



2012 DIVERSITY REPORT

IUPUI

A CORE CAMPUS OF INDIANA UNIVERSITY



State of Diversity

Chancellor's Message

The latest 2010 U.S. Census data for Indiana portray a state with greater diversity than ever before, according to the Indiana Business Research Center at Indiana University's Kelley School of Business. By the numbers, the majority of Indiana's 6,483,802 residents are white (5.47 million), followed by African Americans (591,397), Asians (102,474), and an additional 127,901 who indicate more than one race. The Hispanic category is considered an ethnicity, so Indiana's 389,707 Hispanic residents can be of any race.

According to an analysis of 2010 Census data by WTLC-AM Radio in Indianapolis, Indiana's African American population climbed to a record 654,415; a gain of 20.7%. In Indianapolis/Marion County, the African American population rose to 256,418; a gain of 19.1%.

Clearly, Indiana is following the pattern of states like Texas, where it is imperative to the state's economic well-being that its minority populations be afforded educational access as well as encouragement and support to degree completion. Businesses are clamoring for greater diversity in their applicant pools at the same time they are raising their expectations for educational skills from entry level on through each rung of career advancement. Minority scientists, technologists, and engineers are badly needed to ensure the nation's competitiveness in innovation meets today's global marketplace.

IUPUI has a prominent role to play, whether it's by finishing more minority undergraduates or by attracting more minorities to graduate/professional programs. By the sheer scope and range of opportunities we offer, imagine what an impact we could make if we exceeded our diversity goals?

We have made notable gains in a couple of key areas. We nearly doubled the number of U.S. minorities receiving degrees at IUPUI, from 474 (2002–2003) to 825 (2010–2011). During the same period, the first-year retention rate for African Americans grew from 59 to 68 percent. But the numbers are still too small.

While it's too soon to claim causality, we are learning from what we have done and investing in what seems to be making a strategic difference.



Establishing the position of assistant to the chancellor for diversity, equity, and inclusion and hiring Ken Durgans for the role gave us momentum to broaden our efforts to promote diversity campuswide. Opening the Multicultural Student Success Center has helped us to provide academic support targeted toward diverse learning styles. We recruited Assistant Director for Latino and Hispanic Recruitment Ashley Anderson in the Office of Undergraduate Admissions. At the same time, diversity officers were hired in medicine, dentistry, and nursing to boost the numbers of minorities graduating with degrees in the health professions.

At the campus level, we were also able to resume funding for the Support for Underrepresented Faculty fund. The SRUF initiative proved very successful in broadening searches and attracting talented faculty to IUPUI. We have 100 more members of underrepresented faculty on this campus than we had in 2003. Since all SRUF faculty hires must have assigned mentors, this has helped us to keep them here, as well. We also instituted an internal grant program to provide seed funding to full-time faculty: the Developing Diverse Researchers with Investigative Expertise (DRIVE) program, designed to

enhance diversity in the research and creative activity mission of IUPUI.

To help with creating a welcoming campus climate, we have initiated new recognitions for those who have been particularly helpful with diversity advancement. This year, for example, we gave the new Chancellor's Diversity Scholar Award to Robin Hughes, assistant professor in higher education and student affairs. She has given more than 35 presentations at meetings and symposia since 2003, many of them on African American educational success. She is active in the community on civil rights committees and played a significant role in the Student African-American Brotherhood and the IUPUI Equity Project. Her research also deals with the development of students who are athletes participating in revenue-generating sports. Professor Hughes co-founded and co-edits the *Journal for the Study of Sports and Athletes in Education*.

The inaugural Chancellor's Award for Excellence in Multicultural Teaching/Pedagogy went to Jennifer Thorington-Springer, associate professor of English. She was an individual recipient of the 2010 Joseph T. Taylor Excellence in Diversity Award, as well as a member of the Multicultural Teaching Community of Practice, and the program recipient of the 2011 Taylor Award. Dr. Thorington-Springer has been called "one of this institution's strongest advocates for excellence in diversity."

Other faculty have worked to help increase the diversity of future life science researchers. The School of Science received \$943,000 from the National Science Foundation to establish an IUPUI Undergraduate Research Mentoring in the Biological Sciences (URM) Program, which began in the spring of 2011. URM is designed to broaden the participation of African Americans, Hispanic Americans, and members of other groups historically underrepresented in science in undergraduate research and provide them with the experience and expertise needed to succeed in doctoral programs leading to basic research careers in the biological sciences. Stephen Randall, associate professor of biological sciences, is the principal investigator on the NSF grant and URM program director. The co-principal investigator and co-program director is Brenda Blacklock, assistant research professor of chemistry and chemical biology.

