

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

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**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 1, 2010**

Indiana state law (IC 21-27-4-4) requires the Trustees of Indiana University to create a diversity committee on each campus to issue an annual report to the Trustees regarding findings, conclusions, and recommendations relating to each of the statutorily defined areas below. This template was created to facilitate development of a consistent and concise report to the Trustees, which may also be shared with the Indiana Commission for Higher Education and interested members of the Indiana General Assembly. Please submit a completed report by **August 6, 2010**, to the Office of the Vice President for Diversity, Equity, and Multicultural Affairs.

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**I. Review and recommend faculty employment policies concerning diversity issues.**

Each year, members of the IUPUI Chancellor's Diversity Cabinet evaluate the campus' progress in advancing diversity using nine performance indicators (<http://www.iport.iupui.edu/pi/>). In 2009, the Cabinet determined that some progress had been made in the recruitment and retention of faculty and administrators from less represented populations on campus and as a result rated the diversity performance indicator for ***Diversity of faculty and staff*** as red with the following description: "Performance levels for this are unacceptable, but trends suggest performance will improve in the next 1-2 years". While the performance level for the indicator remains unacceptable, the rating has improved from prior years when the indicator was rated as "Performance levels for this goal are unacceptable" (<http://www.iupui.edu/~divrsity/docs/Diversity%20Report%202010.pdf>).

Faculty Data

Women comprised 38% of full-time instructional faculty and administrators during 2009-10 at IUPUI. Tenure-related Black/African American faculty are 2.36% of full-time instructional faculty and administrators, Latino(a)/Hispanic are 1.74%, Native Americans represent 0.18%, while Native Hawaiian/Pacific Islander faculty comprised 0.04% (Indiana University Factbook, 2010).

Summary of Faculty Recruitment and Retention Practices

*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.

- IUPUI became a partner institution in the Compact for Faculty Diversity (CFD); doctoral students participated in the Compact's Institute on Teaching and Mentoring while faculty and staff attended as mentors and recruiters. The Institute is the nation's largest annual conference for minority Ph.D. students and recent graduates. 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, meet other scholars and faculty from throughout the country, and link to a larger community of scholars and faculty in various academic fields. The Institute focuses on mentoring and teaching preparation, community insights and scholar networking. Participation in the CFD also provides access to a directory of scholars which can be useful for academic units/departments when they are engaged in search and screen processes.

- Academic year 2009-10 was the third 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 will 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 2007-08; our second fellow completed her fellowship in the School of Social Work during 2009-10. She will defend her dissertation in August 2010.

#### *Faculty Recruitment Strategies/Techniques*

- Assistant Dean of the Faculties for Recruitment/Retention provides consultation and presents workshops to departments and search committees as requested, on effective recruitment techniques with the goal of advancing the recruitment of faculty from less represented populations. In 2009, consultations/workshops totaled 32, with 11 schools and/or academic units.
- The Office of Academic Affairs 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 tenure/tenure-track faculty from less represented populations. The SRUF pool provides \$50,000 in salary support per 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 faculty member remains at IUPUI. Funds for the SRUF program have been exhausted, so faculty were not hired under this program for AY 2009-2010, however workshops of interest and to aid in the development of the faculty were offered throughout the year for the faculty and their mentors.

