



DIVERSITY AND INCLUSION
PANEL DISCUSSION
EDUCATORS

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2020 AABI WINTER MEETING

WHAT TO EXPECT

- **Introduction**
- **Recruitment vs Admissions**
- **Issues with retention and student success**
- **Perceived issues with mentoring from R1 institutions**
- **Importance of Mentoring**



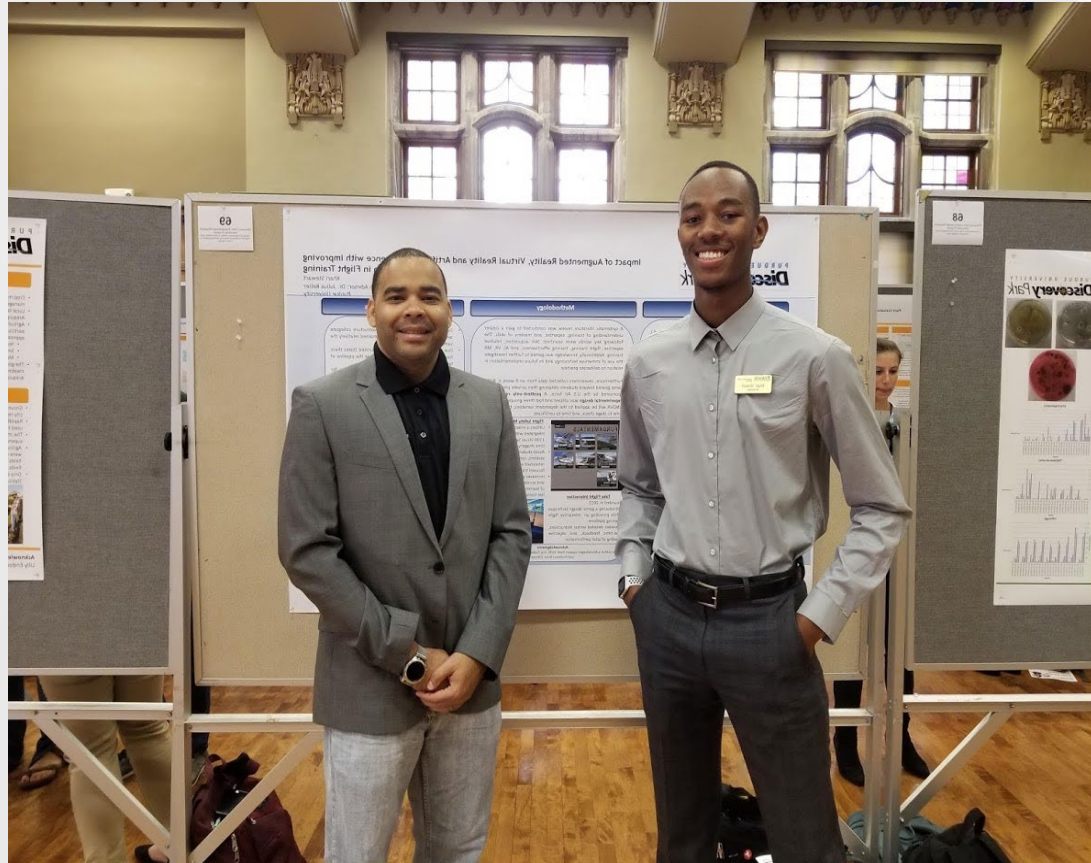
INTRODUCTION



- Hometown: Homewood, Illinois
- Purdue University, Assistant Professor, Flight Faculty
 - Faculty Advisor for Women of Aviation
 - Mentor for Polytechnic Students
 - Mentor for Horizons Student Support Services (FG)
 - Undergraduate and Graduate Aviation Students
- AABI Diversity and Inclusion Committee Member
- Graduate Course: Multi-Cultural Team Operations in Aviation
- Study Abroad: China 2013 and 2018

DIVERSITY AND INCLUSION

- Recruitment programs for parents and potential students
- Purdue Polytechnic High-schools (Indianapolis)
- Community Outreach
- Boot Camps
- Mentoring Programs
- Cultural Centers on Campus
- 30% of URM males (mainly African American and Hispanic males) had GPA's of a 2.69 or below compared to only 15% of our URM females. Our URM retention is much lower than our retention of majority students as well.



