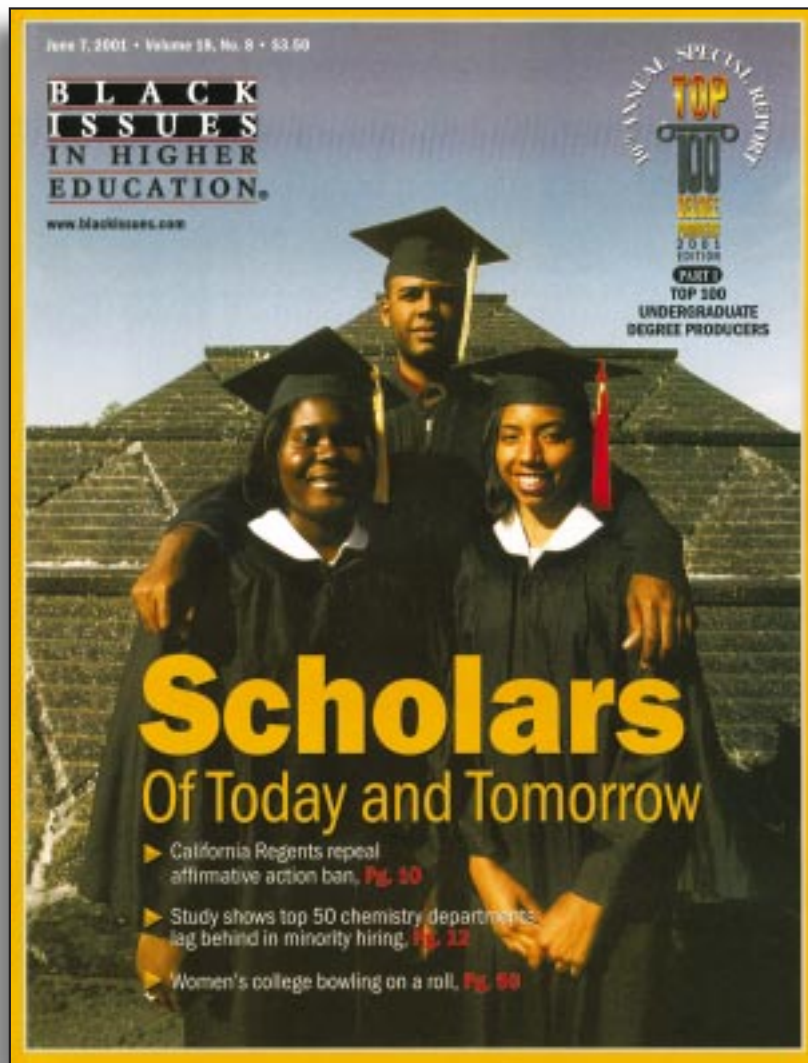


IUPUI STATE OF DIVERSITY



JANUARY 21, 2002
CHANCELLOR GERALD L. BEPKO

A CORE CAMPUS OF INDIANA UNIVERSITY

State of Diversity Message

State of Diversity at IUPUI Gerald L. Bepko, Chancellor January 21, 2002

The Effects of September 11

The state of diversity in our university and community seems to be changing, once again for the better. A renewed emphasis on diversity is occurring and becoming ever more deeply ingrained as part of our national culture. The events of September 11 have created, among other things, a rekindling of the national commitment to the goals that we have long pursued under the banner of diversity. Even before September 11, our university community had been mindful of the world's breathtaking complexity and interconnectedness. Two years ago, in the first State of Diversity message, I had said:

In any interaction, we bring various ideas, cultural orientations, physical abilities and disabilities, as well as perspectives based on age, race, gender, religion, ethnicity, sexual orientation, employment experience, educational experience, and more. For society to deal with this intricate web of characteristics, our educational programs must prepare people to embrace the world's diversity in all its dimensions. We must create a society in which differences are celebrated and not allowed to become the subject of tension or discriminatory behavior. We must prepare people for building on their individuality in a context where the many aspects of personhood are valued, intrinsically, as contributions to a fascinating and beautiful social mosaic.

The tragedies of September 11 have brought into sharper focus the complexity of the world's populations and cultures, an even greater need for tolerance, and a healthier capacity to use our differences as points of celebration. Only these qualities of our individual and national character will lead us away from historic cycles of hatred, prejudice, and violence.



The proposition that diversity is an inherently important part of the educational experience, especially at the postsecondary level, is supported by a growing body of data, which gives reinforcement to our special efforts to achieve diversity in all aspects of our university family. Because of our location, at the center of our state's most diverse populations, we have an important asset that will contribute to our educational success and our ascent to leadership among university campuses nationwide. We should be especially proud of our growing populations of students from racial/ethnic minority groups and students with disabilities – both of which are the largest in the state.

Recent events, and the perspectives they bring, also answer a question that is sometimes raised. Can we afford programs that are designed to increase diversity in this time of financial difficulty in our state? It seems clear that we cannot afford to delay or reduce our university effort, no matter what financial difficulties may exist. Creating optimal conditions of diversity is not only a matter of social justice; it is an educational imperative. It is not, therefore, an add-on, but a core value of our academic community that must be pursued in good times and bad.

