

# State of Diversity 2009

## Chancellor's Message

Charles R. Bantz, Chancellor  
January 18, 2009

*“Realizing our vision for diversity will take everyone’s effort. With a full-time diversity officer in place for the first time in IUPUI’s history, we will have the benefit of laser-like focus on meeting the goals we have set for ourselves, but achieving those goals will be the responsibility of us all.”*

With those hopeful and optimistic words, I concluded my introductory message for the 2008 State of Diversity report. It is now time to pick up where we left off and see what we accomplished.

Ken Durgans joined us as assistant chancellor for diversity, equity, and inclusion on July 1. During his 25-year career, Ken has held diversity-related positions at several universities, including director of minority student affairs at the University of Notre Dame, executive director of diversity development at Xavier University in Cincinnati, and vice provost for institute diversity at Rensselaer Polytechnic Institute.

In the few months Ken has been here, he has hired Zephia Bryant as director of the Multicultural Center. Interim Director Kim Stewart-Brinston ably began the process of transforming the space that we reserved for it in the building formerly known as University College. Foreshadowing that transformation was the renaming and rededication of the building as Joseph T. Taylor Hall to honor the late founding dean of our School of Liberal Arts and first African American senior leader on our campus.

The Black Student Union, Latino Student Association, Native American Student Association, the Gay / Lesbian / Bisexual / Transgender group, and Adaptive Educational Services have moved into the Multicultural Center space and

already developed such programs as the Cultural Cafe. Additional funding for the faculty/staff affinity councils, which also will have space, increased collaboration among these important diversity leaders and communication of their respective concerns to campus leadership.

We significantly enhanced the diversity of the campus leadership by appointing Dawn Rhodes as vice chancellor for finance and administration. Other African Americans recruited to key academic posts with national searches include Dean of Health and Rehabilitation Sciences Augustine Agho, Associate Vice Chancellor for Lifelong Learning Khaula Murtadha, and Director of Equal Opportunity Kim Kirkland.

We have taken several steps to improve the diversity among the faculty at IUPUI. Consultation with deans, department chairs, and search committee members was provided to academic units in a number of key searches and significantly enhanced the diversity of the pool of candidates from which new appointees were recruited. My sincere thanks to the various search committees for carrying out this crucial task with such commitment.

The initiative to recruit “Public Scholars” in the School of Liberal Arts has been an important step in increasing diversity among the IUPUI faculty. It led to the hiring of three African American Studies scholars in 2007. In the fall of 2008, one of these, Ronda C. Henry, Public Scholar of African American Studies and Undergraduate Research and director of the Olaniyan Scholars Program (“olaniyan” being a Yoruban word which means “honors



surround me”) announced the first cohort of scholarship recipients with plans to study and do research in the field.

One of the first Public Scholars we recruited, Larry J. Zimmerman, professor of anthropology and museum studies, jointly appointed with the Eiteljorg Museum of American Indians and Western Art as the Public Scholar of Native American Representation, garnered major international recognition this year. He received the inaugural World Archaeological Congress Peter J. Ucko Memorial Award. It honored his early career decision to rebury Native American human remains at the site of the 1330s Crow Creek Massacre in South Dakota, an act of respect that marked a turning point in the field of archaeology.

The Support for Recruiting Underrepresented Faculty (SRUF) initiative has been so successful that we announced a one-year extension of the program until June 30, 2009. We initially committed a total recurring amount of \$500,000 to the SRUF program, which would support the recruitment of 20 underrepresented faculty members. This dynamic program has been increased not only in size but in scope by an additional \$300,000, which means we will be able to support 32 underrepresented faculty. While we realize that recruiting underrepresented faculty is a just a first step, it is equally important to make sure that they are comfortable and successful at IUPUI. Thus, all SRUF hires have assigned faculty mentors. SRUF has resulted in the recruitment of 28 faculty members—13 Male and 15 Female with 8 African Americans, 6 Hispanics, 1 Native American, 10 Asian, and 3 Caucasian hires.

The presence of more diversity among the faculty will improve the campus climate for students in the long run, but in the short run, other efforts are steadily making contributions. For example, the Division of Housing and Residence Life developed the Mary Cable Social Justice Center this year to help students in campus housing expand their understanding of diversity. Social Justice Advocates live in the Campus Apartments on the Riverwalk and serve as peer advisors for housing residents.

The IUPUI Student Climate Study, prepared by the Center for Urban and Multicultural Education earlier this year, generated solid and viable recom-

mendations for action strategies designed to improve the climate for diversity at IUPUI. By emphasizing areas of concern that could be the focus of ongoing efforts to promote positive changes, the recommendations also provide for further positive dialogue about creating a comprehensive environment of support that creates and maintains a sense of community, respect, and belonging within our institutional environment. The latter will require us to review the ideological, contextual, and political dynamics that influence this goal.

The data reported in the pages and on the web site for this annual State of Diversity report keep us honest about our progress. As members of the Diversity Cabinet, whose charge it is to monitor diversity performance measures, we were heartened by the upward trends we observed. However, we also took a hard look at what real improvement means. It means sustainability of progress over time. You will see that attitude reflected in the new scoring rubric being used for this year’s performance indicators. The movement on many diversity issues is in the right direction, but we won’t be satisfied until we see durable measures over several years. Only then will we be convinced that institutional progress on diversity is deep and broad and thoroughly entrenched in the culture.

The election of our nation’s first African American president, already being dubbed the “Obama Effect,” does not mean that we no longer have issues with the lack of diversity in our society. On the contrary, it means that we have to redouble our efforts to be sure that our students are ready for our global world.

