Figure M: Students – Education and Scholarship

THE SURVEY



HARASSMENT AND DISCRIMINATION

Harassment and Discrimination

Staff, faculty, and students were asked a series of questions about being harassed or discriminated against on the basis of the following characteristics: race/ethnicity, religion, gender, national origin, marital status, parental status, color, sexual orientation, physical impairment, mental impairment, veteran status, age, other characteristic, or none of the above. The specific questions are as follows:

“Within the past two years at Purdue, I have been verbally or physically harassed, discriminated against, or denied something because of my... (select all that apply)

Within the last two years at Purdue, I have witnessed others harass or make negative remarks about faculty, staff, or students based on the characteristics listed below: (select all that apply)

I am concerned that I may be discriminated against on the basis of my... (select all that apply)

Staff, faculty, and student responses to these items will be discussed separately as experiences, opportunities for witnessing, and concerns about harassment and discrimination across the populations.

Staff

The percentage of staff responding “yes” to each of the possible categories — including *none of the above* and *other* — for each of the three questions can be seen on Figure N. *None of the above* clearly was the biggest percentage for each question, with 66.6% of the staff reporting that they have not experienced harassment within the past two years at Purdue; 54.5% of the staff reporting that they have not witnessed harassment within the past two years at Purdue; and 47.6% of the staff not concerned with being discriminated against.

The characteristics most frequently involved when staff experienced or were concerned about harassment or discrimination were age and gender. Race/ethnicity and sexual orientation were characteristics frequently reported as being witnessed. Age was the characteristic most of concern with future discrimination.

Faculty

The percentage of faculty responding “yes” to each of the possible categories — including *none of the above* and *other* — can be seen in Figure O. Again, *none of the above* clearly was the biggest percentage for each of the questions, with 57.1% of the faculty reporting that they

had not experienced harassment within the past two years at Purdue; 47.5% of the faculty reporting that they have not witnessed harassment within the past two years at Purdue; and 47% of the faculty not concerned with being discriminated against.

The characteristics most frequently involved when faculty experienced, witnessed, or were concerned about harassment or discrimination were race/ethnicity and gender. Age also was a characteristic frequently reported as being experienced and of concern.

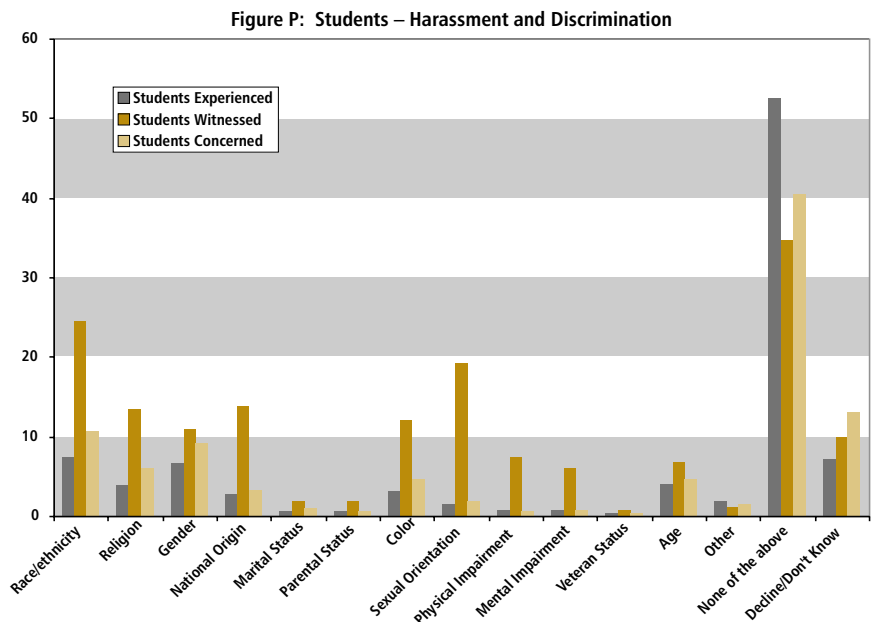
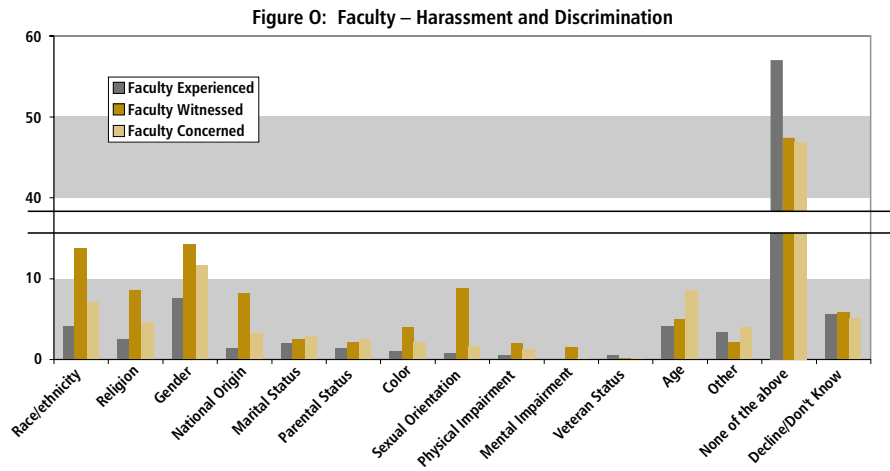
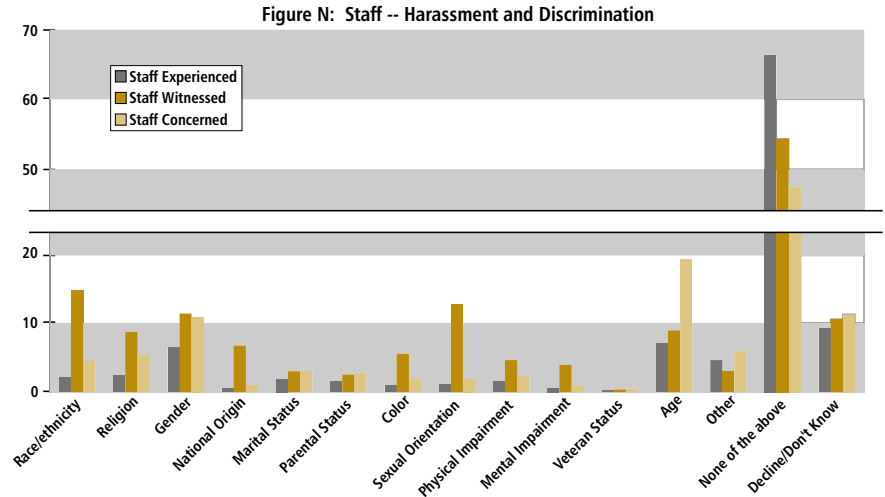
Students

