



2013 DIVERSITY REPORT

IUPUI

A CORE CAMPUS OF INDIANA UNIVERSITY







# State of Diversity 2013

## Chancellor's Message

### On Our Way to a Majority Minority Nation

Paul Taylor, executive vice president of the Pew Research Center and director of the center's Social and Demographic Trends project, is someone who takes the long view—50 to 100 years at a time. In a National Public Radio interview last November, he reminded us: "One way to think about America is we are in mid-passage of a big, century-long demographic change. We are steadily moving toward the day when minorities will be the majority. In 1950, the country was 87 percent white. In 2050 that number will dip below 50 percent." That is a dramatic, fundamental change in just a century's time.



This is important for many reasons, but one is that many members of today's minorities go to college at a lower rate. The data are clear on Latinos going to college at a lower rate. We know that African Americans both attend and are successful at a lower rate. We also know that less education generally means less wealth. The median wealth of white households is 20 times that of black households and 18 times that of Hispanic households, according to a Pew Research Center analysis. If the new majority minority of 2050 has less education and less income-earning potential in consequence, the United States will be less successful and not the nation we want to be.

And why is that particularly important for IUPUI? As an urban-serving university, we have a very specific mission. Currently, half the people in the world live in cities. The expectation is by 2050, it will be more than 70 percent. According to projections by Matt Kinghorn, State Demographer at the Indiana Business Research Center: By 2040, the black population as a percent of the total population of Marion County will be nearly 30%; Hispanics, 16%; Asians, about 2%; and two or more races, 5%. In terms of the number of people, that adds up to about 539,000 individuals, who—if we allow current patterns to continue—will not be going to college at a high enough rate and earning a college degree.

So, in planning for 2025 and beyond, we must be more successful with students that are historically underrepresented in higher education. Our city will be more diverse. Our nation will be more diverse. And we simply must ensure that IUPUI's diversity at least matches the population we serve and most important, that we help those students succeed in earning college degrees.

We are making progress. IUPUI just received the first-annual Higher Education Excellence in Diversity Award from *INSIGHT Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education.

As a winner of the national award, IUPUI was featured, along with 47 other recipients, in the magazine's December 2012 issue. We were commended for making strides in the enrollment and graduation of minority students and for putting in place some distinctive diversity and inclusion programs to recruit and retain faculty, staff, and students from underrepresented groups.








Those initiatives—like the Multicultural Success Center and Support for the Recruitment of Underrepresented Faculty (SRUF)—have helped us make progress, but we must step up the momentum. Hiring diversity officers in the professional schools—medicine, dentistry, nursing, and business—will help us broaden searches for faculty, attract and retain talented students, and infuse greater diversity into the curriculum and campus life at IUPUI.

Diversity and inclusion must remain a top priority in our Vision 2025 Strategic Plan and in our commitment to Indiana and beyond as an urban-serving university. Diversity is the future of our country, our cities, and our world. We cannot afford to fail at educating those who represent our future.

# 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 <http://iport.iupui.edu/pr/di/details.aspx>.

## Scoring Rubric for IUPUI's Performance Indicators

-  The objectives for this goal are being achieved.
-  The objectives for this goal are being achieved; however, trends suggest performance may fall below acceptable levels.
-  The objectives for this goal are not being fully attained; however, trends suggest the objectives will be attained in the next 1–2 years.
-  The objectives of this goal are not being fully attained and/or change is not occurring at a desirable rate.
-  The objectives for this goal are not being fully attained, and trends suggest performance is stalled or may even decline to unacceptable levels in the next 1–2 years.
-  Performance levels for this goal are unacceptable, but trends suggest performance will improve in the next 1–2 years.
-  Performance levels for this goal are unacceptable.

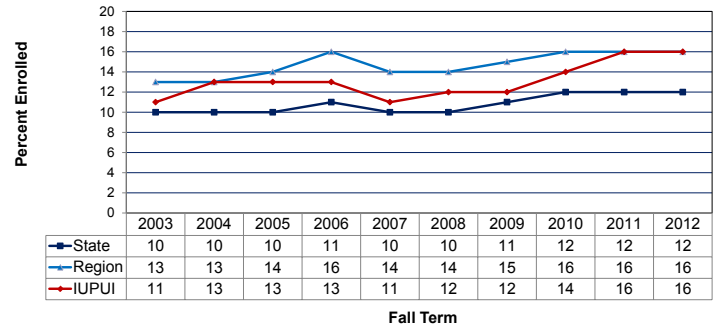
## Recruitment of a Racially Diverse Student Population

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

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

The percentage of underrepresented minority students in the fall 2012 incoming freshman class held stable at 16%. This is higher than the percentage of underrepresented minority college-going high school graduates in Indiana, and equal to the percentage of underrepresented minority test takers in the service region.

