

# IUPUI STATE OF DIVERSITY



JANUARY 15, 2001  
CHANCELLOR GERALD L. BEPKO

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A CORE CAMPUS OF INDIANA UNIVERSITY

# State of Diversity Message

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## **State of Diversity at IUPUI Gerald L. Bepko, Chancellor January 15, 2001**

At the IUPUI campus, diversity is not only a condition; it is an idea, or a set of ideas, that go well beyond equality of opportunity. Diversity has many facets. It is a complex of supportive systems that encourage creativity and innovation. It is a climate that sensitizes people to issues of culture. It is an environment that supports multiple perspectives and initiatives. It takes advantage of the range of differences that are an inherent part of modern life, especially in urban settings. It produces an institutional atmosphere in which all peoples can develop and contribute to their fullest potential. In many ways, diversity represents the future of our university, the future of higher education, of our community, and of our world. In that sense, our special diversity assets in Indianapolis and our special diversity efforts at IUPUI coincide with our IUPUI Campaign theme: "The future is here."

The role of diversity is the subject of a growing national consensus. A crescendo of studies is building to suggest that diversity is an important educational asset. For example, during the past year the American Council on Education (ACE) and the American Association of University Professors (AAUP) issued the findings of a national survey of faculty showing that diversity benefits students and faculty members alike. These studies also document public support for diversity. The National Business Higher Education Forum reported on a study which showed that nearly nine out of ten Americans believe it is important to have racial and ethnic diversity on college campuses. Nearly as many believe diversity to be important in the workplace. These findings prompted Ohio State President William E. Kirwin to say that, "as a nation, we believe that diversity in education and business is good for America."

This nationally emerging consensus coincides with our own increased emphasis on diversity. We have conducted a study of campus climate, a diversity self-study, and a diversity program review; launched a variety of specific initiatives; and established

the Diversity Cabinet. The Diversity Cabinet's new draft vision statement is appended to this State of Diversity message.

There may be no more important time for these diversity efforts because through happenstance and misfortune we recently have lost to other institutions and to retirement some ethnic and racial diversity among our campus leaders. Last month, in my annual State of the Campus message, I said that, while we are not inclined to place symbolism at the top of our priority agenda, we must recognize that if we are to be a forward-looking university campus of the future we must recruit and advance African Americans and other minorities to leadership positions. The losses we have encountered and the absence of people groomed to take their places caused us to feel a sense of deliberate urgency. I said we must recruit and encourage a more racially diverse leadership at IUPUI. On a broader plane, in honor of the late Dean Emeritus Joe Taylor, and his magnificent life of leadership on our campus, we should roll up our sleeves and work with new determination and assertiveness to achieve in our institution the same diversity that exists in our larger communities.

While we have much work to do in creating more diverse campus leadership, since last month we have made some new appointments at IUPUI that I am pleased to include in this message as examples of our continuing efforts. In Enrollment Services, we have appointed JaDora Sailes to lead a minority undergraduate recruitment effort as the new Student Recruitment and Retention Coordinator. She will be an important new member of our campus team. The School of Medicine recruited to full-time status Robert W. Scott, M.D., as assistant dean for medical student academic affairs. Dr. Scott will also continue as a volunteer clinical assistant professor of medicine. He will be another key member of our team and help fill the void left by the retirement of George Rawls.

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Another important appointee is Valerie Smith-Gamble, M.D., who is a clinical assistant professor in the Department of Psychiatry. Dr. Smith-Gamble is the director of inpatient psychiatry at the Veterans Administration (VA) and director of the Geriatric Psychiatry Fellowship Program at the IU School of Medicine. She will play an expanded role in psychiatry with a full-time appointment under a National Institute on Aging Research Award and will become more involved with the intercultural studies of Alzheimer's disease that have been under way between the Indiana University School of Medicine and Ibadan University in Nigeria. And we just appointed Phil Rutledge, longtime distinguished faculty member, as interim Executive Associate Dean in SPEA, with responsibility for IUPUI programs.

The School of Dentistry this very week will complete the search for the school's Director of Student Diversity Support. Because the matter is not completely concluded, we cannot include the details in this report.

