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November 2016

Purdue University Northwest recognizes the value of a diverse faculty and staff. As an active step in promoting diversity campus-wide through affirmative action and equal employment opportunity, we are disseminating Purdue University Northwest’s 2016-17 Affirmative Action Plan for the Westville campus. The Affirmative Action plan is especially relevant at this time when there are several position searches authorized and/or in process. The plan describes the policies and procedures that members of Purdue University Northwest’s faculty and staff will follow in meeting legal and ethical affirmative action responsibilities.

While Vice Chancellors, Deans, Directors, and Department Heads are responsible for the personnel practices of their units, all Purdue University Northwest employees are expected to be aware of Purdue Northwest’s commitment to affirmative action, and promote it in appropriate circumstances.

Purdue University Northwest is committed to inclusivity, which recognizes and treasures the inherent worth and dignity of every person. Purdue University Northwest is committed to fostering tolerance, sensitivity, understanding, and mutual respect among its members; and is equally committed to encouraging each of its members to reach their potential. Each of us has a stake in helping make Purdue Northwest a positive example of diversity to our students and to the larger community of which we are a part.

The plan is available through the Office of Equity, Diversity, & Inclusion website¹ and is also available in hard copy in Schwarz Hall 25D.

Sincerely,

Thomas L. Keon
Chancellor

Linda B. Knox
Executive Director, Office of Equity, Diversity, & Inclusion
219-989-3169
219-989-4187 (fax)
lbknox@pnw.edu

¹ http://www.pnw.edu/diversity/
Statement of Purpose

Description of the University

The Westville Campus is a land-grant institution established in Michigan City in 1949 and moved in 1967 to the current location. In 2016, the Westville Campus, formerly known as Purdue University North Central and the Hammond Campus, previously Purdue University Calumet unified into one institution on July 1, 2016 to form Purdue University Northwest. Purdue University Northwest (PNW) is a regional campus within the Purdue University system.

As a result of this unification effort, there have been a few changes in the workforce that are reflective in this plan. For instance, a number of administrators from the Westville campus have been appointed to positions that have responsibilities on both campuses. Thus, some employees who work on both the Hammond and Westville campuses are reflected in the Affirmative Action Plan for the Hammond campus.

The campus address is 1401 South U.S. Highway 421, Westville, Indiana. The campus is situated on 269 acres of land and located eight miles south of Lake Michigan near the cities of LaPorte, Michigan City, and Valparaiso. It is 65 miles east of Chicago and 85 miles north of Purdue’s main campus in West Lafayette, Indiana.

Purdue University Northwest offers more than 70 degree programs between the two campuses. At the Westville campus, for the 2016 fall semester, the total student enrollment is 6,092 of which 3,732 are female and 2,360 male. Enrollment data reflects a diverse student population which includes: 317 Black or African American, 129 Asian, 22 American Indian or Alaskan Native, 829 Hispanic or Latino, and 2 Native Hawaiian or Other Pacific Islander, 123 two or more races, and 11 International.

Purpose and Applicability of the Affirmative Action Plan

Purpose

Because the University is the recipient of federal contracts, it is required by federal law to develop a written affirmative action program. Federal guidelines define an affirmative action program as “a set of specific and result-oriented procedures to which the contractor commits [itself] to apply every good-faith effort...to achieve prompt and full utilization of minorities and women, at all levels and all segments of [its] workforce where deficiencies exist.” (41 CFR 60-2.10). This process requires an analysis of the present quantity and quality of employment of women and minorities within the University to see if there are areas where the number of incumbent women and minorities is less when compared to the number of possible women and minority employment candidates in the recruitment area. If it is found that the number of women and minority candidates employed at the University, is less than the expected availability in the relevant labor market, the University must use its best efforts, in good-faith, to develop and implement procedures that are designed to increase the number of qualified women and minority candidates in the applicant pool, which will lead to the establishment of placement goals for women and minorities in areas where they are needed. A complete affirmative action program also includes mechanisms that enable the University to continually monitor and evaluate its employment practices to ensure that they are free of bias and discrimination based on 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.
The purpose of the Affirmative Action Plan is to reaffirm the University’s continuing commitment to the principles of equal employment opportunity; to increase effectiveness by setting forth current and future action being taken by the University concerning employment opportunities; and to provide for implementation, self-policing, and monitoring through a comprehensive affirmative action program.

This Affirmative Action Plan is developed in accordance with the requirements of Executive Order 11246 (as amended), and the implementation guidelines published by the Office of Federal Contract Compliance (OFCCP) in 41 CFR 60-2. The plan is also adopted and implemented in good-faith, in conformity with, and in reliance upon, the language of the Equal Employment Opportunity Commission Affirmative Action Guidelines (29 CFR 1608.5).

Access to the Plan
The Affirmative Action Plan is distributed to all employees at the University via email and is available online. Individuals external to the University are able to access the plan via the web as well. Hard copies of the plan are distributed to the Chancellor, Vice Chancellors, and College Deans. Additionally, the library has a copy of the plan, which is accessible for faculty, staff, students, and the community. Individuals may also access the plan at the Office of Equity, Diversity and Inclusion in Schwarz Hall Room 25D at Purdue University Northwest on the Westville campus (1401 South U.S. Highway 421, Westville, Indiana) or at the Office of the Vice President for Ethics and Compliance located on the 10th floor of the Ernest C. Young Hall on the West Lafayette campus (155 South Grant Street, West Lafayette, Indiana).

Applicability
The Affirmative Action Plan applies to all departments at the Westville campus. The Office of the Vice President for Ethics and Compliance on the West Lafayette campus supports the Purdue University Northwest Plan.

Definitions
Discrimination, within the context used in this Affirmative Action Plan, refers to the process of illegally differentiating between people on the basis of group membership rather than individual merit. Systemic discrimination may occur when unequal treatment results from “neutral” institutional practices that continue the effect of past discrimination. Individual discrimination may result when a person is subjected to unequal treatment on the basis of race, religion, color, sex, age, national origin, ancestry, disability, genetic information, veteran status, marital status, parental status, sexual orientation, gender identity, or gender expression.

The concept of equal employment opportunity (EEO) proclaims the right of each person to apply and be evaluated for employment opportunities without regard to race, religion, color, sex, age, national origin, ancestry, disability, genetic information, veteran status, marital status, parental status, sexual orientation, gender identity, or gender expression. It guarantees everyone the right to be considered solely on the basis of his/her ability to perform the duties of the job in question, with or without reasonable accommodation(s).

The principle of affirmative action (AA) requires that aggressive efforts be utilized to employ and advance women and minorities in areas where they are employed in fewer numbers than is consistent
with their availability in the relevant labor market. The University’s objective is to employ and promote the best person for the job.

**Equal Employment Opportunity Objectives**

In support of these considerations, specific objectives of the Affirmative Action Plan include:

1. To recruit, hire, train, and promote persons in all job classifications without regard to race, religion, color, sex, age, national origin, ancestry, disability, genetic information, veteran status, marital status, parental status, sexual orientation, gender identity, or gender expression, except where age or sex is a bona fide occupational qualification.
2. To make decisions within all stages of the employment process that will further the principles of equal employment opportunity.
3. To ensure that criteria for all personnel actions, including recruitment, hiring, promotion, granting of tenure, compensation, employee benefits, company sponsored training, selection for training, tuition assistance, recreation programs, transfer, demotion, layoff, return from layoff, discipline, termination, and all other terms, conditions and privileges of employment, are job related and realistic.
4. To vigorously apply the principles of affirmative action to correct problems if they arise and ensure equal opportunity in areas where underutilizations of women or minorities are found.

**Legal Basis**

*A summary of federal and state laws and executive orders on the topics of nondiscrimination and affirmative action is available online (PDF).*

**Reaffirmation of Policy**

At its meeting on January 21, 1970, the Board of Trustees reaffirmed and reinforced the University’s general policy of equal opportunity by approving the following statement of policy and responsibility:

“The University is committed to maintaining an inclusive community which 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. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that variety among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Acts of discrimination against any individual or group are wrong because they foster intolerance, incivility, and intimidation. The University does not condone and will not tolerate discrimination, harassment, or intimidation of any individual in the University community for any reason. The University, through its actions, seeks to

3 | Page
assure all its members of their rights to protections from the harmful effects of discrimination.

To meet its commitment under federal and state laws, the University also promulgates policies and programs to ensure that all persons have equal access to its educational programs, employment opportunities, facilities, and all other University activities without regard to race, religion, sex, color, national origin, ancestry, disability, status as a Vietnam era veteran, or age. Additionally, the University promotes the full realization of equal employment opportunity through its affirmative action program.

The President of the University is charged with overall responsibility for nondiscrimination and equal opportunity."

In furtherance of the University’s equal employment opportunity and affirmative action obligations, the President of the University has implemented the preceding policy through a number of actions, including issuance of Purdue University’s Nondiscrimination Policy Statement and the Equal Opportunity, Equal Access and Affirmative Action Policy (III.C.2)4, last revised July 1, 2016.

**Internal and External Dissemination**

The University disseminates its equal employment opportunity policy both internally and externally utilizing the following procedures.

**Internal Dissemination**

**Published Documents and Postings**

Purdue University Northwest communicates to all employees through a variety of communication methods the University’s Equal Opportunity, Equal Access and Affirmative Action Policy (III.C.2). The Chancellor’s Office annually notifies all employees via email of the policy. In addition, the statement is incorporated in Purdue system-wide publications which include, but are not limited to the following: Faculty and Staff Handbook; Inside Purdue; Fostering Respect, Creating Community booklet; the disability resource guide for faculty and staff called Access Purdue and Office of Equity, Diversity and Inclusion website5. The equal employment opportunity statement is also included on equal employment opportunity posters displayed on bulletin boards in each campus building.

**Programs and Presentations**

The Chancellor and other senior executive staff continue to periodically emphasize this policy in meetings with administrators, Deans, Department Heads, and Directors.

New faculty and staff orientation includes an overview of equal employment opportunity/equal access/affirmative action (EEO/EA/AA) policies and procedures. In addition, faculty and staff are provided with the University’s Equal Access and Equal Opportunity booklet titled Fostering Respect, Creating Community, which includes this policy.

