



IUPUI

STATE OF DIVERSITY 2010

01.17.10

Chancellor Charles R. Bantz

Indiana University-Purdue University Indianapolis

A Core Campus of Indiana University

State of Diversity 2010

Chancellor's Message

Charles R. Bantz, Chancellor

January 17, 2010

“Cautiously optimistic” is how I describe our take on the data in this year’s State of Diversity report.

We are optimistic because we have launched initiatives that have worked well for other universities. Rutgers University, for example, is the campus that has ranked number one in the nation for diversity in U.S. News & World Report’s annual college ratings, 12 years running. This year, more than half of the first-year class members identified themselves as non-Caucasian.

What’s working for Rutgers? “Cluster hiring” for a start. Cluster hiring is a process by which faculty are recruited in groups built around common research and academic themes. Cluster hiring can also aid both faculty and student retention because it concentrates a critical mass of people of color in a department or program, creating a sense of community around professional or academic interests. A cluster hire in the IU School of Liberal Arts not only enhanced our African American and African Diaspora Studies Program and created the Olaniyan Scholars program but also resulted in IUPUI’s first Public Scholars in Africana Studies International Conference last October.

Advancing similar goals as the cluster hiring strategy is the SRUF fund—Support for the Recruitment of Under-Represented Faculty. A SRUF investment of \$3.5 million (and \$1.1 million in ongoing support) has resulted in 46 hires in the last three years. Because consultation is provided to deans, department chairs, and search committees on how to enhance the diversity of the pool of candidates, SRUF has been very successful in broadening searches and attracting talented faculty to IUPUI. Progress overall has been slow but steady. For the period 1998 to 2009, the percentage of minority tenure or tenure-track faculty has increased from 13.3 percent to 23.0 percent.¹

It is also important to support minority faculty in their research productivity. With the goal of enhancing professional development, and thus aiding retention, the Office of the Vice Chancellor for Research has developed DRIVE (Developing Diverse Researchers with InVestigative Expertise). The DRIVE program supports full-time faculty working on projects that have the potential for sustainability through external funding.

Ultimately, these initiatives also create opportunities for students like Alexandria Edmondson. Fresh out of high school from Indianapolis’s Arsenal Technical High School, where she thrived in an advanced health-related magnet program, Alexandria arrived at IUPUI last fall with the thought of teaching as a possible career. Then, an introductory social work class from Professor Khadija Khaja got her interested in research. The Diversity Research Scholars Program gave her the opportunity to work with Professor Khaja on a project involving the lives of Muslims before and after 9/11. Alexandria has said that this experience has raised her sights to attending graduate school. “The higher the education, the more opportunities,” she told a reporter.

The work of faculty, both in teaching and research, is key to IUPUI’s diversity goals. Leslie Ashburn-Nardo, an assistant professor of psychology at IUPUI, received a national award for her efforts to infuse diversity issues into the classes she teaches. Professor Ashburn-Nardo received an award from the Society for the Teaching of Psychology that recognizes faculty who have “effectively incorporated multiple cultural issues into their general psychology courses.” As a social psychologist whose research focuses on stereotyping and prejudice, Professor Ashburn-Nardo uses subtle techniques to send the message in all her classes that people from every walk of life have valuable lessons to teach. By studying stereotyping and prejudice from the



perspective of both the target and the perpetrator, she has shown through her research that prejudice shapes attitudes outside conscious awareness. Another element of her research has to do with how to reduce prejudice. Once again, translating research into practice emerges as a distinctive campus trait through this faculty member's work.

University College also has had success in infusing diversity into first-year experiences for students new to IUPUI. The vast majority of first-year seminar students report that instructional team members were committed to promoting an environment that respects and celebrates diversity (75 percent) and that they had encountered activities or classroom discussions that incorporated diversity awareness and appreciation (71 percent).

Another part of Rutgers' success in diversity has been filling the pipeline, which IUPUI is doing through its partnership with Indianapolis Public Schools on the Crispus Attucks Medical Magnet High School—among others. CAMMHS completed its pilot year during 2008–2009 with 23 students completing a total of 112 credit hours. The 23 students from 2008–2009 were joined by 21 additional students in fall 2009, bringing the total CAMMHS student enrollment to 44 for 2009–2010. To increase IUPUI faculty awareness of the partnership, we launched a lecture series for 2009–2010 in which faculty will share insights on engaging CAMMHS high school students in their specific field of study.

Individual professional schools also have programs and initiatives to move our diversity agenda, and two new campus leaders will be joining the effort. The School of Medicine hired George Rausch, Ed.D., as associate dean for diversity in early 2009. The School of Dentistry just recruited Pamela Shaw, D.M.D., M.P.H., as its associate dean for diversity, equity, and inclusion, effective January 1, 2010.








