

State of Diversity 2011

Chancellor's Message

Global Implications of Diversity

Charles R. Bantz, Chancellor

January 16, 2011

The global dimension of IUPUI's urban university impact is one lens through which we are viewing IUPUI's performance this year, and no aspect of performance measurement is more important than achieving our goals for diversity. Why?

As I make clear whenever discussing IUPUI's aspirations and goals, diversity is not a stand-alone measure. It must be incorporated into all our planning measures—whether toward excellence in teaching and learning; research, scholarship, and creative activity; civic engagement; collaboration; or best practices. If we are not moving ahead on diversity, we are lacking the momentum we ought to have in all these other areas as well.

Improving diversity on campus is a paramount responsibility with global implications. We fail our students if our curriculum does not offer them opportunities to see the world from multiple perspectives, if they do not have the ability to function well in settings that require an understanding of the intersection between their lives and global issues, and if they lack a sense of their responsibility as world citizens.

IUPUI embraces diversity as essential for effective participation in a global community. This involves a conjoining of initiatives by campus leadership, individuals and groups, and community partners. I offer highlights of these efforts to build momentum for improvement.

Campus Leadership

The campus launched the Support for the Recruitment of Underrepresented Faculty program in fall 2006, which has resulted in the recruitment of 47 new faculty to the campus, but recruitment is just the beginning. During the past year, we continued to provide faculty mentors for each SRUF hire and held workshops to help our new colleagues be successful.

We increased our support for diverse faculty through such programs as the Vice Chancellor for Research's Developing Diverse Researchers with Investigative Expertise (DRIVE) program. The DRIVE program supports minority faculty in their research productivity with the goal of enhancing professional development, and thus aiding retention.

IUPUI opened its new Multicultural Success Center in the fall of 2010. It features a resource center, computer lab, group study area, student organization suite, multipurpose room, several conference rooms, and Adaptive Educational Services. Based on evidence that a diverse educational environment has distinct educational as well as social advantages, it will be a cornerstone of our efforts not only to promote multicultural understanding but also students' persistence to graduation.

This past year, the School of Medicine recruited Dr. Javier Sevilla Martir as assistant dean for diversity affairs, working with Associate Dean for Diversity Affairs George Rausch toward a goal of increasing underrepresented faculty from 4 percent to 6 percent and the percentage of underrepresented students from 9 percent to 18 percent in the next five years.

Other schools are strengthening support for research and service related to urban issues that could be helpful in attracting scholars from historically underrepresented groups. Just one example among many is the work of Assistant Professor of Sociology Tamara Leech. She conducts research on violence and risky sex among black urban adolescents. The results of her research have affected practice locally and nationally, including the Indianapolis Metropolitan Police Department's community policing efforts, a coalition of 14 neighborhood associations' actions to curb youth problem behavior, and policy briefs from the African American



Think Tank for Progress to the Black Congressional Caucus. Dr. Leech was selected as a Woodrow Wilson National Fellowship Foundation Career Enhancement Fellow for 2010.

Individuals and Groups

On November 18, the Native American Student Alliance welcomed leaders of the Pokagon Band of Potawatomi Indians to the IUPUI campus for an historic event: the official signing ceremony for a partnership between IUPUI and the Pokagon Nation to establish the IUPUI American Indian Programs Office. The mutual agreement will develop educational and cultural preservation programs on campus. The Pokagons are the only federally recognized tribe in Indiana.

The Student African American Brotherhood and Student African American Sisterhood continue to meet regularly on campus to address such matters as mentoring, retention, graduation, and connectedness for minority students. These student-directed groups, which also include Latinos, provide a community of support, encouragement, and discipline that helps students persist in their academic goals. In addition to “intrusive advising,” to keep students on track, the groups help ease the transition to college with a summer bridge program.

The Black Faculty Staff Council was also active in promoting a more welcoming environment on campus and increasing the graduation rates for African Americans at IUPUI. It held its inaugural Black Faculty and Staff Summit, which allowed BFSC members and other champions of the African American population on the IUPUI campus to come together, discuss pertinent issues, and brainstorm about future activities to support the campus.

The Latino Student Association has successively launched the annual César Chávez dinner, which joins the Black Student Union’s Martin Luther King, Jr., banquet, as a way to bring the campus and community together in a celebration of minority leadership and achievement.