Director of Diverse Community Partnerships Nicole Oglesby helped secure a \$2.5 million grant for three full-service schools in the Martindale/Brightwood area of Indianapolis. Serving as a liaison to broaden the community impact, she also partnered with the School of

Dentistry to secure a \$250,000 grant to offer community dental work at Martindale-Brightwood elementary schools. These neighborhood-based partnerships also help promote the diversity component of our civic engagement goals.

We continue to reach out to our diverse city through research and service that acknowledges the rich history of minorities and introduces students to academic research that both cherishes the past and preserves it for the future. In 2011, the IUPUI University Library launched the new online collection of the full run of the Indianapolis Recorder from 1899 to 2005. The library also preserves scanned historical documents of other community-based research, such as Associate Professor Susan B. Hyatt's anthropology classes' work on reconstructing portraits of multiethnic Indianapolis neighborhoods. Through oral history interviews and archival research, her students documented the experiences of two groups on the southside: Sephardic Jews, who came to Indianapolis from what was then the Ottoman Empire, and African Americans, who migrated from the south and other Midwestern industrial cities. These groups lived side by side in the neighborhood from the 1920s up to the 1960s, when many of the Jewish residents migrated to the northside. The project produced a small community history book as well as the archived documents available to the public via the IUPUI University Library Web site.

As I commented in my State of the Campus address last fall regarding our diversity goals, "Are we where we need to be? No, but we've made significant progress—again during times of challenge." This publication lays out our State of Diversity in these times of challenge. To the extent we have made progress in the past year, it is thanks to the dedication of individuals, groups, and community partnerships who were undaunted by the challenges.

Diversity Performance Indicators

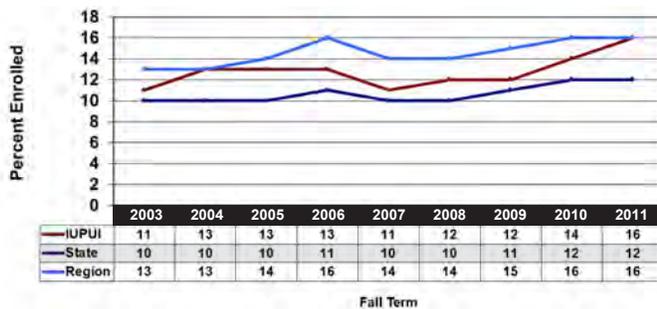
The following represents an abridged version of the Diversity Performance Indicators, adopted by the IUPUI Chancellor's Diversity Cabinet in fall 2003, and updated in 2007. This report includes the IUPUI Diversity Cabinet's evaluation for each indicator, but shows only a sample of the measures included within some of the indicators. The complete set of measures can be found in the IUPUI Institutional Profile available online at iport.iupui.edu/pr/di/details.aspx

Scoring rubric for IUPUI's diversity 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.

Recruitment of a Racially Diverse Student Population

Underrepresented U.S. Minority First-Time Freshman Enrollment



Data for the state and region based on SAT test takers report by The College Board
Underrepresented minority groups are African American, Hispanic/Latino, and Native American

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

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

The percent of underrepresented minority students in the fall 2011 incoming freshman class increased to 16%, 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.

The percent of underrepresented minority transfer students in fall 2011 increased to 19% of all new transfer students, an all-time high.

The number of new underrepresented minority graduate and doctoral-practice (professional) students increased in 2011, but the percentage of underrepresented minority students remained the same.

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

Minority Representation among New Undergraduate Transfer Students

		Fall Terms									
		2003	2004	2005	2006	2007	2008	2009	2010	2011	
Number of Students	African American	206	239	224	220	211	227	196	219	258	
	Asian/Pacific Islander	27	52	56	61	49	53	38	39	46	
	Hispanic/Latino	33	47	35	42	56	40	47	62	81	
	Native American	9	10	8	5	9	3	5	5	4	
	Underrep. Minority	248	296	267	267	276	270	248	286	343	
	Total Minority	275	348	323	328	325	323	286	325	389	
	All Others	1,259	1,683	1,500	1,656	1,373	1,402	1,192	1,294	1,400	
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619	1,789	
Percentage Distribution	African American	13%	12%	12%	11%	12%	13%	13%	14%	14%	
	Asian/Pacific Islander	2%	3%	3%	3%	3%	3%	3%	2%	3%	
	Hispanic/Latino	2%	2%	2%	2%	3%	2%	3%	4%	5%	
	Native American	1%	0%	0%	0%	1%	0%	0%	0%	0%	
	Underrep. Minority	16%	15%	15%	13%	16%	16%	17%	18%	19%	
	Total Minority	18%	17%	18%	17%	19%	19%	19%	20%	22%	