Some Highlights

We have made significant progress in the past year. The data are set forth in this report, but I would like to highlight a few very important statistics that are matters of special pride. In 2000-2001 we awarded 528 degrees to members of racial/ethnic minority groups. This is up 34, or 7 percent, from the total in 1999-2000. Equally important, we awarded degrees to 337 African Americans. This is up 44, or 15 percent, from the total awarded in 1999-2000. These increased numbers of degrees, along with the increases in our minority student enrollments, give us confidence that we are making the most important type of progress in achieving diversity.

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An additional highlight of the past year is the fact that a national publication titled *Black Issues in Higher Education* featured in a cover story of its June 7, 2001, edition our first Minority Research Scholars Program (MSRP) graduates. The program, founded by Dean David Stocum in our School of Science in 1996, is led by Associate Professor of Nursing Marchusa A. Huff. Aimed at recruiting and promoting the academic success of minority students in science, engineering and technology, social work, nursing, dental hygiene, physical education, and allied health, the MRSP has been successful because of its research-enriched curriculum and intensive faculty mentoring.

Another highlight of the past year has been the doubling of our minority faculty recruitment fund from \$250,000 to \$500,000. Over the past six fiscal years, this fund has allowed us to recruit more than a dozen minority faculty. The extra amount added to the fund will allow us to do even more. In fact, at least six minority appointments are currently under discussion.

Diversity Inquiry Group Events

Now in its second year of activity, the Diversity Inquiry Group (DIG) focuses on helping faculty work to diversify curricula and develop a welcoming and inclusive atmosphere in the classroom. They view their work as part of continuing professional development for faculty that is geared toward improving learning and academic success for all students, but with particular emphasis on minorities and first-generation college students. This year, the DIG has made progress in identifying priorities for its activities. In the coming months, having educated themselves on issues and best practices, they will increasingly be visible by serving as diversity consultants for other faculty. They will also offer workshops on diversity with small groups of faculty that will include tips on curriculum and pedagogy as well as examples of best practices already under way at IUPUI. In collaboration with the Diversity Cabinet, the DIG continues to be a valuable resource in identifying ways to overcome organizational structures and habits of work that hinder successful collaborations toward achieving diversity goals.



Although the charge to the DIG was initially for three years (through June 2003), plans are already under way to lay the groundwork for a long-range campus plan for diversity. Building on the network of interested and involved parties that have been identified in its work to date, the DIG is planning a retreat to continue the conversation and determine what shape future collaborations toward diversity might take.

Indiana University Office for Student Development and Diversity

Another layer of activity at the university level, led by IU Vice President for Student Development and Diversity Charlie Nelms, has further enhanced IUPUI's capacity to have an impact in its diversity work. For example, the IU Office of the Vice President for Student Development and Diversity, augmented by funds from my office, supplies matching grants that are used to support full- and part-time faculty as they experiment with ways to enhance diversity content in the curriculum and the classroom climate for students.

Charlie Nelms also led efforts to use part of last year's tuition increase to fund retention and minority initiatives. This tuition set-aside supported in part the development of the Mathematics Assistance Center (MAC) at IUPUI, which is housed in our University College. Although established to help all students, the MAC has already proven to be helpful in attracting additional funding, such as a grant from the Nina Mason Pulliam Trust that was specifically designated to assist minority, low income, and first-generation college students.

Human Resources

Although IUPUI faces challenges common to other universities in recruiting and retaining minority faculty and staff, we are particularly proud of some recent recruitment successes because they are in key areas that will have a broader impact on the state of diversity at IUPUI. For example, JaDora Sailes, who joined us early last year as the student recruitment and retention coordinator for IUPUI, has begun to extend IUPUI's outreach to minorities. This past

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October, she organized IUPUI's Shades of Brilliance Day, which offered information on post-high school graduation options at IUPUI targeting African American, Asian American, Latino/Hispanic American, and Native American students who are in the 11th and 12th grades.

The Office of Student Life and Diversity has recruited two African Americans: Kevin Rome as assistant vice chancellor for student life and diversity and John Jones as assistant dean of students. Kevin Rome has a doctorate in higher education administration from the University of Texas at Austin, where he had also been assistant dean of students since 1996. John Jones, who has a doctorate in higher education administration from the University of Iowa, was previously a student affairs specialist at Purdue University.

Meanwhile, a key to retaining highly qualified minorities in such high-level positions is making sure that they feel welcome in our university community in every way. Human Resources Administration, under the leadership of Assistant Vice Chancellor Ellen Poffenberger, has offered workshops for departments and units that are designed to promote a better appreciation of the value of diversity, to explore barriers to effective communication and productivity in the workplace, and to synchronize department goals with campuswide goals as they relate to the state of diversity at IUPUI. During calendar year 2001, some 40 workshops were offered with nearly 1,000 people participating.

Diversity Cabinet Activities During 2001

In Diversity Cabinet meetings over the past couple of years, we have had the pleasure of hearing from Deans Scott Evenbeck of University College, Oner Yurtseven of the School of Engineering and Technology, Norman Lefstein of the IU School of Law-Indianapolis, Angela McBride of the School of Nursing, and others about their diversity efforts. Although we know that diversity has been a key part of activities at the school level, and we have heard about it as a component of the larger planning and budgeting reports are made throughout the year, it was inspiring to hear just how

intensely focused the deans have been in their efforts and how broad-based the participation has been.