Community Partnerships

This past year, IUPUI helped establish the Talent Alliance, a leadership council from more than 30 Indianapolis-area universities and community agencies whose mission is to facilitate collaboration on cradle-to-career efforts to improve college attendance and graduation rates in central Indiana. It addresses issues across the prekindergarten to postsecondary spectrum, including attention to the special needs of underrepresented populations.

In IUPUI’s second year of partnership with the Center for Leadership Development (CLD), the campus hosted 1,050 high school and middle school students and 770 parents in seven CLD program orientations, program sessions, and graduations. Those programs included the Business Orientation Project with the Kelley School of Business and the 2nd Annual Citywide College Prep Conference.

Douglas B. McKeag, M.D., Professor of Family Medicine and OneAmerica Chair Emeritus of Preventive Medicine, is seeking to launch a new collaborative life sciences program. The Albert Schweitzer Fellowship is an interdisciplinary service-learning model for health professions students (medicine, dentistry, health and rehabilitation sciences, nursing, and pharmacy) at IUPUI, Marian, Butler, University of Indianapolis, and other higher education institutions. The program fosters moral and professional development and seeks to train professionals in underserved communities in an effort to reduce health disparities at home and abroad.








Our Special Opportunity

Perhaps more than any other entities, urban universities reflect the cultural, racial, and intellectual texture of the world in which we live and work. Our special opportunity as an urban university is to draw from the diversity of our urban community—an enormous social and educational resource in a city this size—so that learning, research, and engagement are grounded in a deep cultural awareness that comes from living with diversity. In this way, all—regardless of individual backgrounds and experiences—learn to appreciate the multiplicity of the human experience and are better prepared for engaged citizenship in a global society.

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.

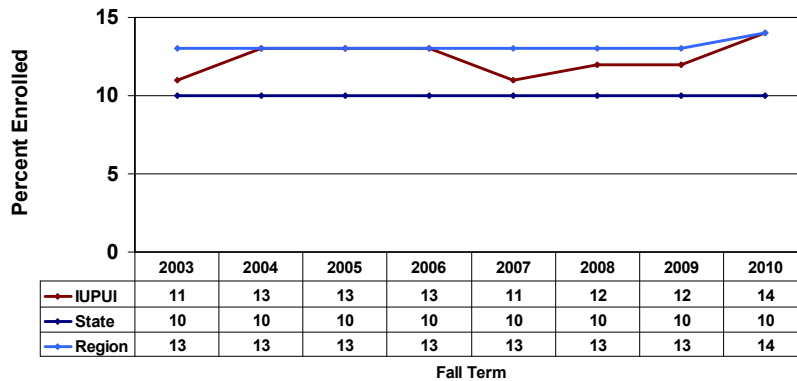
Diversity Performance Indicator: Recruitment of a Racially Diverse Student Population

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

The percent of underrepresented minority students in the fall 2010 incoming freshman class increased to 14% and was higher than the percent of underrepresented minority college-going high school graduates in Indiana and equal to the percent of underrepresented minority test takers in the service region.

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 in fall 2010 increased to 18% of all new transfer students.

Minority Representation among New Undergraduate Transfer Students

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American	206	239	224	220	211	227	196	219
	Asian/Pacific Islander	27	52	56	61	49	53	38	39
	Hispanic/Latino	33	47	35	42	56	40	47	62
	Native American	9	10	8	5	9	3	5	5
	Total Minority	275	348	323	328	325	323	286	325
	All Others	1,259	1,683	1,500	1,656	1,373	1,402	1,192	1,294
Total Students		1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619
Percentage Distribution	African American	13%	12%	12%	11%	12%	13%	13%	14%
	Asian/Pacific Islander	2%	3%	3%	3%	3%	3%	3%	2%
	Hispanic/Latino	2%	2%	2%	2%	3%	2%	3%	4%
	Native American	1%	0%	0%	0%	1%	0%	0%	0%
	Total Minority	18%	17%	18%	17%	19%	19%	19%	20%

Minority representation among new graduate and doctoral-practice (professional) students increased both in number and percent of new graduate and professional students.

