

State of Diversity 2008

Chancellor's Message

Charles R. Bantz, Chancellor
January 20, 2008

At this time last year, I promised that a number of actions would take place in the course of the year that would be reflective of our conviction that diversity is critical to the success of IUPUI. The perception that we lacked commitment had been aroused in November 2006 when a group of our students organized a protest to make us better aware of lingering institutional discrimination at IUPUI.

While it is likely too soon for the data in this report to show significant progress in our diversity indicators, I can report that diversity was at the top of the action item list for campus administration at all levels during 2007.

Our commitment to take action was announced in various forums, including last year's "IUPUI State of Diversity" report, and was carried forward in the following steps:

- IUPUI consulted with the Indianapolis Urban League to help examine diversity issues.
- IUPUI undertook a national search for the position of vice chancellor for diversity, equity, and inclusion with the help of a Virginia-based national search consultant (Ayers & Associates, Inc).
- IUPUI created Diversity Councils in each school. Each has submitted a report articulating how it will pursue the campus vision, mission, values, and goals for diversity (see www.iupui.edu/diversity/planning).
- A committee prepared a conceptual design

for a multicultural center. In July, a followup committee assembled to implement the development of the center. The plan calls for renovating University College space. The architectural firm of Blackburn and Associates has been retained to help configure space to meet the needs of the center.

- An external review of the student activity fee allocation process was completed and a new process instituted.
- The campus sponsored several new diversity skill building efforts particularly designed to expand training in cultural competency.
- Representatives of the IUPUI Police Department, Human Resources Administration, Affirmative Action Office, and other staff members met regularly to revise diversity training materials and provide ongoing development of officers' multicultural competencies for interaction with the campus community.
- Three new hires for the African American studies program were made by the School of Liberal Arts, and new student support established with \$499,000 of on-going IUPUI funds.
- IUPUI's underrepresented faculty recruitment fund of \$500,000 attracted a total of seven hires to the campus.
- A number of offices led efforts to infuse diversity in the curriculum, including the Center for Teaching & Learning, Center for Urban and Multicultural Education, and Multicultural Teaching Community of Practice. The Office for Professional Development provided faculty a



variety of resources for multicultural teaching and learning, including customized consultation and workshops on diversity for schools, departments, and other groups of faculty.

See www.opd.iupui.edu/diversity for details.

- A Faculty of Color Climate Study was initiated in the fall of 2007 through the Center for Urban and Multicultural Education.
- The Division of Student Life stepped up its on-going efforts to organize programming around issues of diversity, inclusion, and social justice.
- The Division of Student Life created www.iupui.edu/diversity/help/ to serve as a onestop portal to activities, policies, and goals that relate to diversity at IUPUI.
- The first issue of the new online newsletter Diversity Matters@IUPUI appeared in spring 2007. This newsletter is available at www.iupui.edu/diversity/newsletter.
- A Black Student Resource Guide, authored by student Nathaniel A. Williams, was produced to assist in the retention and graduation of black students by providing information that relates to social and academic life at IUPUI and Indianapolis.
- IUPUI established the “Chat with The Chancellor Series,” open-door forums to allow students opportunities to share their concerns and ideas about their campus experience.

In mid-December, IUPUI submitted its Diversity Plan and Measurable Objectives, 2007-08, to Indiana University. IUPUI’s vision for diversity is 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.

There are four dimensions of diversity and equity that we will pursue through this plan:

1. Institutional Leadership and Commitment
2. Curricular and Co-Curricular Transformation
3. Campus Climate
4. Representational Diversity

Realizing our vision for diversity will take everyone’s effort. With a full-time diversity officer in place for the first time in IUPUI’s history, we will have the benefit of laser-like focus on meeting the goals we have set for ourselves, but achieving those goals will be the responsibility of us all.



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 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, along with expanded explanatory text, can be found under the Performance Indicators Section of the IUPUI Institutional Profile available online at <http://iport.iupui.edu/pi/di/details.aspx>.

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. Continual 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.
- -- The current status or direction of change is unacceptable. Immediate, high-priority actions should be taken to address this area.