The state of diversity at IUPUI should be characterized as "emerging." We have accomplished some important goals by way of increasing student enrollments. Our total minority student enrollment of 3,824, or 13.9 percent of our total enrollment, is roughly at the levels we projected as goals in the Indiana Plan nearly a decade ago. The fact that 57 percent of our enrollments are women speaks for itself, although there are still several disciplines where women are under-represented. We have made some progress in respect to our goals for graduation of minority candidates. The number of minority students who earn degrees is still too low, and our retention rates are, at best, regrettable, but graduation numbers have increased in a significant fashion over the past decade. In 1990-91, only 186 African Americans earned degrees or certificates through IUPUI programs. In that same year, only 292 minorities earned degrees or certificates. In this past year, 293 African Americans earned degrees or certificates, and a total of 494 minority students earned degrees or certificates at IUPUI. We must build on these numbers. We will redouble our efforts in a variety of ways and through a variety of means to continue this progress by retaining students and helping them to persist in earning their degrees.

The cornerstone for our efforts will be a renewed strategic plan that is evolving from the Hurtado/Beckham Diversity Program Review Report. The plan will be the overall responsibility of the Diversity Cabinet and will help to transform the Diversity Cabinet into a learning community that works deliberately to become conversant, in the words of Sylvia Hurtado and Edgar Beckham, with "the state of discourse in all the domains of diversity" and that functions "as stimulator and facilitator of the campus discourse on diversity." The Diversity Cabinet will also have responsibility for engaging the schools in a continuation of the survey process and in the development of programs that will help to facilitate diversity. Already this academic year, the Diversity Cabinet has heard from four deans about their plans for diversity. Within the next year, all deans will have an opportunity to present their plans.

While we continue to develop our evolving strategic emphasis, we should celebrate the hundreds of wonderful examples of how we continue to enrich the university through greater diversity. These examples include many programs to enroll more minority students through the development of scholarship funds. We will continue to increase minority scholarships and add to them. For example, we will pursue the proposal made by Purdue President Martin Jischke when he gave the George Washington Carver Lecture at the National Association of State Universities and Land-Grant Colleges (NASULGC) annual meeting this year. President Jischke suggested that, if each of the members of NASULGC were to fund one fellowship and focus it in areas where persons of color are severely underrepresented, we could nearly double the number of advanced degrees earned annually by persons of color and thereby ensure that the contributions of the George Washington Carvers of the 21st century are not lost. We should broaden the concept to include one doctoral candidate in some field (basic or professional) each year funded by a new scholarship or fellowship program. Two university-based fellowships were created in this last year in dentistry. Others will be created with private funds. If we can add 10 such new fellowships for disadvantaged students over the next decade, we will have made a major impact in the spirit of the Jischke proposal. My wife, Jean, and I have already made personal commitments

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in this respect, and I will make it a personal priority to promote the concept for the remainder of my service to IU and IUPUI.

We will continue to develop programs that attract minority students into advanced education. We have many programs under way that we will use as models for the future—programs such as Project SEED (Summer Experience for Educationally Disadvantaged), the research apprenticeship for minority high school students, which exposes eight to ten promising high school juniors and seniors from socially or economically disadvantaged backgrounds to careers in biomedical research medicine and science; the IUPUI Summer Research Opportunity Program; and the MEAP (Minority Engineering Advancement Program).

The Minority Achievement Scholars Program (now called the Norman Brown Achievement Scholars Program) has been very effective in supporting minority students at IUPUI. The retention and graduation rates of these students have been markedly higher than those of other students. This program of merit scholarships has been so successful because of the intense involvement of the faculty and staff who coordinate the program.

The initiatives to improve retention and graduation will include the expansion of University College programs led by the excellent work of Dean Scott Evenbeck, Assistant Dean Phil Seabrook, Associate Professor Regina Turner, and others. This will entail larger numbers of learning communities; the continuation of our efforts to develop a welcoming climate, such as through arts and cultural events that bring diverse students together; and the extension of block scheduling. We will encourage continual enrollment and discourage stopouts by having mentors in continual contact with minority students during their enrollment. We will also explore an academic forgiveness option.

As part of this effort, I intend to establish a Chancellor's Forum in which I and others in the campus administration will meet as many of the minority students on campus as possible in small groups or individually. Our emphasis will be placed on new

students coming to IUPUI, but I will meet with as many of our increasingly diverse student body as possible to provide personal encouragement and to hear their problems and successes.

We will continue to recruit, nurture, and advance a diverse faculty and staff. Here we have lots of work to do. We will renew the incentive fund for supporting minority faculty and recruitment, and we will appoint leading faculty to work with search committees to highlight the need for diversity and to place emphasis on minority recruitment. In an associated effort, we will create a more welcoming and supportive environment for new minority faculty. We will continue to appoint leading faculty to head up this effort, but, in parallel to our efforts with students, I intend to meet with minority faculty, again in small groups or individually, to offer encouragement and hear concerns. In this way we might learn about and encourage more minority faculty and staff to seek leadership positions on campus.