Minority Representation among New Graduate and Doctoral-Practice Students*

		<i>Fall Terms</i>						
		2004	2005	2006	2007	2008	2009	2010
Number of Students	African American	140	159	148	152	138	134	142
	Asian/Pacific Islander	104	125	103	137	145	100	120
	Hispanic/Latino	55	60	43	65	47	43	75
	Native American	7	11	6	10	5	4	5
	Total Minority	306	355	300	364	335	281	342
	All Others	1,921	2,319	2,299	2,309	2,469	2,162	1,985
	Total Students	2,227	2,674	2,599	2,673	2,804	2,443	2,327
Percentage Distribution	African American	6%	6%	6%	6%	5%	5%	6%
	Asian/Pacific Islander	5%	5%	4%	5%	5%	4%	5%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%	3%
	Native American	0%	0%	0%	0%	0%	0%	0%
	Total Minority	14%	13%	12%	14%	12%	12%	15%

*First Professional Students have been renamed Doctoral-Practice Students.

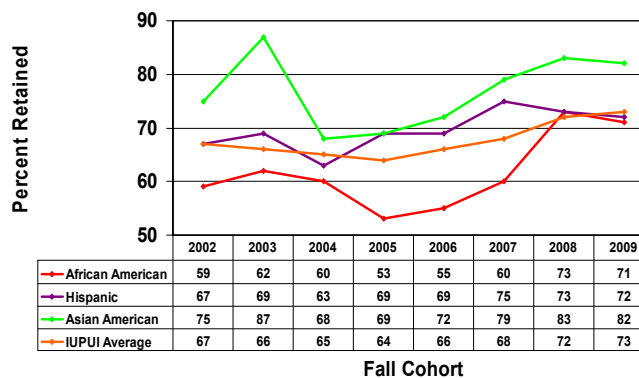
Highlights of Achievement: The number and percentage of underrepresented minority students at IUPUI has increased steadily since 2003.

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 2010, the undergraduate one-year retention rate for minority students was 73%. Although this represents a slight decline over the previous year, the retention rate for fall 2010 represents a substantial improvement over past performance.

IUPUI U.S. Minority Retention Rates



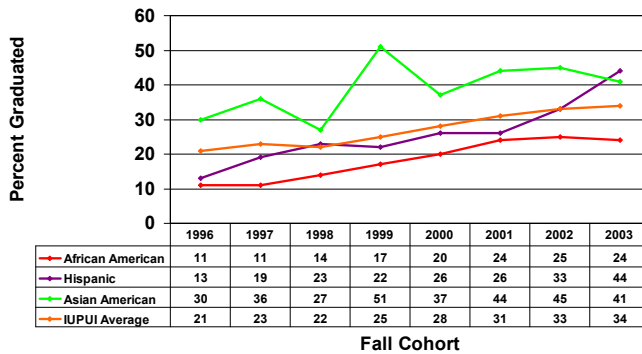
Highlights of Achievement: The retention rate for minority students was the same as the retention rate for majority students.

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

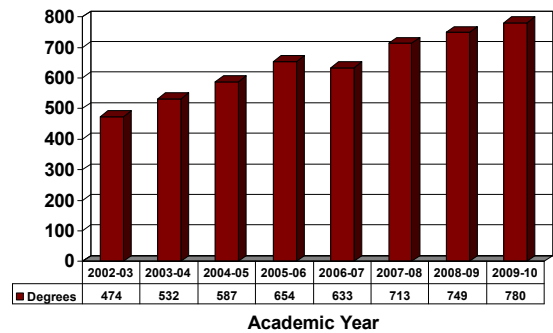
Campus Aspiration: To reach the campus aspiration, the official undergraduate graduation rates of African American, Hispanic/Latino, and Asian American students will exceed those of IUPUI's undergraduate student body overall.

Campus Outcome: The official graduation rate for minority students (30%) has improved considerably, but continues to be below the rate for all IUPUI students (34%). The number of degrees conferred to minority students (African American, Hispanic/Latino, Asian American, and Native American) has substantially increased over the last eight years.