## Underrepresented U.S. Minority First-Time Freshman Enrollment



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

The percentage of underrepresented minority transfer students for fall 2012 remained at 19% of all new transfer students.

## Minority Representation among New Undergraduate Transfer Students

		<i>Fall Terms</i>									
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number of Students	African American	206	239	224	220	211	227	196	219	258	250
	Asian/Pacific Islander	27	52	56	61	49	53	38	39	46	51
	Hispanic/Latino	33	47	35	42	56	40	47	62	81	91
	Native American	9	10	8	5	9	3	5	5	4	5
	Underrep. Minority	248	296	267	267	276	270	248	286	343	346
	Total Minority	275	348	323	328	325	323	286	325	389	397
	All Others	1,259	1,683	1,500	1,656	1,373	1,402	1,192	1,294	1,400	1,399
	Total Students	1,534	2,031	1,823	1,984	1,698	1,725	1,478	1,619	1,789	1,796
Percentage Distribution	African American	13%	12%	12%	11%	12%	13%	13%	14%	14%	14%
	Asian/Pacific Islander	2%	3%	3%	3%	3%	3%	3%	2%	3%	3%
	Hispanic/Latino	2%	2%	2%	2%	3%	2%	3%	4%	5%	5%
	Native American	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%
	Underrep. Minority	16%	15%	15%	13%	16%	16%	17%	18%	19%	19%
	Total Minority	18%	17%	18%	17%	19%	19%	19%	20%	22%	22%

The number of new underrepresented minority graduate and doctoral-practice (professional) students increased slightly in 2012, but the percentage of underrepresented minority students remained the same.

## Minority Representation among New Graduate and Doctoral-Practice Students

		Fall Terms									
		2004	2005	2006	2007	2008	2009	2010	2011	2012	
Number of Students	African American	140	159	148	152	138	134	142	153	162	
	Asian/Pacific Islander	104	125	103	137	145	100	120	120	129	
	Hispanic/Latino	55	60	43	65	47	43	75	68	66	
	Native American	7	11	6	10	5	4	5	4	2	
	Underrep. Minority	202	230	197	227	190	181	222	225	230	
	Total Minority	306	355	300	364	335	281	342	345	359	
	All Others	1,921	2,319	2,299	2,309	2,469	2,162	1,985	2,015	1,999	
	Total Students	2,227	2,674	2,599	2,673	2,804	2,443	2,327	2,360	2,358	
Percentage Distribution	African American	6%	6%	6%	6%	5%	5%	6%	6%	7%	
	Asian/Pacific Islander	5%	5%	4%	5%	5%	4%	5%	5%	5%	
	Hispanic/Latino	2%	2%	2%	2%	2%	2%	3%	3%	3%	
	Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Underrep. Minority	9%	9%	8%	8%	7%	7%	10%	10%	10%	
	Total Minority	14%	13%	12%	14%	12%	12%	15%	15%	15%	

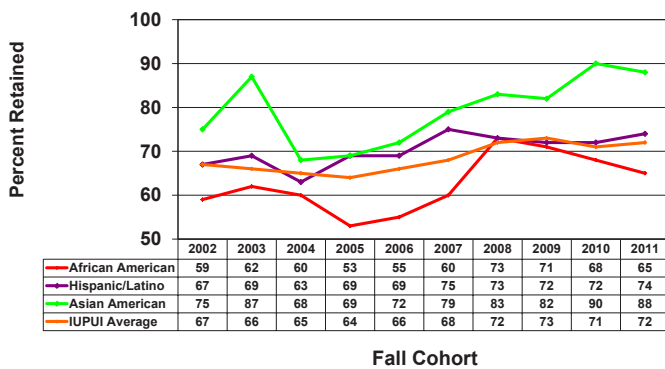
**Highlights of Achievement:** The number and percentage of new underrepresented minority students at IUPUI has increased steadily since 2004.

## Retention of a Racially Diverse Undergraduate Student Population

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

**Campus Outcome:** The one-year retention rate for African American students in the fall 2011 cohort declined, as did the one-year retention rate for Asian-American students. The one-year retention rate for Hispanic/Latino students who began at IUPUI in 2011 increased to 74%. Despite these mixed results, the retention rates for minority students have improved substantially over time.

### IUPUI U.S. Minority Retention Rates



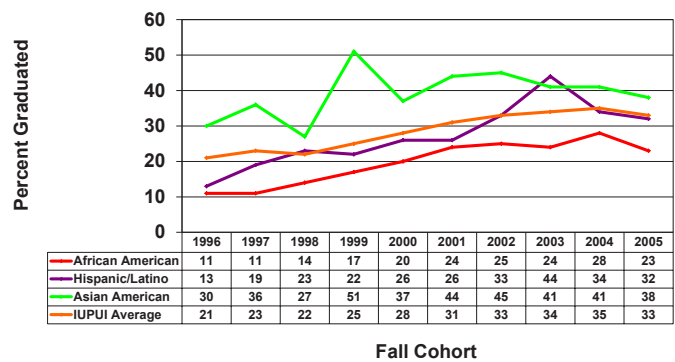
**Highlights of Achievement:** Overall, the retention rate for minority students was only slightly lower than the retention rate for majority students.