In this connection we should celebrate the superb work of the Office for Minority Development, led by Sherree Wilson. Included in the new initiatives of the Office for Minority Development is an important first Symposium of Scholarly Achievement in Academia: Highlighting the Research of IUPUI Minority Faculty and Students, held in the spring term, and the Thriving and Surviving program held in the fall. The former program included research presentations by eight faculty and three students and featured a panel of presenters from various agencies in the community who discussed the mission of their agencies along with ideas for collaboration with the IUPUI community. The fall program, cosponsored with the Office for Women, featured a panel of senior faculty members who discussed their experiences at IUPUI and provided advice to junior faculty, concluding with networking opportunities for all. These programs will be repeated in the coming year. And we should also recognize the important work of the Office for Women headed by Dr. Kimberly Quaid.

We will provide a civil and welcoming learning and work environment on campus, as well. Examples of our efforts include the Diversity Learning Program developed by Human

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Resources Director Ellen Poffenberger and the reputation management efforts led by Vice Chancellor Cheryl Sullivan and the Office of External Affairs. We also will offer a physical environment free of barriers that would limit the ability of students, faculty, and visitors to participate fully in the life and work of the IUPUI community.

We will encourage curriculum content and better teaching strategies that reflect our commitment to diversity. A highlight of our efforts is the work of the Diversity Inquiry Group, a group of faculty who have agreed to exercise leadership in promoting multicultural teaching and curricula.

Increasingly, we will hold ourselves accountable for assessing progress and achieving our diversity vision. The Diversity Cabinet will take the lead in establishing measures of accountability and the degrees to which we can press ahead in this respect. We have attached some data that track some aspects of our diversity. We envision that a more complete array of data will be presented each year. Also, we will designate persons each year who will receive awards for their achievements in promoting diversity, to be presented at the Taylor Symposium.

Diversity also involves our community. We have an extraordinary range of connections with the community that are symbolized by the Center for Public Service and Leadership headed by Bob Bringle. Under the auspices of that center, we have managed the Community Outreach Partnership Center grant with WESCO, an organization devoted to the development of the near Westside neighborhoods near campus, and we have been involved in a range of community activities with WESCO that promise to bring greater diversity to the campus. A good example is the relationship with the George Washington Middle School, which opened this fall. The Center for Public Service and Leadership is facilitating service learning, mentoring, and tutoring activities at the George Washington Middle School and providing support to learning communities so that they can host campus visits by IPS middle school students. Service learning classes such as Jose Rosario's at Arsenal Tech High School to improve graduation rates of Hispanic youth, the expansion of

tutoring programs at George Washington Middle School and its feeder schools, and work with WESCO to open an elementary school in the near Westside by 2004, should increase enrollments at IUPUI of African American and Hispanic students from IPS.

As another symbol of our engagement with the community on diversity, we plan to create a joint appointment with the Indianapolis Urban League, and we also continue to seek new opportunities for doing business with minority firms. We have a good record with minority vendors and within the last few months we have added more. Recently, we entered into a \$634,000 furniture contract for the new law school with Office Works, an Hispanic vendor, and a \$100,000 a year contract was signed with Al's Window and Specialty Cleaning, an African American firm.