The stakes have been raised, the aspirations lifted, for historically underrepresented populations in our society with this historic election. The nation’s colleges and universities would indeed be remiss in their duties if we fail to create an enduring environment that cultivates, supports, and develops those aspirations, giving everyone the opportunity to succeed to one’s fullest potential.








The pressure is on! Can IUPUI be a commanding leader in establishing best practices for diversity on an urban research campus? YES, WE CAN!

# Diversity Performance Indicators

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The following represents an abridged version of the Diversity Performance Indicators, adopted by the IUPUI Chancellor's Diversity Cabinet in fall 2003, and updated in 2008. This report includes the Cabinet's evaluation for each indicator, but shows only a sample of the measures included within some of the indicators. The complete set of measures can be found in the IUPUI Institutional Profile available online at <http://iport.iupui.edu/pr/di/details.aspx>

## Scoring rubric for IUPUI's performance indicators

-  – The objectives for this goal are being achieved.
-  – The objectives for this goal are being achieved; however, trends suggest performance may fall below acceptable levels.
-  – The objectives for this goal are not being fully attained; however, trends suggest the objectives will be attained in the next 1-2 years.
-  – The objectives of this goal are not being fully attained and/or change is not occurring at a desirable rate.
-  – The objectives for this goal are not being fully attained, and trends suggest performance is stalled or may even decline to unacceptable levels in the next 1-2 years.
-  – Performance levels for this goal are unacceptable, but trends suggest performance will improve in the next 1-2 years.
-  – Performance levels for this goal are unacceptable.

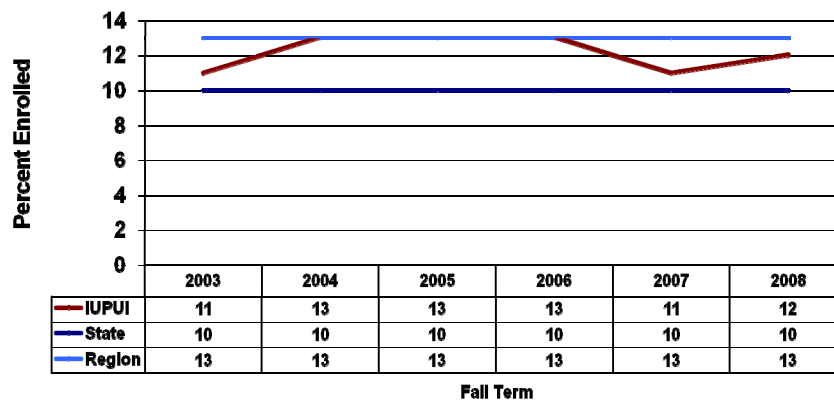
## ↑ Diversity Performance Indicator: Recruitment of a Racially Diverse Student Population

**Campus Aspiration:** The incoming undergraduate class will exceed the racial diversity represented in the college-going high school graduates in the state of Indiana and our eight-county region.

**Campus Outcome:** Although the campus aspiration embraces multiple dimensions of diversity, currently the focus of the IUPUI performance indicator is underrepresented minority freshmen, transfer, and graduate/professional students who are new to campus.

The percent of underrepresented minority students in the fall 2008 incoming undergraduate class was slightly higher than in fall 2007 and was higher than the percent of underrepresented minority college-going high school graduates in Indiana.

### Underrepresented U. S. Minority First-Time Freshman Enrollment



State, region data based on SAT test takers

Number of underrepresented minority test takers: 4,270 state; 1,466 region

Underrepresented minority groups are African American, Hispanic/Latino, and Native American

For the past five years, minority representation among new graduate and professional students has remained essentially stable in terms of both the number and percent of new graduate and professional students.

#### Minority Representation among New Graduate and Professional Students

		<i>Fall Terms</i>				
		2004	2005	2006	2007	2008
Number of Students	African American	140	159	148	152	138
	Asian/Pacific Islander	104	125	103	137	145
	Hispanic/Latino	55	60	43	65	47
	Native American	7	11	6	10	5
	Total Minority	306	355	300	364	335
	All Others	1,921	2,319	2,299	2,309	2,469
	Total Students	2,227	2,674	2,599	2,673	2,804
Percentage Distribution	African American	6%	6%	6%	6%	5%
	Asian/Pacific Islander	5%	5%	4%	5%	5%
	Hispanic/Latino	2%	2%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%
	Total Minority	14%	13%	12%	14%	12%

**Highlights of Achievement:** Entering IUPUI undergraduates represent a very traditional first-time college population with 97 percent of the new freshmen under the age of 25. The number of new minority freshmen and transfer students has trended upward over the past six years.

**↑ Diversity Performance Indicator: Retention and Graduation of a Racially Diverse Undergraduate Student Population**

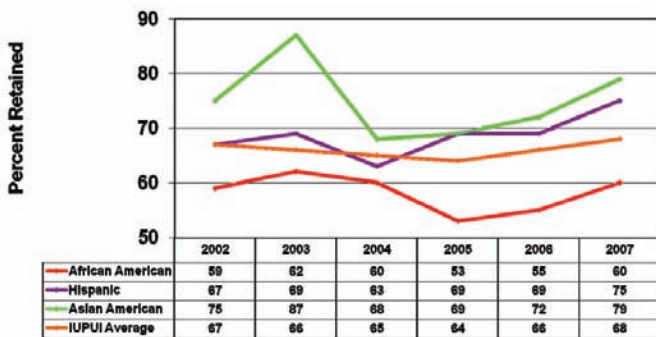
**Campus Aspiration:** To reach the campus aspiration, the one-year retention and six-year undergraduate graduation rates of African American, Hispanic/Latino, and Asian American students will exceed those of IUPUI’s undergraduate student body overall.