As the anecdotal evidence shows, and as the data suggest, we have reason for cautious optimism about our diversity goals because other universities like Rutgers, have offered strategies that have passed the test of time. As we strengthen the diversity of our faculty, students, curriculum, and research, only time will tell if we have worked hard and long enough.

¹ Minority includes African American, Hispanic, Native Americans, and Asian.

Diversity Performance Indicators

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 2007. This report includes the IUPUI Diversity Committee'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.



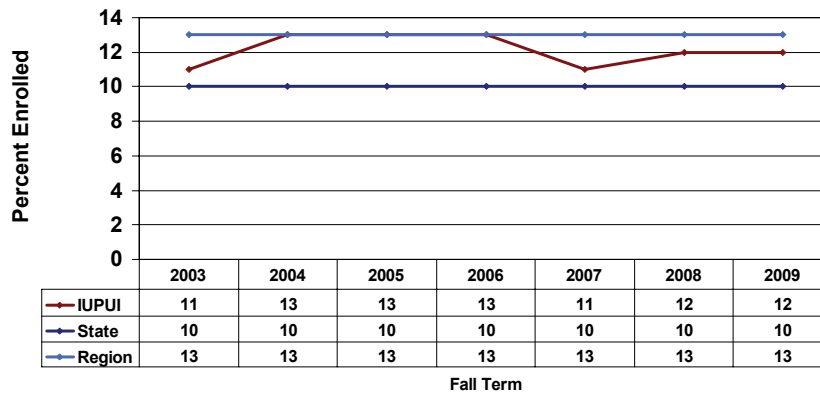
Diversity Performance Indicator: Recruitment of a Racially Diverse Student Population

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 2009 incoming undergraduate class held stable at 12% and was higher than the percent of underrepresented minority college-going high school graduates in Indiana.

Underrepresented U. S. Minority First-Time Freshman Enrollment



Data for the state and region based on SAT test takers

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

The percent of underrepresented minority transfer students fall 2009 increased slightly to almost 17% of all new transfer students.

Minority Representation among New Undergraduate Transfer Students

		2005	2006	2007	2008	2009
Number of Students	African American	224	220	211	227	196
	Asian/Pacific Islander	56	61	49	53	38
	Hispanic/Latino	35	42	56	40	47
	Native American	8	5	9	3	5
	Total Minority	323	328	325	323	286
	All Others	1,500	1,656	1,373	1,402	1,192
	Total Students	1,823	1,984	1,698	1,725	1,478
Percentage Distribution	African American	12%	11%	12%	13%	13%
	Asian/Pacific Islander	3%	3%	3%	3%	3%
	Hispanic/Latino	2%	2%	3%	2%	3%
	Native American	0%	0%	1%	0%	0%
	Total Minority	18%	17%	19%	19%	19%

Minority representation among new graduate and professional students remains stable in terms of both the number and percent of new graduate and professional students.

Minority Representation among New Graduate and Professional Students

		2005	2006	2007	2008	2009
Number of Students	African American	159	148	152	138	134
	Asian/Pacific Islander	125	103	137	145	100
	Hispanic/Latino	60	43	65	47	43
	Native American	11	6	10	5	4
	Total Minority	355	300	364	335	281
	All Others	2,319	2,299	2,309	2,469	2,162
	Total Students	2,674	2,599	2,673	2,804	2,443
Percentage Distribution	African American	6%	6%	6%	5%	5%
	Asian/Pacific Islander	5%	4%	5%	5%	4%
	Hispanic/Latino	2%	2%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%
	Total Minority	13%	12%	14%	12%	12%

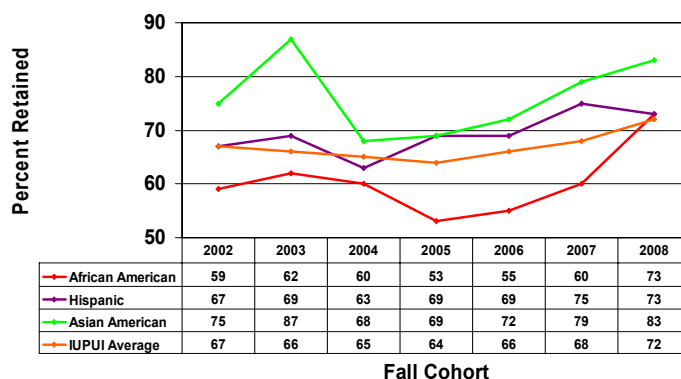
Highlights of Achievement: Entering IUPUI undergraduates represent a very traditional first-time college population with 97 percent of the new freshman under the age of 25. The number of new minority freshmen and transfer students has trended slightly upward over the past seven years.

Diversity Performance Indicator: Retention of a Racially Diverse Undergraduate Student Population

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

Campus Outcome: For fall 2009, the undergraduate one-year retention rate for minority students exceeded the retention rate for all IUPUI students.

IUPUI U.S. Minority Retention Rates



Highlights of Achievement: For the first time in fall 2009, the one-year undergraduate retention rate for African American students exceeded the campus average.