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4 [http://www.purdue.edu/policies/ethics/iiic2.html](http://www.purdue.edu/policies/ethics/iiic2.html)

5 [http://www.pnw.edu/diversity](http://www.pnw.edu/diversity)
The Office of Equity, Diversity and Inclusion provides training to the hiring supervisors and faculty search advisory committee members of the EEO laws and University policy and procedures regarding equal employment opportunity/equal access/affirmative action. All faculty advertisements and postings are reviewed by the Office of Equity, Diversity and Inclusion to ensure the equal employment opportunity statement is included in all postings and advertisements. Faculty Hiring Manuals are available for hiring supervisors to access, which include the equal employment opportunity policy.

For staff searches, the Director of Employment and Compensation informs the search committee members and hiring supervisors their responsibilities of equal employment opportunity, equal access, and affirmative action. A hiring manual is available for search committee members to reference as well.

The Affirmative Action Plan is distributed and discussed annually with the appropriate administrators at the University. The plan is referenced on a regular basis to incorporate the affirmative action practices established in this plan.

External Dissemination

Advertisements and Notices
The Office of Equity, Diversity and Inclusion and Human Resources staff review all faculty and staff position announcements prior to advertising to ensure the advertisement includes the statement: “Purdue University Northwest is an EEO/AA employer fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.”

Special attention is given during preparation of handbooks, brochures, and other publications, to include information and pictures reflecting the participation of women, minorities, and individuals with disabilities in a wide range of campus activities. The Office of Marketing and Communications is responsible for maintaining this function.

The Purchasing Office sends written notification of the policy, including the Equal Opportunity clause, to all sub-contractors, vendors, and suppliers doing business with the University.

The Facilities Planning section of the Physical Plant includes the policy and equal opportunity clause in the general conditions of all contracts that are bid on for construction, rehabilitation, alteration, conversion, renovation, extension or repair of buildings, roadways, or other real property. When a contract is signed those conditions are referred to in the contract text.

Other Methods
The Affirmative Action policies and procedures are available on the University website.

The Office of Marketing and Communications periodically prepares publicity releases, newspaper articles, and campus generated media videos to highlight campus diversity and supportive programs, activities and services related to equal opportunity/affirmative action.

http://www.pnw.edu/diversity/north-central-campus/policies-procedures/
Implementation and Responsibility

Ultimate responsibility for compliance with the applicable nondiscrimination and affirmative action laws and policies rests with the Board of Trustees and with the University’s executive officers.

Board of Trustees

The University is governed by a ten-member Board of Trustees appointed by the Governor of the State of Indiana. Their charge includes selecting the President of the University, deciding major policy lines, approving the financial program and budget, approving the President’s nominations for major appointments, and approving all construction and major contracts. The members of the Board of Trustees are as follows: Lawrence “Sonny” Beck, Michael R. Berghoff (Chairman), JoAnn Brouillette, Vanessa Castagna, Malcolm DeKryger, Michael Klipsch, Gary J. Lehman, Cameron Mann, Thomas E. Spurgeon (Vice Chairman), and Don Thompson.

Executive Staff, Line Management, and Supervisors

Mitchell E. Daniels, Jr., President of Purdue University, assumes full responsibility for the successful implementation of the University’s Equal Employment Opportunity Policy and the Affirmative Action Plan.

Alysa C. Rollock, Vice President for Ethics and Compliance, is the University’s Equal Employment Opportunity Officer and provides general oversight and leadership for the University’s overall compliance efforts for faculty, staff, and students, including compliance with the Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964 (as amended by the Civil Rights Act of 1991), Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, Executive Order 11246 (as amended by Executive Order 11375), the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008, and the state civil rights statutes.

Dr. Thomas L. Keon, Chancellor of Purdue University Northwest, is responsible for implementing the University Equal Opportunity/Affirmative Action policies and procedures at the Westville and Hammond campuses. He is responsible for overseeing the establishment of goals and action-oriented programs on the campus and in integrating equal opportunity and affirmative action principles and objectives into all employment related decisions. The Chancellor or designee is also responsible for reviewing recommendations for hiring, compensation, promotion, transfer or reassignment, and termination to ensure compliance with the University’s affirmative action program in both procedure and outcome, and for reviewing the qualifications of applicants and reasons for selection to ensure that minorities, women, veterans, and persons with disabilities are given full opportunities for hire and promotion.

Vice Chancellors, Associate/Assistant Vice Chancellors, College Deans, Department Heads, Directors, and supervisors are responsible for promoting equal employment opportunity and making good faith efforts to achieve affirmative action goals.

Evaluations of administrators and supervisors will include their equal employment opportunity and affirmative action efforts and results.
Director of Affirmative Action
Deborah B. Trice, Director of Compliance, reports directly to the Vice President for Ethics and Compliance and is responsible for developing, coordinating, and maintaining an annual Affirmative Action Plan for the West Lafayette campus and for providing assistance to the regional campus Affirmative Action Officers by preparing required state and federal reports, providing workforce availability data, and offering professional development opportunities. The staff in the Office of the Vice President for Ethics and Compliance located on the West Lafayette campus assist the Director with implementing and monitoring the Affirmative Action Plan.

Laura S. Odom, Associate Director of the Office of Equity, Diversity and Inclusion is responsible for developing, implementing, and monitoring the Affirmative Action Plan for the Westville campus. The Associate Director reports directly to Linda B. Knox, Executive Director of the Office of Equity, Diversity and Inclusion. The Executive Director reports directly to Chancellor Keon.

Cross Reference to Regulations
The contents of this plan are in compliance with the regulations contained in 41 CFR 60-2 (required contents of affirmative action programs for women and minorities).

Utilization Analyses
Job Classifications
EEO-6 Categories
For the purpose of conducting meaningful workforce analyses, the University staff is first grouped by occupational duties into segments having broad similarities. These macro-groupings, called EEO-6 categories are defined in the Higher Education Staff Information (EEO-6) Report for Public/Private Institutions of Higher Education that is issued by the Equal Employment Opportunity Commission. The categories and their corresponding 2-digit identification codes used by the University reports are:

01 Ladder Rank Faculty (Tenure)
03 Non-Ladder Rank Instructional (Non-tenure)
04 Student Assistants
05 Executive, Administrative, Managerial
06 Professional
07 Secretarial and Clerical
08 Technical and Paraprofessional
09 Skilled Crafts
10 Service and Maintenance

Job Groups (Affirmative Action Plan Codes)
Within each major category, staff are subdivided into job groups, breaking them into segments with greater similarities, based on the criteria outlined in 41 CFR 60-2.12(b) and five additional criteria:
a) Jobs within a group have similar content, promotional opportunities, and wage rates or salary patterns.
b) Jobs within a group exhibit similar patterns for including males, females, and minorities.
c) In order to provide meaningful comparisons, job groups closely parallel the employment categories used in published data on the availability of minorities and women.
d) Job groups should take into consideration the reporting structure of the organization.
e) The University strives to have each job group contain a number of employees sufficient for valid statistical analyses.

Job group definitions are developed jointly by the staff of the Office of Equity, Diversity and Inclusion and Human Resources. More than 516 individual job titles in the University’s salary administration system are assigned to approximately 110 job groups.

Each job group is assigned a three-digit identification code, referred to as the “AAP” or Affirmative Action Plan Code. A synopsis of the job groups within EEO-6 categories (PDF) may be found online.

Determination of Availability

In accordance with the Department of Labor guidelines, the following factors are considered in developing an estimate of the availability of women and minorities for each job group:

1. The percentage of minorities and women with requisite skills in the reasonable recruitment area. The reasonable recruitment area is the geographical area from which the employer usually seeks or reasonably could seek employees to fill the positions in a job group.
2. The percentage of minorities and women among those promotable, transferable, and trainable employees within the employer’s organization.

Availability estimates are determined in the following manner: data is sought from reliable published sources on the race, ethnicity, and sex composition of the potential pool relevant to the job group in question. For example, sources for the data used to calculate the availability estimates may include: counts of doctorate degrees by field (faculty); counts of master’s and bachelor’s degrees in relevant fields (administrative and professional); union members and technical school graduates (skilled crafts); and census data and local employment counts (technical, clerical, and service). The raw data by race, ethnicity, and sex is then weighted according to the best estimates of the proportions of hires made from each pool, so that the sum of factor weights (expressed as a percentage) is 100 percent.

An estimation of the proportion drawn from each pool is done by the Office of the Vice President for Ethics and Compliance on the West Lafayette campus, using input from all units having substantial numbers of staff in the job group. Then, computer files are built containing basic information on raw percentages and the weighting factors. A computer program is used to calculate weighted estimates for each job group, incorporating the required factors.

In the determination of weights, the relevance and applicability of the data obtainable for each pool are important considerations. Specifically, if the source combines several disciplines, because of the small total numbers involved in each, and the proportions of each protected class in the different disciplines are widely spread, the reliability of the source to reflect the true composition of the pool is in question.

In such cases, the weighting of that pool would be lowered and the weighting of a more accurate pool would be increased, until better data becomes available.

Once they are computed, the availability estimates give participation standards against which to measure proportions of females and minorities in each job group in the University’s workforce.

Comparing Incumbency to Availability

Establishment of Placement Goals

Once availability has been determined, the analysis of comparing incumbency to availability is a yes or no query. Each job group’s minority and female availability figure (a percentage) is compared to the percentage of minority and female incumbents in that job group. If the percentage of incumbents is equal to or greater than the relevant availability figure, then that job group is at “parity” with availability, and there is no establishment of placement goals. If the percentage of female or minority incumbents falls below availability, placement goals are established and are set equal to the percentage of minorities and females that would reasonably be expected in the job group based on availability.

The “Whole Person” Rule

In every job group where a deficiency is found, goals are set for the entire campus and for each major organizational unit. A goal is defined as the University established target, expressed as both a number and a percentage, which the University makes a good-faith effort to achieve. Separate goals are set for minorities and women.

A placement goal is established when there is not parity in a job group, which is according to the “whole person” rule, that is, where fewer women and/or minorities exists than would reasonably be expected based on availability, respectively, rounds to at least one person.