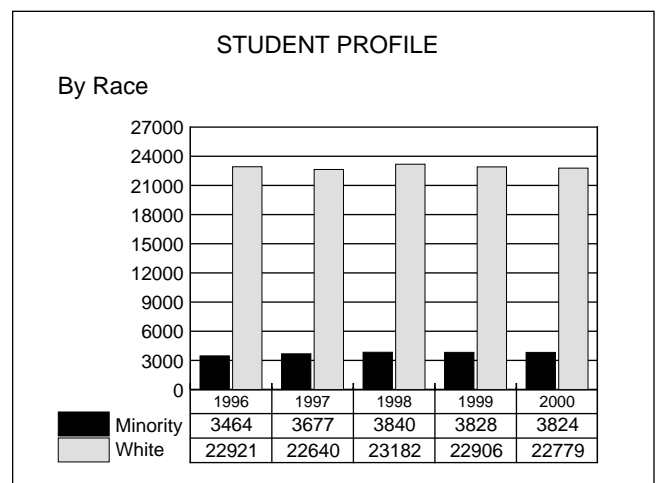
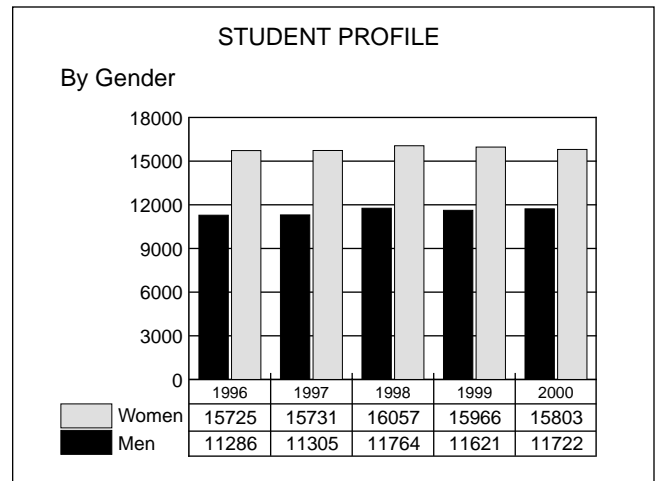
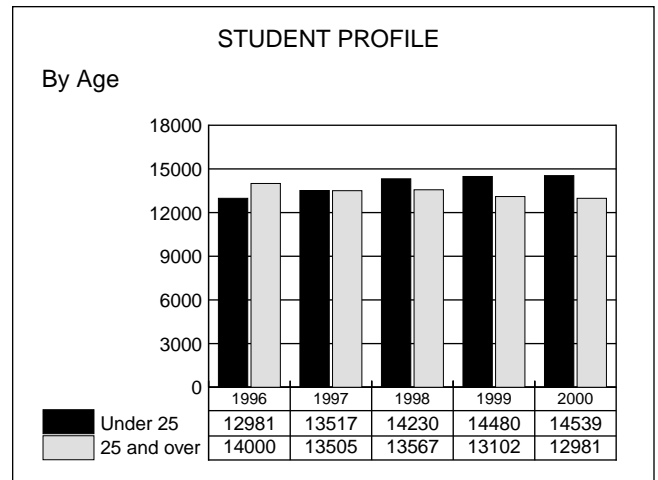
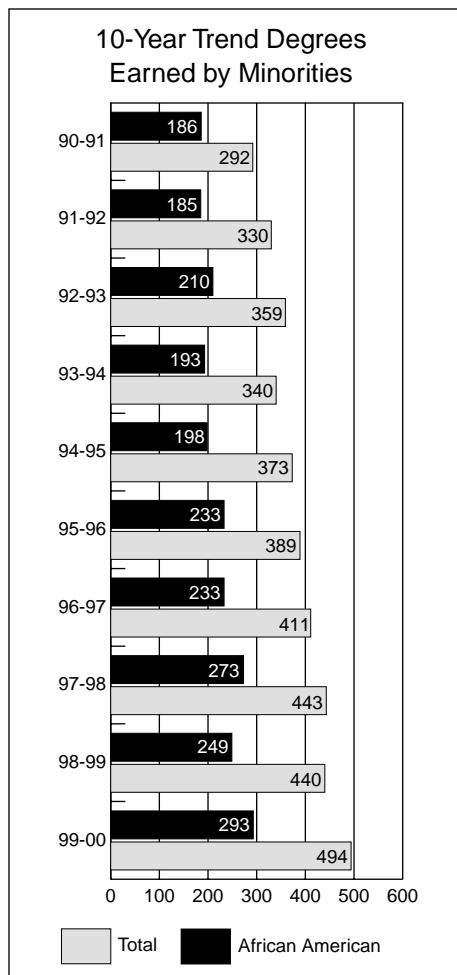
These glimpses of our intentions, examples of our activities, and our vision for the future of diversity, will all be incorporated in the strategic plan now under development pursuant to the Hurtado/Beckham report. Our strategic plan will focus our attention and redouble our efforts at making the entire IUPUI campus look more like the world around us. In the process, we will create a diverse educational atmosphere which will serve all members of the IUPUI family and will help us to become the national model for higher education that we have always sought to be. We will need the help of everyone in this respect, both inside and outside the university family, and we hope that we can count on everyone's support in working on these important tasks. We are determined to have many new and exciting features to report, along with impressive results, in this series of messages to be published by the Chancellor's office each year on Martin Luther King's birthday.