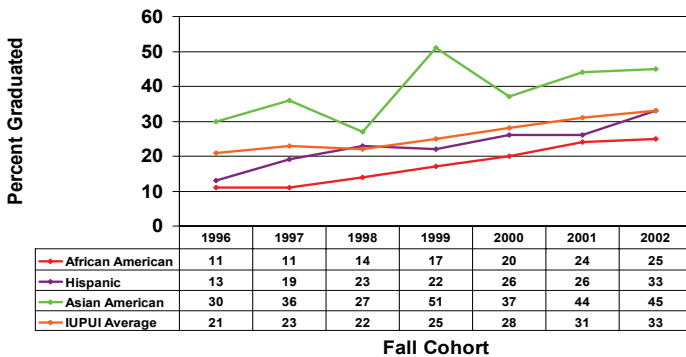


Diversity Performance Indicator: Graduation of a Racially Diverse Undergraduate Student Population

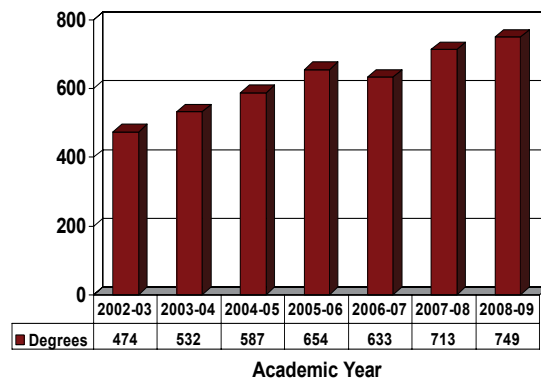
Campus Aspiration: To reach the campus aspiration, the official undergraduate graduation rates of African American, Hispanic/Latino, and Asian American students will exceed those of IUPUI’s undergraduate student body overall.

Campus Outcome: The official graduation rate for minority students (30%) has improved considerably, but continues to be below the rate for all IUPUI students (33%). The number of degrees conferred to minority students (African American, Hispanic/Latino, Asian American, and Native American) has substantially increased over the last seven years.

IUPUI U.S. Minority Graduation Rates



Degrees Awarded to U. S. Minority Students



Highlights of Achievement: The graduation rate for Hispanic/Latino students was equal to the campus average and the graduation rate for Asian/Pacific Islanders exceeded the campus average.



Diversity Performance Indicator: Diversity of the Curriculum

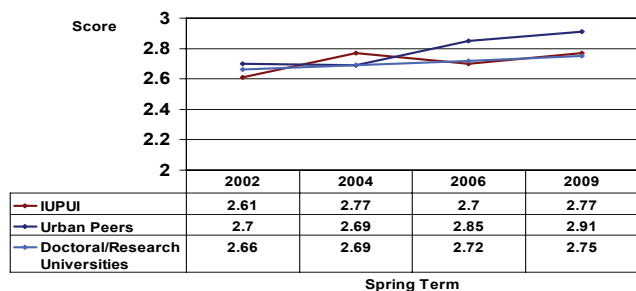
Campus Aspiration: Responses of IUPUI first-year students and seniors to the National Survey of Student Engagement (NSSE) questions focusing on diversity of the curriculum will exceed the means for IUPUI’s urban peers and all research universities participating in the survey.

The diversity survey item is: How frequently do you 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 research universities participating in the survey.

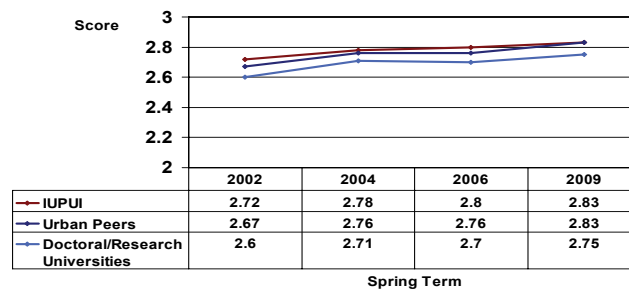
Campus Outcome: Students’ reports of the extent to which diversity is included in their courses increased slightly in 2009. The average for seniors was the same as our urban peers, but the average for first-year students continues to lag behind our urban peers. Faculty survey results indicate measurable declines in the extent to which faculty include diversity topics in upper-division courses.