The Diversity Cabinet was established to both monitor and provide direction for campuswide diversity-related efforts. The purpose of the cabinet includes setting a tone for the campus and enlisting advocates for diversity, person by person, throughout the campus, thus enlarging the number of people who are placing a high priority on diversity each year. It is based on the assumption that our diversity goals will only be achieved when we have changed the institution one person at a time.

A highlight of this year's effort to encourage greater focus on diversity has been developing a statement of vision for diversity. The vision statement was adopted at the November 2001 meeting of the Diversity Cabinet and appears at the conclusion of this booklet.

A second step in this process is under way. Building on the vision for diversity, we will revise our sets of data that we use to keep score on our progress toward our diversity goals. We want to continue to improve our data analysis and reporting and develop a nationally distinctive scorecard that will help us monitor results and stay focused. The scorecard project plan is scheduled to be presented to the Diversity Cabinet in May 2002. Once adopted, the measures and indicators will be presented in a new format and will be a substitute for the reports that are presented in the data tables that appear in this year's State of Diversity message.

Joseph T. Taylor Awards for Diversity

Finally, we are pleased to announce the first Joseph T. Taylor Awards for Diversity. These awards are being announced as part of this State of Diversity message on the national holiday designated to remember the birth and life of Dr. Martin Luther

King, Jr. The awards, themselves, will be presented at the Joseph T. Taylor Symposium to be held on February 18, 2002. This year's symposium will be devoted to "Building Community through Communication."



State of Diversity Message

There were so many outstanding nominations for the first round of Joseph T. Taylor Awards for Diversity that we have not only designated an award winner in each of the two categories – individual and program – but also selected four distinguished contribution recognitions – three for individuals and one for a program. We are proud to announce the following award winners for 2002.

Individual Award Winner

Lillian Stokes, Ph.D., R.N., FAAN
Associate Professor
Director, Diversity and Enrichment
IU School of Nursing

- More than 30 years of work supporting diversity
- Recognized locally and nationally for her contributions to diversity
- Developed initiatives that have led to increased minority enrollment and retention

Program Award Winner

Minority Engineering Advancement Program
Patrick Gee, M.S.M.E.
Director

- Recently celebrated its 25th anniversary in June
- Committed to supporting minority students in the area of engineering and technology
- Exposes minority students to the fields of engineering and technology who would not typically have exposure to such careers

Distinguished Contributions: Individuals

Miriam Langsam, Ph.D.
Associate Dean, Student Affairs
IU School of Liberal Arts

- Decades of service to supporting diversity at IUPUI
- Has touched the lives of many diverse students, faculty, and staff at IUPUI

Jose R. Rosario, Ph.D.
Director, Center for Urban and Multicultural Education
IU School of Education)

- Dedicated efforts with El Puento (“the bridge”) working with 250 Latino high school students
- Committed to establishing and fostering relationships between IUPUI and the Hispanic community

David S. Wilkes, M.D.
Associate Professor
IU School of Medicine

- Exceptional mentorship for all students, particularly students of color
- Effective recruitment of students of color into IU School of Medicine

Distinguished Contributions: Program

Human Resources Administration Training
Daniel Griffith, Manager of Training and Development Services
Mia Jones, Training and Development Consultant

- Passion for and commitment to improving the campus climate for diversity
- Development of diversity training modules for IUPUI faculty and staff