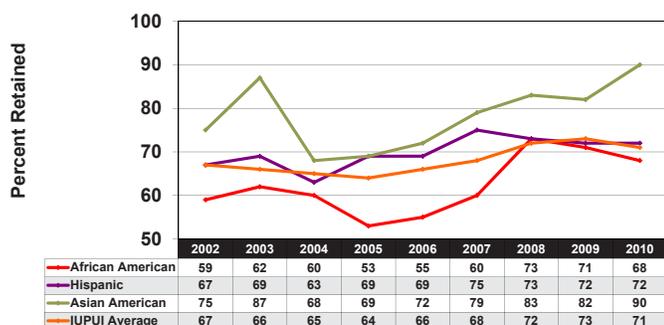
Minority Representation among New Graduate and Doctoral-Practice Students

		Fall Terms							
		2004	2005	2006	2007	2008	2009	2010	2011
Number of Students	African American	140	159	148	152	138	134	142	153
	Asian/Pacific Islander	104	125	103	137	145	100	120	120
	Hispanic/Latino	55	60	43	65	47	43	75	68
	Native American	7	11	6	10	5	4	5	4
	Underrep. Minority	202	230	197	227	190	181	222	225
	Total Minority	306	355	300	364	335	281	342	345
	All Others	1,921	2,319	2,299	2,309	2,469	2,162	1,985	2,015
	Total Students	2,227	2,674	2,599	2,673	2,804	2,443	2,327	2,360
Percentage Distribution	African American	6%	6%	6%	6%	5%	5%	6%	6%
	Asian/Pacific Islander	5%	5%	4%	5%	5%	4%	5%	5%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%	3%	3%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%
	Underrep. Minority	9%	9%	8%	8%	7%	7%	10%	10%
	Total Minority	14%	13%	12%	14%	12%	12%	15%	15%



Retention of a Racially Diverse Undergraduate Student Population

IUPUI U.S. Minority Retention Rates



Fall Cohort

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.

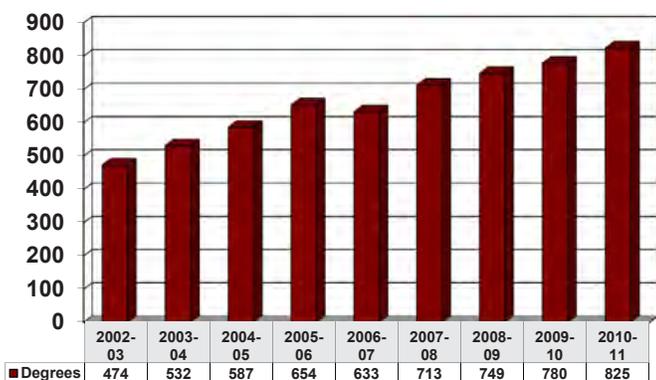
Campus Outcome: The one-year retention rate for African American students in the Fall 2010 cohort declined. Despite this decline, the retention rate for minority students in the Fall 2010 entering cohort represents a substantial improvement over past performance.

Highlights of Achievement: The retention rate for minority students was only slightly lower than the retention rate for majority students.



Graduation of a Racially Diverse Undergraduate Student Population

Degrees Awarded to Minority Students



Academic Year

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 (29%) has improved considerably, but continues to be below the rate for all IUPUI students (35%). Preliminary graduation-rate data for the Fall 2005 cohort indicates a decline in the minority graduation rate. The number of degrees conferred to all minority students (African American, Hispanic/Latino, Asian American, and Native American) has increased substantially over the last nine years.

Highlights of Achievement: The graduation rate for Asian American students (and Pacific Islanders) exceeded the campus average.

Minority Representation among New Graduate and Doctoral-Practice Students

		Fall Terms							
		2004	2005	2006	2007	2008	2009	2010	2011
Number of Students	African American	140	159	148	152	138	134	142	153
	Asian/Pacific Islander	104	125	103	137	145	100	120	120
	Hispanic/Latino	55	60	43	65	47	43	75	68
	Native American	7	11	6	10	5	4	5	4
	Underrep. Minority	202	230	197	227	190	181	222	225
	Total Minority	306	355	300	364	335	281	342	345
	All Others	1,921	2,319	2,299	2,309	2,469	2,162	1,985	2,015
Total Students		2,227	2,674	2,599	2,673	2,804	2,443	2,327	2,360
Percentage Distribution	African American	6%	6%	6%	6%	5%	5%	6%	6%
	Asian/Pacific Islander	5%	5%	4%	5%	5%	4%	5%	5%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%	3%	3%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%
	Underrep. Minority	9%	9%	8%	8%	7%	7%	10%	10%
	Total Minority	14%	13%	12%	14%	12%	12%	15%	15%

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.