Diversity Issues in Coursework (First-Year Students)



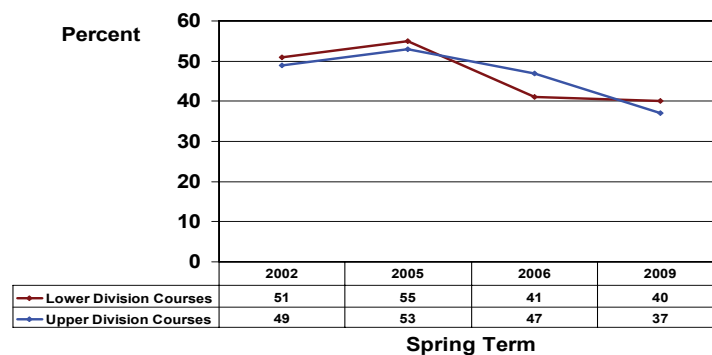
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often

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: The integration of diverse perspectives (e.g., different races, religions, political beliefs, physical disabilities, and gender) into coursework continues to be a central goal at IUPUI. All the schools at IUPUI, including Herron School of Art, 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 means of IUPUI's urban peers. The questions selected for this indicator focus on co-curricular and interdisciplinary activities that 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 results for first-year students show a steady increase in co-curricular diversity experiences for IUPUI. However, the co-curricular diversity scores for IUPUI's urban peers have also increased, and IUPUI lags behind its peers in diversity experiences outside the classroom. The results for IUPUI seniors are similar to those for first-year students. The extent to which IUPUI seniors report being involved in diversity experiences outside the classroom has increased since 2002, but still lags behind levels reported by our urban peers.

First-Year Student Responses to Survey Questions Concerning Co-Curricular Involvement *

		2002	2004	2006	2009
Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds ^a	IUPUI	2.49	2.62	2.53	2.75
	Peers	2.48	2.58	2.59	2.79
Had serious conversations with students of a different race or ethnicity than your own ^b	IUPUI	2.40	2.47	2.49	2.50
	Peers	2.59	2.60	2.63	2.78
Had serious conversations with students of different religious beliefs, political opinions, or personal values ^b	IUPUI	2.48	2.52	2.51	2.59
	Peers	2.63	2.74	2.68	2.84
College experiences have contributed to understanding people of other racial and ethnic backgrounds ^a	IUPUI	2.55	2.52	2.48	2.68
	Peers	2.62	2.51	2.66	2.79
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective ^b	IUPUI	NA	NA	2.67	2.78
	Peers	NA	NA	2.74	2.83

*NA-question not included in survey year

^a Scale: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little

^b Scale: 4=Very often, 3=Often, 2=Sometimes, 1=Never

Senior Student Responses to Survey Questions Concerning Co-Curricular Involvement *

		2002	2004	2006	2009
Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds ^a	IUPUI	2.34	2.36	2.36	2.46
	Peers	2.31	2.40	2.36	2.54
Had serious conversations with students of a different race or ethnicity than your own ^b	IUPUI	2.63	2.69	2.60	2.73
	Peers	2.59	2.60	2.70	2.79
Had serious conversations with students of different religious beliefs, political opinions, or personal values ^b	IUPUI	2.58	2.72	2.62	2.75
	Peers	2.56	2.70	2.68	2.79
College experiences have contributed to understanding people of other racial and ethnic backgrounds ^a	IUPUI	2.60	2.49	2.55	2.56
	Peers	2.59	2.54	2.60	2.69
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective ^b	IUPUI	NA	NA	2.81	2.91
	Peers	NA	NA	2.81	2.88

*NA-question not included in survey year

^a Scale: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little

^b Scale: 4=Very often, 3=Often, 2=Sometimes, 1=Never

The following table represents a compilation of statistics from the IUPUI Campus and Community Life (CCL) office during the 2006-2007, 2007-2008, and 2008-2009 academic years with respect to support of diversity in the co-curriculum. The upper portion of the table provides overall totals.

The lower half of the table lists cultural enrichment programs by the respective heritage month. In addition to an increase in number of programs, there was also an increase in campuswide partnerships during this time. The number of programs that were co-sponsored by student organizations (as opposed to being planned only by CCL) has increased significantly in the last three years. For example, in 2007-2008, only seven of the programs were not co-sponsored with a student organization and were created by CCL alone.

Co-curricular Diversity Indicator	2006-2007	2007-2008	2008-2009	% change since last year	% change since 2006-2007
Student Organizations (diversity-related, culturally-based/affirming)	33	35	55	57.1%	66.7%
Numbers of students, faculty & staff attending CCL Cultural Enrichment Programs	4,520	4,315	5,196	20.4%	15.0%
Campus & Community Life Cultural Enrichment Programs (Annual Totals)	91	83	129	55.4%	41.8%
<i>Cultural Heritage Month Programming Details</i>					
Hispanic Heritage Month	10	17	16	-5.9%	60.0%
GLBT History Month	5	11	13	18.2%	160.0%
Native American Heritage Month	6	17	11	-35.3%	83.3%
Black History Month	11	9	12	33.3%	9.1%
Women's History Month	7	11	22	100.0%	214.3%
Asian American Heritage Month	8	10	13	30.0%	62.5%

Highlights of Achievement: Since the 2005-2006 academic year, most of the cultural programs provided by IUPUI have been co-sponsored with student organizations. Involving student organizations in diversity programming is a goal of Campus and Community Life and should help to raise cultural awareness among IUPUI students.