## Graduation of a Racially Diverse Undergraduate Student Population

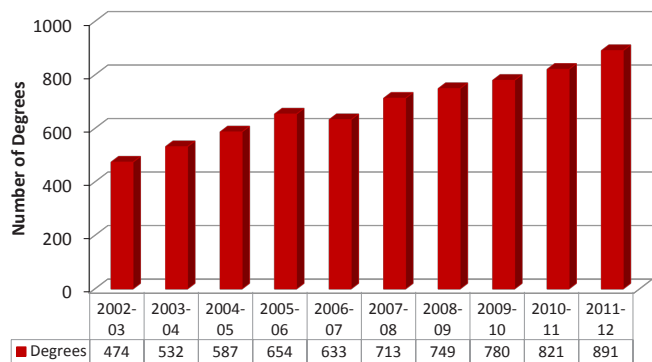
**Campus Aspiration:** To reach the campus aspiration, the official undergraduate graduation rates of African American, Hispanic/Latino, and Asian American students will exceed those of IUPUI's undergraduate student body overall.

**Campus Outcome:** The official graduation rate for minority students (25%) continues to be below the rate for all IUPUI students (33%). The number of degrees (baccalaureate, Master's, and doctoral) conferred to all minority students (African American, Hispanic/Latino, Asian American, and Native American) increased in 2012 and has steadily increased over the last ten years.

### IUPUI U.S. Minority Graduation Rates (Official Reports)



### Degrees Awarded to U.S. Minority Students



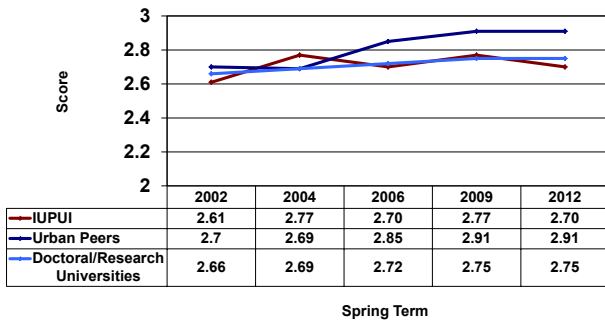
**Highlights of Achievement:** The graduation rate for Asian American students (and Pacific Islanders) exceeded the campus average.

**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.).

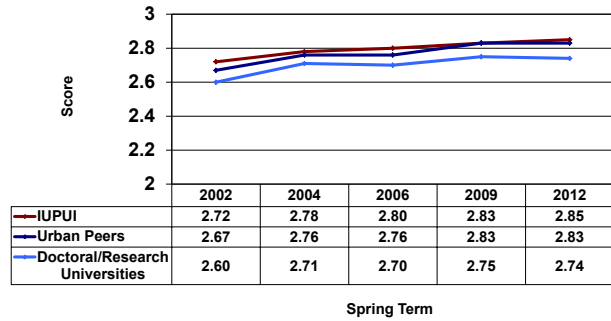
**Campus Outcome:** First-year students' reports of the extent to which diversity is included in their courses decreased in 2012 and was below averages for our urban peers and other doctoral/research universities. The average for seniors increased slightly and was higher than the averages for our urban peers and other doctoral/research universities.

### Diversity Issues in Coursework (First-Year Students)



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

### Diversity Issues in Coursework (Seniors)



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

**Highlights of Achievement:** The integration of diverse perspectives (e.g., different races, religions, political beliefs, physical disabilities, and gender) into coursework 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 diversity goals, of which diverse curricula and course experiences are just one part.



**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 slight declines in co-curricular diversity experiences, and IUPUI lags behind its peers in diversity experiences outside the classroom. The results for IUPUI seniors are mixed, with some areas showing slight increases and other areas showing declines. The extent to which IUPUI seniors report being involved in diversity experiences outside the classroom lags behind levels reported by our urban peers.