Goals for Ladder Rank Faculty (Tenure)

For ladder rank faculty, the analysis of comparing incumbency to availability will determine where minorities and/or women lack parity in the various academic units. The Affirmative Action Officer in consultation with hiring supervisors will consider the placement goals when discussing possible advertising strategies with the intent to attract a diverse applicant pool to include women and minorities.

Goals for Non-Ladder Rank Instruction Faculty (Non-tenure)

Non-ladder rank faculty hold positions of a limited duration. Pursuant to OFCCP guidelines, setting goals for temporary employees is not required. Beginning with the 2013-2014 the Affirmative Action Plan for the Westville campus started to include the Clinical Associate/Assistant Professors in the data analysis with the ladder rank faculty and placement goals have been set where minorities and/or women lack parity between incumbency and availability.

Goals for Non-Faculty Areas

Goals are established for all regular non-faculty job groups campus wide and in each unit where there is a lack of parity between incumbency and availability of minorities and/or women. Each unit is made aware of unit and campus placement goals and is expected to consider them in their hiring efforts.
Three-Year Goals
Pursuant to 41 CFR 60-2.16, whenever the term “placement goal” is used, it is expressly intended that it should not be used to discriminate against any applicant, or employee because of race, color, religion, sex, or national origin. All placement goals are voluntarily adopted in a good-faith effort to support affirmative action efforts. Where goal commitments exceed the percentage estimates of availability, the University acknowledges that these are not required by the OFCCP, or by order of any court.

Affirmative action goal setting at the University is done on a three-year cycle. This cycle grants each unit a longer horizon in which to develop and carry out their objectives.

Each organizational unit is encouraged to adopt one or more specific, realistic commitment(s) to be accomplished during the three-year period. Commitments include both numerical goals for any job groups that are significantly underutilized and programmatic goals. Other problem areas should also be targeted for commitment and action on behalf of women, minorities, veterans, and persons with disabilities.

Tables which summarize the campus-wide placement goals for the current Affirmative Action Plan year are available in this plan.

Dissemination of Goals to Units
Following the generation of the analysis comparing incumbency and availability, the Associate Director of the Office of Equity, Diversity and Inclusion (EDI) meets with the Chancellor and each Vice Chancellor to discuss the results and strategies for improvements based on the progress of the previous year’s annual goals and the new placement goals. In compliance with the Equal Opportunity, Equal Access and Affirmative Action Policy, the Vice Chancellors and Deans have the responsibility to share the placement goals with the departments and to the hiring supervisors at the onset of the search and screen process.

Corporate Selection Decisions
OFCCP Order No. 830a1 (June 14, 1988) requires that affirmative action analysis and efforts will be focused where the authority and responsibility for filling positions is located. This means that high level executive and managerial titles are to be pulled together regardless of locality for review in this document.

The University is a multi-site university system, which includes the regional campuses: Fort Wayne, Hammond and Westville. While these campuses function with a degree of autonomy, as granted by the Board of Trustees, hiring decisions for certain high level positions are made from the President’s, or the Office of the Executive Vice President and Treasurer in West Lafayette.

When a vacancy occurs in the Office of the Chancellor, the Faculty Senate of the respective campus elects a committee to aid the President in filling the vacancy. Typically, this committee assists in the recruitment of candidates, is involved in the interviewing process, and ultimately makes a recommendation to the President with regard to their ranking of the candidates. The President then submits a recommendation for final approval by the Board of Trustees.

The appointment of the Chief Business Officer of each regional campus is a shared hiring decision. Each of the Chief Business Officers, who hold the title of Vice Chancellor, have a joint appointment with, and report directly to, the Chancellor of the respective campus and the Treasurer and Chief Financial Officer.
located at the West Lafayette campus. Recruitment, interviewing, and selection activities are mutually coordinated.

Positions set forth in the following table are those that report directly to the Chancellor. Typically, a committee will be appointed by the Chancellor to assist in recruiting, screening, and recommending candidates.

The following includes those positions that reflect corporate selection decisions and the current comparison of incumbency to availability. It is based on the annual October snapshot file containing information on all employees as of September 30, 2016.
Analysis of Executives Reporting Directly to the Chancellor

<table>
<thead>
<tr>
<th>Executive Title</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Chancellor for Academic Affairs and Provost</td>
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<td>1</td>
<td>0</td>
<td>0</td>
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<td>Vice Chancellor for Enrollment Management &amp; Student Affairs</td>
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<tr>
<td>Total</td>
<td>7</td>
<td>4</td>
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Current Utilization: 42.8% 42.8%

The Executives oversee operations at both the Hammond and Westville campuses.

Identification of Problem Areas and Corrective Action

In order to identify problem areas, an in-depth analysis of several reports and processes is customarily made, paying particular attention to the patterns revealed by the distribution of minorities and women in various job groups. The faculty job group is comprised of individuals who engage in teaching, research, or hold academic positions that directly support these activities. This section lists the analytical steps used to identify potential problem areas within the faculty group and briefly summarizes some of the findings and corrective actions to be taken.

Workforce Array and Workforce Analysis

The workforce array provides an overview of areas where women and minorities are and are not employed. This listing is mandated by OFCCP, and displays all job titles in each department ranked from lowest to highest paid within each EEO-6 category. Each job title line gives the salary range, the total number of incumbents, and the total number of male and female incumbents for each racial group. The workforce analysis is based on an annual October snapshot file. The October snapshot file is an annual file that contains information on all employees as of September 30, 2016.

This analysis is reviewed for potential problem areas, such as underrepresentation of minorities and women. Pay differences, concentrations, and focus job titles may also be determined from the workforce array.

Faculty Findings:

- Women are underrepresented in one (Humanities, Education and Social Sciences) of the six ladder rank faculty job groups.
- Total minorities are underrepresented in two (Nursing and Humanities, Education and Social Sciences) of the six ladder rank faculty job groups.
- Within the ladder rank faculty in Business and Technology there is an underrepresentation of one Black in each area.
• There is no underrepresentation of female and minorities in the ladder rank faculty in Life and Physical Sciences and Engineering.
• Within Humanities, Education, and Social Sciences there is underrepresentation of three females, two Black, and one Hispanic.
• Nursing has underrepresentation of one Black, one Hispanic, and one Asian.

Corrective Action:
• The Office of Equity, Diversity and Inclusion will continue to provide advice to the Deans and Faculty Search Advisory Chairs on sources of advertising to put forth efforts to reach a diverse applicant pool to include women and minorities.
• The Office of Equity, Diversity and Inclusion will continue to provide the Deans and Department Heads with the applicant source data.
• The Office of Equity, Diversity and Inclusion will continue to provide training to the Deans, Department Heads, and Faculty Advisory Search Committee Members on equal employment opportunity and affirmative action.

Executive, Administrative, and Managerial Findings:
• There is underrepresentation of five female in the executive, administrative, and managerial job group.

Corrective Action:
• Human Resources will continue to work with hiring supervisors to determine recruitment strategies that will demonstrate the University’s best-faith efforts in recruiting a diverse applicant pool to include women and minorities.

Professional, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance Staff Findings:
• There is underrepresentation of four minorities in the professional category.
• The technical/paraprofessional category has underrepresentation of one female.
• When analyzing the workforce as a whole and comparing to availability, there is no underrepresentation of minorities or female in the secretarial/clerical, skilled crafts, and service/maintenance categories.

Corrective Action:
• Human Resources will continue to work with hiring supervisors to determine recruitment strategies that will demonstrate the University’s best-faith efforts in recruiting a diverse applicant pool to include minorities while recruiting for positions in the professional job group.

Job Group Analysis
Human Resources has a job interest code system for classification of jobs. Jobs are grouped on the basis of similar skills, pay, and potential for upward mobility. Job interest codes are clustered into job groups.
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(AAPs). The Job Group Analysis lists each employee in the job group, and shows each person’s educational level, discipline, job title, and salary. This analysis is completed during the yearly report generating cycle.

Evaluation of Selection Process

The University must observe requirements of the Uniform Guidelines on Employee Selection Procedures. Where adverse impact is found, the applicant flow data, selection criteria, and all elements of the selection process will be reviewed to ensure that only job-related, non-discriminatory factors are considered in making employment decisions, and that minorities and females have been considered. Selected officials will be informed of the need to take corrective action when adverse impact is found in the recruitment or selection process.

Job Requirements and Descriptions

Department Heads, with the approval of the respective College Dean create faculty job descriptions to incorporate the standard responsibilities along with the necessary knowledge, skills and abilities required to perform the essential functions of the job. The Office of Equity, Diversity and Inclusion reviews these descriptions prior to posting and advertising.

The Director of Employment and Compensation reviews the staff position descriptions to ensure the knowledge, skills, and abilities required are adequate in order to perform the essential functions of the position.

Referral Procedures

For faculty positions, the Search Advisory Chair compares the applicants’ qualifications to the job requirements to determine the bona fide applicants. The Faculty Search Advisory Committee reviews all bona fide applications.

Either Human Resources or the hiring supervisors review the job seekers/applicants’ qualifications for staff searches to determine who meets the minimum requirements.

Pre-employment Inquiries

Federal laws do not expressly prohibit inquiries concerning race, color, religion, sex, or national origin, but the EEOC regards such inquiries as potentially discriminatory. Both Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 limit the use of pre-employment inquiries and medical examinations. Specifically, any identification of a disability by inquiry or examination during the pre-offer stage, including all job pre-tests, reference checks, interview form/questions, and other information gathering procedures, is prohibited.

Findings:

- With the unification of the Hammond and Westville Campuses, the search processes are in the process of being revised and aligned to ensure there is consistency within the University.
- Typically, the Director of Employment and Compensation facilitates a meeting at the onset of the search to review with the hiring supervisor effective employment practices and to promote equal employment opportunity and affirmative action. A hiring manual is provided to the search committee members to reference.
The Office of Equity, Diversity and Inclusion provides faculty search and screen essentials training for the Deans and faculty advisory search committee members.

A Faculty Hiring Manual was published in October 2014 to serve as a resource for faculty search committees.

**Corrective Action:**

The Office of Equity, Diversity and Inclusion and Human Resources staff will continue to take a proactive approach in the provision of guidance and education regarding effective employment practices to promote and support equal employment opportunity and affirmative action.