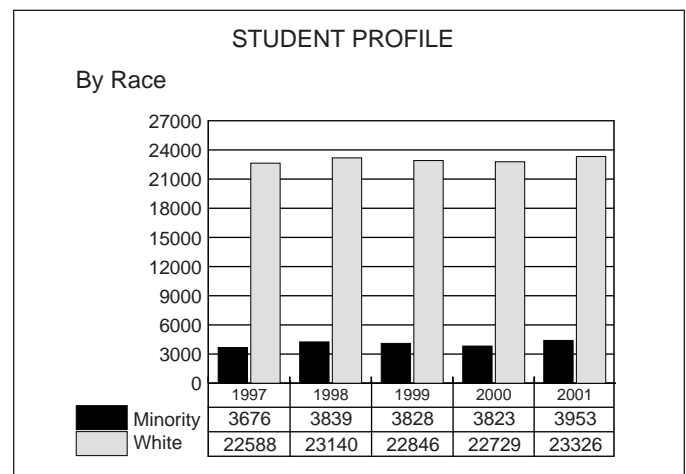
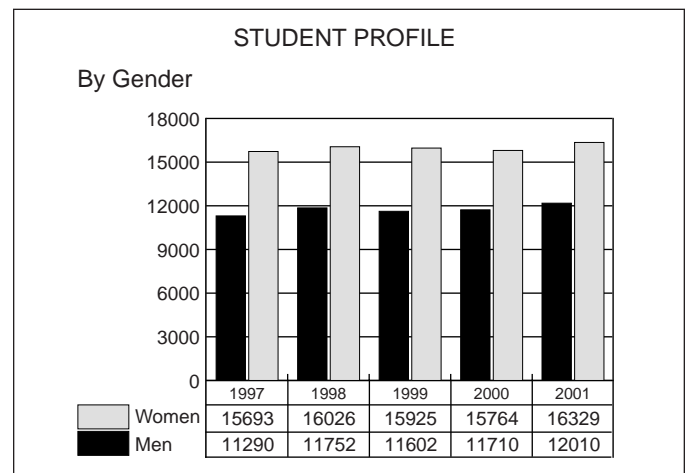
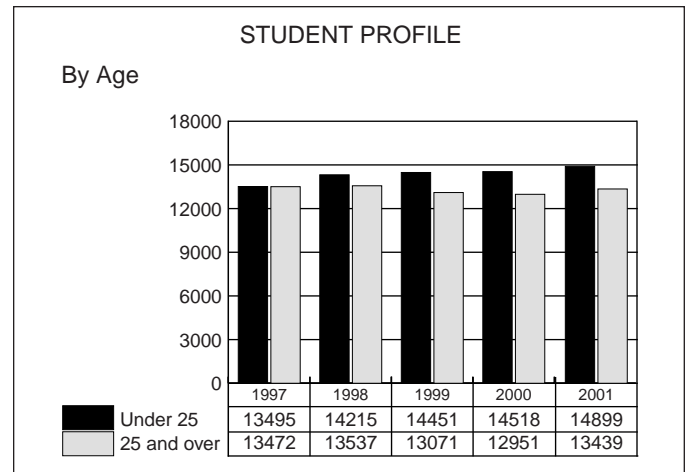
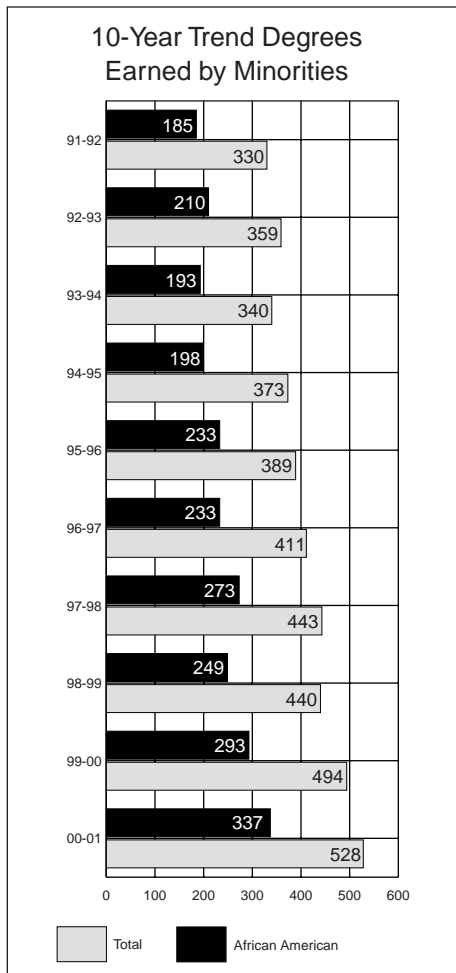


IUPUI Student Profile

Over the past several years, IUPUI has had enrollments of 27,000 - 28,000 students per semester. The component of traditional-age students has increased annually, and like many other institutions of higher education, the student population at Indiana University-Purdue University Indianapolis is predominantly female.

The number of minority students reached a plateau during the recent past but increased again this year. However, the composition of the minority population is shifting as a reflection of the demographic changes in the state of Indiana. African Americans comprise the largest group of racial/ethnic minority students while the number of Hispanic students is increasing at a rapid rate.

The number of minority students who earn degrees is still low, but graduation numbers have increased in a significant fashion over the past decade.



Note: As of Fall 2001, IUPUI's official headcount represents the unduplicated number of students enrolled on the Indianapolis and Columbus campuses. Previously, students enrolled concurrently at both campuses were double-counted. Data for years prior to Fall 2001 have been adjusted to reflect unduplicated headcount.

(Data Source: IUPUI Office of Information Management and Institutional Research)

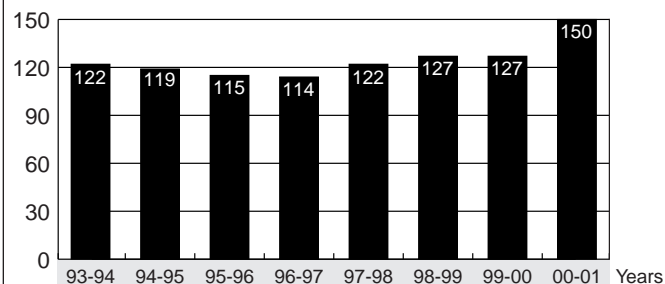
IUPUI Tenure-Track Faculty

IUPUI employs 1,500 tenure-track faculty. That number that has been fairly steady for the past several years. Included in this count are approximately 240 faculty on other IU campuses in system schools reporting to Chancellor Bepko. The apparent decrease since 1998-99 results from changes in how faculty in the IU School of Nursing are now reported and the reorganization of the School of Continuing Studies.