### First-Year Student Responses to Survey Questions Concerning Co-Curricular Involvement\*

		2002	2004	2006	2009	2012
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds <sup>a</sup>	IUPUI	2.49	2.62	2.53	2.75	2.62
	Peers	2.48	2.58	2.59	2.79	2.81
Had serious conversations with students of a different race or ethnicity than your own <sup>b</sup>	IUPUI	2.40	2.47	2.49	2.50	2.54
	Peers	2.59	2.60	2.63	2.78	2.73
Had serious conversations with students of different religious beliefs, political opinions, or personal values <sup>b</sup>	IUPUI	2.48	2.52	2.51	2.59	2.59
	Peers	2.63	2.74	2.68	2.84	2.72
Institutional contribution to: Understanding people of other racial and ethnic backgrounds <sup>a</sup>	IUPUI	2.55	2.52	2.48	2.68	2.60
	Peers	2.62	2.51	2.66	2.79	2.77
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective <sup>b</sup>	IUPUI	NA	NA	2.67	2.78	2.76
	Peers	NA	NA	2.74	2.83	2.80

\*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	2012
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds <sup>a</sup>	IUPUI	2.34	2.36	2.36	2.46	2.62
	Peers	2.31	2.40	2.36	2.54	2.65
Had serious conversations with students of a different race or ethnicity than your own <sup>b</sup>	IUPUI	2.63	2.69	2.60	2.73	2.69
	Peers	2.59	2.60	2.70	2.79	2.85
Had serious conversations with students of different religious beliefs, political opinions, or personal values <sup>b</sup>	IUPUI	2.58	2.72	2.62	2.75	2.69
	Peers	2.56	2.70	2.68	2.79	2.78
Institutional contribution to: Understanding people of other racial and ethnic backgrounds <sup>a</sup>	IUPUI	2.60	2.49	2.55	2.56	2.65
	Peers	2.59	2.54	2.60	2.69	2.73
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective <sup>b</sup>	IUPUI	NA	NA	2.81	2.91	2.90
	Peers	NA	NA	2.81	2.88	2.90

\*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

Although the number of diversity programs presented on campus during cultural heritage months decreased slightly over the last two years, cultural heritage programming has increased substantially since 2005–2006. 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.

## Cultural Heritage Awareness Month Programs

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Latino Heritage Month	4	10	17	16	22	10	10
Pride Month	3	5	11	13	18	16	9
Native American Heritage Month	3	6	17	11	19	12	12
Black History Month	3	11	9	12	11	8	9
Women's History Month	5	7	11	22	11	13	12
Asian and Pacific Islander Heritage Month	3	8	10	13	9	6	6

The Division of Student Life greatly values diversity education. The professionals in the division strive to educate students on a wide variety of topics including but not limited to multiculturalism, privilege, and inclusion. In order to meet the students' ever-changing needs, the Division recently developed a series of ongoing professional education seminars for its staff with issues of diversity and inclusion as its primary focus. Beginning in the fall of 2011 and continuing each year, all new Division staff members participate in a workshop focused on creating welcoming and inclusive environments for all students. In August 2012, the entire Division participated in a workshop facilitated by internally known Dr. Jamie Washington on topics of diversity and social justice. Finally, in December 2012, the entire Division participated in an activity to further explore issues of race, identity, privilege, and social justice. Continuous training of Division staff will only help to improve the education of these important issues with current students.

## Students Seeking CAPS Services

	IUPUI 2010		CAPS 2010-11		IUPUI 2011		CAPS 2011-12	
	% Enrolled	#	% Served		% Enrolled	#	% Served	
Hispanic/Latino	3.3%	41	4.7%		3.8%	37	3.9%	
African American	9.6%	96	11.0%		9.9%	95	10%	
American Indian/Alaskan	0.2%	2	0.2%		0.2%	1	0.1%	
Asian American	4.0%	45	5.2%		3.9%	43	4.5%	
Native Hawaiian/Pacific	0.1%	3	0.3%		0.1%	3	0.3%	
International	4.7%	20	2.3%		5.0%	20	2.1%	
Multi-Racial	1.4%	29	3.3%		2.1%	31	3.3%	
White	72.8%	620	71.3%		72.2%	697	73.1%	
Other	--	12	1.4%		--	26	2.7%	
Unknown	3.9%	1	4.7%		2.8%	--	--	
Total	28,915	869			28,815	953		

Students seeking services from Counseling and Psychological Services (CAPS) have consistently been a more diverse group than the campus at large. This is significant in that non-white and non-Western European individuals are generally less likely to seek mental health services for a variety of cultural and social reasons. Non-white students also reported feeling comfortable with their individual counselor ("comfortable enough to express what I was thinking and/or feeling most of the time") more frequently (95%) than their white peers (91.5%). CAPS seeks to maintain and enhance services to traditionally underserved populations. Males from all cultures tend to seek counseling services at a lower rate than females; this trend is reflected in CAPS data.

**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.

**Campus Aspiration:** The campus climate for diversity is based on the perceptions of students, faculty, and staff. These perceptions are strongly influenced by multiple aspects of diversity, such as the diversity of faculty, staff, and students, diversity in the curriculum and co-curriculum, and IUPUI's engagement with diverse communities in Indianapolis and Marion County. As a result, the aspirational goal for the campus climate is to have student, faculty, and staff mean ratings of the campus climate all above 3.75 on a 5-point scale, to have more than half of IUPUI's other performance indicators rated as being met (Green), and no ratings of performance as being unacceptable (Red).

