

**IU Board of Trustees
Campus Diversity Committee
Annual Report**

Chancellor/Provost: Chancellor Charles Bantz

(Report prepared by Diversity Cabinet Subcommittee, chaired by Dr. Ken Durgans)

Campus: Indiana University-Purdue University Indianapolis (IUPUI)

Date: August 3, 2009

REVIEW AND RECOMMENDATIONS FOR FACULTY EMPLOYMENT POLICIES CONCERNING DIVERSITY ISSUES

Review

The Office of Academic Affairs provides leadership in faculty development at IUPUI, including the recruitment, retention, and advancement of faculty. We employ a multi-pronged approach to faculty recruitment and retention of faculty from less-represented populations, with three primary areas of focus: 1) address the pipeline issue in order to increase the pool of potential faculty members from less represented populations; 2) use effective recruitment techniques to facilitate diverse candidate pools; and 3) provide support for the professional growth and development of current faculty as we strive to retain them. Strategic and programming relative to the three areas of focus are explained in more detail below.

Faculty Data

From FY 207-08 to FY 08-09, faculty of color from less represented populations (American Indian, Asian, Black, and Hispanic/Latino) increased by 15% at IUPUI; non-tenured faculty increased by 19%, while tenure-related faculty increased 12.5 %. For women faculty, the increase from FY 2007-08 to FY 2008-09 was negligible at .5%, with a 1% increase for tenure-related faculty and no increase among non-tenure related faculty; the percentage of women faculty in non-tenure positions is greater (45% versus 32%) than those in tenure related positions.

Overview of Faculty Recruitment and Retention Practices

- 1) *Pipeline Issue.* We have established various partnerships which serve as “Grow our Own” programs; while the effects/outcomes of the programs may not be immediately realized; long-term they may provide an avenue for increasing the number of potential faculty candidates from less represented populations.
 - a. One of our newest partnerships was formed in April 2007, between IUPUI and Indianapolis Public Schools (IPS) to establish an early college program at Crispus Attucks Medical Magnet High School (CAMMHS). The program aims to put middle and high school students on a path toward a career in medicine/healthcare, and to advance health and life sciences as well as teaching and learning in mathematics and sciences. The CAMMHS Early College Program is administered and coordinated under the IUPUI Special Programs for Academic Nurturing (SPAN) Division. CAMMHS completed its pilot year at IUPUI during AY 08-09; 23 CAMMHS students completed a total of 112 credit hours. Nineteen of the 23 students remain in the program and will be joined by 24 additional students in fall 2009 bringing the total CAMMHS student enrollment to 47 for AY 09-10.
 - b. In March 2007, Indiana University Bloomington, IUPUI, and nine Historically Black Colleges and Universities (HBCUs) formed a partnership to increase the number of minority students in the science, technology, engineering, and math (STEM) disciplines. As with the IUPUI/IPS partnership, the IU/HBCU STEM initiative may serve as a pipeline to increase the number of less represented faculty entering STEM fields. The second IU/HBCU STEM Summer Scholars Institute was held during the summer of 2008 with 22 students from ten of the 13 partner institutions; 11 of the students were paired with faculty at IUPUI. Five members of the inaugural 2007 institute returned for a second year; additionally, two

students from the 2007 institute are currently enrolled at IU pursuing doctoral work. For the 2009 Summer Scholars Institute 21 students are enrolled with 8 students completing their work at IUPUI for the summer.

- c. Academic year 07-08 was the first year of IUPUI's partnership with Howard University. The program seeks to enhance faculty diversity at IUPUI, expose Howard University students to our campus, and provide an avenue for recruitment of future faculty members. Under the program, Ph.D. candidates from Howard come to IUPUI for a one-year pre-doctoral fellowship; the fellows teach two courses per year while also completing their dissertation requirements. Our first fellow was placed in the School of Liberal Arts during 07-08; our second fellow will arrive August 1, 2009 and teach in the School of Social Work during AY 09-10.