**Recruitment**

**Appropriateness of Outreach**

The Office of Equity, Diversity and Inclusion reviews recruitment efforts for faculty positions each time there is an opening. Recruitment efforts are judged on the scope of advertising for the position. Tenure track faculty positions are announced through a variety of venues on a national basis.

Within each College, departments use a good faith effort in their recruitment processes, actively seeking out minorities and women with additional efforts for targeted positions. Faculty members develop networks which expedite dissemination of hiring opportunities to include networking at professional conferences.

**Review of Sources**

Hiring supervisors have access to a Faculty Hiring Guide, which provides a list of advertisement sources. The hiring departments submit a search plan to the Office of Equity, Diversity and Inclusion, which includes proposed methods for advertising. The Office of Equity, Diversity and Inclusion reviews the plan and assists departments in identifying recruitment resources, if needed.

**Findings:**

- The departments are networking and communicating more on recruitment strategies.
- The Office of Equity, Diversity and Inclusion and Human Resources have partnered together to enhance the University’s diversity outreach efforts. Position announcements are distributed to several organizations targeted towards women and minorities such as Diverse Issues in Higher Education, Women in Higher Education, and the National Association Advancement of Colored People.
- The Office of Equity, Diversity and Inclusion provides faculty search and screen essentials training for the Deans and faculty advisory search committee members.

**Corrective Action:**

- The Office of Equity, Diversity and Inclusion continues to review search plans and provides suggestions regarding additional recruitment sources when necessary.
- The Office of Equity, Diversity and Inclusion continues to provide training and resources to the faculty advisory search committees.
• The Deans, Department Heads, and the Vice Chancellor for Academic Affairs will continue to receive a list of sources, in which applicants learned of the position. This list is referenced for future advertisement strategies.

Composition of Applicant Pools
Applicant flow data for ladder rank, tenure-track faculty is kept by individual departments on Applicant Flow Reports that are forwarded to the Office of Equity, Diversity and Inclusion. These procedures are described in the Faculty Hiring Guide. AA Form 3’s are used to collect data from all applicants. This data is compiled at the end of each search by the Office of Equity, Diversity and Inclusion and shared with the hiring department, College Dean and Vice Chancellor for Academic Affairs and Provost.

Findings:
• In 2014, the faculty applicant self-identification form was converted from a hard copy document to an online form in Qualtrics that is sent to the applicants via email.

Salary Studies
Salary review begins at the department level and is reported through the Dean to the Office of Academic Affairs which monitors faculty salaries, rank, tenure, service time, department and other variables to identify cases of possible salary inequities. The Chancellor is notified of cases which may require equity consideration. Proposed salary ranges are included on the posting form for faculty positions, which is reviewed by the Office of Equity, Diversity and Inclusion. The Vice Chancellor for Academic Affairs annually reviews the faculty salary and the College Deans and Department Chairs make salary recommendations relative to performance reviews.

Findings:
• An intercampus compensation equity analysis was conducted and adjustments were approved by the Senior Leadership Team. The adjustments were made for the fiscal year 2016-2017 annual salary.
• Merit increases for exempt employees were effective on the pay date of July 29, 2016 and for nonexempt staff on July 20, 2016.
• A one-time service recognition payment of $1,500 was issued to benefit-eligible full-time employees (prorated for benefit-eligible part-time employees) on the July 31, 2015 pay check for monthly paid staff and to the July 22, 2015 pay checks for the biweekly paid staff.
• Faculty and staff who were promoted received a salary increase.
• Equity and/or market raises are provided at times to adjust pay inequities.
• A Task Force on Faculty Compensation was established in November 2012 to analyze faculty salaries in comparison with peer universities, recommend the process to identify possible instances of compression, and to recommend a process to address salary compression. As a result of this initiative, identified faculty received salary adjustments beginning in the September 2013 pay date.
• The campus submits annually salary data for benchmarked administrative/professional and faculty positions to the College and University Professional Association for Human Resources (CUPA-HR). The compensation survey results are referenced to identify the market data.
Corrective Action:

- The Office of Equity, Diversity and Inclusion will conduct an internal audit of compensation and will review the results of the compensation study with the division head.
- The Vice Chancellor for Academic Affairs and Provost will work with the Deans to address any areas where disparities may be based on gender, race, or ethnicity.
- The University will continue to complete the CUPPA-HR compensation survey and utilize the results to determine where the pay is leading, lagging and matching the market.

Benefits
The University provides employment benefits for more than 10,000 staff members and faculty. Within this group, there is a wide variety of personal interests, differing income levels, differing types and sizes of family units, and varied educational backgrounds, all of which result in contrasting benefit needs. Access to benefits is available to each employee regardless of gender, race, or other protected class status.

The Office of Equity, Diversity and Inclusion meets with the Benefits Administrator to ensure that protected class members are equally informed of relevant aspects of the benefits program.

Seniority Practices, Union Agreements and Lines of Progression
The University has formal tenure-track and promotional procedures in place for faculty. Three committees, a Primary Committee, an Area Committee and a University Promotion and Tenure Committee, review all annual nominations for promotion and tenure.

Apprenticeship Programs
The University currently has no operative apprenticeship programs for faculty. If any are created or reactivated, minority and female selection ratio analysis will be conducted.

Education
All educational opportunities for faculty are open to participation by women and minorities. The Office of the Vice Chancellor for Academic Affairs/Provost oversees a number of programs for faculty development including release time, Faculty Travel Grants, Summer Institute Grants, and travel money for participation in workshops, seminars, and conferences. Recommendations are normally made by the department with approval from the Dean. Seminars and other service learning activities are offered on the campus as well as by individual academic departments.

Findings:

- Significant progress has been made in maintaining educational records for faculty members. For instance, in 2013, the academic departments implemented a new systematic method for tracking educational opportunities for faculty members. The colleges utilize Data180, a software application, to capture professional development accomplishments for faculty.
- The Faculty Annual Review also incorporates the faculty members’ educational opportunities and activities they have participated in for the year.
- Human Resources maintains a list of employees who have participated in training events sponsored by Human Resources.
Corrective Action:

- Human Resources will continue tracking employees who have participated in training events sponsored by Human Resources.
- The academic departments will continue tracking the faculty members’ educational achievements via Data180.

Workforce Attitudes

Emphasis continues to be given to creating an inclusive environment for minorities and women. Both informal and formal means are being used to track attitudes regarding the campus.

Findings:

- The Multicultural Campus Council offers funds to support diversity related initiatives at Purdue University Northwest.

Corrective Action:

- Human Resources will continue to provide training to supervisors and employees.
- The Vice Chancellor for Academic Affairs and Provost continues to review all aspects of faculty life on the campus.
- The University will continue to offer diversity related programs to include, but not limited to, the following: American Sign Language Club events, Martin Luther King Jr. celebration activities, and Multicultural sponsored events.

Complaints and Grievances

Faculty have access to the University grievance procedures to resolve claims related to University action or decision related to his or her employment as outlined by the Faculty Grievances Policy (I.B.1) located online.

Administrative, professional, clerical, and service staff members have access to the University Dispute Resolution for Administrative/Professional and Clerical/Service Staff Members Procedures in Policy (VI.D.1).

All employees bringing complaints alleging discrimination are directed and encouraged to use the procedures established for filing such complaints, as modified by the Equal Opportunity, Equal Access and Affirmative Action Policy (III.C.2). In these cases, the Office of Institutional Equity will participate in investigating and resolving the issue.

Complaints alleging harassment are processed in accordance with the Anti-Harassment Policy (III.C.1) and the Procedures for Resolving Complaints of Discrimination and Harassment. The Vice President for Ethics and Compliance is responsible for overseeing and coordinating the enforcement of policies and procedures that deal with harassment for all campuses and operations in the University system.

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8 http://www.purdue.edu/policies/academic-research-affairs/ib1.html
9 http://www.purdue.edu/policies/human-resources/vid1.html
10 http://www.purdue.edu/policies/ethics/iiic2.html
11 http://www.purdue.edu/policies/ethics/iiic1.html
12 http://www.purdue.edu/ethics/resolvingcomplaints.html
Office of Equity, Diversity and Inclusion monitors complaints or requests for assistance on a regular basis. In addition, it pursues any patterns or trends that suggest areas requiring remedial actions. For example, a disproportionately high number of complaints from a particular academic department would trigger an inquiry or investigation by the Office of Equity, Diversity and Inclusion.

Findings:

- In November 2011, the Westville campus established a coalition called the Indiana Campus Sexual Assault Primary Prevention (INCSAPP) with the goal to expand awareness of sexual assault prevention. As a result, the group analyzed the University’s sexual assault policy, implemented a social marketing campaign, and trained 27 people, consisting of faculty, staff and students on Bystander Intervention – how to intervene in a problematic situation that could potentially prevent a sexual assault. This coalition plans on continuing to provide the Bystander Intervention training to faculty, staff, and students. The Westville campus was a recipient of a grant from the Indiana Campus Sexual Assault Primary Prevention Project and the Indiana State Department of Health through a Center for Disease Control Rape Prevention Education agreement. In 2014, this coalition transitioned into a Sexual Violence Prevention Committee. Then in 2016, Purdue University Northwest has established a Step Up Implementation Team to align the efforts of coordinating and delivering the Bystander Intervention Training for both the Westville and Hammond campuses.

- In 2016, the Office of Institutional Equity was unified with the Hammond campus’ Office of Equity and Diversity and the office name changed to the Office of Equity, Diversity and Inclusion. Additionally, the website was revised to: incorporate a new website design, improve the ease of use, provide additional resources, and clarify the procedures for filing a complaint.

- During New Employee Orientation, new faculty and staff members are provided with the Fostering Respect, Creating Community booklet, which includes the University’s Anti-Harassment and Nondiscrimination Policies and Procedures for Resolving Complaints of Discrimination and Harassment.

- When complaints and/or concerns occur in the classroom or workplace, the Office of Equity, Diversity and Inclusion or the Dean of Students Office reviews the equal access and equal opportunity policies and procedures and provides individuals with the Fostering Respect, Creating Community booklet.