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 will 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: 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 reported 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.

Both female and minority faculty reported extremely high levels of negative experiences in the areas of negative or disparaging comments, not being taken seriously, feeling isolated or unwelcome, offensive language or humor, discrimination, discouragement in pursuing academic goals, and harassment. Female staff reported high levels of negative or insulting comments, feeling isolated or unwelcome, and offensive language or humor. Minority staff reported high levels of negative or insulting comments, not being taken seriously, feeling isolated or unwelcome, offensive language or humor, discrimination, discouragement in pursuing career goals, and harassment.

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

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

* Socioeconomic status

Proportion of IUPUI faculty having negative campus experiences based on following attributes

Campus Experience	Female	Male	Minority	Non-Minority	SES*	Sexual Orientation	Disabilities
Negative or disparaging comments	16.1%	5.5%	19.7%	3.4%	2.8%	2.2%	2.2%
Not being taken seriously	22.4%	0.5%	14.8%	0.7%	0.3%	0.3%	0.0%
Feeling isolated or unwelcome	11.5%	3.3%	18.0%	1.7%	0.6%	1.1%	0.3%
Offensive language or humor	8.6%	0.5%	13.1%	0.3%	1.4%	1.4%	0.3%
Discrimination	10.9%	2.2%	9.8%	1.4%	0.0%	0.3%	0.8%
Discouragement in pursuing my academic goals	9.8%	2.2%	14.8%	1.0%	0.0%	0.3%	0.0%
Harassment	7.5%	1.1%	4.9%	0.3%	0.3%	0.6%	0.0%

* Socioeconomic status

Proportion of IUPUI staff having negative campus experiences based on following attributes

I Have Experienced	Female	Male	Minority	Non-Minority	SES*	Sexual Orientation	Disabilities
Negative or insulting comments	7.6%	3.5%	18.0%	2.4%	4.0%	1.9%	1.4%
Not being taken seriously	4.0%	1.7%	5.6%	0.8%	1.0%	0.4%	0.8%
Feeling isolated or unwelcome	5.7%	2.6%	17.3%	1.9%	1.5%	0.5%	0.9%
Offensive language or humor	10.3%	2.4%	14.8%	0.9%	3.5%	0.5%	0.7%
Discrimination	3.6%	3.5%	15.8%	2.4%	2.6%	1.0%	0.8%
Discouragement in pursuing my career goals	2.8%	1.0%	6.1%	0.4%	1.5%	0.1%	0.4%
Harassment	5.8%	1.9%	11.9%	1.0%	1.8%	1.3%	0.4%

* Socioeconomic status

Highlights of Achievement: Since 2007, IUPUI has taken several 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, set goals for improving the climate for diversity in their units and across campus, and are regularly reporting the results of their efforts.



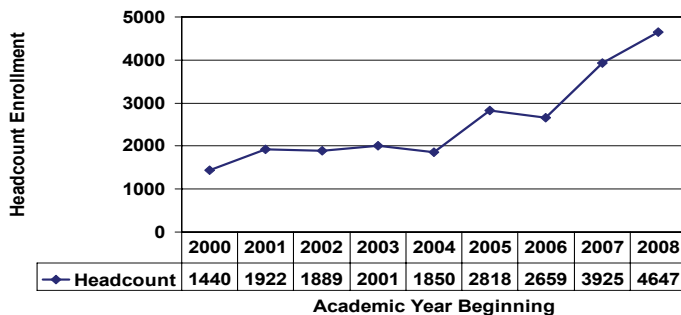
Diversity Performance Indicator: Diversity in Civic Engagement

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 39% of the students serving as coaches for the America Reads/America Counts programs are members of racial/ethnic minority groups. According to teacher surveys, 83% of the youth served improved their math levels and 85% improved their reading levels.

IUPUI Undergraduate Students Enrolled in Service-Learning Classes



IUPUI contracts with women and minority-owned businesses totaled \$4,735,340 in 2008, an increase of nearly \$50,000 over 2007.

Highlights of Achievement: The 2009 edition of America’s Best Colleges from *U.S. News and World Report* listed IUPUI as one of the top universities in the nation with outstanding service-learning programs. This is the eighth consecutive year for this recognition. IUPUI was named to the 2008 President’s Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service. Selection to the Honor Roll constitutes recognition from the highest levels of the federal government for the campus commitment to service and civic engagement. Most recently, IUPUI was recognized at the annual conference of the Coalition of Urban and Metropolitan Universities as one of the top five “Best Neighbor” colleges and universities in the nation. Institutions are selected for this award because of their positive impact on their urban communities through their civic partnerships.