**Campus Outcome:** Students' perceptions of the campus climate for diversity have improved since 2005, with averages for three of the four questions being above 3.75 on a five-point scale. Faculty and staff ratings of the climate for diversity are based on the 2009 surveys and lag behind students' ratings. In addition, only two of the nine performance indicators are rated as being met (Green), and one rating of performance is unacceptable (Red), although improving.

### Student Perceptions of the Climate for Diversity at IUPUI

Survey Question	2005	2007	2008	2010	2011
IUPUI faculty and staff are committed to promoting an environment that respects and celebrates diversity.	3.92	3.94	3.96	3.99	4.10
Understanding and learning about diversity is important to me.	3.89	3.92	3.90	3.91	3.95
My experiences at IUPUI have prepared me to live and work in a diverse and complex society.	3.57	3.63	3.61	3.70	3.77
I feel a sense of belonging at IUPUI.	3.53	3.59	3.68	3.52	3.69

Scale: 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

In fall 2010, the campus conducted the first survey of faculty, staff, and students to better understand lesbian, gay, bisexual, and transgender (LGBT) concerns. Approximately 7% of 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 students reported experiencing discrimination and 20% or more reported fear of having their identity revealed. On a positive note, 15% to 20% of the LGBT faculty, staff, and students reported feeling connected to others on campus and/or joining a group or organized activity that promotes their interests.

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

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

**Highlights of Achievement:** Since 2007, IUPUI has taken several steps to improve the campus climate for diversity. First, an assistant chancellor for diversity, equity, and inclusion was hired as the senior campus diversity officer. Second, IUPUI named a director of its new multicultural center. Finally, all schools and administrative units have developed diversity plans, have set goals for improving the climate for diversity in their units and across campus, and are regularly reporting the results of their efforts. The recently conducted LGBT diversity survey reflects IUPUI's continuing efforts to make the campus welcoming for all individuals.

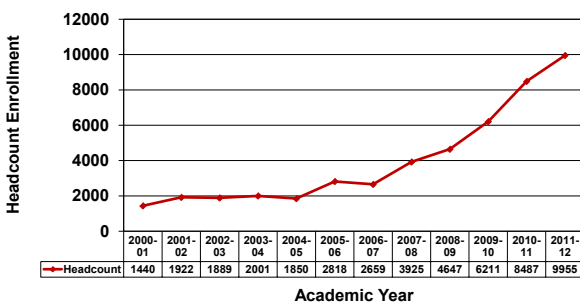
## Diversity in Civic Engagement

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

**Campus Outcome:** The number of students enrolled in service-learning classes has increased steadily since 2000. In 2011–12, almost 10,000 students were enrolled in service-learning classes.

In addition, 33% of the Sam H. Jones Community Service Scholars at IUPUI are members of racial/ethnic minority groups. Approximately 42% of the students selected for Center for Service and Learning scholarships are members of racial/ethnic minority groups.

### IUPUI Undergraduate Students Enrolled in Service-Learning Classes



In fiscal year 2012, IUPUI spending with minority business enterprises increased by 25% to \$5.5 million. Spending with business enterprises decreased by \$2.7 million (22%).

### IUPUI Spending with Minority and Women Business Enterprises

	FY 2009	FY2010	FY2011	FY2012
Minority Business Enterprises	\$4.8M	\$4.4M	\$4.4M	\$5.5M
Women Business Enterprises	\$12.8M	\$11.9M	\$12.2M	\$9.5M

(M) Millions of dollars

**Highlights of Achievement:** IUPUI continues to receive recognition as a national leader in civic engagement. The 2009 edition of America’s Best Colleges from *U.S. News & World Report* listed IUPUI as one of the top universities in the nation with outstanding service-learning programs. This is the eighth consecutive year for this recognition. IUPUI was named to the 2008 President’s Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service. Selection to the Honor Roll constitutes recognition from the highest levels of the federal government for the campus commitment to service and civic engagement. Most recently, IUPUI was recognized at the annual conference of the Coalition of Urban and Metropolitan Universities as one of the top five “Best Neighbor” colleges and universities in the nation. Institutions are selected for this award because of their positive impact on their urban communities through their civic partnerships.