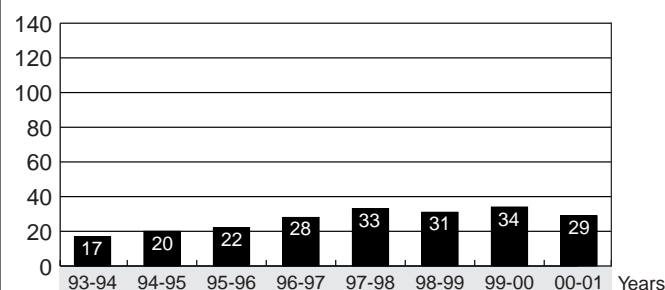
The overall number of minority tenure-track faculty has been increasing slowly since 1993. Asians continue to represent the largest single racial/ethnic minority group. The greatest growth has also been among Asian faculty, followed by Hispanic faculty. The number of African American faculty has fluctuated in a narrow band, while the number of women has declined modestly.

(Data Source: IUPUI Affirmative Action Office)

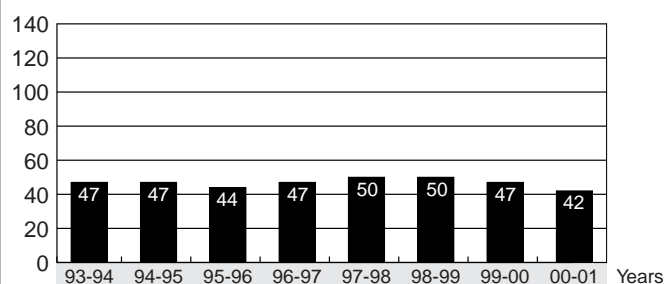
Asian Faculty (Tenure-Track)



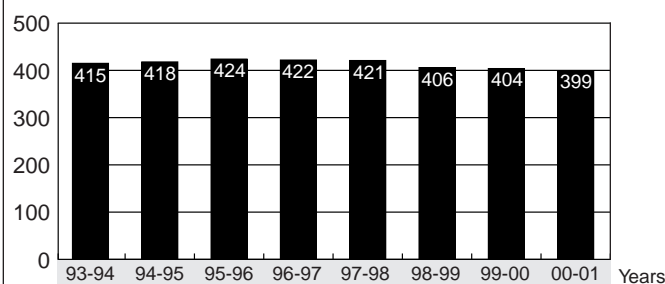
Hispanic Faculty (Tenure-Track)



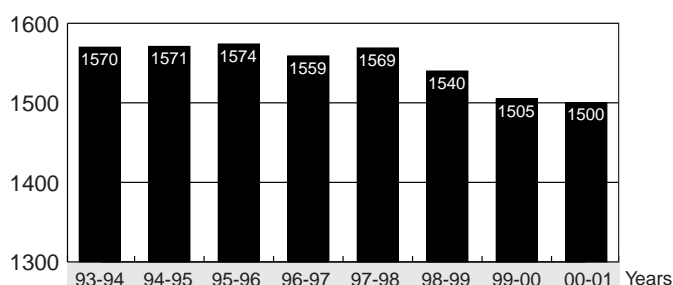
African American Faculty (Tenure-Track)



Women Faculty (Tenure-Track)