**Campus Outcome:** Undergraduate one-year retention and six-year graduation rates continue to be well below those of IUPUI’s peers. However, IUPUI graduates more students representing underserved racial/ethnic groups (African American, Hispanic, and Native American) than other four-year public universities in Indiana.

Retention rates for African American, Hispanic/Latino, and Asian American students increased significantly and the retention rates for Hispanic/Latino and Asian American students continue to be higher than the campus average.

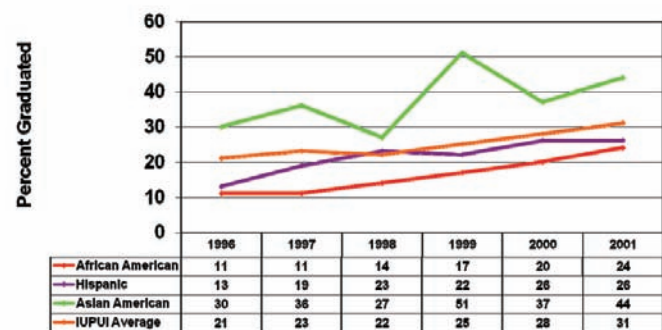
The six-year graduation rates for underrepresented minority groups improved in 2008, although the graduation rates for African-American and Hispanic/Latino students remain below the overall campus graduation rate.

**IUPUI U.S. Minority Retention Rates**



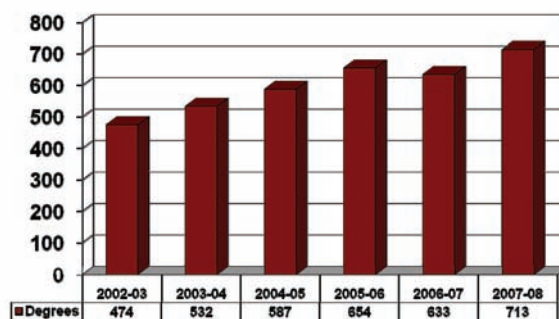
Fall Cohort

**IUPUI U.S. Minority Graduation Rates**



Fall Cohort

**Degrees Awarded to U. S. Minority Students**



Academic Year



**Highlights of Achievement:** IUPUI continues to graduate more underrepresented minority students than Indiana University Bloomington or Purdue West Lafayette, even though both campuses confer a significantly higher number of degrees overall.

**Diversity Performance Indicator: Diversity of the Curriculum**

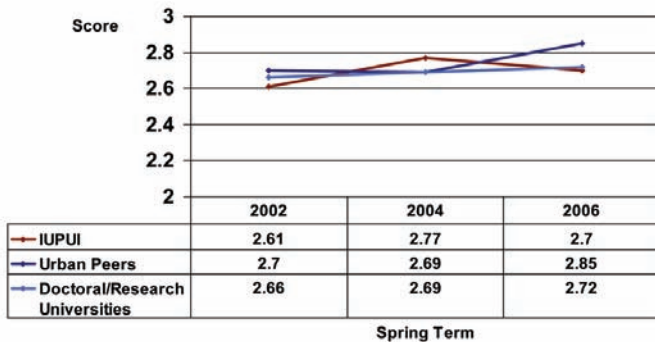
**Campus Aspiration:** Responses of IUPUI first-year students and seniors to the National Survey of Student Engagement (NSSE) questions focusing on diversity of the curriculum will exceed the means for IUPUI’s urban peers and all doctoral/research-intensive universities participating in the survey.

The diversity survey item is: *Have class discussions or writing assignments that include diverse perspectives (different races, religions, gender, political beliefs, etc.)*

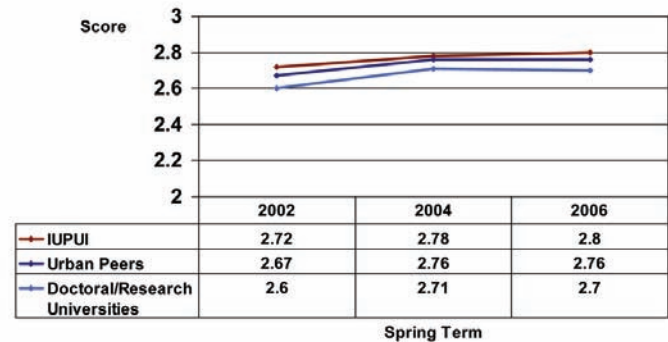
IUPUI faculty members’ responses to the same item on faculty surveys will also exceed the national mean for IUPUI’s urban peers and all doctoral/research-intensive universities participating in the survey.

**Campus Outcome:** First-year and senior students’ reports of the extent to which diversity issues are included in their classes are not substantively different from the reports of students attending peer urban universities or students attending doctoral/research-intensive universities.

**Diversity Issues in Coursework (First-Year Students)**

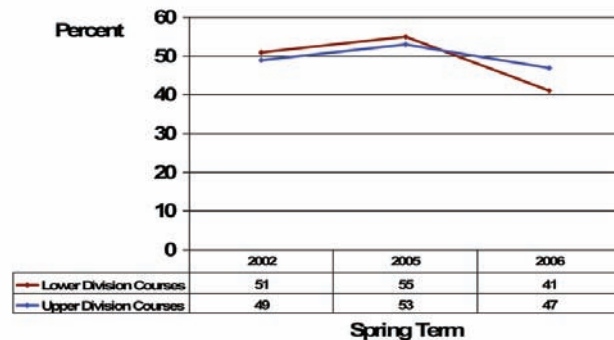


**Diversity Issues in Coursework (Seniors)**



1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often

**Percent of Faculty Reporting They Include Diversity in their Courses**



**Highlights of Achievement:** Diverse perspectives (e.g., different races, religions, political beliefs, physical disabilities, and gender) are integrated into IUPUI course work. All of the schools at IUPUI, including Herron School of Art and Design, Kelley School of Business, and the Schools of Medicine and Nursing, have developed comprehensive plans to achieve diversity and achieve diversity goals, of which diverse curricula and course experiences are just one part.