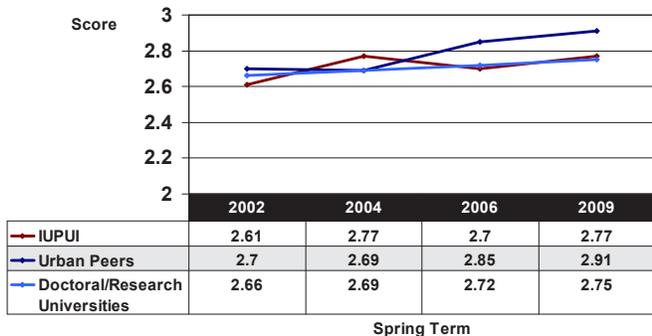
The diversity survey item is: *Have class discussions or writing assignments that include diverse perspectives (different races, religions, gender, political beliefs, etc.)*

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.

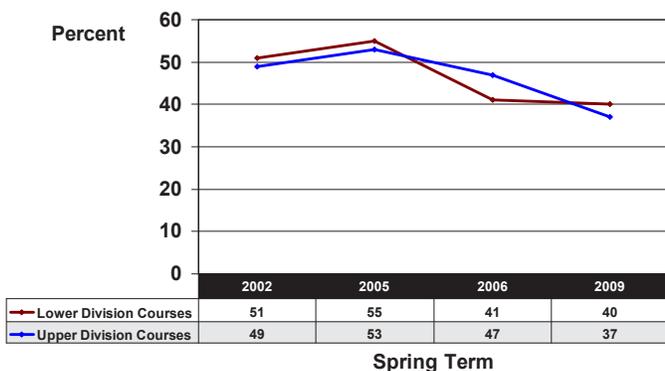
Highlights of Achievement: The integration of diverse perspectives (e.g., different races, religions, political beliefs, physical disabilities, and gender) into course work continues to be a central goal at IUPUI. All of the schools at IUPUI, including Herron School of Art, Kelley School of Business, 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 Issues in Coursework (First-Year Students)

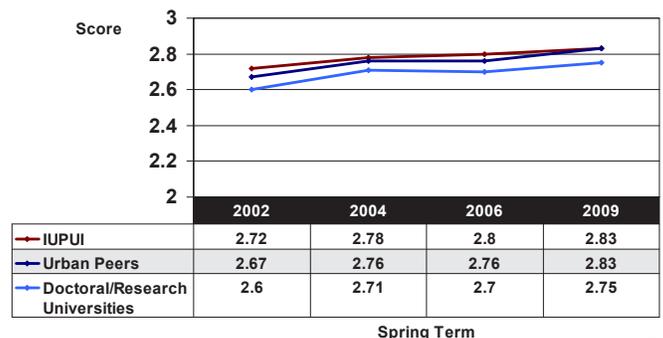


1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often

Percent of Faculty Reporting They Include Diversity in their Courses



Diversity Issues in Coursework (Seniors)



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.

Cultural Heritage Awareness Month Programs

Co-curricular Diversity Indicator	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Hispanic Heritage Month	4	10	17	16	22	10
GLBT History Month	3	5	11	13	18	16
Native American Heritage Month	3	6	17	11	19	12
Black History Month	3	11	9	12	11	8
Women's History Month	5	7	11	22	11	13
Asian American Heritage Month	3	8	10	13	9	6

Although the number of diversity programs presented on campus during cultural heritage months decreased slightly in 2010–11, cultural heritage programming has increased substantially since 2005–06. 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

Students seeking services from Counseling and Psychological Services (CAPS) have been consistently more diverse than the campus at large. This is significant in that nonwhite and non-Western European individuals are generally less likely to seek mental health services for a variety of cultural and social reasons. CAPS seeks to maintain and enhance services to traditionally underserved populations

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 Campus and Community Life and should help to raise cultural awareness among IUPUI students.