IUPUI U.S. Minority Graduation Rates



Degrees Awarded to U. S. Minority Students



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

Diversity Performance Indicator: Diversity of the Curriculum

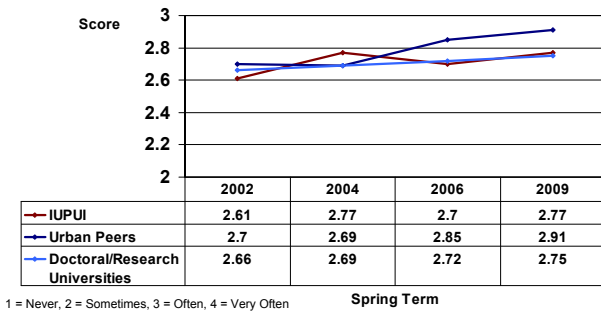
Campus Aspiration: Responses of IUPUI first-year students and seniors to the National Survey of Student Engagement (NSSE) questions focusing on diversity of the curriculum will exceed the means for IUPUI's urban peers and all research universities participating in the survey.

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

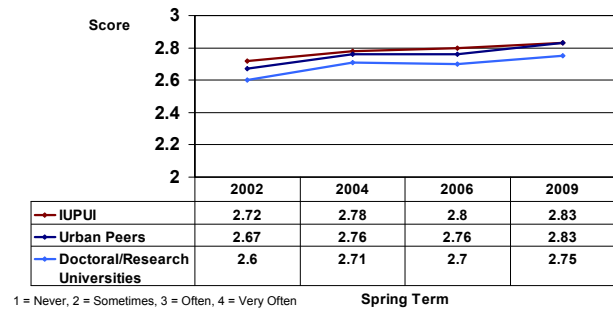
IUPUI faculty members' responses to the same item on faculty surveys will also exceed the national mean for IUPUI's urban peers and all research universities participating in the survey.

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.

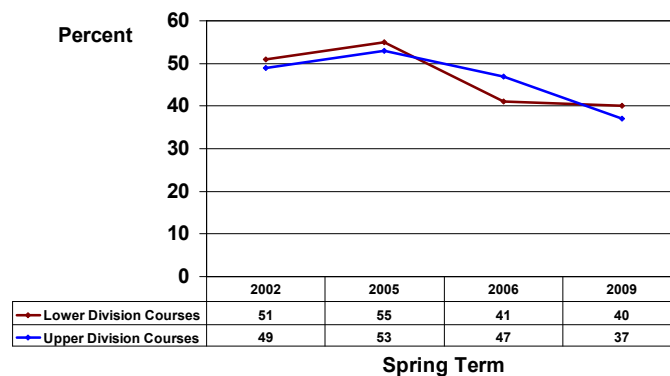
Diversity Issues in Coursework (First-Year Students)



Diversity Issues in Coursework (Seniors)



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 course work continues to be a central goal at IUPUI. All of 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 mean 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.

The number of diversity programs presented on campus during cultural heritage months has increased substantially. In addition to the increase in number of programs, there has been an increase in campuswide partnerships. The number of programs that were co-sponsored by student organizations has increased significantly since the 2005-2006 academic year.

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

Cultural Heritage Awareness Month Programs

Co-curricular Diversity Indicator	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	% change since last year	% change since 2005-2006
Hispanic Heritage Month	4	10	17	16	22	37.5%	450.0%
GLBT History Month	3	5	11	13	18	38.5%	500.0%
Native American Heritage Month	3	6	17	11	19	72.7%	533.3%
Black History Month	3	11	9	12	11	-8.3%	266.7%
Women's History Month	5	7	11	22	11	-50.0%	120.0%
Asian American Heritage Month	3	8	10	13	9	-30.8%	200.0%

Highlights of Achievement: Most of the cultural programs provided by IUPUI are co-sponsored with student organizations. Involving student organizations in diversity programming is a goal of The Division of Student Life at IUPUI 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 (SES), 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 areas: negative or disparaging comments, not being taken seriously, feeling isolated or unwelcome, discrimination, harassment, offensive language or humor, and discouragement in pursuing academic goals.