"We know from other studies that student advising, institutions, faculty, advisers -- all of them have to make an effort to reach out to students who feel like they don't belong and provide attention as well as services to ensure that all students can integrate on campus," Gopalan said.

To address this disparity of minority and first-generation students who don't feel as if they belong on campus, Gopalan said that institutions should have faculty and role models of color so students don't feel alienated. She said institutions should provide these students with strong advising services and culturally relevant pedagogy and messaging. Gopalan also said that solutions differ by institution and context is key in improving sentiments of belonging.

Overall, in a nationally representative survey, most U.S. students said they felt like they belong at college. Furthermore, at 4-year schools, belonging was positively and robustly associated with outcomes colleges care deeply about, including persistence and mental health. Finally, across all schools, within-student increases in belonging were positively associated with improvements in these outcomes.

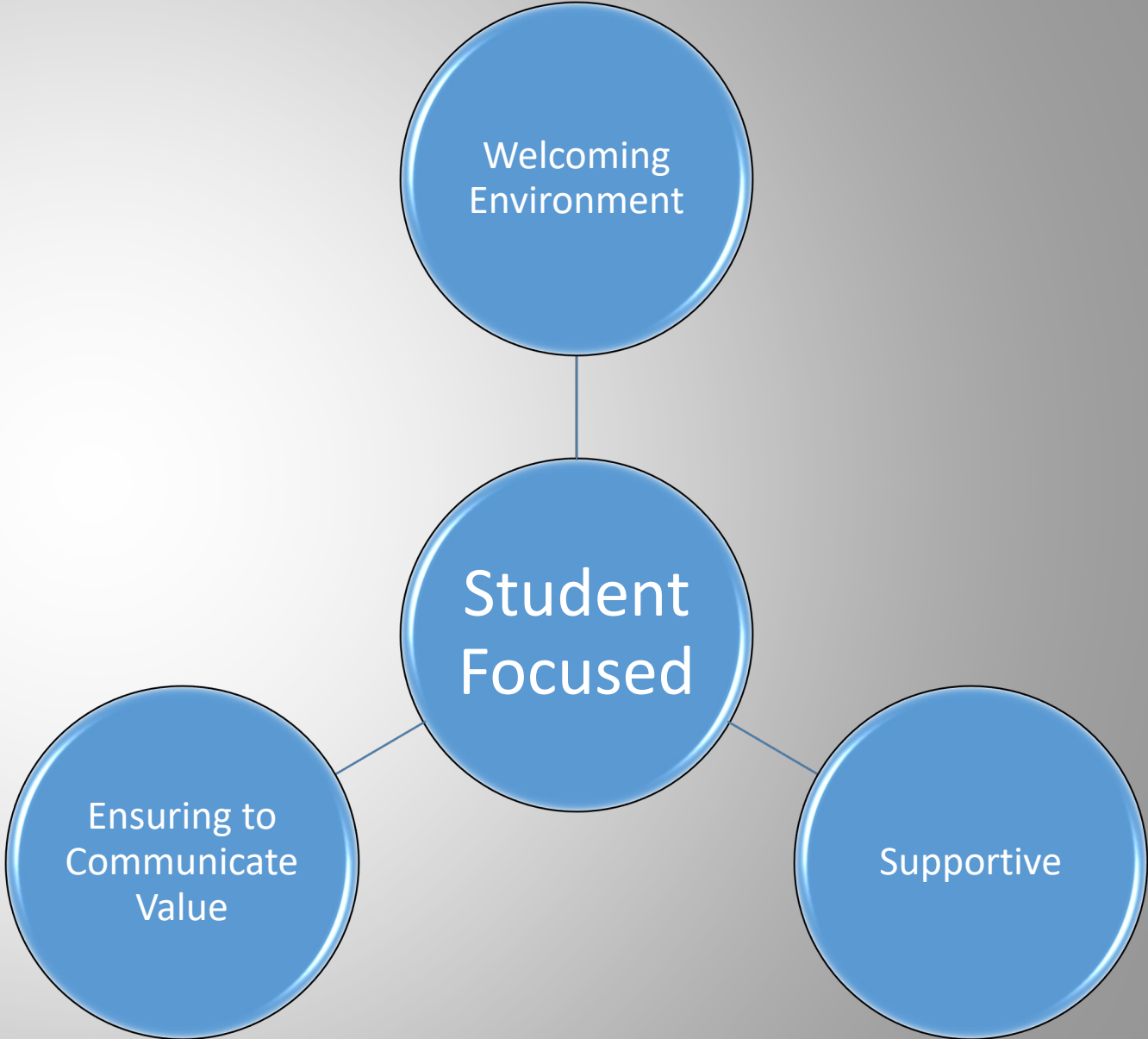
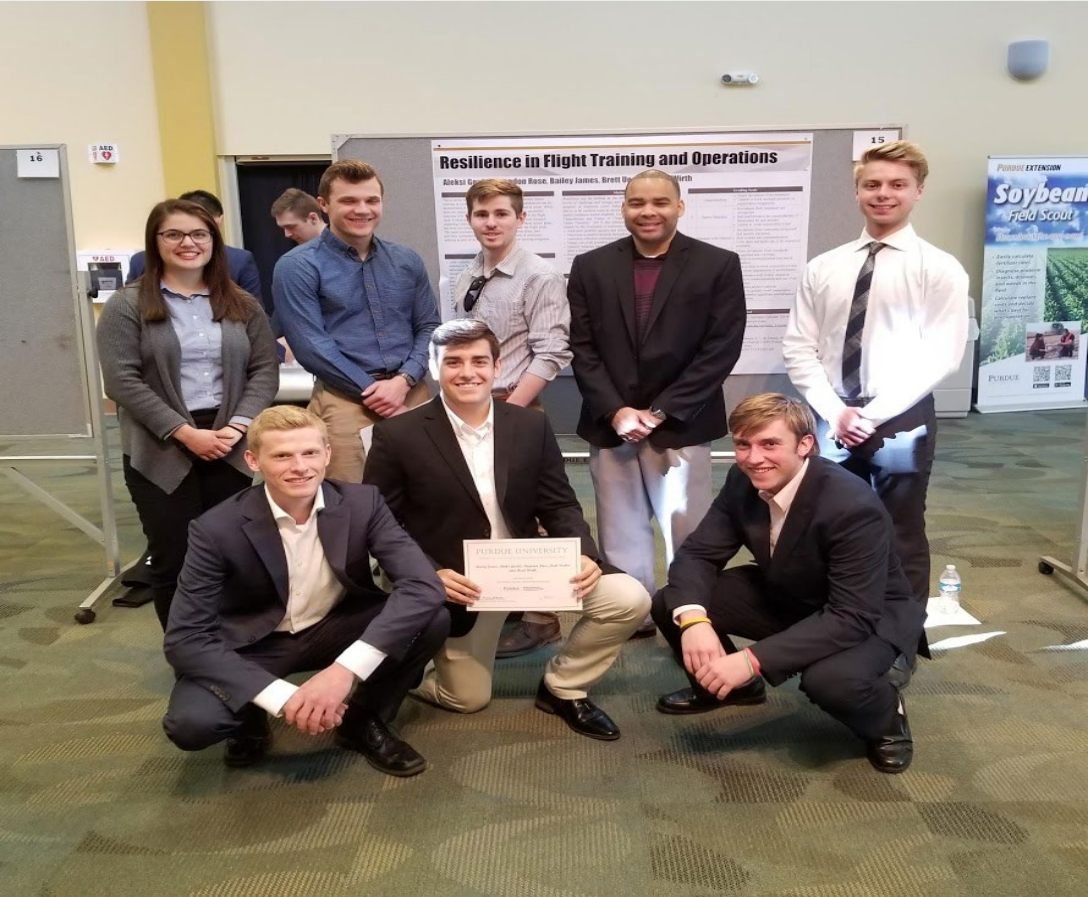
Yet concerningly and consistent with past research in smaller and more idiosyncratic samples, URM and FG students at 4-year colleges reported lower belonging than their peers. That

LESSONS LEARNED AND FUTURE PROGRESS

- Recruitment vs Inclusion
- Every student has different needs
- Real credit for mentoring
- Continue to work with AABI to seek opportunities for progress
- Let's not overlook diversity and inclusion among faculty



MODEL FOR MENTORING



THANK YOU!



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