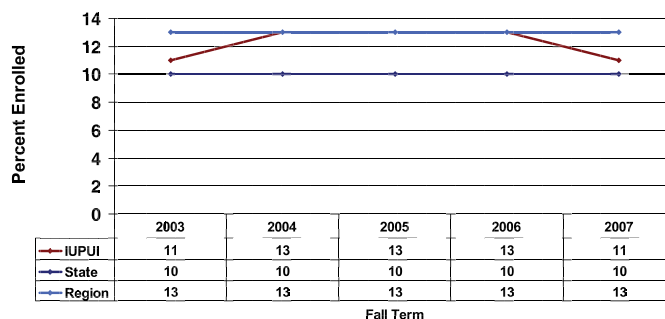
Diversity Performance Indicator: Recruitment of a Racially Diverse Student Population

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

The percent of underrepresented minority students in the fall 2007 incoming undergraduate class was slightly higher than the percent of underrepresented minority college-going high school graduates in Indiana.

Underrepresented U. S. Minority First-Time Freshman Enrollment



State, region data based on SAT test takers

Number of underrepresented minority test takers: 4,270 state; 1,466 region

For the past four years, minority representation among new graduate and professional students has remained essentially stable in terms of percentage distribution although the number of individuals has been increasing.

Minority Representation among New Graduate and Professional Students

		<i>Fall Terms</i>			
		2004	2005	2006	2007
Number of Students	African American	140	159	148	152
	Asian/Pacific Islander	104	125	103	137
	Hispanic/Latino	55	60	43	65
	Native American	7	11	6	10
	Total Minority	306	355	300	364
	All Others	1,921	2,319	2,299	2,309
	Total Students	2,227	2,674	2,599	2,673
Percentage Distribution	African American	6%	6%	6%	6%
	Asian/Pacific Islander	5%	5%	4%	5%
	Hispanic/Latino	2%	2%	2%	2%
	Native American	0%	0%	0%	0%
	Total Minority*	14%	13%	12%	14%

*Rounded to nearest Whole number

Highlights of Achievement: IUPUI continues to evolve toward a more traditional age first-time freshman class with 97 percent of the fall 2007 students in this cohort under the age of 25. Underrepresented minority representation in both first-time freshman and transfer students has trended upward over the past five years.

Indicator Status: 

Diversity Performance Indicator: Retention and Graduation of a Racially Diverse Undergraduate Student Population

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

Campus Outcome: One-year retention and six-year undergraduate graduation rates are below those of IUPUI's peers.

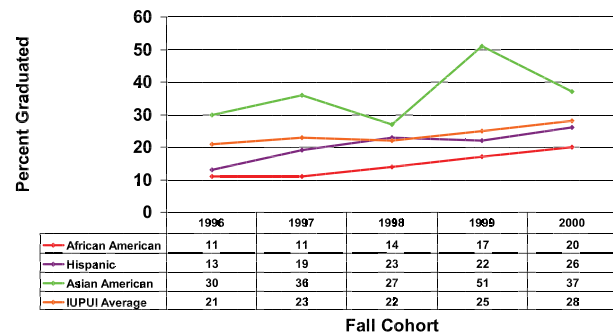
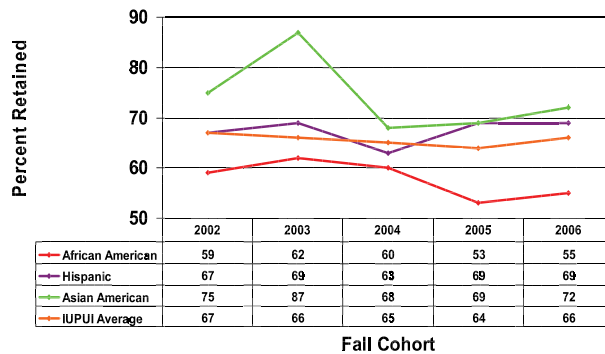
IUPUI graduates more students representing underserved racial/ethnic groups (African American, Hispanic, and Native American) than any other public, four-year university in Indiana.

Retention rates for African American students remain in flux in that for the fall cohort, the one-year retention rate was 62 percent in 2003, dropped to 53 percent in 2005 and increased to 55 percent in 2006.