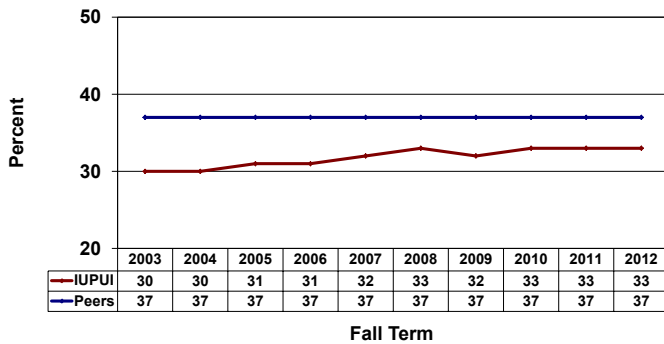


## Diversity of Faculty and Staff

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

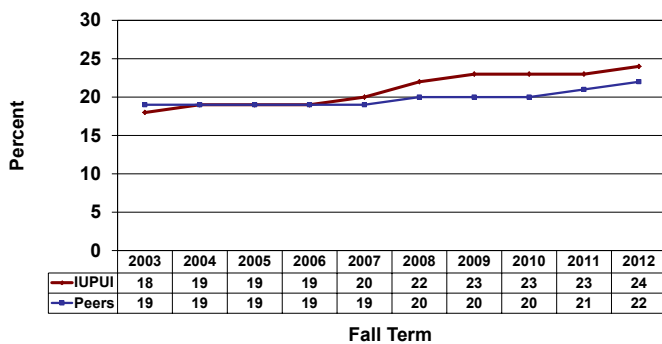
**Campus Outcome:** The percentage of tenured and tenure-track faculty who are women has remained stable at 33% since 2010. This percentage is lower than the average for IUPUI's peer institutions. The percentage of tenured and tenure-track faculty who are members of racial/ethnic minority groups continues to exceed the comparable percentage for IUPUI's peers.

### Percent Female Tenured/Tenure-Track Faculty



Includes professors, associate professors, and assistant professors

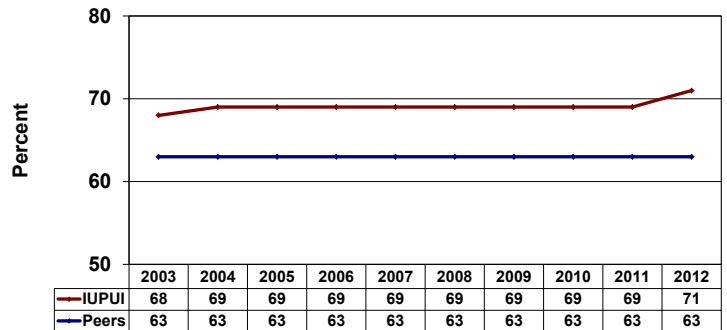
### Percent Minority Tenured/Tenure-Track Faculty



Includes professors, associate professors, and assistant professors

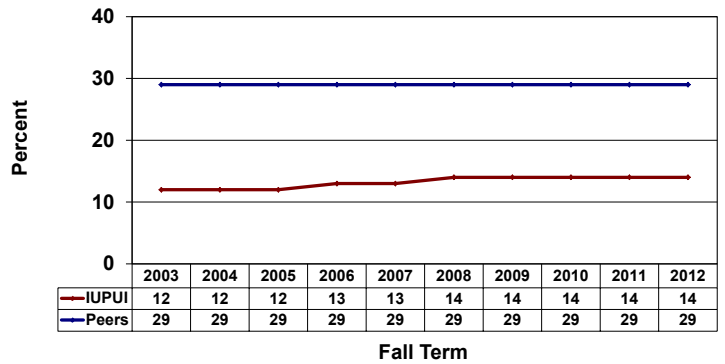
Women constitute the vast majority of administrative support staff and are well represented among professional staff as well. Minority representation is very low among professional staff and among secretarial/clerical staff.

### Percent Female Professional Staff



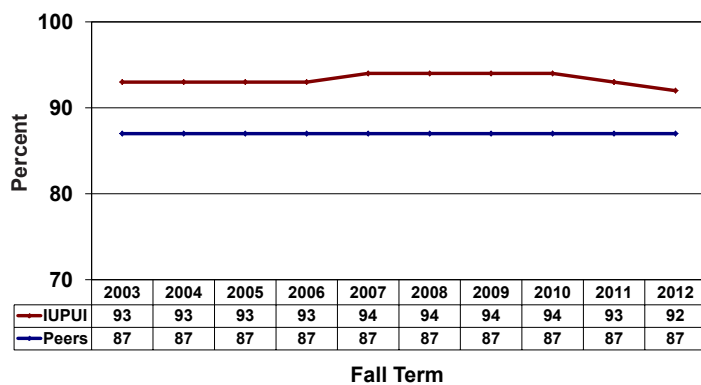
Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