 **Diversity Performance Indicator: Diversity in the Co-Curriculum**

**Campus Aspiration:** IUPUI students’ responses to designated diversity items on the National Survey of Student Engagement (NSSE) and/or the Continuing Student Satisfaction and Priorities Survey (CSSPS) will exceed the national mean of IUPUI’s urban peers. The questions selected for this indicator focus on co-curricular and interdisciplinary activities in order to increase the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and throughout the world.

**Campus Outcome:** The first table contains longitudinal data about IUPUI students’ responses to six NSSE questions from 2002 to 2006. The second table presents responses from peer institutions to the same questions. All responses are scored on a 100-point scale. The “selected peers” in the second table are the other urban universities participating in NSSE that year.

IUPUI student responses have increased every year for all of the items. However, the averages for IUPUI students were either lower than or similar to the averages for urban peers for all of the questions about co-curricular involvement.

**IUPUI Students' Responses to Survey Questions Concerning Co-Curricular Involvement**

	First-Year Student			Seniors		
	2002	2004	2006	2002	2004	2006
Institution emphasizes contact among students from different economic, social, and racial/ethnic backgrounds	49.7	54.0	51.7	44.7	45.0	45.7
Had serious conversations with students of a different race or ethnicity than your own	46.7	49.0	50.3	54.3	56.7	53.7
Had serious conversations with students who are very different from you (religious beliefs, political opinions, or values)	49.3	51.0	51.3	52.7	57.3	54.3
Institution emphasizes attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	36.3	44.3	45.7	32.3	37.0	42.3
Hours/week spent participating in co-curricular activities	8.8	9.8	14.2	8.6	10.0	10.6
College experiences have contributed to understanding people of other racial and ethnic backgrounds	51.7	50.7	51.3	53.3	50.0	52.7

All responses are scored on a scale from low (0) to high (100)

**Peer Institution Responses to Survey Questions Concerning Co-Curricular Involvement**

	First-Year Student			Seniors		
	2002	2004	2006	2002	2004	2006
Institution emphasizes contact among students from different economic, social, and racial/ethnic backgrounds	49.3	52.7	53.0	43.7	46.7	45.3
Had serious conversations with students of a different race or ethnicity than your own	53.0	53.3	54.3	53.0	53.3	56.7
Had serious conversations with students who are very different from you (religious beliefs, political opinions, or values)	54.3	58.0	56.0	52.0	56.7	56.0
Institution emphasizes attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	44.7	59.3	53.0	37.0	49.0	46.3
Hours/week spent participating in co-curricular activities	12.4	20.4	15.8	10.4	19.0	13.6
College experiences have contributed to understanding people of other racial and ethnic backgrounds	54.0	50.3	55.3	53.0	51.3	53.3

All responses are scored on a scale from low (0) to high (100)

The table below shows participation in student-driven co-curricular activities designed to increase students' abilities to represent their own and others' cultural traditions. In addition to an increase in the number of programs, there was also an increase in campus-wide partnership during this time.

<b>Co-curricular Diversity Indicator</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>% change since last year</b>	<b>% change since 2005-2006</b>
Student Organizations (diversity-related, culturally-based/affirming)	28	33	35	6.1%	25.0%
Numbers of students, faculty & staff attending CCL Cultural Enrichment Programs	3,673	4,520	4,315	-4.5%	17.5%
Campus & Community Life Cultural Enrichment Programs (Annual Totals)	71	91	83	-8.8%	16.9%
<b><i>Cultural Heritage Awareness Month Programming Details</i></b>					
Hispanic Heritage Month	4	10	17	70.0%	325.0%
GLBT History Month	3	5	11	120.0%	266.7%
Native American Heritage Month	3	6	17	183.3%	466.7%
Black History Month	3	11	9	-18.2%	200.0%
Women's History Month	5	7	11	57.1%	120.0%
Asian American/Pacific Islander Month	3	8	10	25.0%	233.3%

New program as of Fall 2008: Mary Cable Social Justice Advocates (in Housing/Residence Life)

- 4 Social Justice advocates
- 3 programs presented as a group; 8 programs presented as individuals
- Programs have reached a total of 300 students, faculty and staff have attended programs: 150 at group programs; 150 at individual programs



**Highlights of Achievement:** During the 2005-2006 academic year, most of the cultural programs were produced by Campus and Community Life, whereas many of the programs during the 2006-2007 academic year were co-sponsored by Campus and Community Life and the committees helping to produce the Awareness Month programming. In 2007-2008, only 7 of the 82 programs were not cosponsored with a student organization.

 **Diversity Performance Indicator: Campus Climate for Diversity**

**Campus Aspiration:** The responses of students, faculty, and staff to survey questions about the climate for diversity at IUPUI indicate that fewer than 5% of the respondents have had negative social experiences based on gender, ethnicity, socioeconomic status, age, religious beliefs, sexual orientation, or a disability.

**Campus Outcome:** In 2008, female undergraduate students reported significantly higher levels of negative experiences than men in the areas of negative or disparaging comments, not being taken seriously, and offensive language or humor. Undergraduate minority students report extremely negative experiences in all campus experiences—negative or disparaging comments, not being taken seriously, feeling isolated or unwelcome, discrimination, harassment, offensive language or humor, and discouragement in pursuing academic goals.