Students Seeking CAPS Services

	IUPUI	CAPS		IUPUI	CAPS	
	2009	2009-10		2010-11	2010-11	
	% Enrolled	#	% Served	% Enrolled	#	% Served
Asian/Pacific Islander	3.9	46	5.8	4.0	48	5.5
Black/African-American	9.5	94	11.9	9.6	96	10.9
Hispanic/Latina(o)	2.7	24	3.0	3.3	41	4.7
Native American	0.3	5	0.6	0.2	2	0.2
White/Caucasian	73.0	546	69.0	72.8	617	70.4
International	4.6			4.7	20	2.3
Multiracial and Other		32	4.1		41	4.7
No Answer/Unknown	6.0	36	4.6	5.3	12	1.4
Total		791		28,915	877	

Female	57.1	500	63.2	56.5	560	63.9
Male	42.9	270	34.1	43.5	304	34.7
Transgender					2	0.2

Campus Climate for Diversity

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

Campus Outcome: Female undergraduate students reported significantly higher levels of negative experiences than men in the areas of negative or disparaging comments, not being taken seriously, and offensive language or humor. Undergraduate minority students reported extremely negative experiences in all 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	10.7%	4.7%	20.2%	2.2%	1.3%	6.9%	3.8%
Harassment	6.1%	1.5%	5.4%	0.8%	0.7%	1.6%	0.9%
Discrimination	6.7%	2.2%	21.4%	1.6%	0.7%	2.3%	2.3%
Feeling isolated or unwelcome	2.9%	1.5%	25.0%	1.7%	1.3%	3.4%	3.5%
Offensive language or humor	7.9%	2.2%	11.9%	1.5%	0.9%	2.8%	1.6%
Not being taken seriously	12.1%	2.0%	13.7%	1.1%	1.0%	3.1%	2.1%
Discouragement in pursuing my academic goals	4.1%	1.5%	8.3%	0.9%	0.9%	0.6%	2.1%

In fall 2010, the campus conducted the first survey of faculty, staff, and students to better understand lesbian, gay, bisexual, and transgender concerns. Approximately 7% of staff 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 student 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

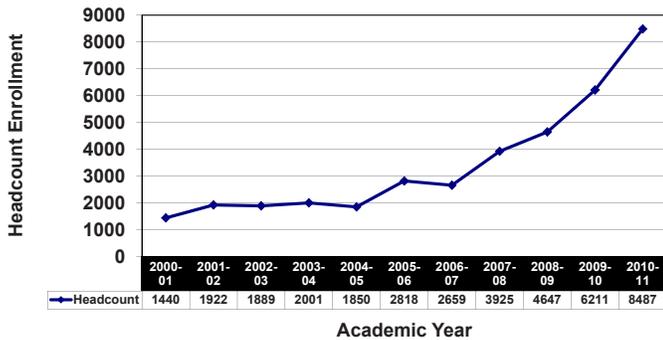
Campus Experience	Faculty	Staff	Students
Negative or disparaging comments	26%	28%	27%
Sexual comments	14%	15%	18%
Expressions of negative stereotypes	39%	35%	33%
Hostile or threatening stares	10%	8%	10%
Threats of violence	2%	4%	3%
Fear of being assaulted	6%	5%	6%
Harassment	6%	6%	9%
Discrimination	14%	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 in Civic Engagement

IUPUI Undergraduate Students Enrolled in Service-Learning Classes



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

Campus Outcome: The number of students enrolled in service-learning classes has increased steadily since 2000.

In addition, 36% of the Community Service Scholars at IUPUI are members of racial/ethnic minority groups. Approximately 44% 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, 82% of the youth served improved their math levels and 81% improved their reading levels.

After a decline in fiscal year 2010, IUPUI spending with minority and women business enterprises increased in fiscal year 2011, particularly spending with women business enterprises.

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.

IUPUI Spending with Minority & Women Business Enterprises

	FY 2009	FY2010	FY2011
Minority Business Enterprises	\$4.8M	\$4.4M	\$4.4M
Women Business Enterprises	\$12.8M	\$11.9M	\$12.2M