2) *Faculty Recruitment Strategies/Techniques*

- a. The Office of Academic Affairs provides consultation and presents workshops on effective recruitment techniques with the goal of advancing the recruitment of faculty from less represented populations to deans, department chairs, and search committee members. Additionally, we work to foster and cultivate networks with colleagues (within and outside the institution), faculty advisors, and potential faculty candidates throughout the year since recruitment must occur on an ongoing basis through relationship-building, which is a critical component of the recruitment efforts.
- b. The Office of Academic Affairs also administers the Support for Recruiting Underrepresented Faculty (SRUF) program. SRUF is designed to encourage and assist schools and departments at IUPUI in the hiring of new underrepresented tenure/tenure-track faculty. The aim is to build a more diverse faculty, enrich the intellectual environment, and provide role models for our students. The SRUF pool provides \$50,000 in salary support per underrepresented faculty recruit for the first year of employment. In subsequent years, recurring salary funds of \$25,000 will be transferred to the school's base budget as long as the underrepresented faculty member remains at IUPUI. Under the SRUF program, nine faculty members were hired for AY 08-09.

3) *Faculty Retention*

- a. Faculty who were recruited under the SRUF program are assigned mentors; workshops are held throughout the academic year for SRUF faculty and their mentors.
- b. The 2008 study of the Experiences of Faculty of Color at IUPUI was completed. Faculty participants indicated the following as critical to retention of faculty of color: networking and community-building within schools; increased diversity and multiculturalism among faculty population; the implementation of strategies that positively impact promotion and tenure of faculty of color; and the adoption of proactive policies and practices.
- c. The Office for Women (OFW) sponsors and/or presents programming designed to facilitate the career and professional development of women faculty on campus, including: "Partnering for Promotion", a workshop series that presents the policies, processes, and resources required to put forward applications for tenure or promotion; provides leadership development opportunities; and offers consultation on issues/topics for women faculty. The OFW also initiated and received approval to have a Gender Pay Equity Study conducted during AY 08-09.

Recommendations

1. While the number and percentage of faculty of color increased from AY 07-08 to 08-09, the greater increase was among non-tenured faculty. Additionally, the percentage of women faculty is largest among non-tenured faculty. Since it is tenure related faculty who can most influence the curriculum, policy, and changes in institutional culture, and given that tenure affords academic freedom to faculty who attain it providing a certain level of security and protection, the campus

should commit to increasing the number of tenure related faculty from less-represented populations.

2. Provide resources to increase staffing and programming for faculty recruitment/retention efforts and dedicate more resources to the OFW to support the advancement of women faculty.
3. Revive and revitalize web resources aimed at faculty recruitment/retention.
4. Re-institute the grant program to support research advancement of women faculty and faculty of color.
5. Couple hiring can help build a more diverse, equitable, and competitive workforce and is a particularly relevant strategy for the recruitment and retention of female faculty Therefore it is recommended that a Dual Career Assistance Program be developed and implemented.
6. Provide more support in the way of family-friendly policies in order to attract and retain women on the faculty.
7. Develop an exit interview process for faculty.
8. Provide resources for the development and implementation of retention programming and support for faculty from less-represented populations.
9. Collaborate with the Office of Diversity, Equity and Inclusion (DEI) and Office for Women (OFW) on recruitment/retention efforts for faculty from less-represented populations.

REVIEW OF FACULTY AND ADMINISTRATION PERSONNEL COMPLAINTS CONCERNING DIVERSITY ISSUES

Complaints

Responsibility for addressing complaints of discrimination or harassment (sex, race, religion, national origin, disability, sexual orientation, etc.) is a major responsibility vested in the Office of Equal Opportunity (OEO) by the Chancellor. The Office of Equal Opportunity has developed a three-pronged approach to categorizing complaints:

- 1) *Consultative Approach* which could include verbal conversations between the complainant and the respondent, as appropriate. These are issues raised by complaining parties and generally involve exploratory meetings with individuals to understand their concerns, rights, and responsibilities within the university environment, to offer advice on alternative solutions, and to identify appropriate resources for resolution. While these issues are addressed by OEO, they do not rise to a level of illegal harassment or discrimination. OEO will consult, make an assessment, and intervene as appropriate, which may include facilitated discussions, but no official notice of complaint will be issued.
- 2) *Mediation* which is an intervention to work with both the complainant and the respondent to help them reach a mutually agreed upon resolution. OEO will assess the situation to determine whether mediation is appropriate. Either the complainant or the respondent may refuse mediation or, once commenced, end mediation at any time. No adverse inference is to be drawn from any such decision.
- 3) *Formal Investigation* includes a comprehensive investigative approach. OEO will make a determination on the classification of the complaint, and make a preliminary assessment that the issues raised warrant a formal investigation. OEO will provide notification to the relevant parties and Decisional Authority, as appropriate. If OEO determines a need for immediate interim action (e.g., removal, reassignment, administrative leave, suspension) such actions will be administered by the Decisional Authority.

IUPUI's formal Operating Procedures for Processing Complaints of Discrimination can be accessed at the following link: <http://www.iupui.edu/~o eo/policy/IUPUIinvestigativeOperatingProcedures.pdf>

External complaints are charges of discrimination filed with outside compliance agencies such as the U.S. Equal Employment Opportunity Commission, Indiana Civil Rights Commission, U.S. Department of Justice, and U.S. Department of Education – Office for Civil Rights. External complaints are handled by the Office of Equal Opportunity on behalf of Indiana University.

2008 Complaint Data by Activity

(Female)

January-June				July-December				Number of Complaints Filed	% of Total
FEMALE	Inquiry	Internal	External	Consult	Mediate	Investigate	Agency		
Faculty	2	5	1	3	0	0	0	11	16%
Staff	7	10	2	16	2	0	0	37	52%
Students	5	4	2	10	0	0	1	22	32%
Total	14	19	5	29	2	0	1	70	

(Male)

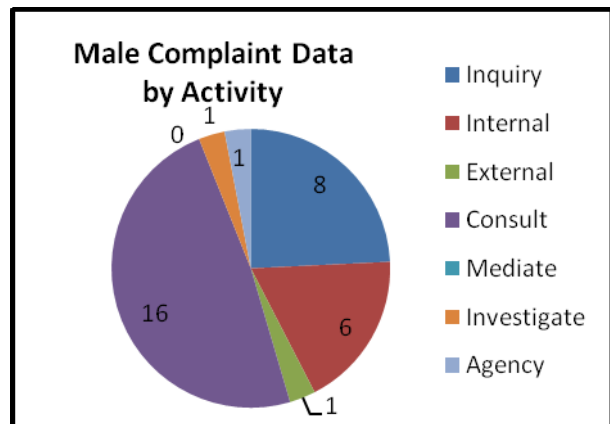
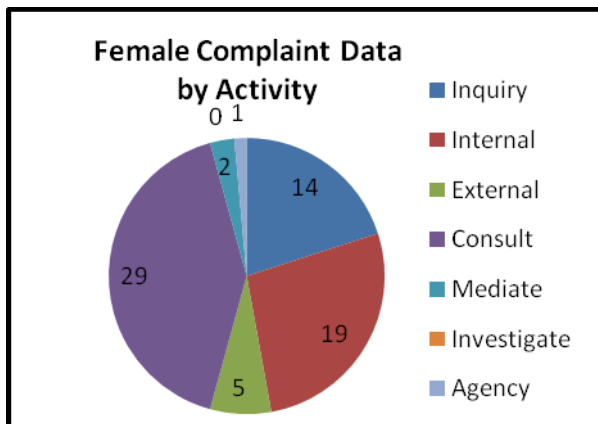
January-June				July-December				Number of Complaints Filed	% of Total
MALE	Inquiry	Internal	External	Consult	Mediate	Investigate	Agency		
Faculty	1	0	0	2	0	0	0	3	9%
Staff	4	2	1	9	0	0	0	16	48%
Students	3	4	0	5	0	1	1	14	43%
Total	8	6	1	16	0	1	1	33	

(Total)

January-June				July-December				Number of Complaints Filed	% of Total
TOTAL	Inquiry	Internal	External	Consult	Mediate	Investigate	Agency		
Faculty	3	5	1	5	0	0	0	14	14%
Staff	11	12	3	25	2	0	0	53	51%
Students	8	8	2	15	0	1	2	36	35%
Total	22	25	6	45	2	1	2	103	

Note: January through June data reflects the old complaint process whereas, July through December reflects OEO's new operating procedures for processing complaints.