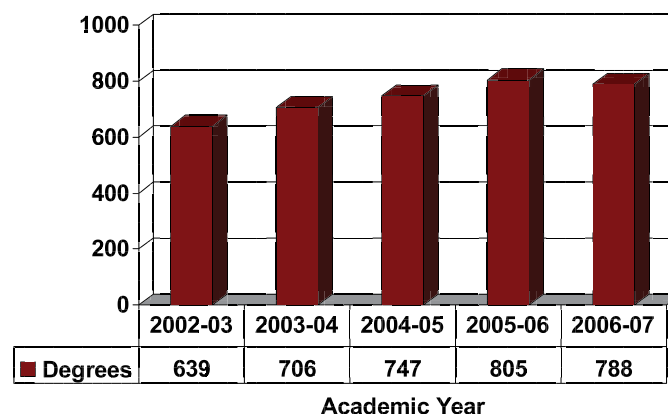
The six-year graduation rate for African American students has gone from 10 percent for the 1995 cohort to 24 percent for the 2001 cohort. This is a very significant gain and coincides with the time IUPUI was awarded a Student Support Services grant from the federal government and the provision of academic advising and academic support programs for entering students.

For Hispanic/Latino students, the retention rate has gone from 50 percent in 1995 to 68 percent for 2006, one point above the rate for majority students (67 percent). But the numbers are not large (84 students in the fall 2006 cohort). Graduation rates have been fairly stable (25-26 percent).

IUPUI U.S. Minority Retention Rates IUPUI U.S. Minority Graduation Rates



Degrees Awarded to U. S. Minority Students



Highlights of Achievement: IUPUI graduates more under represented minorities than the two larger Indiana public campuses in Bloomington and West Lafayette, even though these campuses confer a considerably higher number of degrees overall. IUPUI ranks fourth in the state in percentage of degrees conferred to under represented minorities.

Indicator Status: ■

Diversity Performance Indicator: Diversity of the Curriculum

Campus Aspiration: Responses of IUPUI first-year students and seniors to the National Student Survey of Engagement (NSSE) items focusing on diversity of the curriculum will exceed the national mean for IUPUI's urban peers and for all doctoral/research-intensive universities participating in the survey.

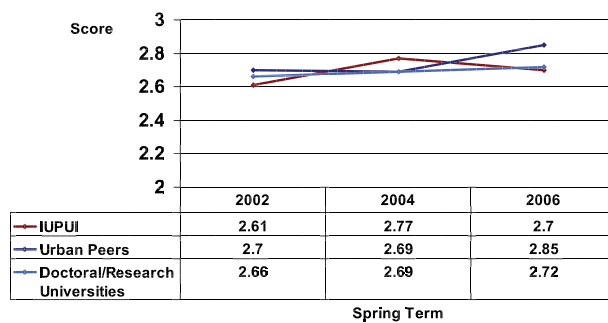
The diversity survey item is:

- Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)

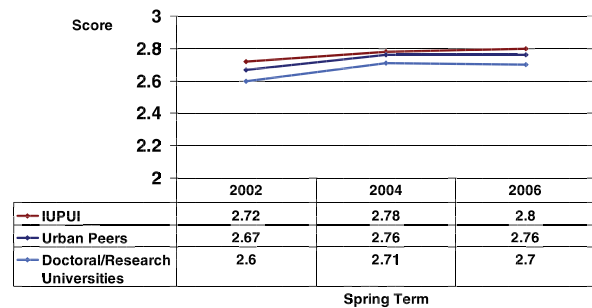
IUPUI faculty members' responses to the same item on the Faculty Survey of Student Engagement (FSSE) will exceed the national mean for IUPUI's urban peers and all doctoral/research-intensive universities participating in the survey.

Campus Outcome: First-year and senior students' reports of the extent to which diversity issues are included in their classes are not substantively different from the reports of students attending peer urban universities or students attending doctoral/research-intensive universities.

Diversity Issues in Coursework (First-Year Students)



Diversity Issues in Coursework (Seniors)



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

Percent of Faculty Reporting They Include Diversity in their Courses



Highlights of Achievement: Diverse perspectives (*e.g.* different races, religions, genders, political beliefs, physical disabilities) are integrated into IUPUI course work. Many schools at IUPUI, including Herron School of Art, Kelley School of Business, and the Schools of Medicine and Nursing have developed comprehensive plans to enhance diversity and achieve articulated diversity goals, of which diverse curricula and course experiences are just one part.

