

# IUPUI *State of Diversity 2005*

*Chancellor Charles R. Bantz  
January 17, 2005*



# The State of Diversity at IUPUI

Charles R. Bantz, Chancellor

January 17, 2005

## A Cautionary Tale

The State of Diversity at IUPUI on this Martin Luther King Day in 2005 is a "cautionary tale." As you will see in this year's data, the State of Diversity report is studded with yellow flags. The IUPUI Diversity Cabinet determines the color of the flags placed on the indicators we use to mark progress in achieving diversity goals. This year, once again, the yellow flags predominate. The message is clear. Our efforts are well intentioned, but progress is slow. We have made improvements, but they are not enough. Will they be sustained, or will they erode? Time will tell, but I sense, and share, disappointment with the slow rate of progress and impatience for the yellow lights to go green, for the numbers to go up, and stay up.

In December 2003, I charged the Diversity Cabinet with identifying how we can double our diversity by May 2010. I asked it to prepare a doubling diversity report with recommendations by other task forces that had been charged with doubling IUPUI's accomplishments in teaching and learning; research, scholarship, and creative activity; and civic engagement. To assure coordination, I asked each of the task forces to include advancing diversity recommendations within their charges and appointed the chairs of the other task forces to join with members of the Diversity Cabinet in making the Doubling Diversity Task Force report. The recommendations of each of the doubling task forces were then made part of the Doubling Diversity Task Force report, which can be viewed in full at <http://www.iupui.edu/~fcouncil/documents/diversity.htm>.

Thanks to their work, we have a good sense of the directions in which we need to move and areas in which we need to intensify our efforts.

Hiring faculty and staff who reflect the diversity of our anticipated student profile is critical. It's the "critical mass" argument that minority students are more likely to attend and succeed on campuses that have minority role models and mentors in positions

of influence and leadership. At the same time, when we have a diverse faculty and staff, the infusion of different perspectives provides new insights, interests, and ways of knowing so everyone benefits. We must increase the racial diversity of the leadership and management of the campus, including vice chancellors and deans, department chairs, professional staff, and students in leadership roles. Reflecting diversity, the task force noted, includes not only an individual's race, gender, sexual orientation, etc., but also how the individual contributes to a climate of diversity through teaching, research, and civic engagement.

To move us along in this area, we will proactively encourage, support, and reward deans, directors, and department heads for advancing diversity in their recruitment and ask them to share their results with other colleagues through the Diversity Cabinet. Beginning January 1, I have appointed Dr. Sherrée Wilson as special assistant to the chancellor. One of her major responsibilities will be a review of IUPUI's efforts in diversifying faculty and administration. From 2001 to 2004, she served as the director of multicultural professional development at IUPUI and received the Joseph T. Taylor Excellence in Diversity Award for her development of the Multicultural Classroom Resource Guide at IUPUI. As a member of the IU School of Education faculty, she has focused her research on the recruitment and retention of faculty of color at predominately white institutions. Her work will strengthen efforts to diversify faculty and administrative leadership across campus.

Maintaining a supportive campus climate is the underpinning that will ensure that recruitment leads to retention of minority students, faculty, and staff. Citing national data that minority students often have heavy family obligations, which leads to a high stopout rate for many, the task force urged more attention to "work/life issues" that could promote the retention of these students as well as have a beneficial impact on the retention of faculty and staff. Child care, elder





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care, domestic partner benefits, flexible work options, and extended tenure clocks would make it possible for people with diverse backgrounds, obligations, and needs to maximize their potential at IUPUI whether they are students or employees, or both. We will urge further exploration of these issues and encourage implementation of promising work/life policies that will make IUPUI an even better place to study and work.

Beyond these broader recommendations, the Doubling Diversity Task Force endorsed recommendations supportive of diversity efforts from the Task Force on Doubling Teaching and Learning, such as expanding pedagogical strategies and other academic and student support programs designed to increase retention of all students. It also suggested targeting transfer students as well as first-year students. Strengthening faculty development, including attention to inclusive teaching methods, multicultural curriculum development, and faculty workload issues, goes hand in hand with making learning experiences stronger and better. Recruiting more out-of-state and international students and expanding student financial aid are also important ways to attract a more diverse student body.