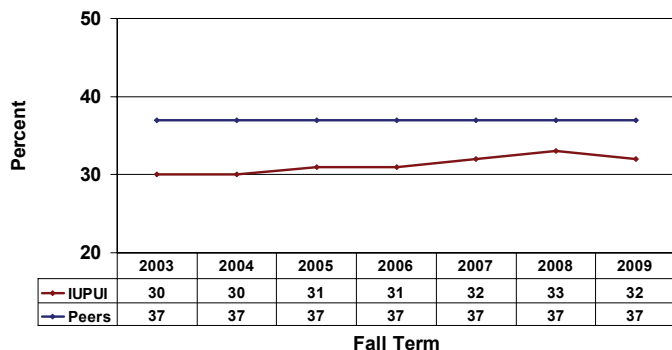


Diversity Performance Indicator: Diversity of Faculty and Staff

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

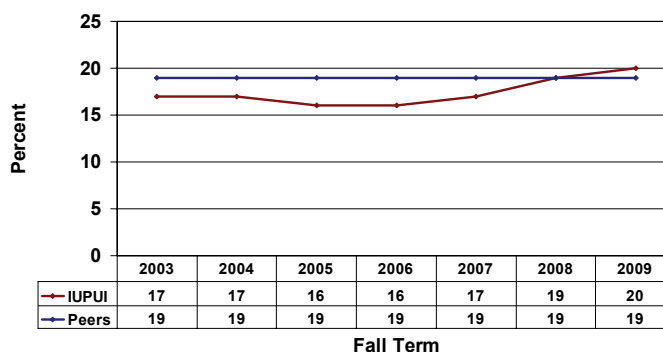
Campus Outcome: The proportion of tenured and tenure-track faculty who are women and/or members of a racial/ethnic minority group decreased slightly in 2009, and the percentage of women in tenured and tenure-track faculty ranks remains below the average for IUPUI’s peer institutions. The percentage of tenured and tenure-track faculty who are members of racial and ethnic minorities increased to 20% and also exceeded the average for IUPUI’s peers.

Percent Female Tenured/Tenure-Track Faculty



Includes professors, associate professors, and assistant professors

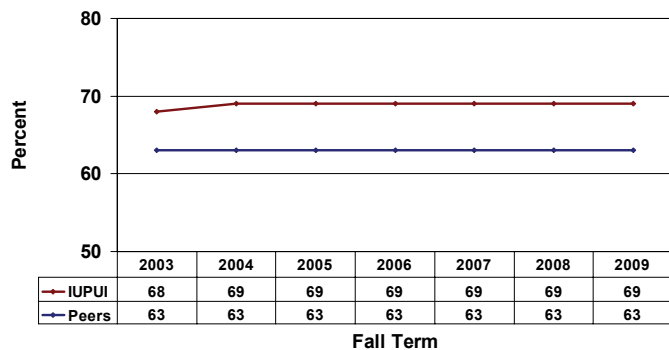
Percent Minority Tenured/Tenure-Track Faculty



Includes professors, associate professors, and assistant professors

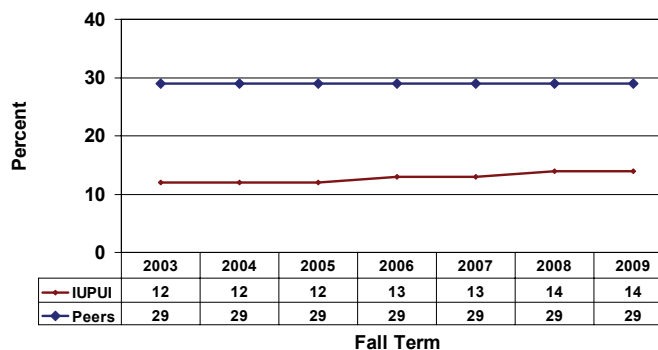
Women constitute the vast majority of administrative support staff and are well represented among professional and technical staff as well. Minority representation is very low among professional staff and among secretarial/clerical staff.

Percent Female Professional Staff



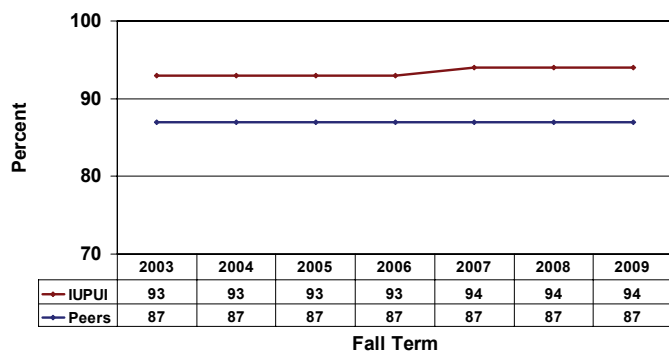
Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