# IUPUI Student Profile

Over the past several years, IUPUI has had undergraduate enrollments of 27,000 students. 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 has reached a plateau. 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 minority students while the number of Hispanic students is increasing at a rapid rate.

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



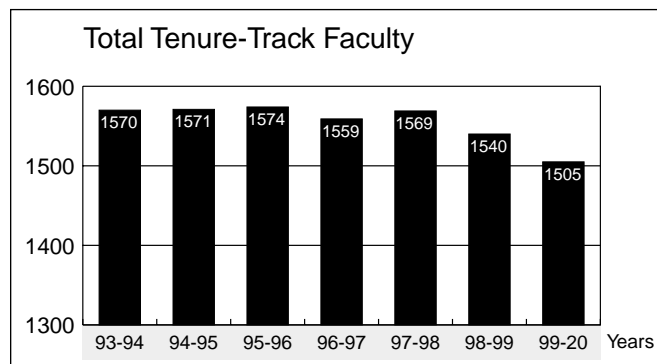
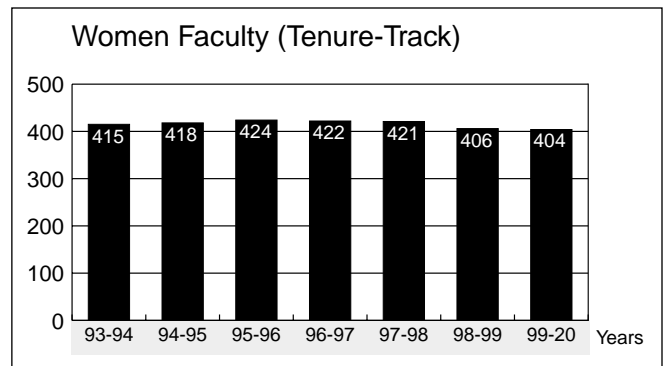
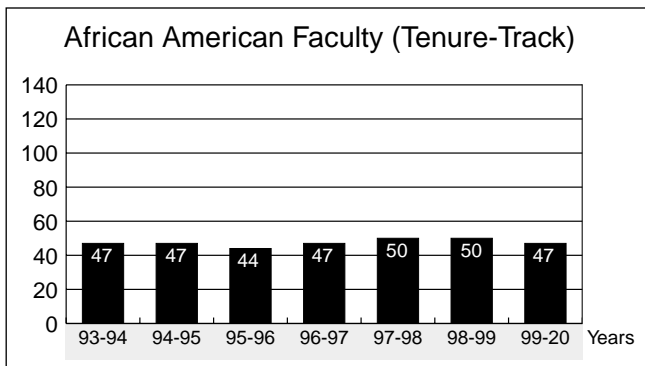
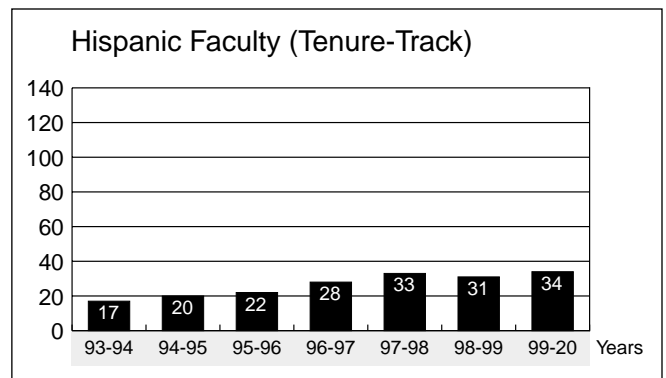
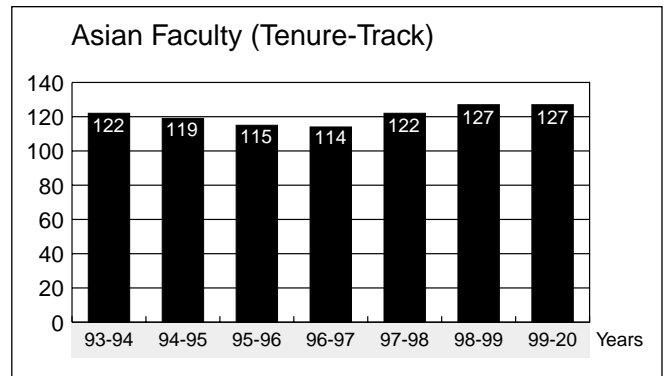
(Data Source: IUPUI Office of Information Management and Institutional Research)

# IUPUI Tenure-Track Faculty

From 1994 through 1998, IUPUI employed approximately 1,600 tenure-track faculty. (The total faculty decreased in 1998 when reporting procedures for the School of Nursing faculty across the IU system were changed.)