In addition, the focus in the curriculum at IUPUI is shifting from issues of compliance with diversity goals to preparing students to succeed in a diverse culture. In this light, many schools now offer courses specifically devoted to successful integration of diverse perspectives into the professional workplace. Examples of the latter include courses in human geography of culturally diverse regions in Liberal Arts, diversity in a pluralistic society in Social Work, management of diverse work forces in Public and Environmental Affairs, cultural competence and treatment of patients with disabilities in Nursing, and human resources management and marketing courses in the Kelley School of Business.

Indicator Status:

Diversity Performance Indicator: Diversity in the Co-Curriculum

Campus Aspiration: IUPUI student responses to designated diversity items on the National Survey of Student Engagement (NSSE) will exceed the responses of the national mean for IUPUI's urban peers. These NSSE items focus on the co-curricular and interdisciplinary activities in order to 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 internationally.

Campus Outcome: The first table contains longitudinal data of IUPUI student responses to 6 of the NSSE questions from 2002 - 2006 presented on a 100-point scale. The second table presents responses from peer institutions for the same questions.

IUPUI student responses have positively increased every year for all items. The "selected peers" in this report are other urban universities participating in NSSE that year. IUPUI student responses were either lower than or similar to their urban institution peers for all questions.

IUPUI Student Responses to Survey Questions Concerning Co-Curricular Involvement

	First-Year Student			Seniors		
	2002	2004	2006	2002	2004	2006
Institution emphasizes contact among students from different economic, social, and racial/ethnic backgrounds	49.7	54.0	51.7	44.7	45.0	45.7
Had serious conversations with students of a different race or ethnicity than your own	46.7	49.0	50.3	54.3	56.7	53.7
Had serious conversations with students who are very different from you (religious beliefs, political opinions, or values)	49.3	51.0	51.3	52.7	57.3	54.3
Institution emphasizes attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	36.3	44.3	45.7	32.3	37.0	42.3
Hours/week spent participating in co-curricular activities	8.8	9.8	14.2	8.6	10.0	10.6
College experiences have contributed to understanding people of other racial and ethnic backgrounds	51.7	50.7	51.3	53.3	50.0	52.7

All responses are scored on a scale from low (0) to high (100)

Peer Institution Student Responses to Survey Questions Concerning Co-Curricular Involvement

	First-Year Student			Seniors		
	2002	2004	2006	2002	2004	2006
Institution emphasizes contact among students from different economic, social, and racial/ethnic backgrounds	49.3	52.7	53.0	43.7	46.7	45.3
Had serious conversations with students of a different race or ethnicity than your own	53.0	53.3	54.3	53.0	53.3	56.7
Had serious conversations with students who are very different from you (religious beliefs, political opinions, or values)	54.3	58.0	56.0	52.0	56.7	56.0
Institution emphasizes attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	44.7	59.3	53.0	37.0	49.0	46.3
Hours/week spent participating in co-curricular activities	12.4	20.4	15.8	10.4	19.0	13.6
College experiences have contributed to understanding people of other racial and ethnic backgrounds	54.0	50.3	55.3	53.0	51.3	53.3

All responses are scored on a scale from low (0) to high (100)

The following table represents student-driven co-curricular activities designed to increase the ability of students to recognize their own and others' cultural traditions. There were increases in both the number of racial/ethnically diverse, culturally based, affirming student organizations and in the overall number of cultural enrichment programs between these years.

Co-curricular Diversity Activities	2005-2006	2006-2007	% increase
Numbers of diversity-related, culturally based/affirming Student Organizations	28	33	18%
Cultural Enrichment Student Programs (Annual Totals)	71	91	28%
Campus Cultural Programs			
Hispanic Heritage Month	4	10	150%
GLBT History Month	3	5	67%
Native American Heritage Month	3	6	100%
Black History Month	3	11	267%
Women's History Month	5	7	40%
Asian American/Pacific Islander Month	3	8	167%

Highlights of Achievement: Over time the number of cultural enrichment programs increased and the number of students attending these programs also increased. Programs in 2005-2006 reached 3,673 students, faculty, and staff, while programs in 2006-2007 reached 4,520 members of the university community.

Student co-curricular and extra-curricular activities and support structures at IUPUI also contribute to building and retaining a diverse student body and preparing students to succeed in a diverse workplace; examples include Diversity Week in the School of Medicine (<http://medicine.iu.edu/body.cfm?id=5337&oTopID=5322>) and the Diversity Scholars Research program (http://www.dsrp.iupui.edu/DSRP_contacts.html).