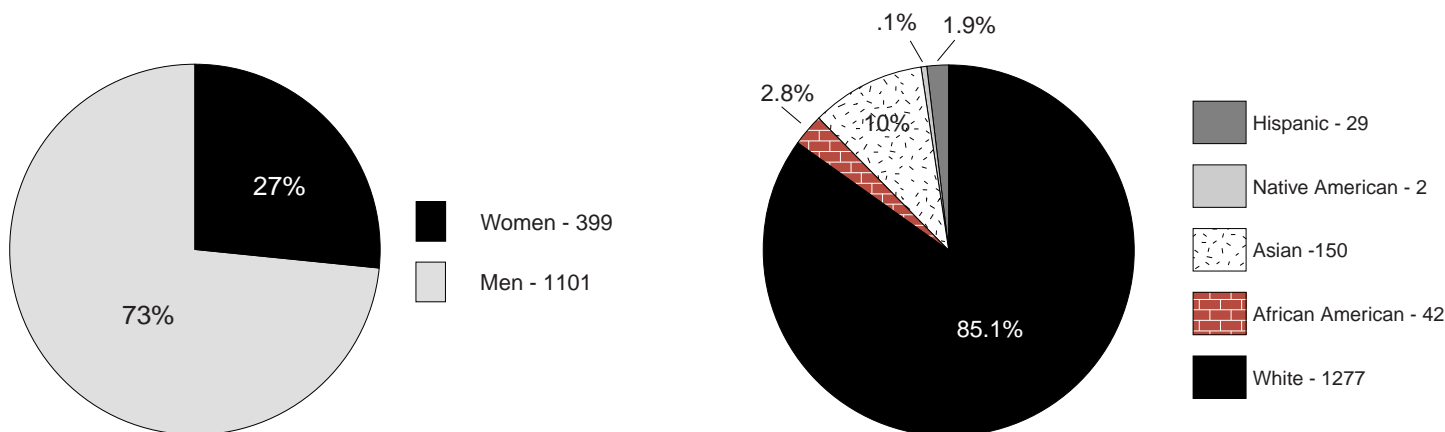
Total Tenure-Track Faculty



IUPUI Staff Profile – October 2001

Tenure-Track Faculty by Gender and Race

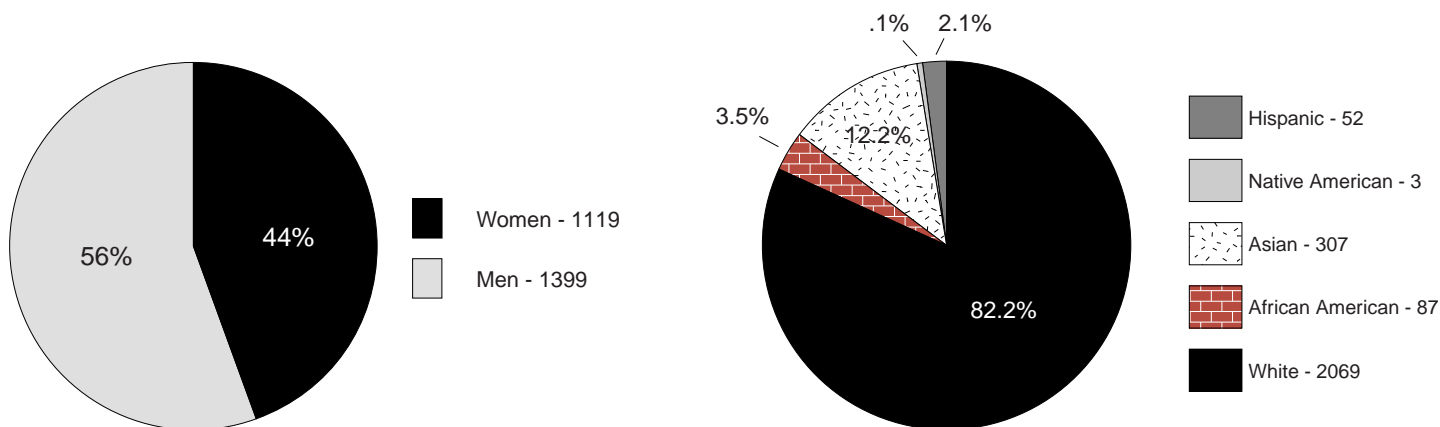
Faculty labeled as “tenure-track” hold regular, full-time appointments. In October 2001, women comprised almost 27% of this group, down slightly from 30% in 1994. Roughly one-third of the women are at the rank of assistant professor. Asians make up more than two-thirds of the minority faculty.



Other Academic Ranks by Gender and Race

The IUPUI academic workforce also includes more than 2,500 non tenure-track positions (such as clinical, part-time, visiting, lecturer, and research appointments). The majority of these are in the IU School of Medicine and other academic units that focus heavily on clinical programs.

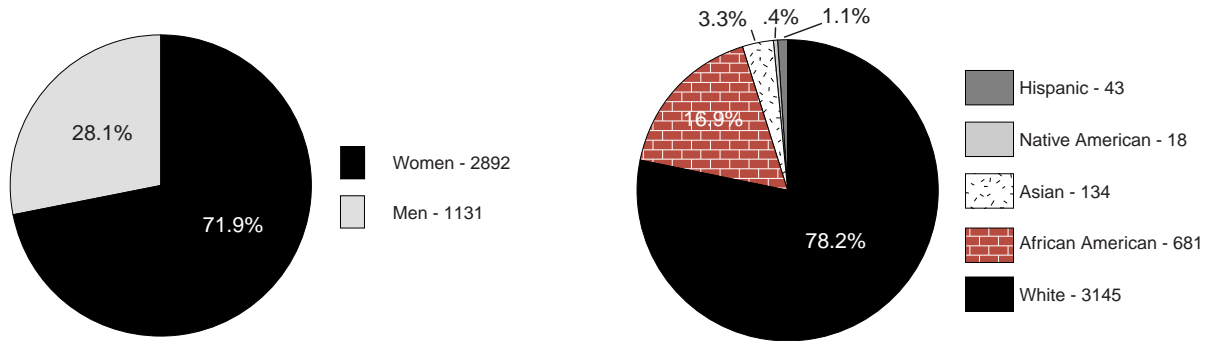
There is a somewhat higher proportion of minorities in this group than in the tenure-track ranks. In particular, the summary for October 2001 shows that Asians make up more than 12% of this group. African Americans are 3.5% of the group, and Hispanics are 2.1%. In contrast to the tenure-track ranks, women make up almost 45% of the non tenure-track positions.