(M) Millions of dollars

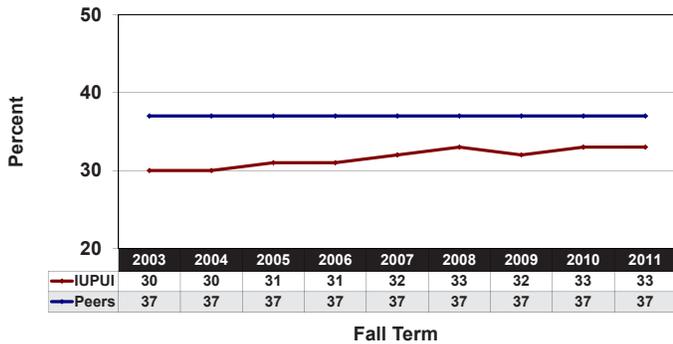


Diversity of Faculty and Staff

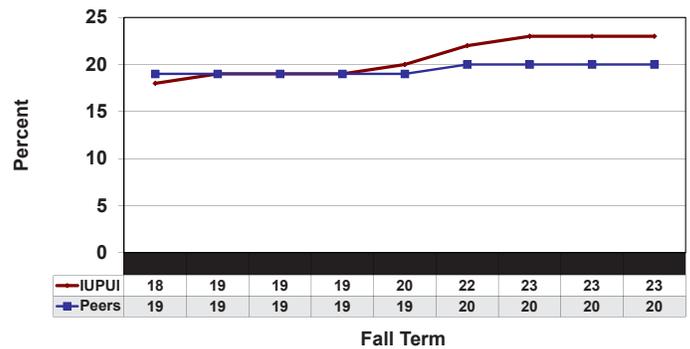
Campus Aspiration: To exceed peer institutions' representations of gender and underserved minority faculty and staff.

Campus Outcome: The percentage of tenured and tenure-track faculty who are women increased in 2011. 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 continues to exceed the comparable percentage for IUPUI's peers.

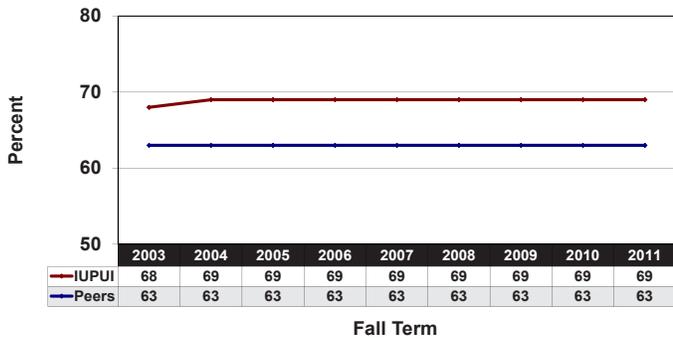
Percent Female Tenured/Tenure-Track Faculty



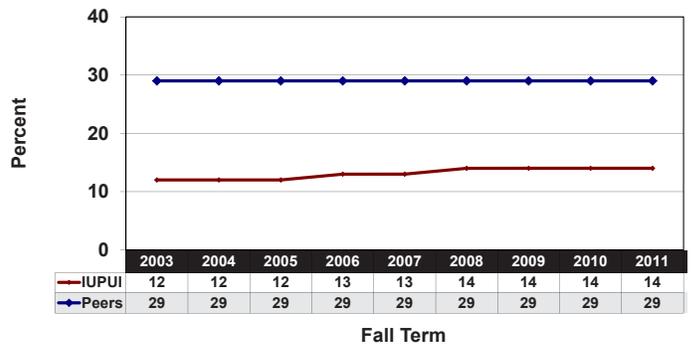
Percent Minority Tenured/Tenure-Track Faculty



Percent Female Professional Staff



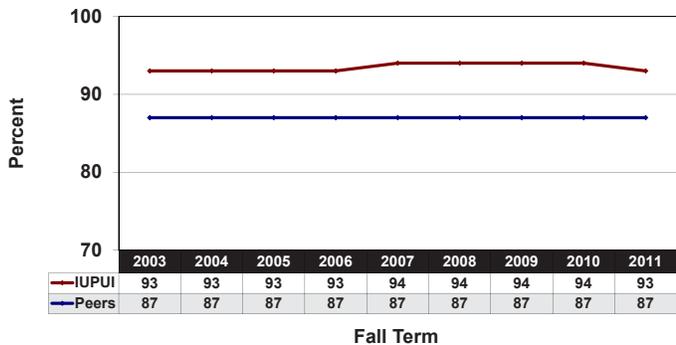
Percent Minority Professional Staff



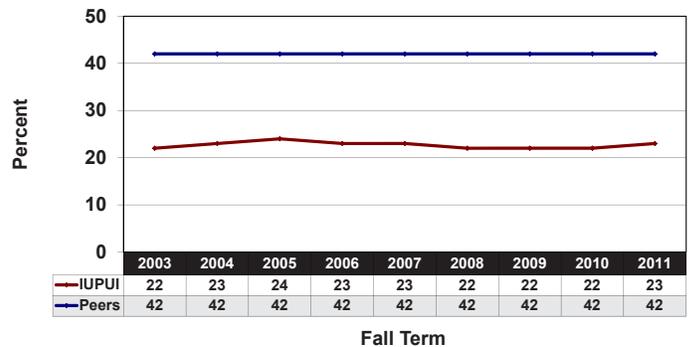
Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

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



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.