#### *Faculty Retention and Development*

- IUPUI and the Indiana University School of Medicine secured a grant under President McRobbie's Diversity Initiative to fund the *Next Generation@IUPUI* Leadership Program; the year-long program is designed to provide an avenue to expand the pool of faculty who are ready to assume leadership positions at Indiana University. The 2009-10 Next Generation cohort included six male and nine female faculty members; members of the cohort represented a variety of ethnic groups. Participants come to the program from a variety of IU schools and departments, including the School of Medicine, the School of Dentistry, the School of Engineering & Technology, the School of Health & Rehabilitation Sciences, the School of Informatics, the School of Law, the School of Liberal Arts, and the School of Physical Education & Tourism Management.
- The IUPUI Office for Women (OFW) sponsors programming designed to facilitate the advancement and professional development of women faculty at IUPUI. In 2009-10, the office presented six workshops on promotion and tenure issues, "Partnering for Promotion", and co-sponsored *Ask for It: Negotiation Training for Women with Sarah Lashchever*, with the IU School of Medicine Office of Faculty Affairs and Professional Development. The Gender Pay Equity Study requested by the Office for Women and conducted in 2009 was completed and remediation efforts were ongoing in 2009-10. In the spring of 2010, the Office in cooperation with the Center for Urban Multicultural Education began a qualitative study of women faculty on climate issues that were noted as gender-related in the 2005 and 2009 faculty surveys. To celebrate the achievements of women faculty and staff, the Office annually presents the Women's History Month Leadership Awards in March. As part of the 40<sup>th</sup> Anniversary celebration of the IUPUI campus, the Office for Women and University Library with funding from the Office of Diversity, Equity, and Inclusion created an online archival exhibit about the contributions of women faculty, staff and students to building and sustaining the campus, "Women Creating Excellence at IUPUI." The Director of the office served as co-chair of the Multicultural Teaching Community of Practice (MTCoP) in 2008-09 and 2009-10 during which time the MTCoP conducted a faculty survey on multicultural teaching on campus and began presenting the results in various forums and publishing the findings. The MTCoP also spearheaded the effort to create a Chancellor's Teaching Award for Excellence in Multicultural Teaching and a Chancellor's Diversity Scholar award which

were approved in June and will be instituted in 2010-11. For these efforts and others, the MTCOP was awarded the Joseph Taylor Excellence in Diversity Award in February 2010.

- The DRIVE (Developing Diverse Researchers with InVestigative Expertise) grant program launched in 2009, is designed to enhance the diversity and research and creative activity mission of IUPUI by supporting research projects and scholarly activities that are conducted by faculty from underrepresented populations and women. Applicants are asked to explicitly state, (related to their status as members of historically underrepresented populations) their expectations of how the grant will support and/or enhance their professional development. The DRIVE program supports projects that have the potential for sustainability through external funding. In 2009-2010, 45 grant proposals were received and 8 were funded. In 2009-2010, \$106,457 in grants was awarded to faculty at the IU School of Medicine (Endocrinology, Microbiology/Immunology, and Neurology), School of Liberal Arts (Economics), Purdue School of Science (Mathematical Sciences), Purdue School of Engineering and Technology (Electrical and Computer), and the School of Law. The award grantees, 5 female and 3 male faculty members, included 2 African-Americans, 2 Asians, 3 Caucasians, and 1 Hispanic, with awards ranging from \$7,915 to \$15,000.
- Assistant Dean of the Faculties for Recruitment/Retention meets with and regularly provides consultation to faculty from less represented populations; consultations may entail mentoring, offering feedback on teaching techniques and/or classroom management issues, providing advice for handling challenging situations/climate issues, career development/coaching and/or simply serving as a sounding board. In 2009, consultations totaled 51, to faculty in 10 different schools.
- Recruitment of faculty, particularly faculty from less represented populations must be deliberative and employ a variety of techniques and strategies, all of which should be led by the Office of Academic Affairs. Similarly, the retention and advancement of faculty from less represented populations must be intentional and the campus must commit to the success of this faculty. There are no resources or funds allocated to the Assistant Dean for Recruitment and Retention to implement recruitment strategies or programming for the retention and advancement of faculty from less represented populations. **It is recommended that just as the campus has committed funds/resources to the advancement of women faculty that it does the same for faculty of color, particularly given the rating of the Diversity Performance Indicator for Diversity of faculty and staff, which remains red.**

## II. Review faculty and administration personnel complaints concerning diversity issues.

### 2009 Faculty and Administration Personnel 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 by the Chancellor. The Office 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 the Office, 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** that includes a comprehensive investigative approach. OEO will make a determination on the classification of the complaint. OEO will 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, or 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:

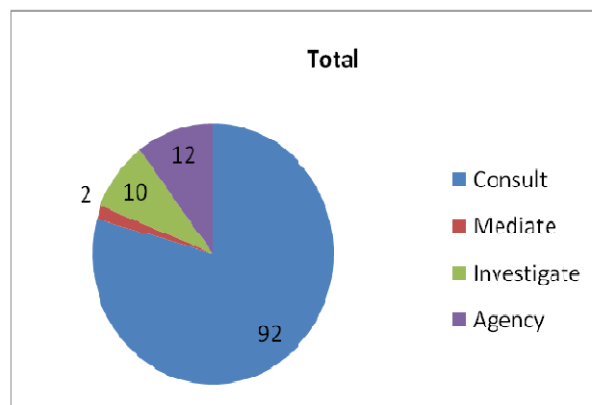
<http://www.iupui.edu/~oeo/policy/IUPUIinvestigativeOperatingProcedures.pdf>

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.

### 2009 Complaint Data by Approach

Total

	Consult	Mediate	Investigate	Agency	Complaints Filed	% of Total
Faculty	18	0	1	3	22	19%
Staff	42	1	5	8	56	48%
Students	27	1	4	1	33	29%
Others	5	0	0	0	5	4%
Total	92	2	10	12	116	100%

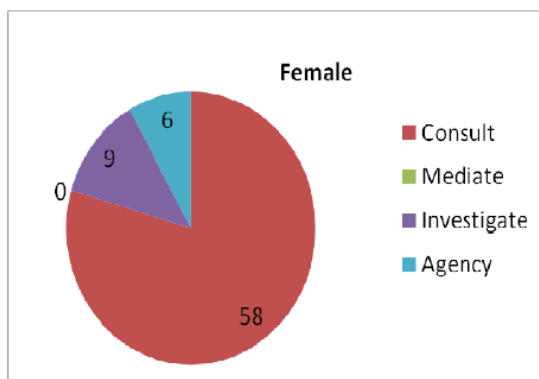


Other: Non-employee complaint

2009 Complaint Data by Approach

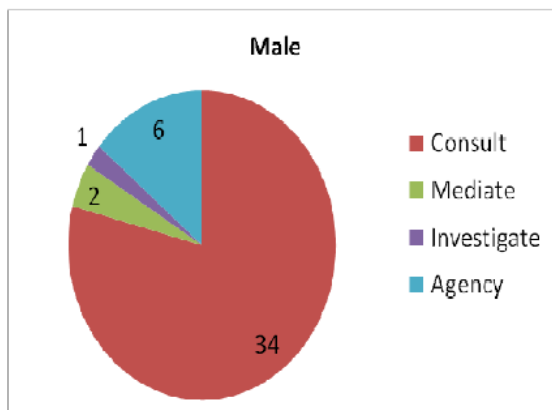
Female

	Consult	Mediate	Investigate	Agency	Complaints Filed	% of Total
Faculty	11	0	1	1	13	18%
Staff	29	0	5	5	39	53%
Students	16	0	3	0	19	26%
Other	2	0	0	0	2	3%
<b>Total</b>	<b>58</b>	<b>0</b>	<b>9</b>	<b>6</b>	<b>73</b>	<b>100%</b>