IUPUI Staff Profile – October 2001

Staff by Gender and Race

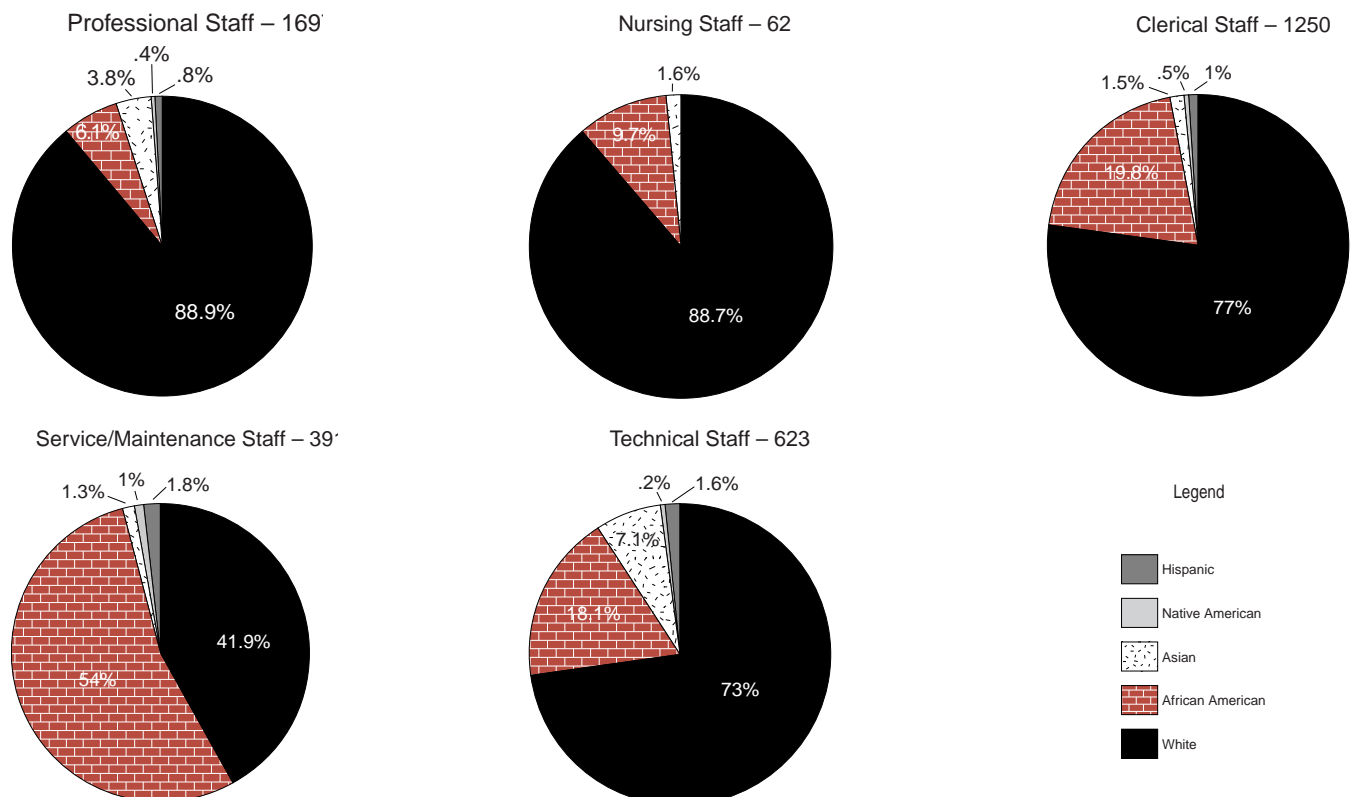
The IUPUI staff workforce totaled over 4,000 in October 2001. Overall, more than twice as many women as men hold staff positions, and they outnumber men in all job categories except service/maintenance. African Americans are by far the largest minority group, and comprise 16% of the total staff workforce. Although Hispanics currently make up only 1.1% of the non-academic staff, they are the fastest growing minority group.



Staff by Job Category and Race

With respect to race, the IUPUI staff workforce continues to be skewed across job categories: professional, nursing, technical, clerical and service/maintenance staff. The nursing category is the smallest and the least diverse. No minority group is well

represented in the professional job category. African Americans are concentrated in the service/maintenance category where they occupy more than half of the custodial positions. Asians are most well represented in technical positions.



(Data Source: IUPUI Affirmative Action Office)

A Vision for Diversity at IUPUI

At Indiana University–Purdue University Indianapolis (IUPUI), diversity means three things: (1) diversity is an educational and social asset to be reflected in our learning and work objectives; (2) the persons who comprise our academic community reflect both the current diversity of our service region as well as the evolving demographics of a state and city that aspire to participate fully in a global society; and (3) IUPUI's social and physical environment will enable all of its members to succeed to the fullest extent of their potential.

When IUPUI began in 1969 as a newly constituted, shared campus of Indiana University and Purdue University, it was established in a historically African American neighborhood close to the center of Indianapolis and adjacent to Indiana Avenue, the home of the Madam C. J. Walker Theater. The new Urban League building is now also located there, thus linking the campus with a rich African American tradition that has been a founding value. As a new kind of urban university committed to local engagement, the campus continues its determination to provide access to all citizens who historically have been under-represented in Indiana's system of postsecondary education. That vision remains a vital part of the campus's mission and is reaffirmed in this Vision for Diversity at IUPUI.

As Indiana's metropolitan university, IUPUI has a responsibility to use education to transform the lives of individual citizens for the improvement of the entire statewide community, to develop the human potential of all people in Central Indiana for their personal and social advancement, and to create a civil community of learning where difference can be understood, respected, and practiced with dignity by each of its members. Diversity at IUPUI is an educational asset to be used and replenished, and it is an economic and social necessity. When diversity is understood and embraced, IUPUI can benefit from higher levels of communication, teamwork, and optimism.

IUPUI is committed to promoting an environment that respects and celebrates diversity, that appreciates individual differences, and that builds on collective talents and experiences for the benefit of the larger societal good. Accordingly, IUPUI's view of diversity goes well beyond facilitating equality of opportunity. It supports the fullness of diversity—creating systems that encourage creativity

and innovation; sensitizing people in the organization to issues of culture; and creating an environment that supports multiple perspectives and initiatives.