Highlights of Achievement: The percentage of tenured and tenure-track faculty who are members of racial and ethnic minority groups continues to exceed the percentage for IUPUI's peers.

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.

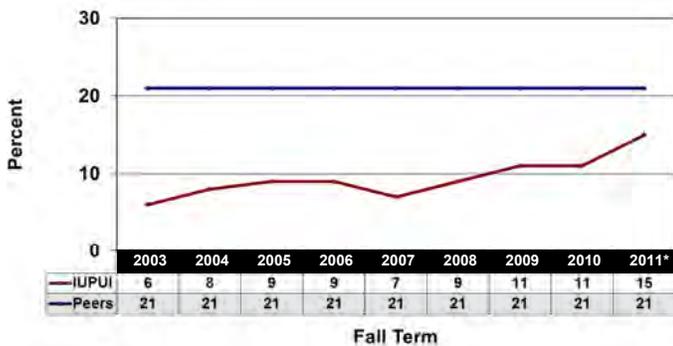
Campus Outcome: The percentage of females in executive/administrative/managerial positions increased substantially in 2012 and now exceeds the comparable percentage for IUPUI's peers. A large part of this increase was the result of professional positions being included in the executive/managerial classification. Although the percentage of minority group members in executive/managerial positions has increased substantially since 2003, IUPUI remains behind its peers in the percentage of racial/ethnic minorities in executive/administrative/managerial positions.

Highlights of Achievement: Strong representation of women and minorities in high-level administrative positions is critically important to IUPUI. In 2011, 45% of senior administrators (Vice Chancellors and Associate and Assistant Vice Chancellors) were female and 30% were members of racial/ethnic minority groups.



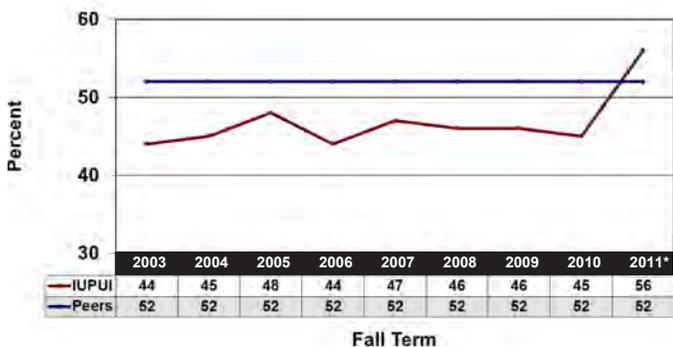
Diversity of Campus Leadership

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



*Approximately 200 professional staff positions were reclassified as executive/managerial in 2011.

Percentage of Females in Executive/Managerial Positions



*Approximately 200 professional staff positions were reclassified as executive/managerial in 2011.

Diversity at a Glance

Minority Representation among Undergraduate Students

		Fall Terms								
		2003	2004	2005	2006	2007	2008	2009	2010	2011
Number of Students	African American	2,197	2,291	2,285	2,123	2,111	2,145	2,240	2,312	2,363
	Asian/Pacific Islander	513	525	540	595	612	695	734	722	702
	Hispanic/Latino	393	419	452	493	542	543	625	777	895
	Native American	76	71	61	67	60	55	57	49	40
	Underrep. Minority	2,666	2,781	2,798	2,683	2,713	2,743	2,922	3,138	3,298
	Total Minority	3,179	3,306	3,338	3,278	3,325	3,438	3,656	3,860	4,000
	All Others	18,210	17,866	18,100	17,915	17,877	17,985	18,463	18,385	18,236
Total Students		21,389	21,172	21,438	21,193	21,202	21,423	22,119	22,245	22,236
Percentage Distribution	African American	10%	11%	11%	10%	10%	10%	10%	10%	11%
	Asian/Pacific Islander	2%	2%	3%	3%	3%	3%	3%	3%	3%
	Hispanic/Latino	2%	2%	2%	2%	3%	3%	3%	3%	4%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Underrep. Minority	12%	13%	13%	13%	13%	13%	13%	14%	15%
	Total Minority	15%	16%	16%	15%	16%	16%	17%	17%	18%