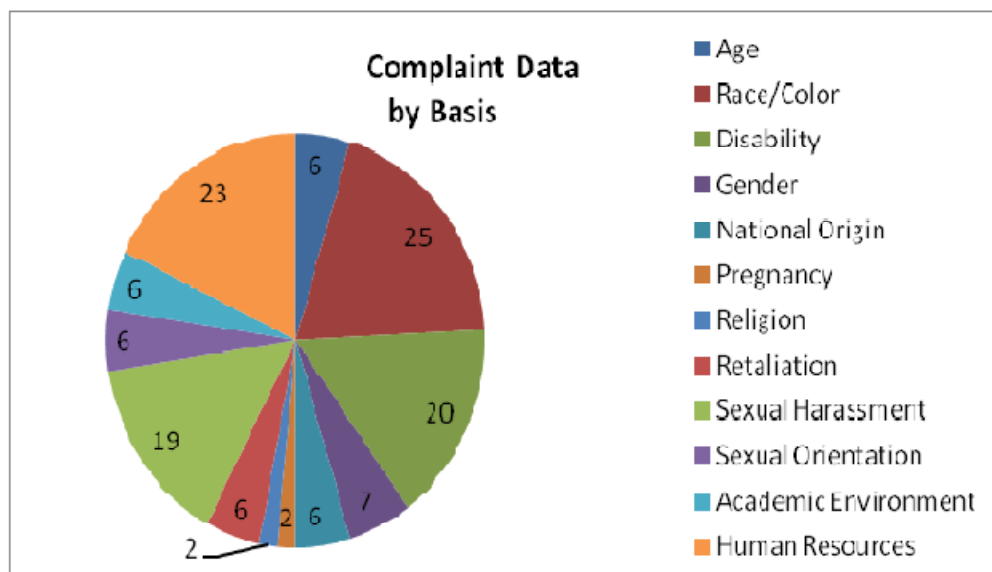
Male

	Consult	Mediate	Investigate	Agency	Complaints Filed	% of Total
Faculty	7	0	0	2	9	21%
Staff	13	1	0	3	17	39%
Students	11	1	1	1	14	33%
Others	3	0	0	0	3	7%
<b>Total</b>	<b>34</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>43</b>	<b>100%</b>



2009 Complaint Data Summary by Basis

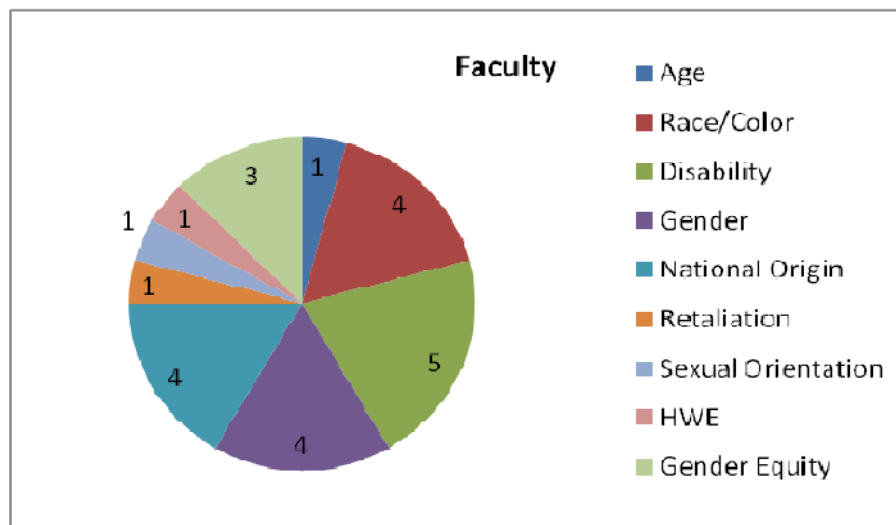
	Consult	Mediate	Investigate	Agency	Total
Age	3	0	1	2	6
Race/Color	16	0	2	7	25
Disability	19	0	0	1	20
Gender	5	0	0	2	7
National Origin	5	0	0	1	6
Pregnancy	2	0	0	0	2
Religion	2	0	0	0	2
Retaliation	1	0	0	5	6
Sexual Harassment	13	0	6	0	19
Sexual Orientation	6	0	0	0	6
Academic Environment	4	1	1	0	6
Human Resources	21	1	0	1	23
Total	97	2	10	19	128