Percent of IUPUI Students Having Negative Campus Experiences Based on the Following Attributes

	Female	Male	Minority	Non-Minority	Disabilities	Religious Beliefs	SES
Negative or disparaging comments	12.8%	4.6%	20.5%	4.7%	1.5%	8.9%	5.6%
Harassment	7.6%	1.1%	6.8%	0.8%	0.7%	1.9%	0.9%
Discrimination	5.7%	2.8%	19.5%	3.3%	1.2%	3.0%	2.7%
Feeling isolated or unwelcome	4.5%	1.6%	18.9%	1.7%	2.1%	4.7%	3.8%
Offensive language or humor	9.9%	2.1%	12.1%	2.7%	0.9%	4.0%	2.7%
Not being taken seriously	14.1%	3.2%	15.3%	1.3%	0.9%	3.1%	2.7%
Discouragement in pursuing my academic goals	4.1%	0.9%	9.5%	0.5%	1.2%	0.5%	2.3%

In fall 2010, the campus conducted the first survey of faculty, staff, and students to better understand lesbian, gay, bisexual, and transgender (LGBT) concerns. Approximately 7% of faculty identified themselves as lesbian, gay or bisexual, and comparable percentages for staff and students were 8% and 10%, respectively. Less than 1% of faculty, staff, and students identified themselves as transgender.

Questions about the campus climate related to sexual orientation revealed that large percentages of LGBT faculty, staff, and students have experienced negative or disparaging comments, expressions of negative stereotypes, offensive language or humor, sexual comments, feeling isolated or unwelcome, and or being excluded from conversations or events. Approximately 15% of LGBT faculty, staff, and students reported experiencing discrimination and 20% or more reported fear of having their identity revealed. On a positive note, 15% to 20% of the LGBT faculty, staff, and students reported feeling connected to others on campus and/or joining a group or organized activity that promotes their interests.

Campus Experiences of Lesbian, Gay, and Bisexual Faculty, Staff, and Students

Campus Experience	Faculty	Staff	Students
Negative or disparaging comments	26%	28%	27%
Sexual comments	14%	15%	18%
Expressions of negative stereotypes	39%	35%	33%
Hostile or threatening stares	10%	8%	10%
Threats of violence	2%	4%	3%
Fear of being assaulted	6%	5%	6%
Harassment	6%	6%	9%
Discrimination	14%	16%	13%
Feeling isolated or unwelcome	18%	20%	24%
Exclusion from conversation or events	13%	14%	12%
Offensive language or humor	31%	23%	26%
Hostile treatment	2%	4%	5%
Not being taken seriously	10%	12%	15%
Fear of having my identity revealed	19%	23%	22%
Discouragement in pursuing my academic goals	5%	3%	4%
Encouragement in pursuing my academic goals	8%	4%	10%
Discouragement in pursuing my career goals	7%	8%	5%
Encouragement in pursuing my career goals	7%	7%	9%
Feeling connected to others on campus	15%	17%	16%
Joining a group or organized activity that promotes my interests	16%	22%	14%

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, have set goals for improving the climate for diversity in their units and across campus, and are regularly reporting the results of their efforts. The recently conducted LGBT diversity survey reflects IUPUI's continuing efforts to make the campus welcoming for all individuals.



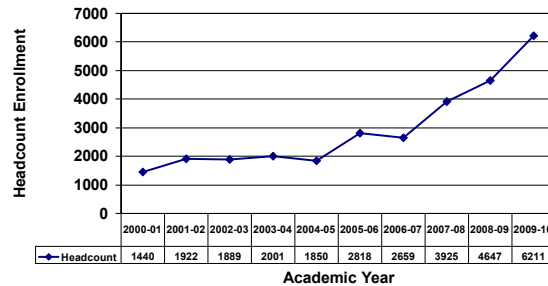
Diversity Performance Indicator: Diversity in Civic Engagement

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, approximately one-quarter of the Community Service Scholars at IUPUI are members of racial/ethnic minority groups, and one-quarter of the students serving as coaches for the America Reads/America Counts programs are members of racial/ethnic minority groups. According to recent 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



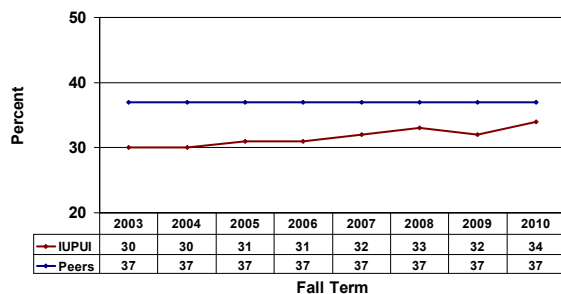
Highlights of Achievement: IUPUI continues to receive recognition as a national leader in civic engagement. The 2009 edition of *America's Best Colleges* from *US News and World Report* listed IUPUI as one of the top universities in the nation with outstanding service-learning programs. This is the eighth 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