Female graduate students also reported high levels of negative or disparaging comments, not being taken seriously, and offensive language or humor. Minority graduate students reported high levels of negative or disparaging comments, not being taken seriously, feeling isolated or unwelcome, offensive language or humor, discrimination, and discouragement in pursuing my academic goals.

Proportion of IUPUI undergraduate students having negative campus experiences based on the following attributes

Campus Experience	Male	Female	Minority	Non-Minority	SES	Sexual Orientation	Disabilities
Negative or disparaging comments	2.9%	6.9%	24.1%	1.7%	3.4%	0.0%	1.8%
Not being taken seriously	1.8%	7.9%	4.9%	0.4%	0.9%	0.5%	0.5%
Feeling isolated or unwelcome	2.0%	2.5%	19.2%	1.1%	0.9%	0.7%	1.0%
Offensive language or humor	0.9%	5.1%	14.7%	1.3%	1.7%	0.4%	1.1%
Discrimination	1.3%	3.4%	20.1%	1.4%	3.3%	1.3%	1.3%
Discouragement in pursuing my academic goals	1.1%	2.0%	10.3%	0.5%	1.3%	0.1%	1.4%
Harassment	0.9%	4.6%	16.1%	0.6%	1.1%	1.4%	0.6%

Total responses = 2853

Total number of respondents = 1385

Respondents included 932 female and 214 minority students. Responses are weighted to adjust for the oversampling of academic units.

Proportion of IUPUI graduate/professional students having negative campus experiences based on the following attributes

Campus Experience	Male	Female	Minority	Non-Minority	SES	Sexual Orientation	Disabilities
Negative or disparaging comments	2.2%	5.1%	12.8%	1.2%	1.5%	0.5%	0.4%
Not being taken seriously	1.2%	6.0%	7.9%	0.7%	1.0%	0.1%	0.2%
Feeling isolated or unwelcome	1.2%	1.3%	11.6%	1.1%	1.2%	0.3%	0.4%
Offensive language or humor	1.0%	4.7%	9.5%	0.8%	0.7%	0.7%	0.3%
Discrimination	1.7%	2.3%	10.4%	1.1%	0.7%	0.2%	0.4%
Discouragement in pursuing my academic goals	0.5%	2.1%	5.5%	0.5%	0.9%	0.1%	0.3%
Harassment	0.5%	2.1%	2.1%	0.4%	0.3%	0.1%	0.2%

Total responses = 1676

Total number of respondents = 1655

Respondents included 1048 female and 328 minority students. Responses are weighted to adjust for the oversampling of academic units.

**Highlights of Achievement:** In 2007-2008, IUPUI made several significant steps to improve the campus climate for diversity. First, an assistant chancellor for diversity, equity, and inclusion was hired as the senior campus diversity officer. Second, IUPUI named a director of its new multicultural center. Finally, all schools and administrative units have developed diversity plans, have set goals for improving the climate for diversity in their units and across campus, and are regularly reporting the results of their efforts.

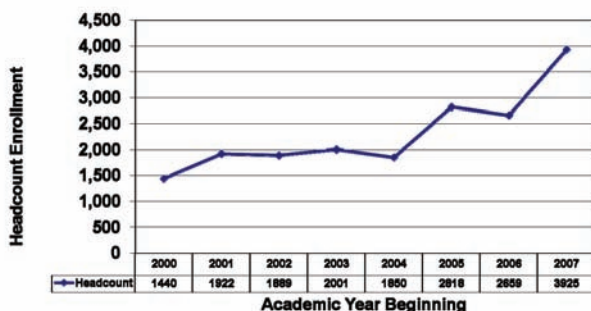
## Diversity Performance Indicator: Diversity in Civic Engagement

**Campus Aspiration:** To make service a distinctive aspect of educational culture at IUPUI.

**Campus Outcome:** The number of students enrolled in service-learning classes and both the number of community service projects and the number of hours that students, faculty, and staff spend in service to the community have increased steadily since 2000.

In addition, more than half (53%) of the Community Service Scholars at IUPUI are members of racial/ethnic minority groups. Approximately 40% of the students serving as coaches for the American Reads/America Counts programs are members of racial/ethnic minority groups. According to teacher surveys, 77% of the youth served improved their math levels and 81% improved their reading levels.

IUPUI Undergraduate Students Enrolled in Service-Learning Classes



IUPUI contracts with minority owned businesses totaled \$4,690,000 in 2007-2008.

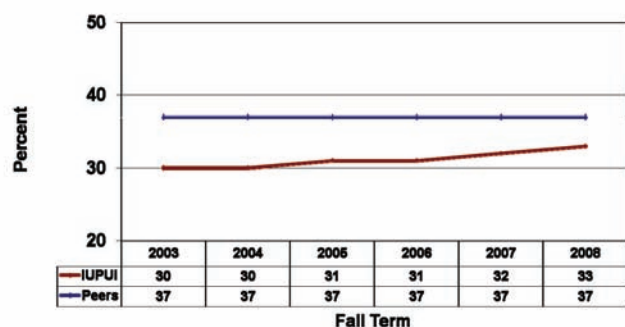
**Highlights of Achievement:** In 2006, IUPUI was among the first of 62 campuses in the country to receive the “Community Engagement classification through the Carnegie Foundation for the Advancement of Teaching. The campus received the designation for both curricular engagement and community partnerships. IUPUI also was selected by the Corporation for National and Community Service as one of three universities in the country to receive the Presidential Award for exceptional accomplishments in General Student Community Service Activities. Most recently, IUPUI was recognized in a national report by the New England Board of Higher Education as one of 25 urban colleges and universities that have dramatically strengthened the economy and quality of life of their neighboring communities. The campus was ranked highest among public universities named for the “Savior of Our Cities” award.