## 2009 Complaints Data Summary by Basis

### Faculty

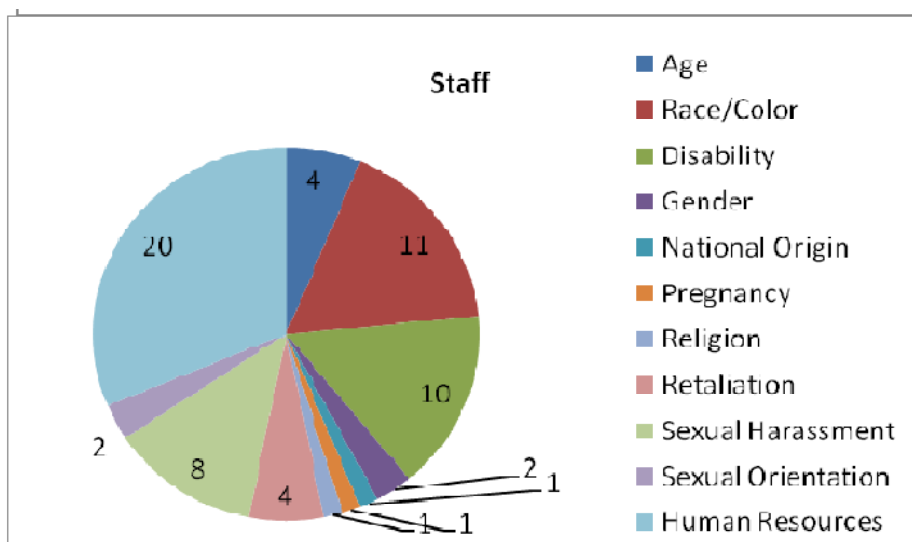
	Consult	Mediate	Investigate	Agency	Total
Age	1	0	0	0	1
Race/Color	2	0	0	2	4
Disability	5	0	0	0	5
Gender	3	0	0	1	4
National Origin	3	0	0	1	4
Retaliation	1	0	0	0	1
Sexual Orientation	1	0	0	0	1
Hostile Work Environment	1	0	0	0	1
Gender Equity	2	0	1	0	3
Total	19	0	1	4	24



2009 Complaints Data Summary by Basis

Staff

-	Consult	Mediate	Investigate	Agency	Total
Age	2	0	1	1	4
Race/Color	7	0	0	4	11
Disability	9	0	0	1	10
Gender	1	0	0	1	2
National Origin	1	0	0	0	1
Pregnancy	1	0	0	0	1
Religion	1	0	0	0	1
Retaliation	0	0	0	4	4
Sexual Harassment	4	0	4	0	8
Sexual Orientation	2	0	0	0	2
Human Resources	18	1	0	1	20
Total	46	1	5	12	64