The number of minority tenure-track faculty has increased since 1993. The largest increase was among Asian faculty, followed by Hispanic faculty. The number of African American faculty has remained relatively stable while the number of women has declined modestly.

(Data Source: IUPUI Affirmative Action Office.)



# IUPUI Non Tenure-Track and Clinical/Research Faculty

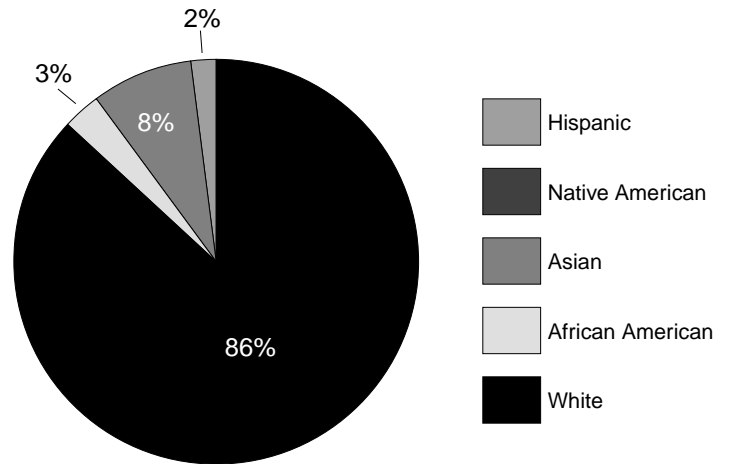
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The IUPUI academic workforce also includes non tenure-track instructional and clinical/research faculty positions. The majority of these other academic rank positions are in the School of Medicine and other academic units that focus heavily on clinical programs.

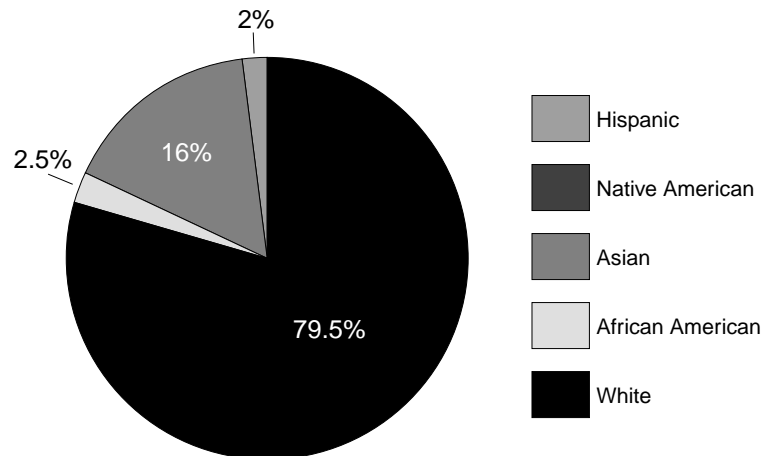
With the exception of Asian Americans, minority individuals are modestly represented in these academic positions. Women, however, are well represented - comprising over 40% of these positions.

(Data Source: IUPUI Affirmative Action Office)