**Diversity Performance Indicator: Diversity of Faculty and Staff**

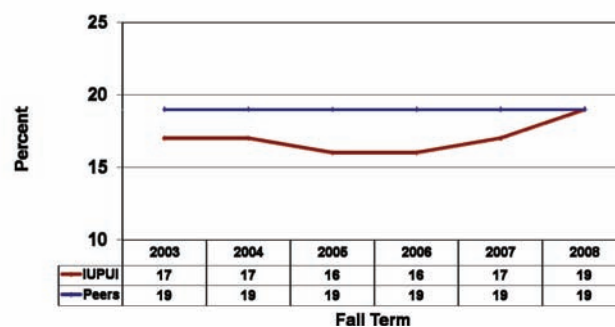
**Campus Aspiration:** To exceed peer institutions’ representations of gender and underserved minority faculty and staff.

**Campus Outcome:** The proportion of tenured and tenure-track faculty who are women and/or members of a racial/ethnic minority group increased in 2008. Although the percent of tenured/tenure-track faculty who are women increased from 32% to 33%, the percentage of women in these faculty ranks remained below the average of IUPUI’s peer institutions. The percentage of tenured and tenure-track faculty who are members of racial and ethnic minorities increased from 17% to 19% and also reached the average for IUPUI’s peers.

**Percent Female Tenured/Tenure-Track Faculty**

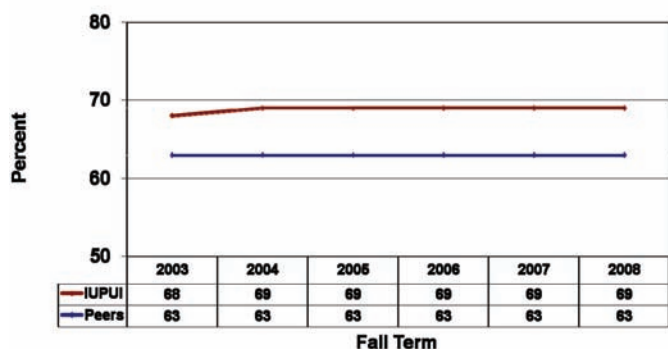


**Percent Minority Tenured/Tenure-Track Faculty**

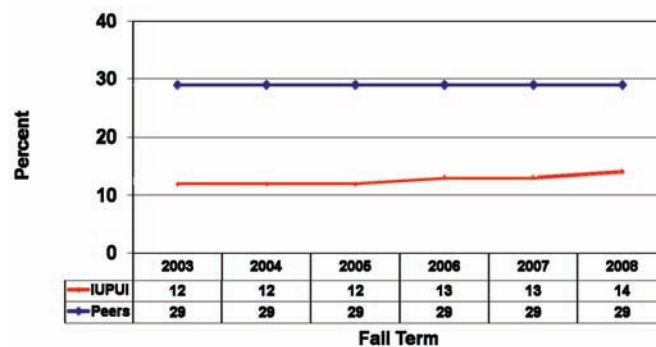


Women constitute the vast majority of administrative support staff and are well represented among professional and technical staff as well. Minority representation is very low among professional staff and among secretarial/clerical staff.

**Percent Female Professional Staff**

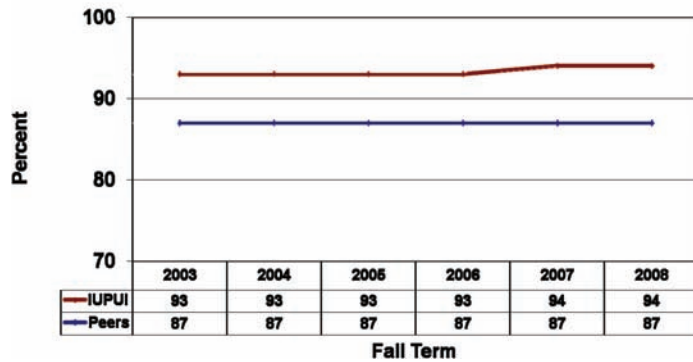


**Percent Minority Professional Staff**

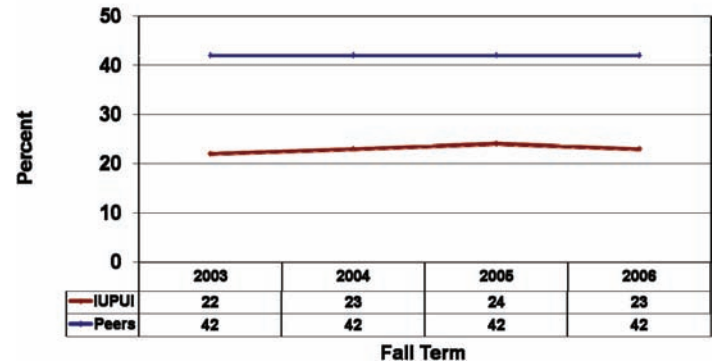


Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

**Percent Female Secretarial/Clerical Staff**



**Percent Minority Secretarial/Clerical Staff**



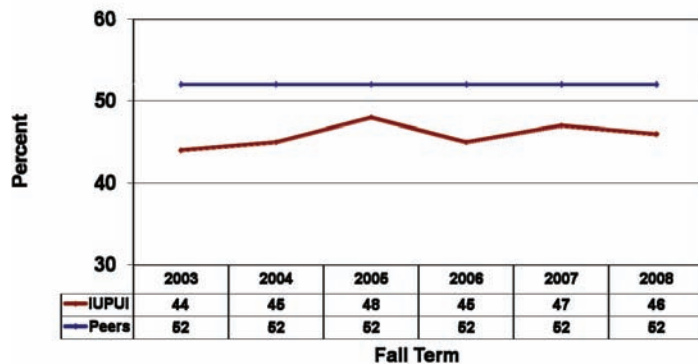
**Highlights of Achievement:** In addition to growing representation of women and minorities in tenured and tenure-track faculty generally, women and minorities represent an increasing percentage of faculty at the highest ranks. The percentage of women who are full professors grew from 20% to 22% in 2008, and the percentage of racial and ethnic minorities who are full professors grew from 12% to 14%. Modest gains were also made in the percent of professional staff who are members of minority groups.