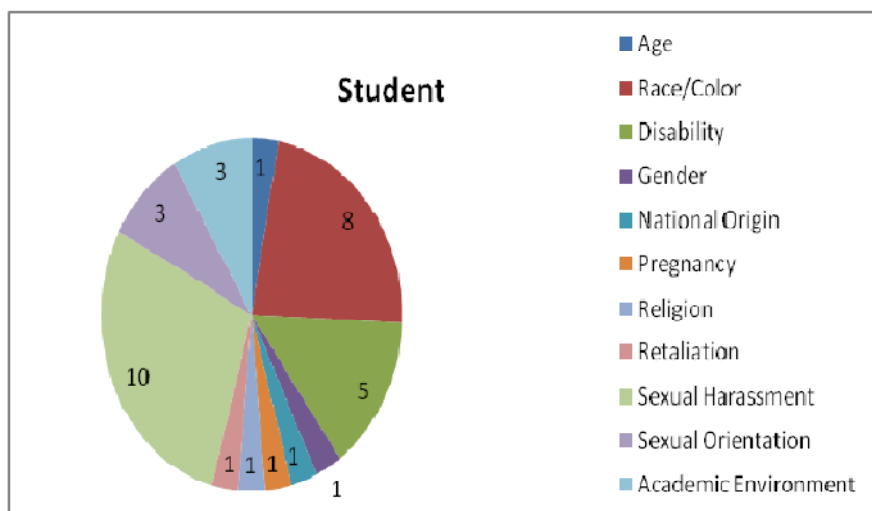




## 2009 Complaints Data Summary by Basis

### Student

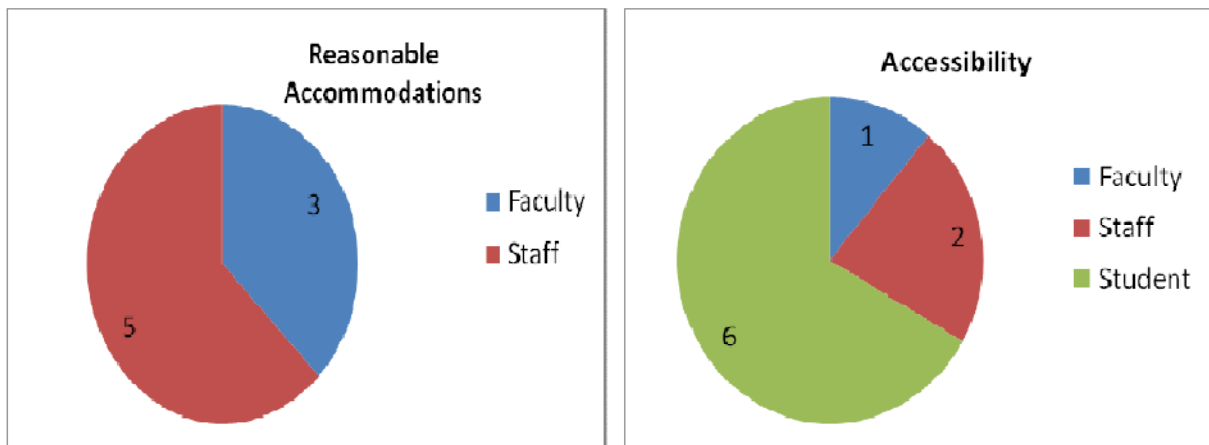
	Consult	Mediate	Investigate	Agency	Total
Age	0	0	0	1	1
Race/Color	5	0	2	1	8
Disability	5	0	0	0	5
Gender	1	0	0	0	1
National Origin	1	0	0	0	1
Pregnancy	1	0	0	0	1
Religion	1	0	0	0	1
Retaliation	0	0	0	1	1
Sexual Harassment	8	0	2	0	10
Sexual Orientation	3	0	0	0	3
Academic Environment	2	1	0	0	3
Total	27	1	4	3	35



### 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 disabilities 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 2009 the Office facilitated and/or processed reasonable accommodation requests for eight individuals of which three were faculty and five were staff. The office also facilitated accessibility complaints for nine individuals of whom one was faculty, two were staff and six were students. The Office also investigates claims of discrimination under the ADA and works with schools and departments to remedy those claims.



### **III. Make recommendations to promote and maintain 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. The Office of Diversity, Equity, and Inclusion promotes and maintains diversity among faculty members through the following programs, which we recommend continue and expand in the next year.

#### Support for Recruiting Underrepresented Faculty (SRUF)

SRUF is designed to encourage and assist schools and departments at IUPUI in the hiring of 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 recommendation is to continue the SRUF program (SRUF hires are now on hold due to budgetary constraints) and find a way to integrate SRUF into the IUPUI faculty recruitment process.**

#### The Compact for Faculty Diversity

IUPUI continued its relationship with the Compact for Faculty Diversity Institute on Teaching and Mentoring to increase and sustain faculty diversity. In 2009, seven Ph.D. students, two advanced McNair Scholars, and six faculty member mentors attended the institute supported by the IUPUI Office of Diversity, Equity, and Inclusion; IU School of Social Work; Purdue School of Science; and IU School of Medicine Graduate Division and IU School of Medicine Diversity Affairs. Two of the seven graduate students who attended received postdoctoral positions at Northwestern University and University of Alabama in Huntsville. **We recommend that the IUPUI-CFD relationship be strengthened and more Schools/departments join in for commitments of three years to send 1-5 graduate students from their School/department to the Institute on Teaching and Mentoring each year.**