Tenure-Track By Race



Other Academic Ranks By Race

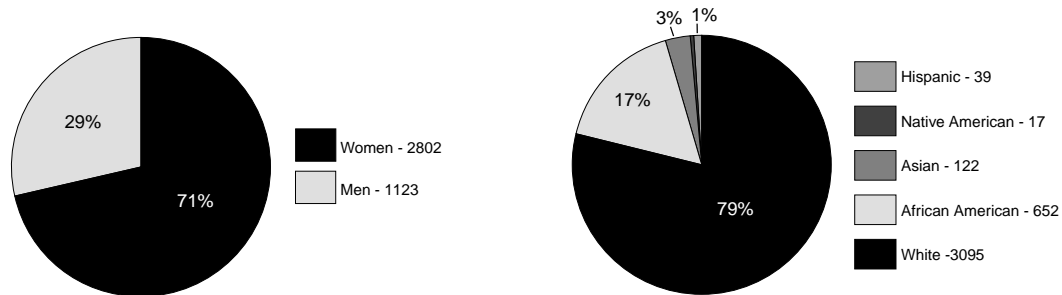




# IUPUI Staff Profile

## IUPUI Staff Profiles — Gender and Race — October 2000

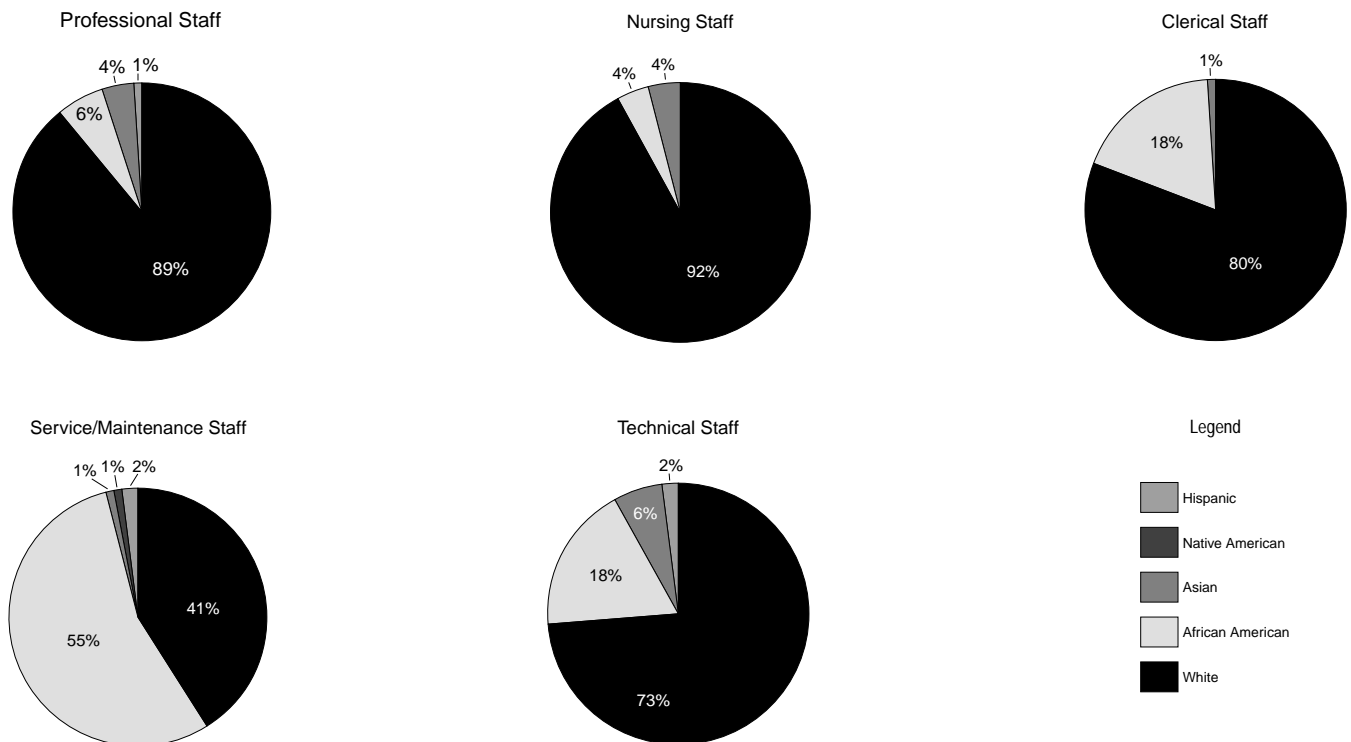
Women and minorities are represented throughout the IUPUI staff workforce. More than twice as many women as men hold staff positions. The greatest component of minority staff is comprised of African Americans followed by Asians and Hispanics.



## Staff by Race

With respect to race, the IUPUI staff workforce continues to be skewed across job categories: professionals, nursing, technical staff, clerical staff, and service/maintenance. No minority group is well represented in the professional job category. African Americans are most represented in the

service and maintenance positions where they comprise a vast majority of the custodial positions. Asians and Hispanics are most represented in technical positions where their respective numbers approximate their representation in the Indianapolis population.



(Data Source: IUPUI Affirmative Action Office)

# A Vision for Diversity at IUPUI

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## **DRAFT** **A VISION FOR DIVERSITY AT IUPUI** *Respecting Our Differences...Fostering Our Fullest Potential...*

Recognizing that the population of the United States is rapidly becoming more diverse and in support of the values of Indiana University and Purdue University, IUPUI is committed to promoting an environment that respects and celebrates a view of diversity that appreciates individual differences while synergizing these collective talents and experiences for the benefit of larger societal goods. Accordingly, IUPUI's view of diversity goes well beyond facilitating equality of opportunity. It supports the fullness of diversity—supporting systems that encourage creativity/innovation; sensitizing people in the organization to issues of culture; creating an environment that supports multiple perspectives and initiatives. Diversity, in this view, means valuing the range of differences that are part of urban life and fostering an environment in which all peoples can contribute to their fullest potential.