Percent Minority Professional Staff

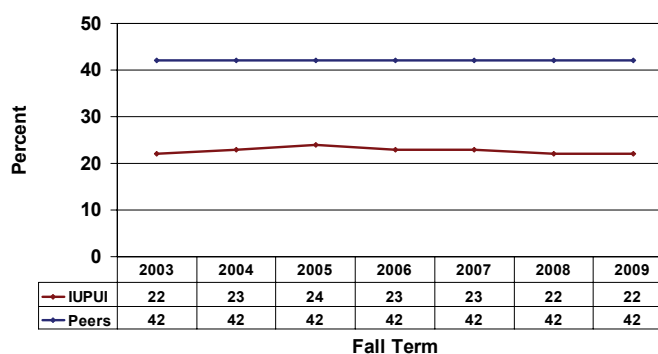


Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

Percent Female Secretarial/Clerical Staff



Percent Minority Secretarial/Clerical Staff



Highlights of Achievement: In addition to the growing representation of minorities among tenured and tenure-track faculty generally, the percentage of racial and ethnic minorities who are full professors grew from 14% to 15%.

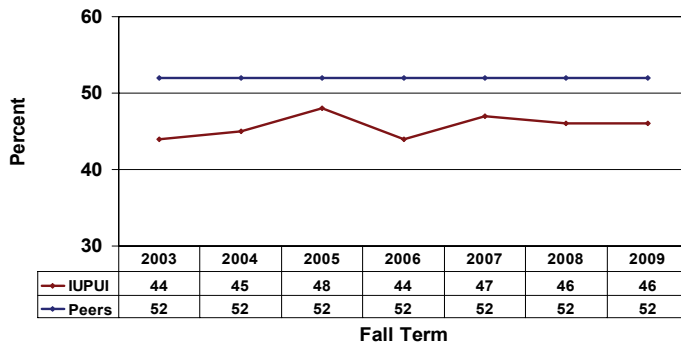


Diversity Performance Indicator: Diversity of Campus Leadership

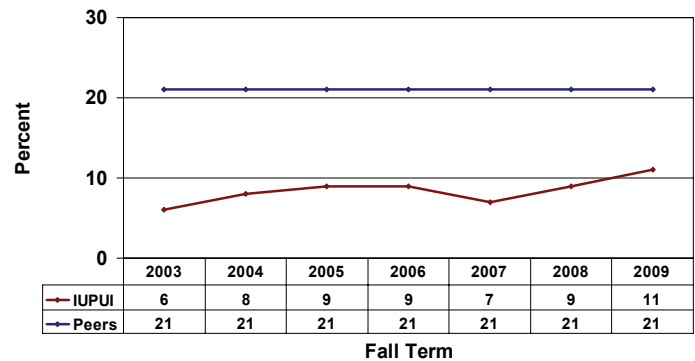
Campus Aspiration: To exceed peer institutions' percentages of females and U.S. minority group members in executive/administrative/managerial positions. These positions include vice chancellors and assistant/associate vice chancellors, deans and assistant/associate deans, and directors of administrative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

Campus Outcome: The percent of females in executive/administrative/managerial positions has remained essentially unchanged since 2003 and is below the comparable percentage for IUPUI's peers. Although the percentage of minority group members in executive/administrative/managerial positions has increased noticeably since 2007, IUPUI remains well behind its peers in the percent of racial/ethnic minorities in executive/administrative/managerial positions.

Percent of Females in Executive/Managerial Positions



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



Highlights of Achievement: Strong representation of women and minorities in high-level administrative positions is critically important to IUPUI. In 2009, 55% of senior administrators (vice chancellors and associate and assistant vice chancellors) were female and 23% were members of racial/ethnic minority groups.

Diversity at a Glance

Minority Representation among Undergraduate Students

		2004	2005	2006	2007	2008	2009
Number of Students	African American	2,291	2,285	2,123	2,111	2,145	2,240
	Asian/Pacific Islander	525	540	595	612	695	734
	Hispanic/Latino	419	452	493	542	543	625
	Native American	71	61	67	60	55	57
	Total Minority	3,306	3,338	3,278	3,325	3,438	3,656
	All Others	17,866	18,100	17,915	17,877	17,985	18,463
	Total Students	21,172	21,438	21,193	21,202	21,423	22,119
Percentage Distribution	African American	11%	11%	10%	10%	10%	10%
	Asian/Pacific Islander	2%	3%	3%	3%	3%	3%
	Hispanic/Latino	2%	2%	2%	3%	3%	3%
	Native American	0%	0%	0%	0%	0%	0%
	Total Minority	16%	16%	15%	16%	16%	17%

Minority Representation among Graduate and First Professional Students

		2004	2005	2006	2007	2008	2009
Number of Students	African American	522	527	508	539	485	503
	Asian/Pacific Islander	358	367	385	447	460	398
	Hispanic/Latino	193	197	176	182	188	170
	Native American	25	28	32	29	28	21
	Total Minority	1,098	1,119	1,101	1,197	1,161	1,092
	All Others	7,683	7,376	7,470	7,455	7,716	7,172
	Total Students	8,781	8,495	8,571	8,652	8,877	8,264
Percentage Distribution	African American	6%	6%	6%	6%	5%	6%
	Asian/Pacific Islander	4%	4%	4%	5%	5%	5%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%
	Total Minority	13%	13%	13%	14%	13%	13%