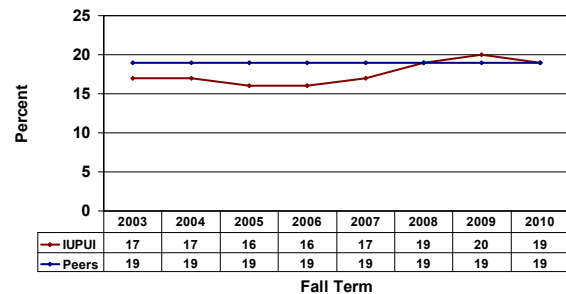
Campus Aspiration: To exceed peer institutions' representations of gender and underserved minority faculty and staff.

Campus Outcome: The percentage of tenured and tenure-track faculty who are women increased in 2010. However, this percentage is lower than the average for IUPUI's peer institutions. The percentage of tenured and tenure-track faculty who are members of racial/ethnic minority groups declined slightly in 2010.

Percent Female Tenured/Tenure-Track Faculty



Percent Minority Tenured/Tenure-Track Faculty

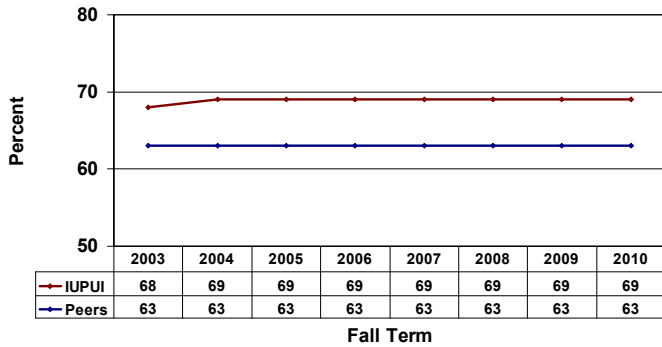


Includes professors, associate professors, and assistant professors

Includes professors, associate professors, and assistant professors

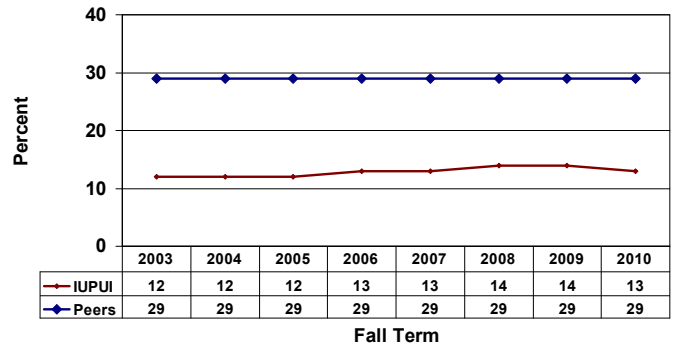
Women constitute the vast majority of administrative support staff and are well represented among professional and technical staff as well. Minority representation is very low among professional staff and among secretarial/clerical staff.

Percent Female Professional Staff



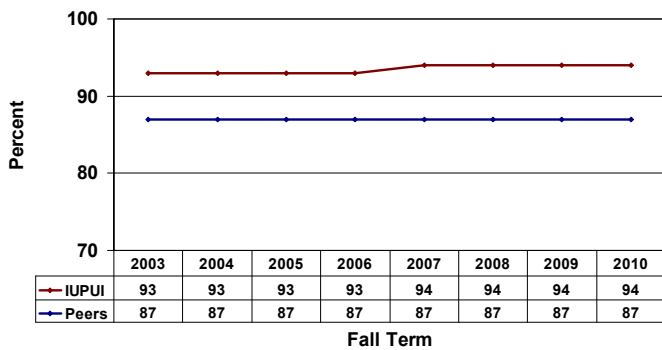
Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