#### Developing Diverse Researchers with Investigative Expertise Program (DRIVE)

The Office of the Vice Chancellor for Research; Office of Diversity, Equity, and Inclusion; IU School of Medicine Diversity Affairs; and Office for Women created the DRIVE program, an internal grant program that provides seed funding to full-time faculty and designed to enhance the diversity, research, and creative activity mission of IUPUI. 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. 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. **It is recommended that this grant program continue, and continue encouraging underrepresented populations and women to apply.**

### Faculty Retention Program

IUPUI 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. **It is recommended that this program continue, as well as continue with a *Fall Welcome and Welcome Back reception* (for faculty/staff/graduate students of color).**

### IUPUI Faculty Support

The Office of Diversity, Equity, and Inclusion has supported 14 minority faculty members for professional development conferences and memberships, departmental recruitment, and research projects amounting to over \$10,000. **DEI will continue to offer support to faculty, but will also encourage the respective departments/schools to fund these opportunities as much as possible.**

### Office for Women

The Office of Diversity, Equity, and Inclusion supports the Office for Women (OFW) on a continuous basis to promote and maintain cultural diversity among faculty and staff members at IUPUI. In 2009-2010, DEI directly supported various OFW programs, such as:

- Partnering for Promotion program to increase the number of women and minority faculty. This series of workshops supports and encourages faculty participation in the promotion and tenure process at IUPUI, focusing on the policies, processes, and resources required for a faculty member to put forward an application for tenure or promotion.
- Student researcher support to work on such projects such as research for faculty survey on multicultural teaching, research on gender in the classroom, review of School diversity plans, and IUPUI women's online exhibit.
- A'Lelia Bundles presentation on Indianapolis historical African American figure, Madam CJ Walker, to kick-off Women's History Month

OFW is also covered under the DRIVE program. **It is recommended that DEI and OFW continue to work together closely through funding and support to promote the welfare of women initiatives.**

### Diversity Awards

Two new prestigious awards were approved in 2010 to recognize diversity work by IUPUI faculty. **The Office of Diversity, Equity, & Inclusion; Office of Academic Affairs (Faculty Appointments and Advancement); and the Multicultural Teaching Community of Practice group will work to make sure that many IUPUI faculty in a diverse range of departments/schools apply for these awards.**

The *Chancellor's Diversity Scholar Award* honors a full-time tenure or tenure-track faculty member who creates, maintains, and demonstrates to the campus and larger community the ability to infuse a common thread of diversity in his/her scholarship and service.

The *Chancellor's Award for Excellence in Multicultural Teaching* acknowledges full or part-time faculty who integrate culturally relevant content into their curriculum, who employ an inclusive, student-centered pedagogy, and who champion diversity as a value that ensures the academic success of all students. This award aims to prepare the next generation of culturally competent, global citizens who value diversity both within and across cultures. Multicultural teaching is recognized as a principal strategy through which IUPUI's vision, mission and goals related to diversity are realized.

## **IV. Make recommendations to promote recruitment and retention of minority students.**

The recruitment and retention of a diverse and academically prepared student body is critical to the mission of IUPUI. As such, special attention has been given to ensure that the student population is demographically representative of the state of Indiana. Additionally IUPUI aspires

to attain a campus composition that meets and ultimately exceeds the demographical representation of the nine county Central Indiana service areas.

### Minority Student Recruitment Data

In Fall 2009 the representation of minority undergraduate students hit a high of 17% of the overall student population as compared to 16% in Fall 2008. This increase marks the first time in the past seven years that the minority student representation in the undergraduate body exceeded 16%. African Americans made up 10% of the class, with Asian Pacific Islander and Hispanic/ Latino populations both at 3% of the overall body. The representation of minority graduate and professional students remained constant from Fall 2008 to Fall 2009 at 13% of the overall graduate student populations. The representation amongst African Americans rose from 5% of the population in Fall 2008 to 6% of the population in Fall 2009. The representation for Asian/ Pacific Islander and Hispanic/Latino students remained unchanged at 5% and 2% of the population. The representation of women in the undergraduate population has remained unchanged at 58% of the population. Representation of women in the graduate and professional programs did increase from 54% in 2008 to 57% in 2009.