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 differences can be understood, respected, and practiced with dignity by each of its members. Within this context, diversity at IUPUI is an educational asset to be used and replenished, and it is an economic and social necessity.

By engaging diverse learners with each other in reflective and intentional goals, IUPUI can better prepare graduates for citizenship, work, and personal fulfillment. By reflecting in its own numbers the diversity of the city, state, and world, IUPUI will create opportunities for access and achievement for all of its citizens.

Within the Indianapolis metropolitan region, IUPUI will seek through education to be the catalyst for creating a quality of life unsurpassed in the United States because 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 will:

1. Recruit, retain, and graduate a diverse student body propor-

tionate 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, nurture, advance and recognize a diverse faculty and staff. Create and nurture a campus-wide community that recognizes diversity as a strength and as a means of shaping IUPUI's identity as an urban university.
3. Create a globally-engaged campus community which enrolls and nurtures international students, provides opportunities for students and faculty to study abroad, and collaborates with universities in other nations.
4. Provide a civil learning and work environment free from discrimination and intolerance with regard to race, ethnicity, economic status, national origin, disability, gender, sexual identity, age, and religious viewpoints. This valuing of diversity is in keeping with IUPUI's Principles for Undergraduate Learning and IUPUI's standards for graduate/professional education.
5. 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.
6. Encourage curriculum content and pedagogical strategies that reflect a commitment to diversity.
7. 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.
8. Engage in research that is mindful of the rich patterning that is characteristic of the human condition.
9. Support our community by developing various partnerships and collaborations.
10. Promote cultural competence in professional practice, service to others, and social interaction.
11. Hold its leaders accountable for assessing progress in achieving this vision.

To assess its progress, IUPUI will:

1. Enroll, retain, and graduate students who reflect the racial

# IUPUI Diversity Cabinet

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and ethnic composition of the service region of each school with a campus-wide enrollment goal of 15-20% ethnic minority students.

2. Increase enrollment, retention, and graduation rates for women and men in schools and programs where they are currently under-represented.
3. Enroll, retain, and graduate international students in each school with a campus-wide enrollment goal of 5-8% international students.
4. Assess campus climate for diversity tension concerning race, ethnicity, economic status, national origin, disability, gender, sexual identity, age, and religious viewpoints and develop appropriate responses to tensions that become apparent.
5. Assess student learning with respect to the diversity-related aspects of critical thinking, civic responsibility, and effective social interaction and develop strategies to increase competence in areas of weakness.
6. Provide students with effective and competent role models among the staff and the academic and professional workforce who vary with respect to race, ethnicity, economic background, national origin, physical ability, gender, sexual identity, age, and religious viewpoints.
7. Engage in best practices with regard to posting on its diversity web site examples of curriculum and pedagogical techniques that reflect a commitment to diversity, e.g., describing the teaching strategies of faculty who have been honored for culturally competent teaching; spotlighting research that is mindful of the rich patterning that is characteristic of the human condition, e.g., listing research abstracts that describe variations in human experience due to gender, age, race, socioeconomic, and/or lifestyle differences; and showcasing examples of culturally competent service or practice, e.g., posting on its diversity web site case studies that have been developed to educate those in the health sciences to assess patients' cultural beliefs.
8. Establish the measures and means to assess institutional progress in meeting these objectives and report publicly on progress annually; IUPUI will revise its objectives, strategies, and goals as necessary to achieve its vision.

## IUPUI DIVERSITY CABINET\* 2000-2001

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*Affirmative Action Officer*

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*Indiana University School of Law-Indianapolis*

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*Indianapolis Urban League*

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

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*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  
*Director*  
*Friendly Access Center*  
*Health and Hospital Corporation*

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Ellen Poffenberger  
*Assistant Vice Chancellor*  
*Human Resources Administration*

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*Clinical Associate Professor*  
*Medical & Molecular Genetics*

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*Dean, School of Liberal Arts*

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*Deputy Mayor, City of Indianapolis*

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*President, Black Faculty and Staff Council*  
*University College*

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

Karen M. Whitney  
*Vice Chancellor*  
*Student Life and Diversity*

\*As of 12/6/00