From the Task Force on Doubling Research, Scholarship, and Creative Activity, the initiatives highlighted by the Diversity Cabinet were the need to recruit more minority researchers, scholars, and investigators. Diverse perspectives broaden knowledge of issues across all disciplines. One way that we are accomplishing this is by showcasing the research of faculty, staff, and students of color at an annual symposium held each year by the Office for Multicultural Professional Development. This spring's event marks the symposium's sixth year. Research that is mindful of the multicultural nature of society is important today, as is cultural competency training across professions.

The Task Force on Doubling Civic Engagement identified the need to conceive of diversity in civic engagement along three dimensions: "who is engaged," "who is being engaged," and "the relations between who is engaged and who is being engaged." It urged the campus to enhance diversity not only by diversifying the population of campus participants engaged in service activities but also the portfolio of programs and activities in which they are engaged—and thus, the populations served. Diversity training was empha-

sized as an important way to prepare students, staff, and faculty for civic engagement in an ever more diverse community.

I commend all the thoughtful people involved in preparing the task force reports for their focus and creativity. They have given us a sense of direction and targets at which to aim.

A cautionary tale is by definition a story that warns of the consequences of certain actions or inactions. This State of Diversity Report for 2005 with its ubiquitous yellow flags will be disappointing if you focus on the gap between our aspirations and the evidence, but it need not lead to a paralysis of analysis. A cautionary tale can also be galvanizing, if it solidifies a sense of mission and purpose, if it fuels renewed effort, and if it is sustained by a culture of evidence that keeps satisfactory progress clearly in the crosshairs.

What I see in this report and in the recommendations of the doubling task forces is clear evidence of a shared vision and the will to achieve what we aspire to be—a model urban research university in service to our city and state. By reflecting in its own numbers the diversity of the city, state, and world of which it is a part, IUPUI will seek through education to be the catalyst for creating a quality of life among the best in the United States—a noble goal for a great university, within and in partnership with, a great city.

<sup>1</sup> Yellow flags signify that the measure is "not at an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement."





# 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 2004. This report includes the Cabinet's evaluation for all eight indicators, but shows only a sample of the measures included within some of the indicators. The complete set of measures, along with IUPUI's indicators in other mission critical areas, can be found under the Performance Indicator section of the IUPUI Institutional Portfolio (<http://iport.iupui.edu>).

## Scoring Rubric for IUPUI's Performance Indicators

- Either at an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action. Continuing support should be provided to sustain momentum in these areas.
- Not at an acceptable level: either improving, but not as quickly as desired; or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement.
- Our current status or direction of change is unacceptable. Immediate, high-priority actions should be taken to address this area.

## Recruit and enroll a diverse student body

Fifteen percent of IUPUI students represent racial/ethnic minority groups. African Americans comprise 64% of all minorities and just over 9% of all IUPUI students. The total number of minority students enrolled at IUPUI is the largest of any four-year, public university in the state.

Enrollment among all minority groups increased to an all-time high in fall 2004, both numerically (4,404) and proportionately (15%). This still lags slightly behind the 18% regional population representation of minorities, although the gap has closed slightly.