Minority Representation among Graduate and Doctoral-Practice Students*

		Fall Terms								
		2003	2004	2005	2006	2007	2008	2009	2010	2011
Number of Students	African American	521	522	527	508	539	485	503	494	508
	Asian/Pacific Islander	303	358	367	385	447	460	398	456	448
	Hispanic/Latino	148	193	197	176	182	188	170	221	234
	Native American	19	25	28	32	29	28	21	18	18
	Underrep. Minority	688	740	752	716	750	701	694	733	760
	Total Minority	991	1,098	1,119	1,101	1,197	1,161	1,092	1,189	1,208
	All Others	7,480	7,683	7,376	7,470	7,455	7,716	7,172	7,132	7,086
Total Students		8,471	8,781	8,495	8,571	8,652	8,877	8,264	8,321	8,294
Percentage Distribution	African American	6%	6%	6%	6%	6%	5%	6%	6%	6%
	Asian/Pacific Islander	4%	4%	4%	4%	5%	5%	5%	5%	5%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%	2%	3%	3%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Underrep. Minority	8%	8%	9%	8%	9%	8%	8%	9%	9%
	Total Minority	12%	13%	13%	13%	14%	13%	13%	14%	15%

Minority Representation among Tenured/Tenure-Track Faculty

		Fall Terms								
		2003	2004	2005	2006	2007	2008	2009	2010	2011
Number	African American	39	41	39	39	40	46	50	54	54
	Asian/Pacific Islander	148	158	174	169	180	196	211	223	228
	Hispanic/Latino	37	41	36	38	37	41	38	34	30
	Native American	3	3	3	2	3	4	4	2	2
	Total Minority	227	243	252	248	260	287	303	313	314
	All Others	1,044	1,050	1,055	1,058	1,033	1,020	1,023	1,051	1,039
	Total	1,271	1,293	1,307	1,306	1,293	1,307	1,326	1,364	1,353
Percentage Distribution	African American	3%	3%	3%	3%	3%	4%	4%	4%	4%
	Asian/Pacific Islander	12%	12%	13%	13%	14%	15%	16%	16%	17%
	Hispanic/Latino	3%	3%	3%	3%	3%	3%	3%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Total Minority	18%	19%	19%	19%	20%	22%	23%	23%	23%

Minority Representation among Staff

		Fall Terms								
		2003	2004	2005	2006	2007	2008	2009	2010	2011
All Staff		22%	22%	23%	22%	23%	22%	22%	21%	21%
Executive/Admin/Managerial		6%	8%	9%	9%	7%	9%	11%	11%	15%
Professional Nonfaculty		14%	15%	15%	15%	16%	15%	15%	14%	14%
Secretarial/Clerical		22%	23%	24%	23%	23%	22%	22%	22%	23%
Technical/Paraprofessional		27%	26%	28%	27%	28%	26%	27%	27%	26%
Skilled Crafts		17%	17%	13%	13%	14%	15%	15%	14%	10%
Service Maintenance Workers		67%	71%	72%	71%	72%	72%	71%	67%	59%

IUPUI Peer Institutions

SUNY at Buffalo

Temple University

University of Alabama-Birmingham

University of Cincinnati

University of Colorado at Denver and Health Sciences Center

University of Illinois at Chicago

University of Louisville

University of New Mexico

University of South Florida

University of Utah

Virginia Commonwealth University

Wayne State University

IUPUI Diversity Cabinet 2011–2012

Marsha Baker
Director of Diversity and
Enrichment
IU School of Nursing

Charles Bantz
IU Executive Vice President &
IUPUI Chancellor

Troy A. Barnes
Chair, IUPUI Staff Council Diversity
Committee

William Blomquist
Dean
IU School of Liberal Arts

*Richard Bray
Black Faculty Staff Council
representative

Zephia Bryant
Director
Multicultural Success Center

Martha Bulluck
Interim Assistant Vice Chancellor
Human Resources Administration

*Zeb Davenport
Vice Chancellor
Office of Student Life

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

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

Johnny Flynn
Native American Faculty Staff
Council representative

Kathleen Grove
Director
Office for Women

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

*Kathy Johnson
Dean
University College

Pam King
Director
Adaptive Educational Services

Kim Kirkland
Director
Office of Equal Opportunity

*Gil Latz
Associate Vice Chancellor
Office of International Affairs

*Dan Maxwell
Gay Lesbian Bisexual
Transgender Faculty Staff Council
representative

Monica Medina
Latino Faculty Staff Council
representative

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

Kim Nguyen
Asian Pacific American Faculty
Staff Council representative

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

Gary Pike
Executive Director
Information Management &
Institutional Research

Rebecca Porter
Executive Director
Enrollment Services

Johnny Pryor
Assistant Dean for Student Affairs
IU School of Law

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

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

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

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

Sherrée Wilson
Assistant Dean of the Faculties
Academic Affairs

L. Jack Windsor
President, IUPUI Faculty Council

Last revised 11/09/11
*new members

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 two to three 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 underrepresented 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

www.iupui.edu

WHERE **IMPACT** IS MADE