The percentage of students responding “yes” to each of the possible categories — including *none of the above* and *other* — can be seen on Figure P. Again, *None of the above* clearly was the biggest percentage for each of the questions, with 52.6% of the students reporting that they have not experienced harassment within the past two years at Purdue. However, only 34.6% of the students reported that they have not witnessed harassment within the past two years at Purdue, and only 40.5% of the students were not concerned with being discriminated against.

The characteristics most frequently involved when students experienced or were concerned about harassment or discrimination were race/ethnicity and gender. Race/ethnicity and sexual orientation were characteristics frequently reported as being witnessed.

Additional Findings

There were several additional questions asked of those experiencing, witnessing, or concerned about harassment. One question asked where the incident happened (or where they were concerned about the incident happening). The overwhelming majority of incidents were reported as occurring (or expected to occur) on the Purdue campus. These and other findings, such as learning more about harassment and discrimination experiences for individuals within certain demographic categories (i.e. people of color, GLBT individuals, etc.), will be detailed in future reports.





THE SURVEY



INVOLVEMENT IN DIVERSITY-RELATED ACTIVITIES

Involvement in Diversity-related Activities

Recruitment

One important diversity-related activity is recruiting staff, faculty, and students from under-represented groups to come to Purdue. In order to gauge support for such activities, staff, faculty, and students were asked to respond to “yes or no” questions about recruitment as follows: “Do you believe Purdue should make special efforts to recruit students from certain ethnic/racial groups?” This question was also asked for recruiting staff and for recruiting faculty. The percentage of respondents answering “yes” for each question by population is in Table D.

Faculty had the highest percentages in favor of making special efforts to recruit students, staff, and faculty from certain ethnic/racial groups (51-59 %), followed by staff (36-38 %), and the lowest percentages in favor of special recruiting efforts were from students (22-24 %).

Involvement in Other Diversity-related Activities

Several specific items were designed to capture levels of involvement in diversity-related activities for staff (e.g., attending diversity workshops), faculty (e.g., mentoring students from under-represented backgrounds), and students (e.g.,

taking classes that are diversity-related). The items were rated on 5-point scales with the following labels: 1=No involvement; 2=Limited involvement; 3=Some involvement; 4=A lot of involvement; and 5=Heavy involvement.

Staff

About 30% of the staff responded that they were involved in each of the given diversity-related activities, with two exceptions: About 55% of staff reported attending diversity workshops, and about 50% had attended diversity-relevant talks, forums, or symposia.