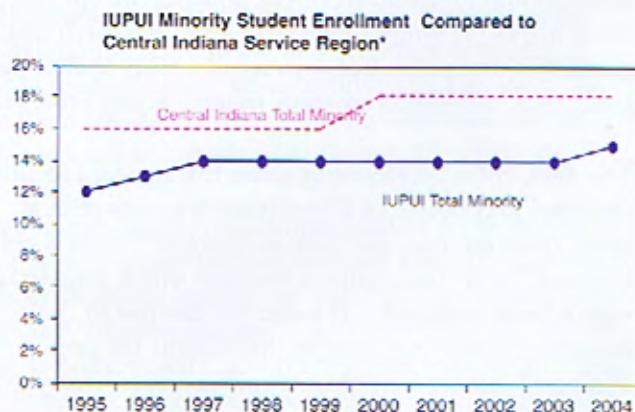
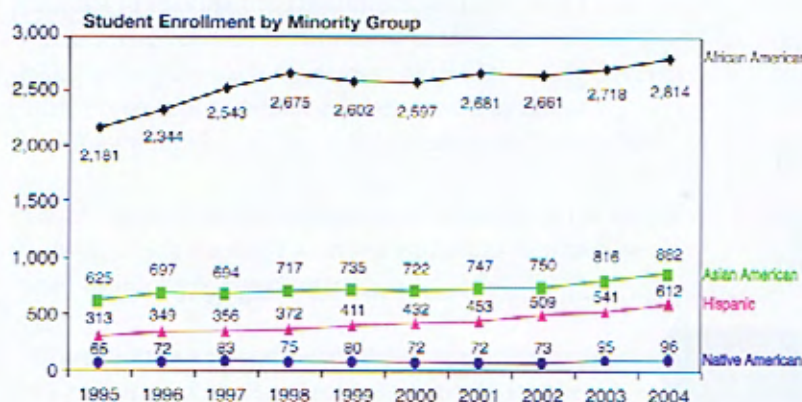
Minority Student Enrollment in Relation to Service Region

	Fall Semesters									
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	2,181	2,344	2,543	2,675	2,602	2,597	2,681	2,661	2,718	2,814
Asian American	625	697	694	717	735	722	747	750	816	882
Hispanic	313	349	356	372	411	432	453	509	541	612
Native American	65	72	83	75	60	72	72	73	95	96
Total Minority	3,184	3,462	3,676	3,839	3,828	3,823	3,953	3,993	4,170	4,404
Minority as Percent of Total Enrollment	12%	13%	14%	14%	14%	14%	14%	14%	14%	15%
Minority as Percent of Regional Population <sup>1</sup>	16%	16%	16%	16%	16%	18%	18%	18%	18%	18%
Total Enrollment	26,886	26,968	26,983	27,778	27,527	27,474	28,339	29,025	29,860	29,953

<sup>1</sup>Based on US Census 2000 data which includes a new method for collecting race/ethnicity information. IUPUI has not adopted the new method so figures are not as directly comparable as they were in prior years.

<sup>2</sup>Based on US Census 2002 Population estimates data which includes a new method for collecting race/ethnicity information. IUPUI has not adopted the new method so figures are not as directly comparable as they were in prior years.

<sup>3</sup>The IUPUI service region is composed of the eight contiguous counties, including Marion County.



\*Includes Marion County and the seven surrounding counties: Boone, Hamilton, Hancock, Hendricks, Johnson, Morgan and Shelby.



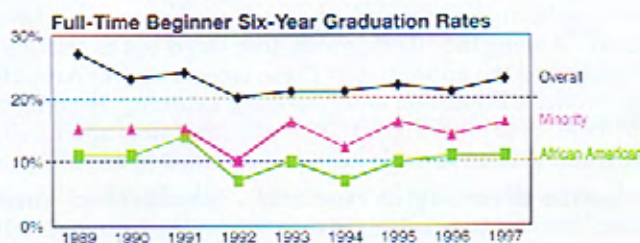
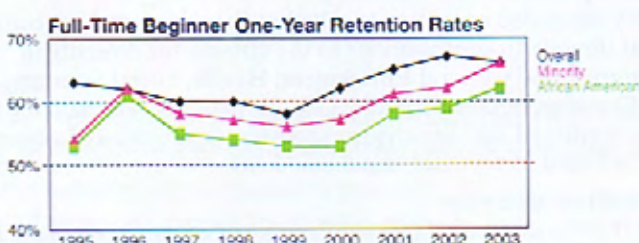
## Retain and graduate a diverse student body

Despite seeing good progress this past year in closing the gap between African American and other freshman student retention, a four-point gap remains. In addition, IUPUI retention rates remain unacceptably low among all students.