2008 Complaint Data by Gender

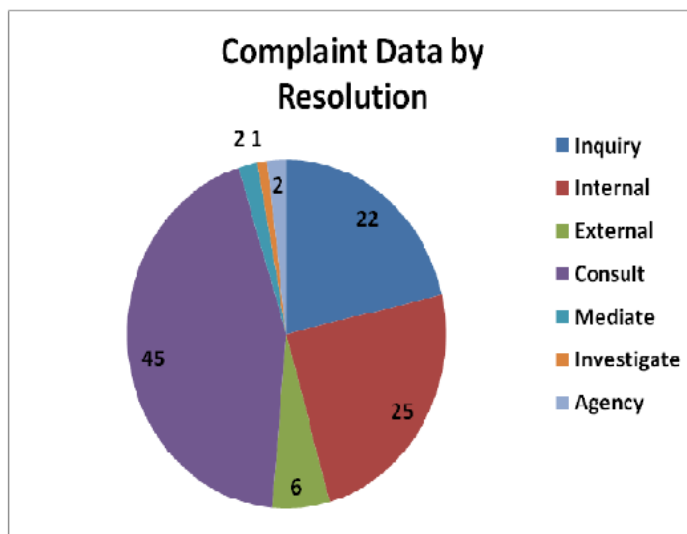
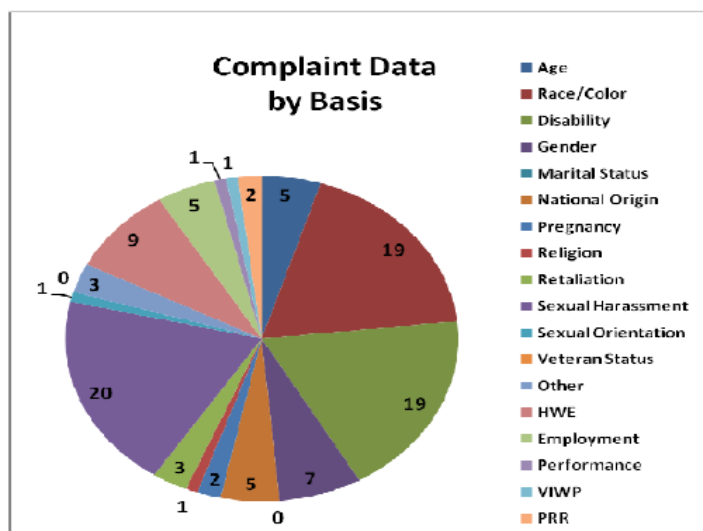


2008 Complaints of Discrimination Summary by Basis

	January-June			July-December				Total
	Inquiry	Internal	External	Consult	Mediate	Investigate	Agency	
Age	0	1	2	1	0	0	1	5
Race/Color	4	5	1	8	1	0	0	19
Disability	6	5	2	5	0	0	1	19
Gender	1	4	1	1	0	0	0	7
Marital Status	0	0	0	0	0	0	0	0
National Origin	3	1	0	1	0	0	0	5
Pregnancy	0	0	0	2	0	0	0	2
Religion	0	0	0	1	0	0	0	1
Retaliation	0	0	0	3	0	0	0	3
Sexual Harassment	2	8	0	9	0	1	0	20
Sexual Orientation	0	0	0	1	0	0	0	1
Veteran Status	0	0	0	0	0	0	0	0
Other	1	0	0	2	0	0	0	3
HWE	1	0	0	7	1	0	0	9
Employment	2	1	0	2	0	0	0	5
Performance	1	0	0	0	0	0	0	1
VIWP	1	0	0	0	0	0	0	1
PRR	0	0	0	2	0	0	0	2
Total	22	25	6	45	2	1	2	103