Indicator Status: 

Diversity Performance Indicator: Campus Climate for Diversity

Campus Aspiration: IUPUI student responses to the National Survey of Student Engagement (NSSE) items which are intended to represent the climate for diversity at IUPUI will exceed the responses from peer institutions.

In addition, responses to the items on the campus surveys for students, faculty and staff by women and minority-group members indicating they have had negative social experiences at IUPUI should be the same as the percentages for men and non-minorities. For all students, faculty and staff these responses should be less than 5%.

Campus Outcome: Female students report substantially higher levels of negative experiences than do men in the areas of negative or disparaging comments, discrimination, and offensive language or humor. Minority students report substantially and unacceptably higher levels of negative experiences than non-minority students in all areas on the social inclusion scale. Female faculty members also report substantially and unacceptably higher levels of negative experiences than men on all questions related to social inclusion. Although the percents are generally higher than for non-minority faculty, minority faculty members report unacceptably high levels of negative or disparaging comments on the social inclusion scale. Female staff members generally report a higher incidence of negative experiences than do men. Differences between women and men are most pronounced for negative or insulting comments, not being taken seriously, and offensive language or humor.

Highlights of Achievement: In 2006 - 07, bold and significant commitments occurred. The campus vision, mission, values and goals for diversity were updated receiving support from the student, faculty and staff governance. The chancellor mandated that every school and administrative unit establish a diversity council and develop school/unit level diversity plans designed to advance the campus efforts. The chancellor also committed the campus to establishing a multicultural center and to recruiting to campus a new vice chancellor for diversity, equity and inclusion as the senior campus diversity officer.

Proportion of IUPUI undergraduates having negative campus experiences based on the following attributes

Campus Experiences:	Student Attributes:						
	Female	Male	Minority	Non Minority	SES	Sexual Orientation	Disabilities
Negative or disparaging comments	8.4%	5.5%	18.1%	2.9%	3.1%	1.5%	1.2%
Not being taken seriously	2.8%	2.4%	18.2%	2.1%	2.2%	0.6%	0.8%
Feeling isolated or unwelcome	4.4%	2.2%	9.1%	2.2%	1.9%	0.6%	1.2%
Discrimination	8.7%	2.1%	12.5%	1.1%	1.7%	0.6%	0.7%
Harassment	2.4%	1.8%	8.8%	0.7%	0.3%	0.5%	0.2%
Offensive language or humor	8.4%	3.7%	11.5%	0.6%	1.3%	1.5%	0.5%
Discouragement in pursuing my academic goals	3.2%	2.3%	12.1%	0.6%	1.1%	0.1%	0.6%

Source: 2007 IUPUI Continuing Student Satisfaction and Priorities Survey

Proportion of IUPUI Faculty having negative campus experiences based on the following attributes

Campus Experiences:	Faculty Attributes:						
	Female	Male	Minority	Non Minority	SES	Sexual Orientation	Disabilities
Negative or disparaging comments	15.9%	2.6%	7.7%	3.3%	1.2%	1.3%	0.7%
Not being taken seriously	23.4%	0.7%	2.4%	2.3%	1.1%	0.2%	0.4%
Feeling isolated or unwelcome	10.9%	1.3%	3.0%	2.9%	1.1%	0.8%	0.1%
Discrimination	9.9%	1.8%	3.6%	2.2%	0.5%	0.2%	0.2%
Harassment	7.6%	0.8%	0.6%	0.7%	0.1%	0.2%	0.1%
Offensive language or humor	9.6%	0.5%	3.6%	1.8%	0.4%	1.1%	0.3%
Discouragement in pursuing my career goals	9.4%	0.5%	2.4%	0.8%	0.5%	0.2%	0.3%

Source: 2005 IUPUI Faculty Survey

Proportion of IUPUI Staff having negative campus experiences based on the following attributes

Campus Experiences:	Staff Attributes:						
	Female	Male	Minority	Non Minority	SES	Sexual Orientation	Disabilities
Negative or insulting comments	7.9%	4.3%	17.7%	2.3%	3.7%	1.5%	1.1%
Not being taken seriously	11.9%	1.7%	13.8%	0.3%	4.1%	0.6%	0.6%
Feeling isolated or unwelcome	2.6%	2.6%	16.6%	1.0%	3.3%	0.8%	0.7%
Discrimination	4.8%	2.2%	16.6%	1.3%	1.9%	0.4%	0.7%
Offensive language or humor	5.6%	1.4%	9.3%	1.1%	1.4%	1.4%	0.5%
Discouragement in pursuing my career goals	3.4%	1.7%	7.8%	0.2%	1.9%	0.2%	0.6%
Harassment	4.2%	1.1%	6.0%	0.4%	1.2%	0.7%	0.4%

Source: 2006 IUPUI Staff Survey

Indicator Status



Diversity Performance Indicator: Diversity in Civic Engagement

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

Campus Outcome: Both the number of community service projects and the number of hours that students, faculty and staff spend in service to the community have increased steadily since 2001.