### Summary of Student Recruitment Initiatives

#### *Recruitment & Outreach*

IUPUI has made a commitment to expand our recruitment efforts through the expansion of the recruitment team and territory, the implementation of a new customer relations management system and the use of targeted online/ virtual college fairs. In 2009 we increased the recruitment territory to include all of the surrounding states, New York, California, Texas and Florida. IUPUI also participated in the various national college fairs hosted by the National Hispanic Scholarship fund and 100 Black Men/ Infinite Scholars organizations. **It is recommended that the institution continue to support the expansion of the recruitment both nationally and locally with an increased emphasis on the utilization of technology to increase our efficiency.**

#### *Community Partnerships*

IUPUI has leveraged partnerships with local and national organizations that help to promote increased collegiate access for underserved communities. By aggressively recruiting students from these organizations and providing additional financial support for their students, the institution is able to cultivate a viable pool of prospective students. **It is recommended that the institution expand the network of partner organizations.**

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 School (CAMMHS); the program aims to put middle and high school students on a path toward a career in some aspect of 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. In May 2010, CAMMHS graduated its first class of seniors (as a Medical Magnet high school), with 20 of the 53 students having successfully completed college level courses at IUPUI. All 20 students applied for and were admitted to IUPUI; five of the students plan to enter IUPUI in fall, 2010.

#### *Alternate Admissions Programs*

As IUPUI has instituted policies that have increased the academic profile for our admitted students, the institution has remained its commitment to providing opportunities to students who need additional academic support prior to admission. The Ivy Tech Partners program provides students with an opportunity to gain admission to IUPUI once they have successfully completed a series of courses at Ivy Tech Community College. The Office of IUPUI/ Ivy Tech Coordinated programs provides students in the Partners programs with academic advising and assistance with their future transfer to IUPUI. The Summer Success Academy provides students with admission to IUPUI once they successfully complete a six week academic success camp in the summer. In 2009 African American made up 18% of the program participants. **It is**

**recommended that the institution expand efforts to support alternative admission routes for students who otherwise would not qualify for admission.**

#### Minority Student Retention Data

IUPUI is beginning to witness the effects of enrolling a more academically competitive class through shifts in our retention and graduation rates. Our most significant gains have been witnessed in the first year retention rates for minority students. The first-year retention rates for all minority students who began in Fall 2008 were 75% which exceed the rate for all other populations by four percentage points. African American students had the largest gains in first year retention going from 60% in 2007 to 73% for 2008. Similar to the first year retention rate, the six-year graduation rate for minority students has seen a significant shift. Hitting an all time high of 30% the graduation rate for minority students is approaching that for all other populations.

#### Summary of Student Retentions Initiatives

Understanding the importance of not only enrolling, but ultimately graduating a diverse class, IUPUI has instituted a number of academic support programs to support student success. A number of the support programs are housed within the University College which serves the majority of the incoming student population. Programs such as the Summer Academy Bridge, First Year Seminars and Learning Communities provide students with the academic support and direction necessary to ensure academic success. These programs provide all IUPUI students with a strong start to their academic career. Additionally, there are a number of academic unit based support programs which provide retention services. Most recently IUPUI has expanded the academic support network through the development of the Multicultural Center, which is providing students with links to minority professional organizations, increased academic engagement and leadership development opportunities. The following is a sample of some of the programs currently available to support minority student success.

- Student Support Services - a federal trio program which support over 300 first generation, low income and disadvantaged students from first year through graduation. The program provides program participants with academic advising, financial aid counseling and peer mentoring.
- Student African American Brotherhood (SAAB) – a national program which supports the academic and social needs for African American male college students. The program requires students to participate in academic success and mentoring activities as a means to increase the retention rates for this population
- Norman Brown Diversity and Leadership Program – one of the longest standing diversity related scholarship programs on campus. The program seeks to develop and graduate students who are ready to become leaders in an increasingly diverse world. The program requires students to maintain a strong academic record and be engaged in the campus.

**It is recommended that the institution maintain all current efforts to support the academic success of minority students.**