### Percent Minority Professional Staff

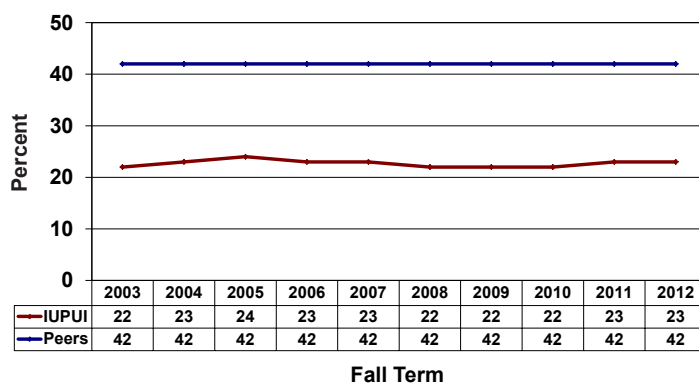


Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

## Percent Female Secretarial/Clerical Staff



## Percent Minority Secretarial/Clerical Staff



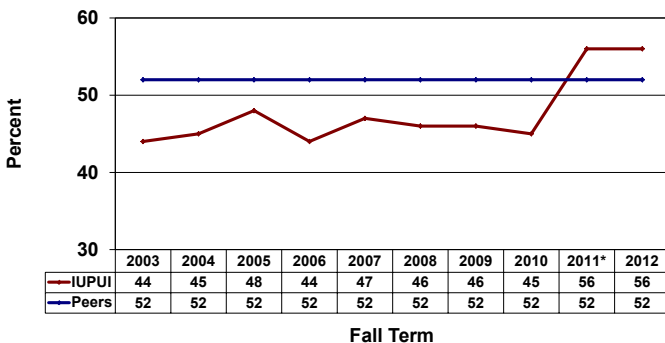
**Highlights of Achievement:** The percentage of tenured and tenure-track faculty who are members of racial and ethnic minority groups continues to exceed the percentage for IUPUI's peers.

## Diversity of Campus Leadership

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

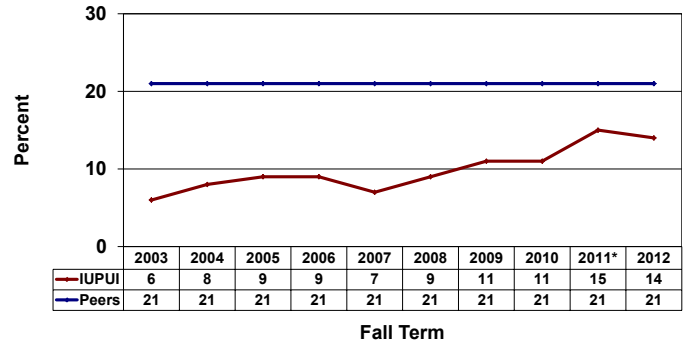
**Campus Outcome:** The percentage of females in executive/administrative/managerial positions increased substantially in 2011 and remained stable in 2012. The percentage of IUPUI executives who are female now exceeds the comparable percentage for IUPUI's peers. A large part of this increase in 2011 was the result of some 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.

### Percent of Females in Executive/Managerial Positions



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

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



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

**Highlights of Achievement:** Strong representation of women and minorities in high-level administrative positions is critically important to IUPUI. In 2012, 54% of senior administrators (Vice Chancellors and Associate and Assistant Vice Chancellors) were female and 25% were members of racial/ethnic minority groups.

## Minority Representation Among Undergraduate Students

		Fall Terms									
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number of Students	African American	2,197	2,291	2,285	2,123	2,111	2,145	2,240	2,312	2,363	2,411
	Asian/Pacific Islander	513	525	540	595	612	695	734	722	702	744
	Hispanic/Latino	393	419	452	493	542	543	625	777	895	1,076
	Native American	76	71	61	67	60	55	57	49	40	28
	Underrep. Minority	2,666	2,781	2,798	2,683	2,713	2,743	2,922	3,138	3,298	3,515
	Total Minority	3,179	3,306	3,338	3,278	3,325	3,438	3,656	3,860	4,000	4,259
	All Others	18,210	17,866	18,100	17,915	17,877	17,985	18,463	18,385	18,236	18,012
	Total Students	21,389	21,172	21,438	21,193	21,202	21,423	22,119	22,245	22,236	22,271
Percentage Distribution	African American	10%	11%	11%	10%	10%	10%	10%	10%	11%	11%
	Asian/Pacific Islander	2%	2%	3%	3%	3%	3%	3%	3%	3%	3%
	Hispanic/Latino	2%	2%	2%	2%	3%	3%	3%	3%	4%	5%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Underrep. Minority	12%	13%	13%	13%	13%	13%	13%	14%	15%	16%
	Total Minority	15%	16%	16%	15%	16%	16%	17%	17%	18%	19%