- The Associate Director of the Office of Equity, Diversity and Inclusion conducts training with supervisors, faculty, and staff that explains the University’s Anti-Harassment and Nondiscrimination policies and procedures.

- In October 2016, the Police Lieutenant and Associate Director of the Office of Equity, Diversity and Inclusion participated in a two day Trauma-Informed Title IX Investigators Training held at IUPUI.

- On May 1, 2014, 11 employees participated in a workshop designed for members of the Advisory Committee on Equity. This training was facilitated by partners in the law firm Pepper Hamilton LLP.

- On May 2, 2014, the Associate Director of the Office of Equity, Diversity and Inclusion participated in the University Investigator training that focused on issues relevant to alleged incidents of sexual violence, sexual exploitation, and relationship violence.
In 2014, a Know Your Rights brochure was developed and is available for individuals requesting resources related to the University’s policies and procedures for addressing complaints of sexual violence.

On July 10, 2014, the Dean of Students and Associate Director of the Office of Equity, Diversity and Inclusion participated in a Purdue system-wide Title IX Retreat. During this event, a Strength, Weakness, Opportunities and Threats (SWOT) analysis was conducted and action items were discussed for each campus.

On August 29, 2014, the campus implemented for incoming students an online training program called Respect Boundaries: Sexual Violence Awareness. This is a prevention and awareness educational program about sexual violence that complies with the Campus Sexual Violence Elimination (SaVE) Act.

Corrective Action:

- The Step Up Implementation Team will continue providing Bystander Intervention training to enhance the awareness of sexual assault prevention with faculty, staff, and students.
- The Office of Equity, Diversity and Inclusion continues to assess if additional links to the policies and procedures need to be added to the Purdue University Northwest’s website.
- New employees will continue to receive the Fostering Respect, Creating Community booklet.
- The Office of Equity, Diversity and Inclusion will continue to provide training on complaint policies and procedures.
- Purdue University Northwest will continue offering the Respect Boundaries Program each semester to ensure incoming students are aware of the University’s policies, procedures, prevention strategies, and resources available on campus and in the surrounding communities.
- The Title IX: Mandatory Reporters training will continue to be offered online to employees identified as responsible employees.

Posters and Notices

Required posters and notices with information on equal employment opportunity and affirmative action policies are placed in all campus buildings and monitored for currency by Human Resources.

Contract Compliance

The University seeks, identifies, and encourages women and minority owned and operated firms to participate in providing the University with goods and services. No specific goals or set-asides are established for purchases and contracts. Responsibility for supplies and services rests with the Director of Purchasing. Responsibility for construction contracts is a system wide responsibility of the Superintendent of Construction. The Purdue Director of Supplier Diversity Development, Mr. Jesse Moore, has established a proactive strategy to increase partnerships among the University and businesses that are certified as minority business enterprise/women’s business enterprise (MBE/WBE).

Findings:

- The Director of Auxiliary Services and Resource Planning attends Minority Vendor Fairs and works with Mr. Moore, the Purdue University Director of Supplier Diversity Development, to proactively develop relationships with MBE/WBE businesses.
• Construction contracts are handled on a system wide basis. Construction contracts are awarded to general contractors under a "single prime" bidding process.

• The West Lafayette campus tracks amount of purchases and construction contracts that are awarded to minority-owned and women-owned businesses.

Corrective Action:

• The Director of Auxiliary Services and Resource Planning continues to develop relationships and to track progress in this area.

• The Director of Auxiliary Services and Resource Planning will attend Northwest Indiana Minority Business Opportunity Center (NIMBOC) Supplier Meetings.

Changes in Workforce for Tenured and Tenure-Track Faculty

Workforce Composition
For the period between October 2015 and September 2016 (measured by September 2016 workforce data), the number of Tenure and Tenure-Track females increased by one; the number went from 59 to 60. In fall 2016, the number of minority Tenure and Tenure-Track faculty was 60 and was distributed as follows: two Black (1.7%), four Hispanic (3.3%), 20 Asian (16.7%) and one Other minority (0.8%).

Hires
Between October 2015 and September 2016, the University hired six Tenure-Track faculty. Of the six Tenure-Track hires, four females, one Asian, and one Other minority were hired during this period.

Promotions and Transfers
Faculty promotions in 2015-2016 (effective for the 2016-2017 academic year) consisted of the following:

• A total of eight faculty members were promoted in 2015-2016

• One white female, one minority female, and two white males were promoted to Full Professor

• Two white females, one minority female, and one white male were promoted to Associate Professor

Faculty promotions in 2014-2015 (effective for the 2015-2016 academic year) consisted of the following:

• A total of four faculty members were promoted in 2014-2015

• One white female was promoted to Full Professor

• One white female, one minority female, and one minority male were promoted to Associate Professor

Faculty promotions in 2013-2014 (effective for the 2014-2015 academic year) consisted of the following:

• A total of eight faculty members were promoted in 2013-2014

• One minority male was promoted to Full Professor

• One minority female, two white males and four white females were promoted to Associate Professor
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Layoffs and Recalls
If the University has any layoffs, or recalls, the Office Equity, Diversity and Inclusion and Human Resources staff will monitor the proceedings to ensure fair application of those procedures. In addition, all employee areas would be analyzed yearly to identify areas of adverse impact.

Findings:
- There were no faculty layoffs.

Terminations
Terminations are monitored by Human Resources and the Office of Equity, Diversity and Inclusion. In the case of faculty termination, other than retirement or resignation, the Office of Equity, Diversity and Inclusion would review the case with the Vice Chancellor for Academic Affairs and Provost.

Findings:
- Four Ladder Rank faculty members separated from the Westville campus in 2015-2016.
- Two of the four faculty members separated from the Westville campus in 2014-2015 as official retirees.

Corrective Action:
- The Office of Equity, Diversity and Inclusion monitors terminations.

Changes in Workforce for Non-Tenure-Track Instructional Faculty
Workforce Composition
For the period between October 2015 and September 2016, data shows the following for Non-Tenure-Track Instructional faculty:
- For 2016, there are 147 total Non-Ladder Rank Instructional faculty.
- There are 86 female and 17 minority Non-Tenure-Track Instructional faculty.

Changes in Workforce for Clinical and Professional Faculty
- Between October 2015 and September 2016, the University hired one female minority Continuing Lecturer. A white male was hired for a Visiting Assistant Professor position. One white male and one white female were converted from Continuing Lecturers to Clinical Assistant Professors.

Progress toward Three-Year Goals
The final step in the analysis of problem areas in employment is to establish placement goals where incumbency is less than availability and the action to be taken to achieve these goals. The applicable regulations provide that “placement goals may not be rigid and inflexible quotas which must be met,” but must be “targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work.” (41 CFR 60-2.16).

The establishment of such timetables requires specific consultation with those who have primary hiring responsibility, asking them to establish reasonable estimates of goal attainment in light of the magnitude of the discrepancy and their anticipated vacancies.
Ladder Rank Faculty:
For the period of October 2015 through September 2016:

- Business is underrepresented by one Black.
- Engineering and Life and Physical Sciences have no underrepresentation of minorities and women.
- Humanities, Education and Social Sciences has underrepresentation of three females, two total minority, two Black, and one Hispanic.
- Technology has underrepresentation of one Black.
- Nursing has underrepresentation of two total minority, one Black, one Hispanic, and one Asian.

From October 2014 – September 2015:

- Significant progress was made toward the underrepresentation of the total minority in Liberal Arts as the placement goal was met (from two to zero).
- Life and Physical Sciences met the placement goal of one female (from one to zero).

Changes in the Workforce for Executive, Administrative, and Managerial

Workforce Composition
For the period between October 2015 and September 2016, data shows the following for Executive, Administrative, and Managerial staff:

- There are a total of 16 employees in the job group of Executive, Administrative, and Managerial level.
- There are four females at the Executive, Administrative, and Managerial level.
- There are two Black and one Asian at the Executive, Administrative, and Managerial level.
- In 2013-2014, due to the unification of Purdue North Central and Purdue Calumet, three of the 16 Executive, Administrative, and Managerial level are represented in the Hammond campus plan.

Findings:

- The placement goal for total minorities decreased from two to zero for job group of Executive, Administrative, and Managerial level.
- The placement goals increased from three, in 2014-2015, to five females, in 2015-2016, for the job group Executive, Administrative, and Managerial for the Westville campus.

Corrective Action:

- The Office of Equity, Diversity and Inclusion and Human Resources staff will recommend recruitment strategies to the hiring supervisor(s) with the intent to target females in the applicant pool for searches at the Executive, Administrative, and Managerial level.

Promotions and Transfers

Findings:

- In 2015-2016, one minority female and one white female were promoted to the job group of Executive, Administrative, and Managerial.
In 2013-2014, two white females and one white male in the job group of Executive, Administrative, and Managerial transferred to the Purdue Calumet campus and have dual roles on both the Hammond and Westville campuses.

**Corrective Action:**

- The Office of Equity, Diversity and Inclusion will continue to monitor promotions and transfers.

**Layoffs and Recalls**

**Findings:**

- There were no layoffs at the Executive, Administrative, and Managerial level.

**Corrective Action:**

- The Office of Equity, Diversity and Inclusion will continue to monitor layoffs for possible adverse impact.

**Terminations**

**Findings:**

- From October 2015 – September 2016, one minority female and one white female separated for personal reasons within the Executive, Administrative, and Managerial level.
- For the October 2014 - September 2015 period, one white male voluntarily separated at the Executive, Administrative, and Managerial level.

**Corrective Action:**

- The Office of Equity, Diversity and Inclusion continues to review, monitor, and examine reasons for termination.

**Progress toward Three-Year Placement Goals for Executive, Administrative, and Managerial**

The final step in the analysis of problem areas in employment is to establish placement goals where incumbency is less than availability and the action to be taken to achieve these goals. The applicable regulations provide that “placement goals may not be rigid and inflexible quotas which must be met,” but must be “targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work.” (41 CFR 60-2.16).

The establishment of such timetables requires specific consultation with those who have primary hiring responsibility, asking them to establish reasonable estimates of goal attainment in light of the magnitude of the discrepancy and their anticipated vacancies.