**↑ Diversity Performance Indicator: Diversity of Campus Leadership**

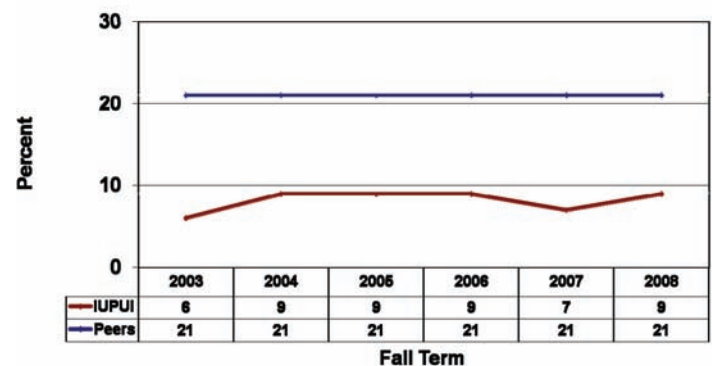
**Campus Aspiration:** To exceed peer institutions’ percentages of females and U.S. minority group members in executive/administrative/managerial positions. These positions include vice chancellors and assistant/associate vice chancellors, deans and assistant/associate deans, and directors of administrative units.

**Campus Outcome:** The percent of females in executive/administrative/managerial positions has remained essentially unchanged since 2003. Although the percentage of minority group members in senior positions increased from 2007 to 2008, the percent of executive/administrative/managerial positions held by members of racial/ethnic minority groups has remained relatively stable since 2003. The percentages of women and minority group members in these positions remain well below the percentages for IUPUI’s peers.

**Percent of Females in Executive/Managerial Positions**



**Percent of U. S. Minorities in Executive/Managerial Positions**



Includes the chancellor, vice chancellors, deans, and other senior administrators

**Highlights of Achievement:** Strong representation of women and minorities in high-level administrative positions is critically important to IUPUI. In 2008, four minority group members were hired as senior administrators, and two of the hires were women. The positions filled by women and minorities were the vice chancellor for finance and administration, the vice chancellor for research, the assistant chancellor for diversity, equity, and inclusion, and the director of equal opportunity.

# Diversity at a Glance

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## Minority Representation among Undergraduate Students

		<i>Fall Terms</i>					
		2003	2004	2005	2006	2007	2008
Number of Students	African American	2,197	2,291	2,285	2,123	2,111	2,145
	Asian/Pacific Islander	513	525	540	595	612	695
	Hispanic/Latino	393	419	452	493	542	543
	Native American	76	71	61	67	60	55
	Total Minority	3,179	3,306	3,338	3,278	3,325	3,438
	All Others	18,210	17,866	18,100	17,915	17,877	17,985
	Total Students	21,389	21,172	21,438	21,193	21,202	21,423
	Percentage Distribution	African American	10%	11%	11%	10%	10%
	Asian/Pacific Islander	2%	2%	3%	3%	3%	3%
	Hispanic/Latino	2%	2%	2%	2%	3%	3%
	Native American	0%	0%	0%	0%	0%	0%
	Total Minority	15%	16%	16%	15%	16%	16%

## Minority Representation among Graduate/Professional Students

		<i>Fall Terms</i>					
		2003	2004	2005	2006	2007	2008
Number of Students	African American	521	522	527	508	539	485
	Asian/Pacific Islander	303	358	367	385	447	460
	Hispanic/Latino	148	193	197	176	182	188
	Native American	19	25	28	32	29	28
	Total Minority	991	1,098	1,119	1,101	1,197	1,161
	All Others	7,480	7,683	7,376	7,470	7,455	7,716
	Total Students	8,471	8,781	8,495	8,571	8,652	8,877
Percentage Distribution	African American	6%	6%	6%	6%	6%	5%
	Asian/Pacific Islander	4%	4%	4%	4%	5%	5%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%
	Total Minority	12%	13%	13%	13%	14%	13%

### Minority Representation among Full-Time Academic Appointments

		<i>Fall Terms</i>					
		2003	2004	2005	2006	2007	2008
Number	African American	74	72	74	73	78	87
	Asian/Pacific Islander	308	296	274	287	317	362
	Hispanic/Latino	59	53	53	58	63	67
	Native American	5	4	4	4	5	5
	Total Minority	446	425	405	422	463	521
	All Others	2,061	2,152	2,213	2,234	2,277	2,298
	Total	2,507	2,577	2,618	2,656	2,740	2,819
Percentage Distribution	African American	3%	3%	3%	3%	3%	3%
	Asian/Pacific Islander	12%	11%	10%	11%	12%	13%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%
	Total Minority	18%	16%	15%	16%	17%	18%