## Minority Representation Among Graduate and Doctoral-Practice Students

		Fall Terms									
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number of Students	African American	521	522	527	508	539	485	503	494	508	554
	Asian/Pacific Islander	303	358	367	385	447	460	398	456	448	461
	Hispanic/Latino	148	193	197	176	182	188	170	221	234	216
	Native American	19	25	28	32	29	28	21	18	18	13
	Underrep. Minority	688	740	752	716	750	701	694	733	760	783
	Total Minority	991	1,098	1,119	1,101	1,197	1,161	1,092	1,189	1,208	1,244
	All Others	7,480	7,683	7,376	7,470	7,455	7,716	7,172	7,432	7,086	6,936
	Total Students	8,471	8,781	8,495	8,571	8,652	8,877	8,264	8,621	8,294	8,180
Percentage Distribution	African American	6%	6%	6%	6%	6%	5%	6%	6%	6%	7%
	Asian/Pacific Islander	4%	4%	4%	4%	5%	5%	5%	5%	5%	6%
	Hispanic/Latino	2%	2%	2%	2%	2%	2%	2%	3%	3%	3%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Underrep. Minority	8%	8%	9%	8%	9%	8%	8%	9%	9%	10%
	Total Minority	12%	13%	13%	13%	14%	13%	13%	14%	15%	15%

## Minority Representation Among Tenured/Tenure-Track Faculty

		Fall Terms									
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number	African American	39	41	39	39	40	46	50	54	54	61
	Asian/Pacific Islander	148	158	174	169	180	196	211	223	228	240
	Hispanic/Latino	37	41	36	38	37	41	38	34	30	31
	Native American	3	3	3	2	3	4	4	2	2	2
	Total Minority	227	243	252	248	260	287	303	313	314	334
	All Others	1,044	1,050	1,055	1,058	1,033	1,020	1,023	1,051	1,039	1,032
	Total	1,271	1,293	1,307	1,306	1,293	1,307	1,326	1,364	1,353	1,366
Percentage Distribution	African American	3%	3%	3%	3%	3%	4%	4%	4%	4%	4%
	Asian/Pacific Islander	12%	12%	13%	13%	14%	15%	16%	16%	17%	18%
	Hispanic/Latino	3%	3%	3%	3%	3%	3%	3%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Total Minority	18%	19%	19%	19%	20%	22%	23%	23%	23%	24%

## Minority Representation Among Staff

		Fall Terms									
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All Staff		22%	22%	23%	22%	23%	22%	22%	21%	21%	21%
Executive/Admin/Managerial		6%	8%	9%	9%	7%	9%	11%	11%	15%	14%
Professional Nonfaculty		14%	15%	15%	15%	16%	15%	15%	14%	14%	15%
Secretarial/Clerical		22%	23%	24%	23%	23%	22%	22%	22%	23%	23%
Technical/Paraprofessional		27%	26%	28%	27%	28%	26%	27%	27%	26%	26%
Skilled Crafts		17%	17%	13%	13%	14%	15%	15%	14%	10%	9%
Service Maintenance Workers		67%	71%	72%	71%	72%	72%	71%	67%	59%	60%

# 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 PEER INSTITUTIONS

SUNY at Buffalo

Temple University

University of Alabama at 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 2012–2013

Marsha Baker  
Director of Diversity  
and Enrichment  
IU School of Nursing

Charles Bantz  
IU Executive Vice President  
and IUPUI Chancellor

\*Gail Barksdale  
Associate Director of Athletics

William Blomquist  
Dean  
IU School of Liberal Arts

Richard Bray  
Black Faculty Staff Council  
representative

\*Darrell Brown  
Director, Office of Student  
Diversity  
Kelley School of Business

Zeb Davenport  
Vice Chancellor for Student Life  
Office of Student Life

\*Aron DiBacco  
Chair, IUPUI Staff Council  
Diversity Committee

\*Mark Di Corcia  
LGBT Faculty Staff Council  
representative

Aye Nu Duerksen  
Asian Pacific American Faculty  
Staff Council representative

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

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

Johnny Flynn  
Native American Faculty Staff  
Council representative

Kathleen Grove  
Director  
Office for Women

Wayne Hilson Jr.  
Interim Program Leader of  
Student Research, Scholarship,  
and Diversity  
Center for Research and Learning

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

Monica Medina  
Latino Faculty Staff Council  
representative

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

Nicole Oglesby  
Director, Diverse Community  
Partnerships  
Community Learning Network

\*Nasser Paydar  
Executive Vice Chancellor of  
Academic Affairs  
Academic Affairs

Gary Pike  
Executive Director  
Information Management  
and 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

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IU School of Medicine

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and Administration  
Office of Finance and  
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Multicultural Success Center

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IU School of Dentistry

Kimberly Stewart-Brinston  
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Achievement, Enrollment  
Services

\*Carleen Thompson  
Assistant Vice Chancellor  
Human Resources Administration

\*Richard E. Ward  
Executive Director  
Center for Research and Learning

L. Jack Windsor  
President, IUPUI Faculty Council

\* New members