**Executive, Administrative, and Managerial:**

- The placement goal for total minorities has been met in the Executive, Administrative, and Managerial level positions.
- The placement goal has increased from three to five females for the Executive, Administrative, and Managerial level positions.
Changes in the Workforce for Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance Staff

Workforce Composition

For the period between October 2015 and September 2016, data for the Westville campus shows the following for Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance staff.

Findings:

- The total headcount is 174 for staff in Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance level positions.
- Professional staff has a headcount of 65 of which 48 (73.8%) are females. Of the total Professional staff, two (3.1%) are Black and three (4.6%) are Hispanic. The campus underrepresentation for professional staff consists of four minorities. For the Professional staff group, the Chancellor has a placement goal of one Black. Enrollment Management and Student Affairs has a placement goal of one Black. Information Services has established a placement goal of two females and one Black for the Professional group. Institutional Advancement has no underrepresentation of women or minorities in the Professional positions.
- Secretarial/Clerical has a headcount of 49 of which 46 (93.9%) are females. Of the total Secretarial/Clerical staff, three (6.1%) are Black, two (4.1%) are Hispanic, one (2.0%) is Asian, and two (4.1%) are Other minority. Institutional Advancement and Chancellor divisions have no female or minority underrepresentation for Secretarial/Clerical level positions. Academic Affairs has a placement goal of two Black for the Secretarial/Clerical group. Administrative Services has a placement goal of one Black for the Secretarial/Clerical group. Enrollment Management and Student Affairs has a placement goal of one female, two Black, and one Hispanic for the Secretarial/Clerical group. Information Services has a placement goal of one Black for Secretarial/Clerical positions.
- Technical/Paraprofessional has a headcount of 27 of which 7 (25.9%) are females. Of the total Technical/Paraprofessional staff, two (7.4%) are Black, one (3.7%) is Hispanic, and one (3.7%) is Asian. Information Services has a placement goal of one Black in the Technical/Paraprofessional group. Academic Affairs has a placement goal of one female for the Technical/Paraprofessional group.
- Skilled Crafts has a headcount of four of which one (25.0%) is female. Administrative Services has underrepresentation of one Black for Skilled Crafts positions.
- Service/Maintenance has a headcount of 29 of which 14 (48.3%) are females. Of the total service/maintenance staff, three (10.3%) are Black, three (10.3%) are Hispanic, and one (3.4%) is Asian. There is no underrepresentation of women or minorities for Service/Maintenance positions.

Corrective Action:

- The Office of Equity, Diversity and Inclusion will continue to work with Human Resources staff to determine recruitment strategies for searches in the categories of Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance staff.
Human Resources will continue to enhance the networking, outreach, and advertising methods for staff position vacancies.

Promotions and Transfers
During the timeframe of October 2015 – September 2016, eight employees in the Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance level positions were reclassified which resulted in a promotion. In addition, five more employees transferred into positions that were considered as promotions. Three individuals were originally hired in temporary positions accepted offers for benefit eligible staff positions. Six of the thirteen staff are females and three of them are minorities that were promoted either in their existing position or to another higher level position on campus.

Layoffs and Recalls
Findings:
- In 2013-2014, there was one layoff within the Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance job groups.

Corrective Action:
- The Office of Equity, Diversity and Inclusion will continue to monitor layoffs for possible adverse impact.

Terminations
Findings:
- During the timeframe of October 2015 – September 2016, there were 28 staff within the Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance job groups that left the Westville campus.
- One of the 28 separations was due to a better career opportunity.
- Three of the 28 separations were due to inadequate performance.
- Two of the 28 separations were due to job abandonment.
- Sixteen of the 28 separations were due to personal reasons.
- Six of the 28 departing employees were official retirees.

Corrective Action:
- The terminations will continue to be monitored for adverse impact.

Progress toward Three-Year Placement Goals for Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance Staff
The final step in the analysis of problem areas in employment is to establish placement goals where incumbency is less than availability and the action to be taken to achieve these goals. The applicable regulations provide that “placement goals may not be rigid and inflexible quotas which must be met,” but must be “targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work.” (41 CFR 60-2.16). The establishment of such timetables requires specific consultation with those who have primary hiring responsibility, asking them
to establish reasonable estimates of goal attainment in light of the magnitude of the discrepancy and their anticipated vacancies.

Professional:
- There is underrepresentation of one Black in the divisions of Chancellor, Academic Affairs, Enrollment Management and Student Affairs and Information Services for the Professional group.
- There is underrepresentation of two females in the Professional group for Information Services.

Clerical/Secretarial:
- There is a minority placement goal of one Black in the divisions of Academic Affairs, Administrative Services and Information Services in the Clerical/Secretarial group.
- Enrollment Management and Student Affairs has placement goals of one female, two Black and one Hispanic in the Clerical/Secretarial group.

Technical/Paraprofessional:
- Academic Affairs has a placement goal of one female for the Technical/Paraprofessional group.
- Information Services has a placement goal of one Black for the Technical/Paraprofessional group.

Skilled Crafts:
- There is a placement goal of one Black in Administrative Services for the Skilled Crafts group.

Service/Maintenance:
- There are no placement goals for women and minorities in the Service/Maintenance group.
<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Assistant Professor</th>
<th>Total Assistant Professor</th>
</tr>
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<tbody>
<tr>
<td><strong>Female</strong></td>
<td>Black</td>
<td>4</td>
<td>6</td>
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<tr>
<td></td>
<td>Hispanic</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>Black</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0</td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
# Table 2
## Status of Female and Minority Faculty
### Westville Campus
#### October 2016

**Promotions By Gender and Race/Ethnicity**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professor</strong></td>
<td></td>
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<td>Female</td>
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<td></td>
<td>American Indian</td>
</tr>
<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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<td>Total</td>
<td>4</td>
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<tr>
<td><strong>Associate Professor</strong></td>
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<tr>
<td>Female</td>
<td>Black</td>
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<tr>
<td>Male</td>
<td>Hispanic</td>
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<tr>
<td></td>
<td>Asian</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>
### Table 3
#### Status of Female and Minority Faculty
Westville Campus
October 2016

**Faculty Rank By Gender and Race/Ethnicity**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Female</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Dean</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td>Department Chair</td>
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<td>0</td>
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<td>0.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Professor*</td>
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<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>8.3%</td>
<td>0.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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<td>Associate Professor</td>
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<td>3</td>
<td>5</td>
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<td>1</td>
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<tr>
<td></td>
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<td>43.5%</td>
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<td>6.5%</td>
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<tr>
<td>Assistant Professor</td>
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<td>16</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Tenure-Track Total</td>
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<td></td>
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<td>3.3%</td>
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<tr>
<td>Clinical Associate Professor</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Clinical Assistant Professor</td>
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<td></td>
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<td>9.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Continuing Lecturer</td>
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<td>11</td>
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<td>1</td>
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<td>0</td>
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<tr>
<td>Non-Tenure-Track Total</td>
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<tr>
<td>Total All Faculty</td>
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<tr>
<td></td>
<td></td>
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<td>1.7%</td>
<td>3.3%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

Note: Deans are counted as Executive, Administrative, and Managerial staff and not as Tenure-Track faculty in the Affirmative Action Plan. Department Chairs at the University are counted as Tenure-Track faculty in the Affirmative Action Plan. This table is for information only.

*There are sixteen (16) total Professors, one (1) is counted in this table in the Dean headcount and three (3) are counted in the Department Chair headcount, thus the reason for twelve (12) Professors captured in this table.*
### Table 4
Status of Female & Minority Faculty
Westville Campus
October 2016
Faculty By Gender and Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Female (%)</th>
<th>Black (%)</th>
<th>Hispanic (%)</th>
<th>Asian (%)</th>
<th>American Indian (%)</th>
<th>Other (%)</th>
</tr>
</thead>
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<tr>
<td>Total Faculty</td>
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<td>4</td>
<td>20</td>
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<td>1</td>
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<tr>
<td></td>
<td>50.0%</td>
<td>1.7%</td>
<td>3.3%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.8%</td>
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</tbody>
</table>

Total Faculty 120
### Table 5
Status of Female and Minority Ladder Rank and Clinical Faculty
Westville Campus
October 2016

College Distribution By Gender and Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Female</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engineering, Math &amp; Sciences</td>
<td>28</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liberal Arts</td>
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<td>2</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Nursing</td>
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<td>14</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Education</td>
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<td>5</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</table>
### College of Business

<table>
<thead>
<tr>
<th>Total Faculty</th>
<th>Minority Total</th>
<th>Female Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Available</td>
<td>Incumbents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present %</td>
</tr>
<tr>
<td>College of Business</td>
<td>12</td>
<td>19%</td>
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</tbody>
</table>
### Table 7
2016 Ladder Rank & Clinical Faculty Analysis
Westville Campus
October 2016

College of Engineering & Sciences

<table>
<thead>
<tr>
<th>Total Faculty</th>
<th>Minority Total</th>
<th>Female Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>% Available</td>
<td>Incumbents</td>
</tr>
<tr>
<td>College of Engineering &amp; Sciences</td>
<td>28</td>
<td>21%</td>
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</table>
## Table 8
2016 Ladder Rank and Clinical Faculty Analysis
Westville Campus
October 2016

**College of Humanities, Education & Social Sciences**

<table>
<thead>
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<th>Total Faculty</th>
<th>Minority Total</th>
<th>Female Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Available</td>
<td>Incumbents</td>
</tr>
<tr>
<td>College of Humanities, Education &amp; Social Sciences</td>
<td>33</td>
<td>18%</td>
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</tbody>
</table>
### Table 9
2016 Ladder Rank Faculty Analysis
Westville Campus
October 2016

**College of Technology**

<table>
<thead>
<tr>
<th>Total Faculty</th>
<th>Minority Total</th>
<th>Female Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Available</td>
<td>Incumbents</td>
</tr>
<tr>
<td>College of Technology</td>
<td>11</td>
<td>21%</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Minority Total</td>
<td>Female Total</td>
</tr>
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<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>% Available Incumbents Present % Placement Goal % Available Incumbents Present % Placement Goal</td>
<td></td>
</tr>
<tr>
<td>Total Faculty</td>
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<td></td>
</tr>
<tr>
<td>College of Nursing</td>
<td>15 13% 0 0% 2 87% 14 93% 0</td>
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### Table 11
2016 Placement Goals
Westville Campus
October 2016
Ladder Rank and Clinical Faculty