Percent Minority Professional Staff

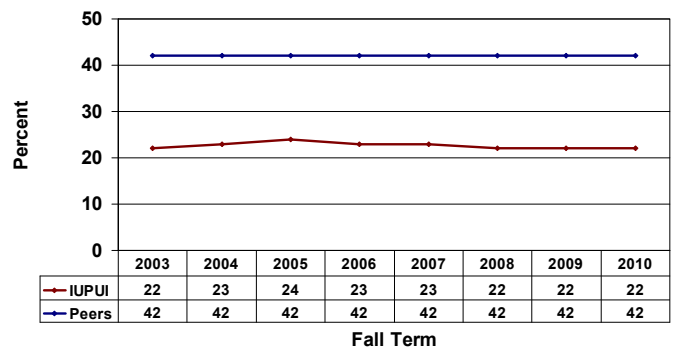


Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

Percent Female Secretarial/Clerical Staff



Percent Minority Secretarial/Clerical Staff



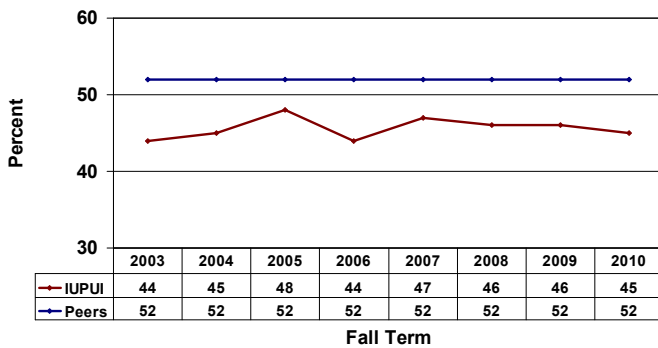
Highlights of Achievement: The percentage of racial and ethnic minorities who are full professors increased from 15% in 2009 to 16% in 2010.

Diversity Performance Indicator: Diversity of Campus Leadership

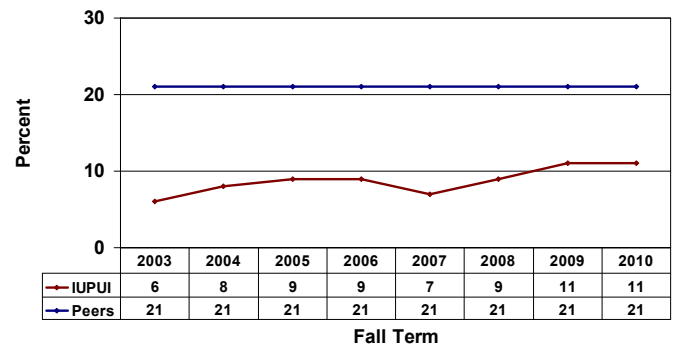
Campus Aspiration: To exceed peer institutions' percentages of females and U.S. minority group members in executive/administrative/managerial positions. These positions include vice chancellors and assistant/associate vice chancellors, deans and assistant/associate deans, and directors of administrative 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 substantially since 2003, 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 2010, 59% 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

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American	2,197	2,291	2,285	2,123	2,111	2,145	2,240	2,312
	Asian/Pacific Islander	513	525	540	595	612	695	734	722
	Hispanic/Latino	393	419	452	493	542	543	625	777
	Native American	76	71	61	67	60	55	57	49
	Total Minority	3,179	3,306	3,338	3,278	3,325	3,438	3,656	3,860
	All Others	18,210	17,866	18,100	17,915	17,877	17,985	18,463	18,385
	Total Students	21,389	21,172	21,438	21,193	21,202	21,423	22,119	22,245
Percentage Distribution	African American	10%	11%	11%	10%	10%	10%	10%	10%
	Asian/Pacific Islander	2%	2%	3%	3%	3%	3%	3%	3%
	Hispanic/Latino	2%	2%	2%	2%	3%	3%	3%	3%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%
	Total Minority	15%	16%	16%	15%	16%	16%	17%	17%

Minority Representation among Graduate and Doctoral-Practice Students

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
Number of Students	African American	521	522	527	508	539	485	503	494
	Asian/Pacific Islander	303	358	367	385	447	460	398	456
	Hispanic/Latino	148	193	197	176	182	188	170	221
	Native American	19	25	28	32	29	28	21	18
	Total Minority	991	1,098	1,119	1,101	1,197	1,161	1,092	1,189
	All Others	7,480	7,683	7,376	7,470	7,455	7,716	7,172	7,132
	Total Students	8,471	8,781	8,495	8,571	8,652	8,877	8,264	8,321
Percentage Distribution	African American	6%	6%	6%	6%	6%	5%	6%	6%
	Asian/Pacific Islander	4%	4%	4%	4%	5%	5%	5%	5%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%	2%	3%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%
	Total Minority	12%	13%	13%	13%	14%	13%	13%	14%