In addition, approximately 30-40 percent of the students serving as coaches for the *America Counts* and *TeamWorks* programs are members of racial/ethnic minority groups. Many of the students participating in the Sam H. Jones Community Service Scholarship Program are also members of minority groups.

Highlights of Achievement: In 2006, IUPUI was among the first of 62 campuses in the country to receive the “Community Engagement” classification through the Carnegie Foundation for the Advancement of Teaching. The campus received the designation for both curricular engagement and community partnerships.

IUPUI also was selected by the Corporation for National and Community Service as one of three universities in the country to receive the Presidential Award for exceptional accomplishments in General Student Community Service Activities. This (2006) was the inaugural year for the award. Additionally, the campus received Distinction for Hurricane Katrina Relief Service.

Finally, IUPUI was recognized in a national report by the New England Board of Higher Education as one of 25 urban colleges and universities that have dramatically strengthened the economy and quality of life of their neighboring communities. The campus was ranked highest among public universities named for the “Savior of Our Cities” award.

Indicator Status: 

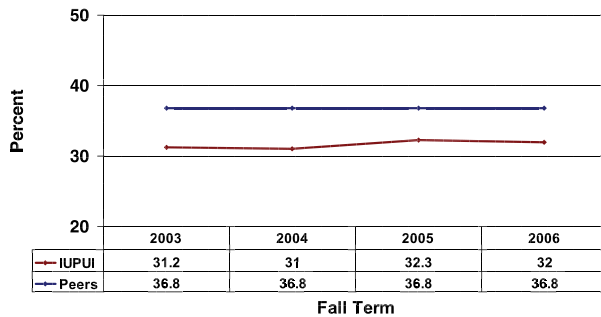
Diversity Performance Indicator: Diversity of Faculty and Staff

Campus Aspiration: To exceed peer institutions’ representations of gender and under-served minority faculty and staff.

Campus Outcome: Like most colleges and universities, IUPUI struggles to recruit and retain an adequate number of faculty and staff representing under-served minority groups.

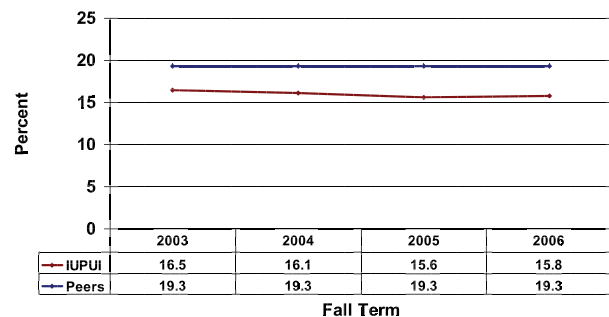
Women constitute a majority of administrative support staff and minorities a major of service/maintenance employees. Women are well represented among professional and technical staff as well. Minority representation is relatively low, however, among professional staff.

Percent Female Ranked Faculty



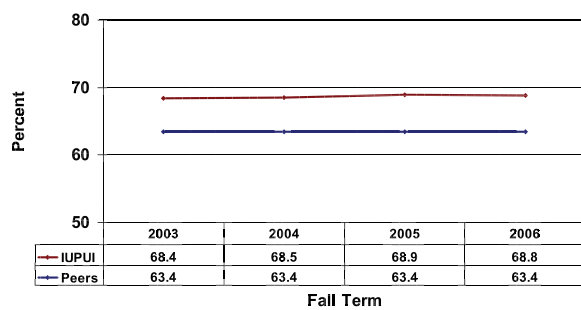
Ranked faculty include professors, associate professors, assistant professors, and lecturers