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<td>% Avail</td>
<td>Placement Goal</td>
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<td>Business</td>
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<td>Engineering</td>
<td>21%</td>
<td>No</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
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</tr>
<tr>
<td>Humanities, Education &amp; Social Sciences</td>
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<td>Yes</td>
</tr>
<tr>
<td>Technology</td>
<td>21%</td>
<td>No</td>
</tr>
<tr>
<td>Nursing</td>
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Table 12
Status of Females and Minorities
Westville Campus
October 2016

Executive, Administrative, and Managerial

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<tr>
<th>Total</th>
<th>Female (%)</th>
<th>Black (%)</th>
<th>Hispanic (%)</th>
<th>Asian (%)</th>
<th>American Indian (%)</th>
<th>Other (%)</th>
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<tbody>
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</tr>
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<td>Executive, Administrative, and Managerial</td>
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<td>Female Total</td>
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<td></td>
</tr>
<tr>
<td>---</td>
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<tr>
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<td>Total Staff</td>
<td>% Available</td>
<td>Incumbents</td>
<td>Present %</td>
<td>Placement Goal</td>
<td>% Available</td>
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<td>53%</td>
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Table 14
Status of Females and Minorities
Westville Campus
October 2016

Professional, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and
Service/Maintenance

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Female</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American</th>
<th>Indian</th>
<th>Other</th>
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<td>Professional</td>
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</tr>
<tr>
<td>Secretarial/Clerical</td>
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<td>93.9%</td>
<td>6.1%</td>
<td>4.1%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>4.1%</td>
<td></td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>27</td>
<td>7</td>
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<td>1</td>
<td>1</td>
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<td></td>
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<td>7.4%</td>
<td>3.7%</td>
<td>3.7%</td>
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<td>0.0%</td>
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</tr>
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<td>Skilled Crafts</td>
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</tr>
<tr>
<td>Service/Maintenance</td>
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<td>0</td>
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<td>10.3%</td>
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</tr>
</tbody>
</table>
Table 15
2016 Analysis
Westville Campus
October 2016

Professional, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance

<table>
<thead>
<tr>
<th></th>
<th>Minority Total</th>
<th>Female Total</th>
</tr>
</thead>
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<tr>
<td></td>
<td>(%) Available</td>
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<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>65</td>
<td>14%</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>49</td>
<td>8%</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>27</td>
<td>12%</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>29</td>
<td>14%</td>
</tr>
</tbody>
</table>
## Table 16
2016 Placement Goals
Westville Campus
October 2016

Professional, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance

<table>
<thead>
<tr>
<th>AAP (Job Group)</th>
<th>Minority Total</th>
<th></th>
<th></th>
<th>Female Total</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Avail</td>
<td>Placement Goal</td>
<td>% Avail</td>
<td>Placement Goal</td>
<td>Annual Goal</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>14%</td>
<td>Yes</td>
<td>14%</td>
<td>63%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>8%</td>
<td>No</td>
<td>N/A</td>
<td>90%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>12%</td>
<td>No</td>
<td>N/A</td>
<td>30%</td>
<td>Yes</td>
<td>30%</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>10%</td>
<td>No</td>
<td>N/A</td>
<td>16%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>14%</td>
<td>No</td>
<td>N/A</td>
<td>40%</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Academic Affairs

**Ladder Rank and Clinical Faculty**

<table>
<thead>
<tr>
<th>College</th>
<th>Headcount</th>
<th>Minorities</th>
<th>Female</th>
<th>Placement Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>12</td>
<td>19%</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>College of Engineering &amp; Sciences</td>
<td>28</td>
<td>21%</td>
<td>12</td>
<td>43%</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>23</td>
<td>18%</td>
<td>6</td>
<td>26%</td>
</tr>
<tr>
<td>Engineering</td>
<td>7</td>
<td>21%</td>
<td>6</td>
<td>86%</td>
</tr>
<tr>
<td>College of Humanities, Education &amp; Social Sciences</td>
<td>33</td>
<td>18%</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>College of Technology</td>
<td>11</td>
<td>21%</td>
<td>5</td>
<td>46%</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>15</td>
<td>13%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Executive, Admin, and Managerial</td>
<td>9</td>
<td>17%</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Professional</td>
<td>12</td>
<td>14%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>15</td>
<td>8%</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>4</td>
<td>12%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 18  
2016 Analysis  
Westville Campus  
October 2016  

Administrative Services

<table>
<thead>
<tr>
<th></th>
<th>Minority Total</th>
<th>Female Total</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Staff (%)</td>
<td>Available Incumbents</td>
<td>Present %</td>
<td>Placement Goal</td>
<td>% Available</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>3 17%</td>
<td>0 0%</td>
<td>0</td>
<td>53%</td>
<td>0</td>
</tr>
<tr>
<td>Executive, Admin, and Managerial</td>
<td>14 14%</td>
<td>1 7%</td>
<td>1</td>
<td>63%</td>
<td>11</td>
</tr>
<tr>
<td>Professional</td>
<td>10 8%</td>
<td>2 20%</td>
<td>0</td>
<td>90%</td>
<td>10</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>8 12%</td>
<td>2 25%</td>
<td>0</td>
<td>30%</td>
<td>2</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>4 10%</td>
<td>0 0%</td>
<td>0</td>
<td>16%</td>
<td>1</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>28 14%</td>
<td>6 21%</td>
<td>0</td>
<td>40%</td>
<td>13</td>
</tr>
</tbody>
</table>
Table 19
2016 Analysis
Westville Campus
October 2016

Enrollment Management & Student Affairs

<table>
<thead>
<tr>
<th>Total Staff</th>
<th>Minority Total</th>
<th>Female Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(% Available)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incumbents</td>
<td>Present %</td>
</tr>
<tr>
<td></td>
<td>Placement Goal</td>
<td>% Available</td>
</tr>
<tr>
<td></td>
<td>Incumbents</td>
<td>Present %</td>
</tr>
<tr>
<td></td>
<td>Placement Goal</td>
<td></td>
</tr>
<tr>
<td>Enrollment Management &amp; Student Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive, Admin, and Managerial</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Professional</td>
<td>20</td>
<td>14%</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>12</td>
<td>8%</td>
</tr>
</tbody>
</table>
### Table 20
2016 Analysis
Westville Campus
October 2016

#### Information Services

<table>
<thead>
<tr>
<th></th>
<th>Minority Total</th>
<th>Female Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Staff (%)Available</td>
<td>Incumbents</td>
</tr>
<tr>
<td><strong>Information Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>14</td>
<td>12%</td>
</tr>
</tbody>
</table>
### Table 21
2016 Analysis
Westville Campus
October 2016

<table>
<thead>
<tr>
<th>Chancellor</th>
<th>Minority Total</th>
<th>Female Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>(%) Available</td>
<td>Incumbents</td>
</tr>
<tr>
<td>Chancellor</td>
<td>Executive, Admin, and Managerial</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Secretarial/Clerical</td>
<td>2</td>
</tr>
<tr>
<td>Total Staff</td>
<td>Minority Total</td>
<td>Female Total</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>(%)Available</td>
<td>Incumbents</td>
<td>Present %</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>3</td>
<td>8%</td>
</tr>
</tbody>
</table>
## Table 23
2016 Placement Goals
Westville Campus
October 2016

Academic Affairs

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Placement Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Ladder Rank &amp; Clinical – College of Business</td>
<td></td>
</tr>
<tr>
<td>Ladder Rank &amp; Clinical – College of Engineering &amp; Sciences</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>0</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>0</td>
</tr>
<tr>
<td>Ladder Rank &amp; Clinical – College of Humanities, Education &amp; Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Ladder Rank – College of Technology</td>
<td>0</td>
</tr>
<tr>
<td>Ladder Rank – College of Nursing</td>
<td>0</td>
</tr>
<tr>
<td>Executive, Administrative, and Managerial</td>
<td>2</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial &amp; Clerical</td>
<td>0</td>
</tr>
<tr>
<td>Technical &amp; Paraprofessional</td>
<td>1</td>
</tr>
</tbody>
</table>
### Table 24
2016 Placement Goals
Westville Campus
October 2016

**Administrative Services**

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Female</th>
<th>Total</th>
<th>Minority</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American</th>
<th>Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, Administrative, and Managerial</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 25
2016 Placement Goals
Westville Campus
October 2016

Enrollment Management & Student Affairs

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Placement Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Executive, Administrative, and</td>
<td>1</td>
</tr>
<tr>
<td>Managerial</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>1</td>
</tr>
<tr>
<td>Job Group</td>
<td>Female</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Professional</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>0</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 27
2016 Placement Goals
Westville Campus
October 2016

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Placement Goals</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Total</td>
<td>Minority</td>
<td>Black</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Executive, Administrative, and Managerial</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 28
2016 Placement Goals
Westville Campus
October 2016

Institutional Advancement

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Female</th>
<th>Total Minority</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>
## Table 29
Affirmative Action Placement Goals
October 2016
Westville Campus

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Groups Underrepresented</th>
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<tbody>
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<td>Executive, Administrative, and Managerial</td>
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<tr>
<td>Professional</td>
<td>Black</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>None</td>
</tr>
<tr>
<td><strong>Academic Affairs</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Female, Black</td>
</tr>
<tr>
<td>Education</td>
<td>Black</td>
</tr>
<tr>
<td>Technology</td>
<td>Black</td>
</tr>
<tr>
<td>Nursing</td>
<td>Black, Asian</td>
</tr>
<tr>
<td>Business and Organizational Leadership</td>
<td>None</td>
</tr>
<tr>
<td>Executive, Administrative, and Managerial</td>
<td>Female</td>
</tr>
<tr>
<td>Professional</td>
<td>Black</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>Black</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Administrative Services</strong></td>
<td></td>
</tr>
<tr>
<td>Executive, Administrative, and Managerial</td>
<td>Female</td>
</tr>
<tr>
<td>Professional</td>
<td>None</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>Black</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>None</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>Black</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>None</td>
</tr>
<tr>
<td><strong>Enrollment Management &amp; Student Affairs</strong></td>
<td></td>
</tr>
<tr>
<td>Executive, Administrative, and Managerial</td>
<td>Female</td>
</tr>
<tr>
<td>Professional</td>
<td>Black</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>Female, Black, Hispanic</td>
</tr>
<tr>
<td><strong>Information Services</strong></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>Female, Black</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>Black</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>Black</td>
</tr>
<tr>
<td><strong>Institutional Advancement</strong></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>None</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>None</td>
</tr>
</tbody>
</table>
Development and Execution of Programs

Monitoring of Position Specifications

Staff
The Human Resources Office reviews all non-faculty position specifications for job-relatedness and non-discrimination on the basis of race, religion, color, sex, age, national origin, ancestry, disability, genetic information, veteran status, marital status, parental status, sexual orientation, gender identity, or gender expression, except where age or sex is a bona fide occupational qualification.