HWE – Hostile Work Environment, VIWP – Violence in the Workplace, PRR – Public Records Request

2008 Summary of Complaint Data

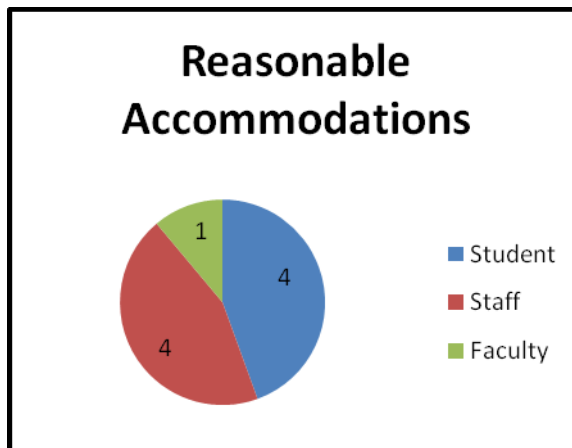


Reasonable Accommodations

The Office of Equal Opportunity is involved in the reasonable accommodation process for faculty, staff and students. Pursuant to the Americans with Disabilities Act of 1990 (ADA), the office works closely with supervisors, faculty, staff, students, Adaptive Educational Services, and the Department of Occupational Health Services to determine whether individuals with a disability are qualified under the law, and to ensure that they are afforded a reasonable accommodation to perform their jobs or perform in the classroom.

During 2008 the Office of Equal Opportunity facilitated and/or processed reasonable accommodation requests for *nine individuals of which four were staff members, four students, and one faculty.* The Office of Equal Opportunity also investigates claims of discrimination under the ADA and works with schools and departments to remedy those claims.

2008 Accommodation Requests



CULTURAL DIVERSITY AMONG FACULTY MEMBERS

The rich and varied background of members of the IUPUI community is why we are renowned as one of this nation's premier research and educational institutions. Our continued commitment to the infusion of talented, diverse ethnic and cultural backgrounds, international and domestically-based communities coming from a variety of geographic locations, are vital to our quest of being considered a premiere top-tier world-class institution.

Support for Recruiting Underrepresented Faculty (SRUF)

IUPUI had a total of 45 diversity faculty hires through the SRUF since July 1, 2008 in the following schools: Center for Teaching and Learning, Dentistry, Education, Engineering and Technology, Health and Rehabilitation Sciences, Herron, Liberal Arts, Library and Information Sciences, Medicine, Nursing, Public and Environmental Affairs, Science, and Social Work.

The Compact for Faculty Diversity

<http://www.instituteonteachingandmentoring.org/Institute/index.html>

IUPUI fostered and steadfastly cultivated a relationship with the Compact for Faculty Diversity Institute on Teaching and Mentoring () to increase and sustain faculty diversity.

The Compact for Faculty Diversity is a partnership of regional, federal and foundation programs that focus on minority graduate education and faculty diversity. To date, the Compact partnership consists of: the Southern Regional Education Board (SREB), the Western Interstate Commission for Higher Education (WICHE), the National Institutes of Health (Bridges to the Professoriate NIGMS-MARC), the National Science Foundation (Alliance for Graduate Education and the Professoriate), and the Alfred P. Sloan Foundation and the Office of Federal TRIO Programs, US Department of Education (Ronald E. McNair Program). The Compact for Faculty Diversity has a simple goal: to increase the number of minority students who earn doctoral degrees and become college and university faculty.

Each year The Compact for Faculty Diversity sponsors the Institute on Teaching and Mentoring, a four-day conference that has become the largest gathering of minority doctoral scholars in the country. Now in its 15th year, the Institute gives the issue of faculty diversity a national focus and provides minority scholars with the strategies necessary to survive the rigors of graduate school, earn their doctoral degree, and succeed as a member of the professoriate.

The purpose of the Institute is to provide scholars with the skills necessary to succeed in graduate study and to prepare them for success as faculty members at colleges and universities. In addition, the Institute provides scholars and their faculty mentors with opportunities to share knowledge about research and academia, to meet other scholars and faculty throughout the country, and to link to a larger community of scholars and faculty in various academic fields.