On the positive side, IUPUI graduates more students representing underserved racial/ethnic groups (African American, Hispanic, and Native American) than any other public, four-year university in Indiana. IUPUI graduates as many underrepresented minorities as the two larger Indiana public campuses in Bloomington and West Lafayette, even though these campuses confer about twice as many degrees overall.

Minority Student Graduation rates

Graduation Rates Full-time	Entry Year									
	1989	1990	1991	1992	1993	1994	1995	1996	1997	
All Full-time Beginners										
Six-Year Rate	27%	23%	24%	20%	21%	21%	22%	21%	23%	
Eight-Year Rate	36%	30%	32%	27%	28%	29%	30%			
Ten-Year Rate	38%	33%	34%	29%	30%					
African American Beginners										
Six-Year Rate	11%	11%	14%	7%	10%	7%	10%	11%	11%	
Eight-Year Rate	16%	16%	19%	13%	13%	14%	17%			
Ten-Year Rate	17%	21%	21%	18%	13%					
Minority Full-time Beginners										
Six-Year Rate	15%	15%	15%	10%	16%	12%	16%	14%	16%	
Eight-Year Rate	24%	24%	22%	18%	24%	20%	24%			
Ten-Year Rate	26%	27%	24%	22%	26%					



## Degrees Conferred at Four-Year Indiana Public Universities to Under-Represented Minority Students (African-Americans, Native Americans, and Hispanics)

Sorted, descending, by total degrees conferred to under-represented minorities

	Total Degrees N (Rank)	Degrees conferred to Under-Represented Minorities*							
		Undergraduate		Graduate		Total		Pct. of All	
		N	(Rank)	N	(Rank)	N	(Rank)	N	(Rank)
IUPUI	4,750 (8)	337 (2)	118 (2)	455 (1)	10%	(4)			
Purdue University, West Lafayette	8,972 (1)	345 (1)	110 (3)	455 (1)	5%	(7)			
Indiana University, Bloomington	8,404 (2)	300 (4)	154 (1)	454 (2)	5%	(8)			
Ball State University	4,204 (4)	335 (3)	52 (4)	387 (4)	9%	(3)			
Purdue University, Calumet	1,287 (9)	251 (5)	23 (7)	274 (5)	21%	(2)			
Indiana University, Northwest	666 (7)	182 (6)	34 (5)	216 (6)	32%	(1)			
Indiana State University	2,023 (5)	175 (7)	40 (5)	215 (7)	11%	(3)			
All Others	5,831	233	44	277	5%				

## Engage students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems

When compared to students at similar types of universities, IUPUI students report mixed results with regard to their experiences of diversity in and out of the classroom. Seniors tend to report slightly more positive diversity experiences than other urban university seniors, but freshmen report slightly fewer.

## Contribute to the climate for diversity in Indianapolis, Central Indiana, and the entire state

Although difficult to measure in quantitative ways, a range of evidence points to the significant ways in which IUPUI contributes to the climate for diversity in Indianapolis, Central Indiana, and the entire state.