Faculty
Each academic department, with the assistance of the Office of Equity, Diversity and Inclusion is responsible for monitoring its respective faculty job specifications for job-relatedness and non-discrimination.

Distribution of Position Announcements

Staff
Staff position vacancies are posted on the Purdue University Northwest Careers website. Hard copy listings are available on bulletin boards in the Schwarz and Technology buildings. Advertisements are placed as appropriate in local, regional and national publications.

Faculty
The Office of Equity, Diversity and Inclusion monitors each faculty position announcement for an adequate search or recruitment plan. Material is further checked for compliance with equal employment opportunity and affirmative action guidelines and disclaimers. Faculty postings are also posted on the campus careers’ website.

Position announcements are distributed to several organizations targeting women and minorities. Each advertisement and search plan is reviewed to determine if it is likely to reach protected class members. When efforts appear inadequate, the Office of Equity, Diversity and Inclusion will work with the search advisory chair to find alternative strategies, including, but not limited to, contacts with colleges and universities with minority predominance, the West Lafayette Office of Institutional Equity, and/or individual networking contacts.

Selection Process

Staff Test Validation
Human Resources does not currently use any tests to screen applicants for staff positions.

Selection Procedures
Education, skills, and experience summaries have been established for the review and referral of applicants with administrative, technical, or service job interest. The summaries rely on job specification, and a comparison of each eligible applicant’s work experience, skills, and knowledge. The referral of minorities and females is supported through this system.

13 www.pnw.edu/careers
14 www.pnw.edu/careers
Education of Selection Personnel
Individuals responsible for making hiring decisions are provided information and guidance related to equal employment opportunity/affirmative action compliance, effective interviewing techniques, and all other related topics by Human Resources in coordination with the Office of Equity, Diversity and Inclusion. Search committee members have access to hiring manuals and sample behavioral interview questions. The Office of Equity, Diversity and Inclusion provides training and resources on equal employment opportunity requirements, interviewing techniques, and hiring procedures for hiring supervisors and search advisory committee members for faculty searches.

Adherence to Uniform Guidelines on Employee Selection
Human Resources adheres to a standard format in the screening and referral process. Personal contact with the hiring supervisor throughout the process further ensures that hiring practices conform to the University policies and procedures.

Recruitment and Referral Sources
Human Resources maintains a list of sources for recruitment in all non-faculty job groups. In addition, representatives regularly attend a variety of job fairs and other activities designed to recruit and to raise the level of awareness of employment opportunities at Purdue University Northwest.

Advertising
Advertisements for staff vacancies are prepared by Human Resources in cooperation with the hiring supervisor. Advertisements for faculty vacancies are prepared by the hiring department, in compliance with standardized University guidelines and reviewed by the Office of Institutional Equity. All advertisements carry the statement: “Purdue University Northwest is an equal opportunity/equal access/affirmative action employer.” or “Purdue University Northwest is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.”

The phrase “An Equal Access/Equal Opportunity University” is also used for advertising in publications pertaining to special events, programs, and activities.

The Office of Equity, Diversity and Inclusion and Human Resources staff advise and assist departments regarding wording and tone of advertisements to ensure broad base appeal.

Publications
The Office of Marketing and Community Relations ensures that all University publications contain the phrase “An equal access/equal opportunity University” and other appropriate nondiscrimination/affirmative action language. Identification information on compliance offices is included in designated pieces, such as the University catalog.

Social and Recreational Opportunities
All University sponsored social and recreational functions offer equal opportunity to all employees without regard to race, religion, color, sex, age, national origin, ancestry, disability, genetic information, veteran status, marital status, parental status, sexual orientation, gender identity, or gender expression. Disability accommodations contact information is included on publicity.
Career Counseling
Employees have access to the Human Resources staff, Office of Equity, Diversity and Inclusion and supervisors to discuss informal lines of progress, upward mobility, and transfer opportunities which may enhance development for protected class members.

Special Initiatives by Organizational Units
The Westville campus provides additional support for its affirmative action program through campus activities designed to raise awareness of equal employment opportunity and affirmative action. Faculty and staff are also encouraged to participate in similar activities provided at the Hammond and West Lafayette campuses. The following list is not exhaustive, but representative.

1. Since 2001, the Purdue North Central Women’s Association (PNCWA) has provided social and educational activities for its members, faculty, staff, students and the community. The association addresses topics of interest and concern to women through various programs and presentations offered throughout the year. In 2016, PNCWA has been renamed to Purdue Northwest Women’s Association.

2. Human Resources actively participates in local job fairs to discuss with job seekers the various job openings and the generous benefits that the University has to offer. For example, on March 9, 2013, Human Resources participated in the Jobs and Opportunity Fair sponsored by the office of U.S. Representative Pete Visclosky at the Indiana Hall of the Genesis Center in Gary. In addition, Human Resources attended the spring and fall Job Fairs hosted by the Career Center on campus. On June 25, 2014, the Westville campus actively outreached to a diverse group of job seekers at the 7th Annual Diversity Job Fair & Business Symposium. Human Resources actively recruited potential applicants at the PNW Job Fair in February 2016, at Blue Chip in May 2016, and at the Radisson Diversity Fair in June 2016.

3. Campus departments actively support the celebration of a variety of special months and days designed to bring awareness to those who have been traditionally underrepresented in higher education. Special attention is given to ensure balanced programming through student activities and other venues on campus. For example, during the month of October the Multicultural club has sponsored a variety of events in celebration of Hispanic Heritage Month. These events included a film series and a classroom presentation on Peruvian history. In addition, the Spanish Club has sponsored an on campus event, Celebration of the Day of the Dead, in November. This event provided historical information regarding this day, and a display case on campus featured a traditional Day of the Dead altar.

4. Annually, on the third Monday of January, the Westville campus hosts the Martin Luther King, Jr. Community Celebration to honor Dr. King’s legacy. The Office of Equity, Diversity and Inclusion leads the planning committee that is comprised of local businesses and organizations. On Monday, January 18, 2016, approximately 275 people attended the 21st celebration at the Westville campus. Following the celebration, at the Michigan City Public Library, the Department of Education facilitated activities for children ages 2-12 that focused on the life of Dr. King.
5. The Office of Marketing and Communications develop press releases for the media that highlight campus diversity.

6. The Multicultural Campus Council supports campus programming, activities, and services that educate the campus community on the value of respecting and embracing cultural difference while promoting inclusion.

7. Faculty members are encouraged to attend multicultural and diversity conferences, nationally and regionally.

8. The University offers academic programs to include minors in the following: Latin American Studies, Ethnic Studies, and Gender Studies. In addition, a Gender and Diversity in Management course is offered in the College of Business.

9. The University offers study abroad opportunities.

10. Dr. Deepa Majumdar, Associate Professor of Philosophy, partnered with the Valparaiso International Center to develop and offer the programs – Building Bridges, 2011: Celebrating Interfaith Ideal, and Building Bridges, 2012: Light and Shadow in the Interfaith Ideal. Faculty members, religious leaders, and practitioners presented on the major world religions through lectures, discussions, and films. The local community was also invited to attend these programs.

11. The Diversity Committee has presented a variety of diversity related topics in the Technology and Library-Student-Faculty buildings display cases.

12. In the 2012 fall semester, the Department of English and Modern Languages began offering basic level language classes in Chinese and Italian.

13. Martha Garcia-Saenz, Associate Professor of Construction Engineering and Management Technology, serves as the Advisor for the Women in Engineering and Technology Program. This program’s primary objectives are to attract and retain female students in engineering and technology programs and to offer a variety of activities to support the students. In addition, the program honors female students in Engineering and Technology by awarding annual scholarships.

14. On an ongoing-basis, the campus will continue to offer Bystander Intervention training.

15. In November 2012, an Organizational Leadership and Supervision class hosted a Speakers Series on campus that provided faculty, staff, students, and the community the opportunity to learn from successful women leaders.

16. Some faculty members within the College of Business serve as keynote speakers at various diversity related events. For instance, Dr. Anne Christo Baker spoke about diversity on June 25, 2014 at the 7th Annual Diversity Business Symposium in Merrillville, Indiana.
17. Several faculty members conduct scholarly activities related to women and minorities. For example, Dr. Hui Chu is conducting research on Korean American family relationships. Associate Professor of Business – Accounting, Donna Whitten, is researching women advancing in higher education.

18. In 2015, Dr. Elizabeth Anne Christo-Baker, Associate Professor of Organizational Behavior and Leadership and Dr. Rachel Steffens, Assistant Professor of Psychology began offering a research opportunity called “Lunch, Learn, and Lean In” for professional women at the Westville campus.

19. In January of 2015, the University implemented an online Title IX Mandatory Reporter Training for individuals identified as responsible employees.

20. The University’s Books and Coffee series includes discussions of various books focusing on diversity related topics.

21. The Career Center hosted a business clothing drive during the month of October 2016 to help raise awareness for Domestic Violence.

22. Safe Zone Training is offered at the University to create a network of support for LGBTQ individuals and their allies.

23. The University provides various film showings to the community. For example, The Westville student club Unidos and The Hispanic Heritage of the United States Class (HIST 366) sponsored a free showing of the film Spare Parts on September 15, 2016.