### Minority Representation among Staff

		<i>Fall Terms</i>					
		2003	2004	2005	2006	2007	2008
Number	African American	725	735	718	710	736	751
	Asian/Pacific Islander	144	147	145	159	160	167
	Hispanic/Latino	46	56	64	73	71	77
	Native American	18	17	18	19	13	14
	Total Minority	933	955	945	961	980	1,009
	All Others	3,671	3,687	3,622	3,660	3,729	3,825
	Total	4,604	4,642	4,567	4,621	4,709	4,834
Percentage Distribution	African American	16%	16%	16%	15%	16%	16%
	Asian/Pacific Islander	3%	3%	3%	3%	3%	3%
	Hispanic/Latino	1%	1%	1%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%
	Total Minority	20%	21%	21%	21%	21%	21%

### IUPUI Peer Institutions

SUNY at Buffalo	University of Louisville
Temple University	University of New Mexico
University of Alabama-Birmingham	University of South Florida
University of Cincinnati	University of Utah
University of Colorado at Denver and Health Sciences Center	Virginia Commonwealth University
University of Illinois at Chicago	Wayne State University



# Vision, Mission and Goals for Diversity at IUPUI

## IUPUI Diversity Vision

The vision for diversity is a clear statement, an inspiring word picture of where IUPUI would like to be in 2-3 years.

IUPUI envisions a world-renowned urban campus animated by the spirit of pluralism—the quest to appreciate difference, to seek understanding across social and cultural barriers, to risk transformation through interaction with others, and to empower populations under-represented in American higher education.

## IUPUI Diversity Mission

The Diversity Mission lists IUPUI's primary purpose in advancing diversity.

The campus community will pursue the following goals and objectives in order to realize the Campus Mission's strong commitment to diversity by:

Using education to develop the potential of all students, faculty and staff for their personal, social, and professional advancement;

Developing an inclusive community where differences can be understood, respected, and valued and;

Preparing our graduates to shape and influence our city, state, and global society.

## IUPUI Diversity Values

To advance diversity IUPUI believes in:

- Accountability
- Civility
- Collaboration
- Engagement
- Equity
- Ideas
- Inclusion
- Integrity
- Openness
- Respect
- Trust

## IUPUI Diversity Goals

Identify campus-specific goals, action strategies, and measurable objectives addressing each of four dimensions of diversity and equity.

### Four Dimensions of Diversity and Equity

**Institutional Leadership and Commitment** – The clarity of expectations, investment of human and fiscal resources, and accountability as demonstrated through the words and actions of campus leadership at all levels;

**Curricular and Co-Curricular Transformation** – The extent to which principles of multiculturalism, pluralism, equity and diversity are currently incorporated into the curriculum and co-curriculum, as well as ongoing efforts to further infuse them into same;

**Campus Climate** – The degree to which the events, messages, symbols, values, etc., of the campus make it a welcoming and inclusive environment for all students, faculty, staff, and members of the broader community; and

**Representational Diversity** – The degree to which the campus attracts, retains, and develops students, faculty, and staff of color, commensurate with the campus mission and service region.

## IUPUI Diversity Cabinet 2008-2009\*

Charles R. Bantz  
Indiana University Executive Vice  
President & Chancellor of IUPUI

Simon Atkinson  
President, IUPUI Faculty Council

William Blomquist  
Dean  
IU School of Liberal Arts

Zephia Bryant  
Director  
Multicultural Center, IUPUI

Gary Curto  
Classroom Support Services and  
VIC Operations Helpdesk  
IUPUI Staff Council Chair for Ad-Hoc  
Committee on Diversity

Kenneth B. Durgans  
Assistant Chancellor for Diversity,  
Equity, & Inclusion, IUPUI

Scott Evenbeck  
Dean  
University College, IUPUI

Kathleen S. Grove  
Director  
Office for Women, IUPUI

Kim D. Kirkland  
Executive Director  
Office of Equal Opportunity, IUPUI

Monica A. Medina  
Clinical Lecturer  
IU School of Education – Indianapolis

Khaua Murtadha  
Associate Vice Chancellor for Life Long  
Learning and Executive Director of  
Community Learning Network, IUPUI

Gary Pike  
Executive Director  
Information Management &  
Institutional Research, IUPUI

Ellen Poffenberger  
Assistant Vice Chancellor  
Human Resources Administration,  
IUPUI

Rebecca E. Porter  
Executive Director  
Enrollment Services, IUPUI

Irene R. Queiro-Tajalli  
Executive Director of Undergraduate  
Education & Interim Executive Director  
of Labor Studies  
IU School of Social Work

Dawn M. Rhodes  
Vice Chancellor for Finance &  
Administration, IUPUI

Frank E. Ross  
Assistant Vice Chancellor for  
Student Life & Learning  
IUPUI

Lillian Stokes  
Director of Diversity and Enrichment  
IU School of Nursing

Uday Sukhatme  
Executive Vice Chancellor and  
Dean of the Faculties, IUPUI

Susan Sutton  
Associate Dean  
Office of International Affairs, IUPUI

Regina Turner  
Black Faculty & Staff Council  
University College, IUPUI

Richard C. Turner  
Professor of English  
IU School of Liberal Arts, IUPUI

Sam White Jr.  
Clinical Professor of ECE and  
Senior Advisor to the Dean  
PU School of Engineering & Technology

Kim White-Mills  
Associate Professor and Chair  
Department of Communication Studies  
Co-Chair Black Faculty Staff Council,  
IUPUI

Karen M. Whitney  
Vice Chancellor for Student Life  
& Dean of Students, IUPUI

Olgen Williams  
Deputy Mayor for Neighborhoods  
City of Indianapolis

Sherrée A. Wilson  
Assistant Dean of the Faculties, IUPUI

\* Last revised 12/09/08