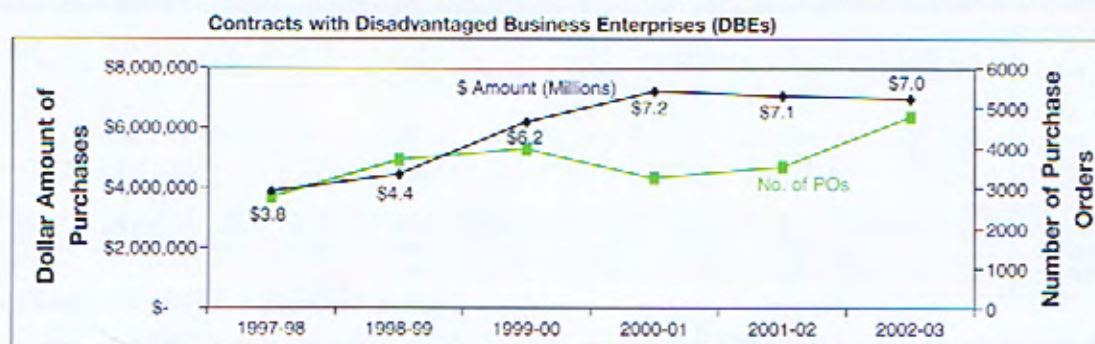


### IUPUI faculty, students, and staff participating in community service

Over the past five years, IUPUI's Center for Service and Learning has organized events that now involve close to 1,000 IUPUI faculty, students, and staff offering their volunteer services and making donations to the community. Included among these events are the very successful United Way Day of Caring and Martin Luther King, Jr. Day of Service, Jam the Jaguar Bus and Season of Giving food drives, and the Backpack Attack back-to-school supplies benefit drive.

### IUPUI contracts with Disadvantaged Business Enterprises (DBEs)

A supplier diversity and business development plan has helped IUPUI attract and retain more minority-owned business partners over the past five years. Specific accomplishments include expanding the contract of Partners Printing, a woman-owned business enterprise, from \$10,000 to \$150,000; identifying Hood Medical, the only identifiable minority-owned medical supplies vendor in the region, as a qualified distributor and awarding a \$200,000 annual contract; assisting the certification of Concerto Office supplies as a minority business enterprise; and establishing an annual contract of nearly \$3 million.



Note: Does not include utilities, pharmaceutical purchases and other clearing accounts

### Other activities and programs that contribute to the community climate for diversity

Programs and activities entered into the Civic Engagement Inventory are coded according to whether they serve various community needs. Among the 10 categories, four stand out as relating most directly to contributions to the climate for diversity in Indianapolis and the entire state. These categories are: Arts, Humanities, and Cultural Enrichment; Health, Social Sciences, and Human Services; Education and Life-Long Learning; Housing and Community Development; Government, Urban Planning and Environment. Since July 2002, IUPUI administrators and faculty have entered into the civic engagement inventory 103 activities and programs that serve these needs. The complete inventory may be found at [www.imir.iupui.edu/ceinv](http://www.imir.iupui.edu/ceinv).

### Enhance diversity in research, scholarship, and creative activity

Last year, barely sufficient information was available to assess IUPUI progress in establishing diversity in research, scholarship, and creative activity. Plans were put in place to develop measures focusing on the ethnic and racial diversity of principal investigators, as well as the percentage of sponsored research projects that relate to improving the quality of life for under-served populations.

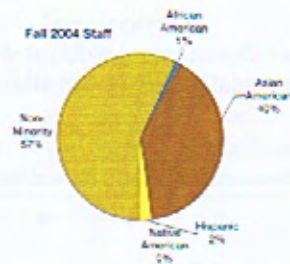
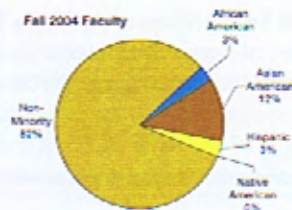
### Ethnic/racial and gender diversity of faculty and research staff

The percentage of women faculty has increased slowly over the last six years to just below 30%. Women comprise a larger percentage of research staff, but they are still in the minority. Overall minority representation among faculty, and especially staff, is relatively high compared to other IUPUI populations, but it is predominantly Asian American. Representation of African American and Hispanic faculty remains very low.