Percent Minority Ranked Faculty



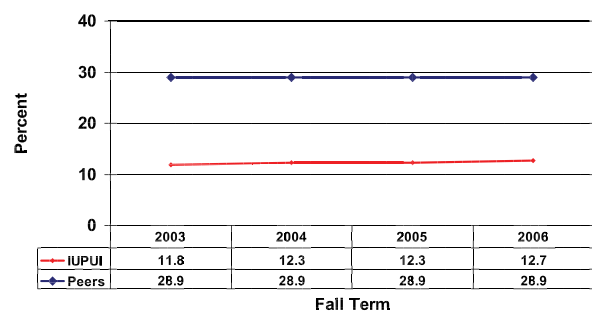
Ranked faculty include professors, associate professors, assistant professors, and lecturers

Percent Female Professional Staff



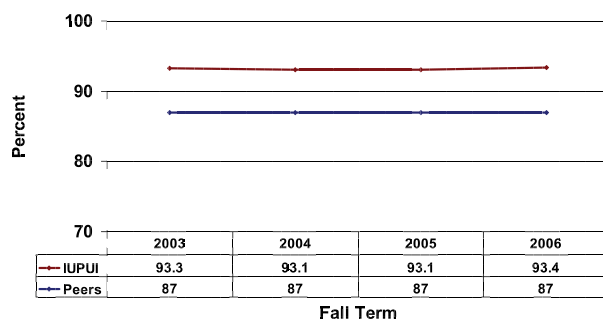
Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

Percent Minority Professional Staff

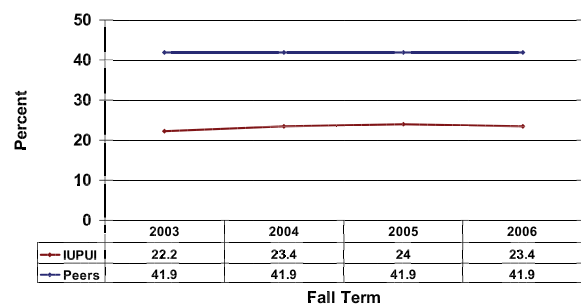


Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

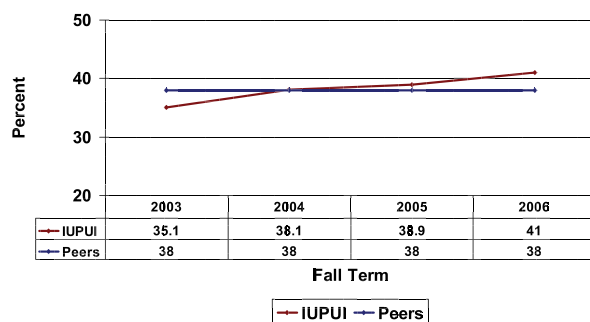
Percent Female Secretarial/Clerical Staff



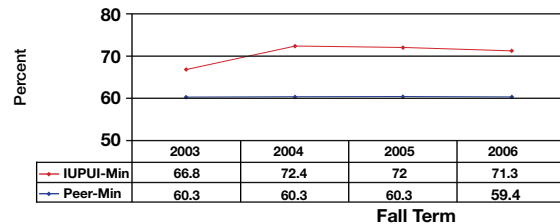
Percent Minority Secretarial/Clerical Staff



Percent Female Service/Maintenance



Percent Minority Service/Maintenance



Highlights of Achievement: Women occupy about 3 in 10 high level faculty and administrative positions and minorities 1 in 10. The trend in representation of women has increased slightly through the years but has remained fairly flat for minority representation.

Female representation among ranked faculty improved slightly this year with modest increases among associate and full professor.

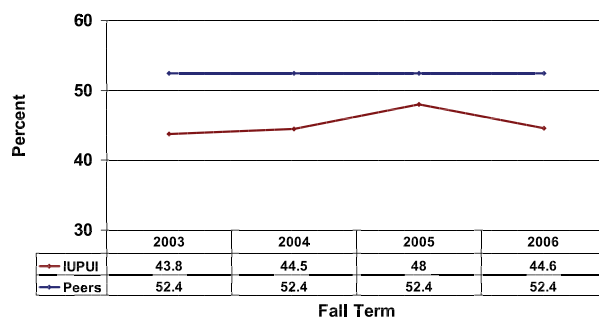
Indicator Status: ■

Diversity Performance Indicator: 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.