Faculty

Participation in the diversity-related activities varied. Approximately 80% of the faculty reported being involved in mentoring ethnic minority and under-represented students. There also was considerable involvement in recruiting ethnic minority or under-represented students and

faculty. Furthermore, about 60% of faculty reported attending diversity workshops and about 55% had attended diversity-relevant talks, forums, or symposia.

Students

About 30% of the students responded that they were involved in each of the given diversity-related activities, with one exception: About 45% of the students reported taking classes that are diversity-related. Only about 20% of students reported attending diversity workshops and about 30% had attended diversity-relevant talks, forums, or symposia.

Across all three populations, involvement in diversity-related activities was generally higher for females, persons from underrepresented ethnic/racial groups, persons with disabilities, and GLBT people. More details about involvement will be presented in future reports.

Table D – Percentages in Support of Recruiting From Certain Ethnic/Racial Groups

	Recruiting Staff	Recruiting Faculty	Recruiting Students
Staff	36.7	38.0	37.1
Faculty	51.3	53.4	59.3
Student	24.1	23.2	22.5

KEY FINDINGS



1. Strong survey response rates and results reflect a campus that is generally attentive to diversity and is integrating diversity into its mission and practices. The campus generally appreciates differences, encourages multicultural awareness, understands the benefits of diversity, and seeks to create a campus climate that is supportive for all members of the community. Staff, faculty, and students recognize that diversity adds to the richness of the learning and scholarly environment, and they generally seek to integrate diversity efforts across both academic/professional and co-curricular activities.
2. Initiatives have been undertaken in all areas of the University and are producing mixed results. Staff, faculty, and students generally accept and report commitment to enhancing diversity, and they generally perceive the University as committed to diversity as well. However, retention rates of under-represented staff, faculty, and students are below the overall rates for all staff, faculty and students, and indeed have declined for minority students and faculty during the Strategic Plan period. The survey results indicate that members of under-represented groups do not experience as positive a climate for diversity, nor do they see the University as committed to diversity, equal access and success, or integrating diversity into education and scholarship as other members of the University community.
3. Approximately 24% of staff, 37% of faculty and 40% of students report experiences of being recently harassed or discriminated against, predominantly on the basis of gender, race/ethnicity, or age, with the majority of these instances occurring on the Purdue campus. A larger percentage of staff, faculty, and students express concern about being discriminated against in the future. Moreover, approximately one-half of the students report witnessing discrimination or harassment largely on the basis of race/ethnicity and sexual orientation.
4. Staff, faculty, and students rate Purdue's diversity climate overall as between average and good. However, climate ratings consistently fell below average for African American/Black staff, faculty, and students.
5. Staff, faculty, and students report that they would be comfortable interacting with individuals different from themselves in gender, culture, race/ethnicity, religion, sexual orientation, disability status, national origin, and age. There was less comfort interacting with someone different in sexual orientation, particularly among staff, while students also report less comfort interacting with persons with a disability.

ACTION STEPS



- Disseminate the results of this assessment to staff, faculty, students, and other Purdue University stakeholders.
- Develop and disseminate additional reports of the 2006 survey results on topics of special interest. For example, reports can be developed for individual units, colleges or schools, and more detailed reports can be compiled on the diversity climate for specific populations (i.e. international staff, faculty, or students).
- Devote additional efforts and resources to the retention of under-represented students and faculty to bring retention levels up to the overall levels of students and faculty at Purdue.
- Devote additional efforts and resources for the recruitment of staff, faculty, and students who are members of underrepresented groups to reflect demography of the State of Indiana and full utilization of the available work force.
- Continue and expand educational opportunities for staff, faculty, and students to develop cultural awareness and diversity competencies, and understanding of University policies and procedures regarding equal access and equal opportunity. The results of this assessment should be used to prioritize areas of emphasis.
- Conduct periodic assessments of diversity initiatives and identify best practices.
- Develop additional visible rewards and incentives for individuals and units for positive contributions to enhancing the campus climate and diversity in learning, discovery, and engagement.
- Communicate and celebrate diversity efforts, successes, and events to the University community more routinely through Web sites, bulletin boards, posters, brochures, and newsletters.

To view the report online, please visit:

<http://www.purdue.edu/humanrel>

Fostering Respect • Creating Community

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential.

The Office of the Vice President for Human Relations (VPHR) includes the Affirmative Action Office, the Diversity Resource Office, and the Women's Resource Office. Its mission is to enhance the quality of life for students, faculty, and staff through the development and implementation of policies and programs that assure equal access and equal opportunity for all and to improve the climate for diversity, equity, and educational and professional growth for all members of the University community.

The VPHR door is always open. Questions, concerns, and feedback about this report or other human relations issues are welcome and encouraged.

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