### Ethnic / Racial and Gender Diversity of Faculty and Research Staff

	1999	2000	2001	2002	2003	2004
<b>Faculty</b>						
Number of employees	1264	1242	1240	1278	1292	1310
African American	34	31	33	38	38	41
Asian American	111	110	121	141	150	161
Hispanic	31	33	32	36	36	41
Native American	2	2	2	3	3	3
Non-Minority	1086	1066	1052	1060	1065	1064
Percent Female	25%	26%	27%	27%	28%	29%
Percent Minority	14%	14%	15%	17%	18%	19%
<b>Research Staff</b>						
Number of employees	185	193	188	215	226	214
African American	2	2	1	3	5	3
Asian American	69	75	78	84	85	86
Hispanic	2	2	4	4	4	5
Native American	0	0	0	0	0	0
Non-Minority	112	114	105	124	132	120
Percent Female	45%	40%	41%	43%	45%	40%
Percent Minority	39%	41%	44%	42%	42%	44%





## Recruit, develop, and support diverse faculty and staff

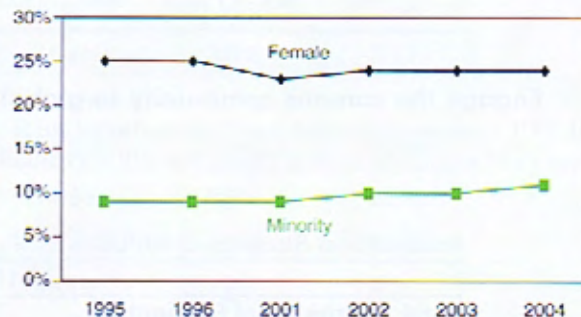
Like most colleges and universities, IUPUI struggles to recruit and retain African American and Latino faculty and senior administrators and staff (PA16 and above.)

Women occupy about one in four faculty and high-level administrative positions and minorities only one in 10. The trend in representation of women is very flat but slightly increasing for minorities.

### Under-represented groups in faculty and high-level administrative positions

	1995	1996	2001	2002	2003	2004
Number of Employees	668	684	708	715	721	747
Percent Female	25%	25%	23%	24%	24%	24%
Percent Minority	9%	9%	9%	10%	10%	11%

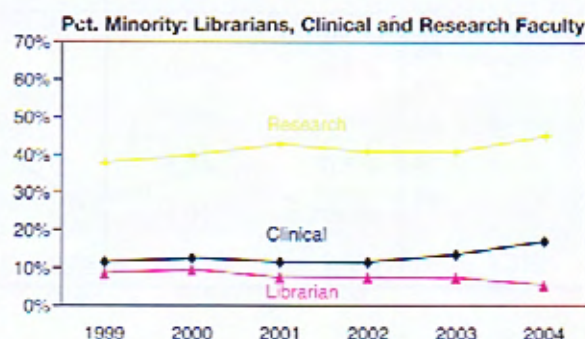
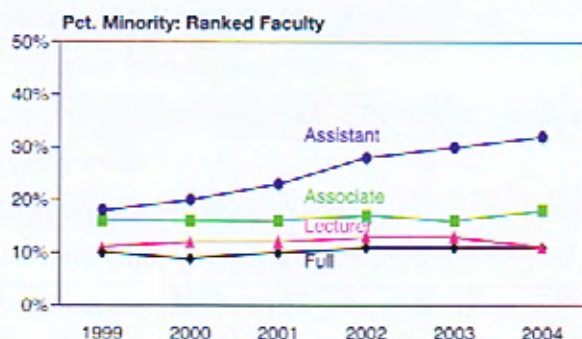
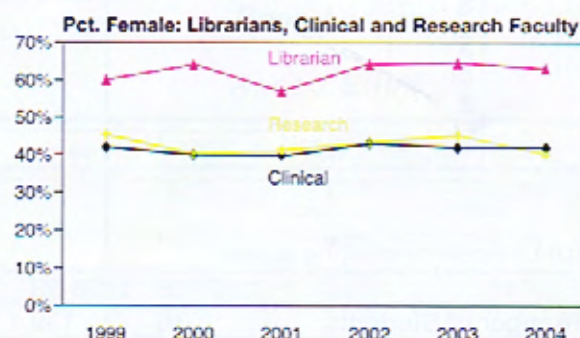
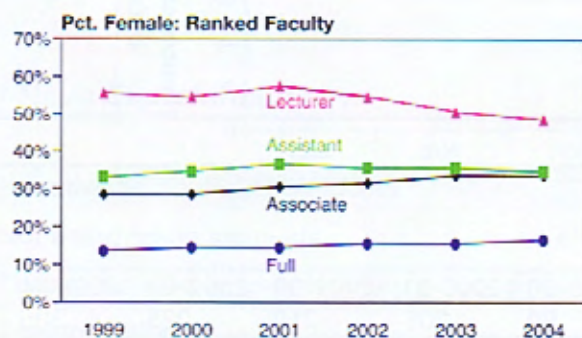
Note: Includes faculty with full professor rank, faculty with administrative duties (chair and above), and professional staff with a rank of PA16 or higher.