Howard Faculty Diversity Commitment

In 2007, IUPUI and Howard University formed a partnership to establish an academic fellowship collaboration; the program brings Ph.D. candidates from Howard to teach at IUPUI for one year, while they complete their dissertation requirements. The program seeks to enhance faculty diversity at IUPUI, expose Howard University students to our campus, and provide an avenue for recruitment of future faculty members.

Faculty Retention Program

New Faculty Orientation is a half-day event that provides a context for faculty life at IUPUI. Campus history, the academic plan, and the major aspects of faculty life are shared with new faculty. In addition, they participate in roundtable discussions on topics such as: finding funding, navigating the IUPUI research environment, diversity and inclusion, getting started with teaching, finding a mentor, technology trends, international partnerships, and community engagement. Additional offerings for the first year are provided to the participants so they can continue their orientation with such topics at promotion and tenure, time management, etc. Campus resources are shared for on-going support of new faculty.

New IUPUI Grant Supports Campus Research and Diversity Mission

The Office of the Vice Chancellor for Research, in partnership with the Office of Diversity, Equity and Inclusion, the IU School of Medicine Office of Multicultural Affairs, and the Office for Women announced a new internal grant program that provides seed funding to full-time faculty. The Developing Diverse Researchers with Investigative Expertise (DRIVE) program is designed to enhance the diversity and research and creative activity mission of IUPUI. Faculty from underrepresented populations, normally defined as African-American, Latino-American, Native American, Pacific Islanders, and women are particularly encouraged to apply. An adjunct member (or non-eligible member) of the IUPUI faculty can be a participant in a grant in collaboration with one or more eligible members of the IUPUI faculty. DRIVE grants normally range from \$5,000 to \$15,000, with a grant period of normally 12 months or less. The ultimate goal of the DRIVE program is to support research projects and scholarly activities that are sustainable through external funding and will bring recognition to the IUPUI campus.

RECOMMENDATIONS TO PROMOTE RECRUITMENT AND RETENTION OF MINORITY STUDENTS

Regarding promoting the recruitment and retention of minority students, findings or outcomes for the year included a focus on underrepresented minority freshman, transfer, and graduate/professional students who are new to the campus. The percent of underrepresented minority students enrolled in Fall 2008 rose slightly in numbers and gained slightly in percentage distribution, 13% for Fall 2007 compared to 16% in Fall 2008. The percent of underrepresented first-time freshmen enrolled was slightly higher than the percent of underrepresented college-going high school graduates in the state of Indiana, but remained slightly lower than the underrepresented minority college going student demographics for the Central Indiana service region. The number of underrepresented minority new graduate and professional students has continued to grow, but given overall enrollment increases, remains relatively constant in terms of percentage distribution. Regarding retention of minority students, one-year retention rates and six-year graduation rates have both seen positive gains, but remain lower than that of IUPUI's peer institutions.

Regarding promoting the recruitment and retention of minority students, conclusions or achievements included the continued of positive trends in increased underrepresented minority students enrollment each year over the past five years while simultaneously increasing the academic qualifications of the entering class. Regarding retention of minority students, the one-year retention rate for all minority students has gone from 58% in 2005 to 67% in 2007. The one-year retention rate for Latino students in 2007 was 75% which surpassed the one year retention rate for all other populations.

Regarding promoting the recruitment and retention of minority students, recommendations or aspirations include a campus commitment to recruit incoming undergraduate classes that would exceed the racial diversity represented in the college-going high school graduates in the state of Indiana and our eight-county region. Regarding retention, the recommendation or aspiration is that the one-year retention and six-year undergraduate rates of African-American, Native American, Latino and Asian American students will exceed those of IUPUI's undergraduate student body overall.

RESOURCE MATERIALS

For additional information regarding diversity at IUPUI, please consult the IUPUI State of Diversity 2009 Annual Report at
www.iupui.edu/~divrsity/docs/Diversity%20Report-April%202009.pdf