By reflecting in its own numbers the diversity of the city, state, and world of which it is a part, IUPUI will create opportunities for access and achievement for all of its citizens. By engaging diverse learners, teachers, researchers, scholars, clinicians, and staff with each other in reflective and intentional goals, IUPUI can better prepare graduates for citizenship, for work, and for personal fulfillment. Through the continuing education of all its constituents, IUPUI is committed to raising the academic community's awareness of itself and its potential to change and improve.

Within the Indianapolis metropolitan region, IUPUI will seek through education to be the catalyst for creating a quality of life among the best in the United States. Its location at the state's crossroads, amid Indiana's historic African American cultural center and near new Hispanic communities, will help assure that Indianapolis is a city of the future in which all citizens have the capacity to succeed to the fullest extent of their potential, independent of any characteristics that might differentiate one from another.

To achieve this vision, IUPUI has committed itself to:

1. Recruit, retain, and graduate diverse students proportionate to their representation in Indiana in accord with the service mission of each school; those schools with statewide missions will have goals reflective of the state whereas other schools will have goals reflective of Central Indiana.
2. Recruit, retain, advance and recognize a diverse faculty and staff reflective of each unit's mission while creating a campuswide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's identity as a university.
3. Recruit, retain, and promote a diverse senior leadership among faculty, administrators, staff and students.
4. Create an internationally diverse community engaged globally through enrolling students from other nations, providing a variety of opportunities to study abroad, and collaborating with other universities.



IUPUI Diversity Cabinet

5. Provide a civil learning and work environment free from discrimination and intolerance so that each member of the IUPUI community can succeed to the highest level of their potential. IUPUI will set high expectations for personal conduct and achievement and maintain high standards for rewarding accomplishment.
6. Offer a physical environment free from barriers that would limit the ability of students, faculty, and visitors to participate fully in the life and work of the IUPUI community.
7. Ensure curriculum content and pedagogical strategies that reflect a commitment to diversity.
8. Develop and maintain library collections that reflect the full diversity of the human experience and commentary on it, and resist censorship or the restriction of access to scholarly materials.
9. Engage in research that is mindful of the rich patterning that is characteristic of the human condition.
10. Promote culturally competent practice in the professional schools.
11. Coordinate the diversity efforts of IUPUI to enhance their cumulative initiatives and establish the measures and means to assess institutional progress in meeting these objectives; report publicly on progress annually; revise its objectives, strategies, and goals as necessary to achieve its vision.
12. Develop programs and activities that increase the sense of diversity in the arts and the aesthetic dimensions of the campus.
13. Develop co-curricular programs and interdisciplinary activities that increase the sense of diversity on campus.

—Adopted November 2001

IUPUI DIVERSITY CABINET 2001-2002*

Gerald L. Bepko, Chair
Chancellor

Lillian L. Charleston
*Affirmative Action Officer
Office of Affirmative Action*

Nancy Chism
*Associate Vice Chancellor
Office of Professional
Development*

Scott Evenbeck
*Dean
University College*

Paul J. Galanti
*Professor of Law
Indiana University School
of Law—Indianapolis*

Starla Hart
*Student
IUPUI*

Sam H. Jones
*President and CEO
Indianapolis Urban League*

Louis Lopez
*Director
Public Policy and Community
Response
United Way/Community
Service Council*

Angela B. McBride
*University Dean
Indiana University School
of Nursing*

Lynda J. Means
*Assistant Dean
Indiana University School
of Medicine*

Charlie Nelms
*Vice President for Student
Development and Diversity*

Paula Parker-Sawyers
*Associate Director
The Polis Center*

William M. Plater
*Executive Vice Chancellor and
Dean of the Faculties*

Ellen Poffenberger
*Assistant Vice Chancellor
Human Resources
Administration*

Kimberly A. Quaid
*Clinical Associate Professor
Medical and Molecular Genetics*

Kevin D. Rome
*Assistant Vice Chancellor
Student Life & Diversity*

Philip Rutledge
*Professor Emeritus
IU School of Public &
Environmental Affairs*

Herman J. Saatkamp
*Dean
IU School of Liberal Arts*

Sheldon Siegel
*Dean Emeritus
IU School of Social Work*

William Shrewsbury, Jr.
Shrewsbury & Associates

Michael R. Stevenson
*Director
The Diversity Policy Institute
Ball State University*

Patricia A. Treadwell
*Assistant Dean
Academic Affairs &
Cultural Diversity
IU School of Medicine*

Regina Turner
*President
Black Faculty and Staff Council*

Richard C. Turner
*Professor of English
IU School of Liberal Arts*

Sherree Wilson, Director
*Multicultural Professional
Development
Office of Professional
Development*

Karen M. Whitney
*Vice Chancellor for Student
Life and Diversity
Dean of Students*

*As of 11/14/01

On the Cover: *Black Issues in Higher Education*
cover published June 7, 2001. IUPUI
graduates shown (left to right) are
Tamika Walker, Matthew Paul Davis,
and Jennifer Brooks.

Photo by: John Gentry