Minority Representation among Academic Ranks

		<i>Fall Terms</i>							
		2003	2004	2005	2006	2007	2008	2009	2010
All Full-Time Academic Appointments		18%	16%	15%	16%	17%	18%	19%	19%
Professors-Tenure/Tenure Track		11%	11%	10%	10%	12%	14%	15%	16%
Associate Professors-Tenure/Tenure Track		17%	17%	19%	20%	20%	21%	21%	20%
Assistant Professors-Tenure/Tenure Track		27%	26%	22%	21%	24%	26%	28%	25%
Librarians-Tenure/Tenure Track		9%	8%	8%	8%	9%	10%	8%	8%
Clinical Faculty		12%	14%	14%	15%	16%	17%	18%	17%
Lecturers		13%	9%	11%	11%	13%	11%	10%	8%
Research Ranks*		30%	23%	18%	19%	20%	22%	23%	28%
Other Academic**		13%	10%	17%	17%	19%	22%	21%	13%
Visiting Faculty and Other Academic Ranks		18%	16%	15%	13%	12%	13%	12%	17%

*Scientists/Scholars, Research Associates, Post Doc. Fellows.

**Academic Specialists, Teachers, etc.

Minority Representation among Staff

	<i>Fall Terms</i>							
	2003	2004	2005	2006	2007	2008	2009	2010
All Staff	20%	21%	21%	21%	21%	21%	21%	20%
Executive/Admin/Managerial	6%	8%	9%	9%	7%	9%	11%	11%
Professional Nonfaculty	12%	12%	12%	13%	13%	14%	14%	13%
Secretarial/Clerical	22%	23%	24%	23%	23%	22%	22%	22%
Technical/Paraprofessional	25%	23%	23%	24%	24%	23%	24%	23%
Skilled Crafts	17%	17%	13%	13%	14%	15%	15%	14%
Service Maintenance Workers	67%	71%	72%	71%	72%	72%	71%	67%

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 2010-2011*

Charles R. Bantz
IU Executive Vice President &
IUPUI Chancellor

*Troy A. Barnes
Chair, IUPUI Staff Council Diversity
Committee

William Blomquist
Dean
IU School of Liberal Arts

Zephia Bryant
Director
Multicultural Success Center

*Martha Bulluck
Interim Assistant Vice Chancellor
Human Resources Administration

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

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

Johnny Flynn
representative
Native American Faculty Staff Council

*Avis Frieson
representative
Black Faculty Staff Council

Kathleen Grove
Director
Office for Women

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

Pam King
Director
Adaptive Educational Services

Kim Kirkland
Director
Office of Equal Opportunity

*Jon Kitto
representative
Gay Lesbian Bisexual Transgender
Faculty Staff Council

Monica Medina
representative
Latino Faculty Staff Council

Khaula Murtadha
Associate Vice Chancellor for Life Long
Learning and CLN Executive Director

*Danielle Nevels
IUPUI student

Kim Nguyen
representative
Asian Pacific American Faculty Staff
Council

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

Gary Pike
Executive Director
Information Management &
Institutional Research

*Norleen Pomerantz
Interim Vice Chancellor
Office of Student Life

Rebecca Porter
Executive Director
Enrollment Services

Irene Queiro-Tajalli
Interim Executive Director of Labor
Studies
IU School of Social Work

George Rausch
Associate Dean for Diversity Affairs
IU School of Medicine

Dawn Rhodes
Vice Chancellor
for Finance & Administration
Office of Finance and Administration

Pamela Shaw
Associate Dean for Diversity, Equity
and Inclusion
IU School of Dentistry

*Kimberly Stewart-Briston
Director
Office of Diversity, Access, and
Achievement, Enrollment Services

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

Linda Haas
Interim Associate Vice Chancellor
Office of International Affairs

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

Sherrée Wilson
Assistant Dean of the Faculties
Academic Affairs

*L. Jack Windsor
President, IUPUI Faculty Council

*New members