Minority Representation among Full-Time Academic Appointments

		<i>Fall Terms</i>						
		2003	2004	2005	2006	2007	2008	2009
All Full-Time Academic Appointments								
Number	African American	74	72	74	73	78	87	98
	Asian/Pacific Islander	308	296	274	287	317	362	385
	Hispanic/Latino	59	53	53	58	63	67	67
	Native American	5	4	4	4	5	5	5
	Total Minority	446	425	405	422	463	521	555
	All Others	2,061	2,152	2,213	2,234	2,277	2,298	2,403
	Total	2,507	2,577	2,618	2,656	2,740	2,819	2,958
Percentage Distribution	African American	3%	3%	3%	3%	3%	3%	3%
	Asian/Pacific Islander	12%	11%	10%	11%	12%	13%	13%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%	0%
	Total Minority	18%	16%	15%	16%	17%	18%	19%

Minority Representation among Staff

		<i>Fall Terms</i>						
		2003	2004	2005	2006	2007	2008	2009
All Staff								
Number	African American	725	735	718	710	736	751	744
	Asian/Pacific Islander	144	147	145	159	160	167	180
	Hispanic/Latino	46	56	64	73	71	77	83
	Native American	18	17	18	19	13	14	16
	Total Minority	933	955	945	961	980	1,009	1,023
	All Others	3,671	3,687	3,622	3,660	3,729	3,825	3,848
	Total	4,604	4,642	4,567	4,621	4,709	4,834	4,871
Percentage	African American	16%	16%	16%	15%	16%	16%	15%
Distribution	Asian/Pacific Islander	3%	3%	3%	3%	3%	3%	4%
	Hispanic/Latino	1%	1%	1%	2%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%	0%
	Total Minority	20%	21%	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 2009-2010*

Charles R. Bantz
IU Executive Vice President
IUPUI Chancellor

Kenneth B. Durgans
Assistant Chancellor for Diversity,
Equity, and Inclusion
Office of Diversity, Equity, and Inclusion

Simon Atkinson
President
IUPUI Faculty Council

Devjani Banerjee-Stevens
Director of Diversity and Enrichment
IU School of Nursing

William Blomquist
Dean
IU School of Liberal Arts

Zephia Bryant
Director
Multicultural Center

Gary Curto
IUPUI Staff Council Chair
Ad-Hoc Committee on Diversity

Angela M. Espada
Associate Assistant Chancellor for
Diversity, Equity, and Inclusion
Office of Diversity, Equity, and
Inclusion

Scott Evenbeck
Dean
University College

Johnny Flynn
Representative
Native American Faculty Staff
Council

Kathleen S. Grove
Director
Office for Women

Wayne Hilson, Jr.
Director of Multicultural Academic
Relations
Office of Diversity, Equity, and
Inclusion

Kim D. Kirkland
Director
Office of Equal Opportunity

Monica A. Medina
Representative
Latino Faculty Staff Council

Khaula Murtadha
Associate Vice Chancellor for Lifelong
Learning
Executive Director of Community
Learning Network

Kim Nguyen
Representative
Asian Pacific American Faculty Staff
Council

Darrell Nickolson
Representative
Black Faculty Staff Council

Nicole Oglesby
Director
Diverse Community Partnerships,
CLN/Office of Diversity, Equity, and
Inclusion

Gary Pike
Executive Director
Information Management & Institutional
Research

Ellen Poffenberger
Assistant Vice Chancellor
Human Resources Administration

Rebecca E. Porter
Executive Director
Enrollment Services

Irene R. Queiro-Tajalli
Executive Director of Undergraduate
Education
IU School of Social Work

George Rausch
Associate Dean for Diversity Affairs
IU School of Medicine

Dawn M. Rhades
Vice Chancellor for Finance &
Administration
Office of Finance and Administration

Juhanna Rogers
Representative
Black Faculty Staff Council

Frank E. Ross
Assistant Vice Chancellor of Student Life
& Learning
Student Life

Uday Sukhatme
Executive Vice Chancellor
Dean of the Faculties, Academic Affairs

Susan Sutton
Associate Dean
Office of International Affairs

Sam White, Jr.
Senior Advisor to the Dean
Purdue School of Engineering & Technology

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

Olgen Williams
Deputy Mayor for Neighborhoods
City of Indianapolis

Sherrée A. Wilson
Assistant Dean of the Faculties
Academic Affairs

Marla Zimmerman
Representative
Gay Lesbian Bisexual Transgender Faculty
Staff Council

*Last Revised 11/29/2009

IUPUI

WHERE IMPACT IS MADE — EVERY DAY