### Faculty

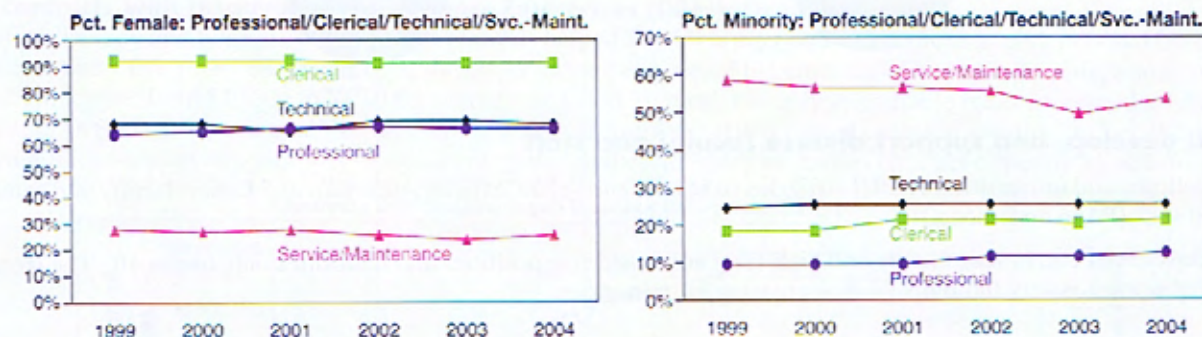
Female representation among associate faculty ranks is the only increasing trend in women representation among faculty ranks. Women comprise a majority of librarians and just under one-half of clinical and research faculty ranks.

Overall minority representation is increasingly considerably among assistant professors, but this trend has not yet influenced the tenured ranks. Moreover, the trend is not nearly as dramatic when considering only African American, Hispanics and Native Americans (i.e., when excluding Asian Americans.) Minority representation among full professors remains especially low. Minority representation in the clinical, librarian and research faculty ranks is also low, when considering only African Americans, Hispanics, and Native Americans.



## Staff

Women constitute a majority of clerical employees, and minorities a majority of service/maintenance employees. Women are well represented among professional and technical staff as well. Minority representation is relatively low however among professional staff.

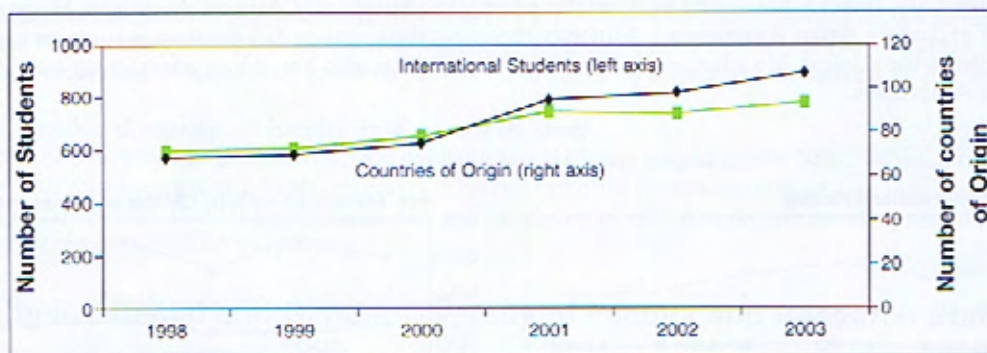


## Engage the campus community in global issues and perspectives

IUPUI continues to attract more international students, despite a national decline in international student enrollment at U.S. colleges and universities. A growing, but still very small number of IUPUI students participate in study abroad programs.

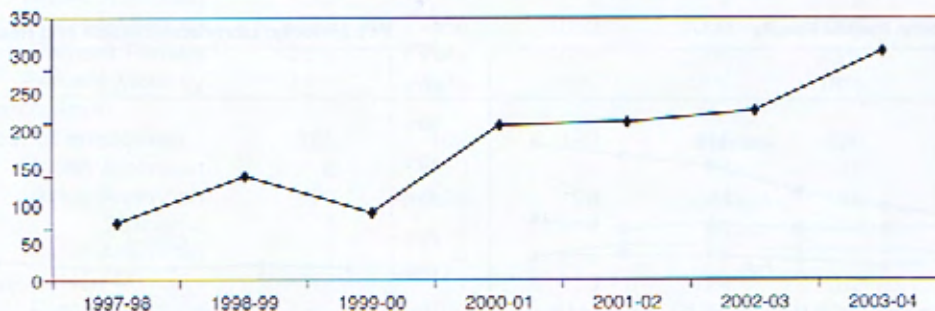
### International Students at IUPUI

	1998	1999	2000	2001	2002	2003
Total International Students	592	604	646	812	840	913
Total countries	74	76	81	92	91	96
Countries sending 5+ Students	23	27	23	25	25	30
Pct. of students from top 2	42%	36%	39%	38%	39%	37%



### IUPUI students studying abroad

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Students	76	139	90	206	210	225	305





## Student, faculty, and staff perceptions of the campus climate for diversity

IUPUI assesses student, faculty, and staff perceptions of the campus climate for diversity through a series of surveys. A new "perceptions of social inclusion" section was added to recent student and staff surveys and will be added to the spring 2005 Faculty Survey. The results of these analysis show mostly positive reflections on the campus climate for diversity, but some notable areas of concern. Most notably, while IUPUI minority students express a balance of positive and negative views of inclusion, minority staff express more negative than positive experiences.

### Student Perceptions of Social Inclusion

<i>I Have Experienced . . .</i>	<i>Based on my . . . Race / Ethnicity</i>		
	Minority	Non-Minority	Total
Feeling connected to others on campus	16.7%	3.6%	5.1%
Negative or disparaging comments	17.4%	2.3%	4.1%
Not being taken seriously	10.9%	0.6%	1.8%
Encouragement in pursuing my academic goals	14.5%	0.9%	2.5%
Feeling isolated or unwelcome	17.4%	1.6%	3.4%
Offensive language or humor	10.1%	1.5%	2.4%
Discrimination	13.8%	1.9%	3.3%
Joining a group or organized activity that promotes my interests	7.2%	0.8%	1.5%
Discouragement in pursuing my academic goals	8.0%	0.5%	1.3%
Harassment	3.6%	0.5%	0.8%

N of respondents = 1218, including 138 minority students

### Staff Perceptions of Social Inclusion

<i>I Have Experienced . . .</i>	<i>Based on my . . . Race / Ethnicity</i>		
	Minority	Non-Minority	Total
Negative or insulting comments	18.7%	1.7%	5.2%
Not being taken seriously	14.6%	0.7%	3.5%
Feeling isolated or unwelcome	18.4%	1.3%	4.8%
Discrimination	17.6%	1.6%	4.9%
Feeling connected to others on campus	8.9%	0.9%	2.5%
Offensive language or humor	10.0%	1.4%	3.2%
Discouragement in pursuing my career goals	7.5%	0.4%	1.9%
Harassment	5.2%	0.6%	1.5%
Encouragement in pursuing my career goals	6.5%	0.4%	1.6%
Joining a group or organized activity that promotes my interests	6.3%	0.4%	1.5%

N of respondents = 3194, with 599 minority



## 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 Madame C. J. Walker Theatre. 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 underrepresented 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 his or her 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

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\*As of 01/03/05





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