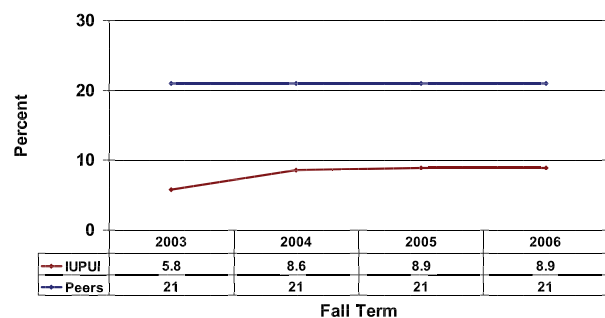
Campus Outcome: Historically, IUPUI has ranked somewhat below its peers in the percent of females in executive/managerial positions. The percent of racial and ethnic minorities in executive/managerial positions is well below the percent for peer institutions.

Percent of Females in Executive/Managerial Positions



Includes the chancellor, vice chancellors, deans, and other senior administrators

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



Includes the chancellor, vice chancellors, deans and other senior administrators

Highlights of Achievement: Strong representation of women and minorities in high level administrative positions is critically important to IUPUI. While no real progress has been made in the past year, this current year there are many searches to fill campus leadership positions which provides opportunities to reshape the racial and gender representation of the campus leadership.

Indicator Status: ■

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 2-3 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 under-represented 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 Campus Diversity Goals for 2007

The IUPUI Campus Diversity Goals 2007 reflect a campuswide planning process. The campus goals provide direction to the schools and administrative units of IUPUI.

Institutional Leadership & Commitment

Goal: Recruit, retain, advance, recognize, and promote a diverse faculty, staff and administration while creating a campus-wide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's identity as a university.

Objectives:

Increase the diversity within the campus leadership.

Goal: Regularly assess, evaluate, improve, and communicate diversity efforts of IUPUI.

Objectives:

Establish appropriate measures and means to assess institutional progress in meeting these goals and objectives.

Report publicly on progress.

Revise objectives, strategies, and goals as necessary to achieve the campus vision.

Curricular and Co-Curricular Transformation

Goal: Make diversity a strategic priority touching all aspects of the campus mission.

Objectives:

Ensure curriculum content and pedagogical strategies reflect a commitment to diversity.

Engage in research, scholarship and creative activity that are mindful of the human condition.

Maintain and enhance the library collections that reflect the full diversity of the human experience and commentary on it, and resist censorship or restriction of access to scholarly materials.

Ensure that civic engagement activities are experienced in a culturally relevant context.

Promote culturally competent practices.

Enhance programs and activities that increase the understanding of diversity.

IUPUI DIVERSITY CABNET 2007-2008*

Provide curricular, 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 internationally.

Campus Climate

Goal: Make diversity a strategic priority touching all aspects of the campus mission.

Objectives:

Provide a civil learning and working environment free from discrimination so that each member of the IUPUI community can reach his/her highest potential.

Offer a physical environment that is inviting and accessible for all students, faculty, staff and visitors which allows for full participations in the life and work of the IUPUI community.

Representational Diversity

Goal: Recruitment, academic achievement, persistence and graduation of a diverse student body.

Objectives:

Ensure that the entire student population is at least proportionate to Indiana's in accord with the service mission of each academic unit; those units with statewide missions will have goals reflective of the state whereas other units will have goals reflective of Central Indiana.

Create an internationally diverse community by enrolling and graduating students from other nations, providing a variety of opportunities for IUPUI students to study abroad.

Goal: Recruit, retain, advance, recognize, and promote a diverse faculty, staff and administration while creating a campus wide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's identity as a university.

Objectives:

Increase the diversity within the senior leadership.

Increase the diversity within the faculty and staff to become more reflective of the desired student population.

Provide a civil learning and working environment free from discrimination so that each member of the IUPUI community can reach his/her highest potential.

Establish high expectations for achievement and reward individuals for achieving these high expectations.

Enhance faculty and staff programs and activities that increase the sense of diversity.

- Adopted April, 2007

Charles R. Bantz
Indiana University Executive Vice
President & Chancellor of IUPUI

Lillian L. Charleston
Affirmative Action Officer
Office of Affirmative Action, IUPUI

Scott Evenbeck, Dean
University College, IUPUI

Kathleen S. Grove, Director
Office for Women, IUPUI

Khaula Murtadha
Executive Associate Dean
IU School of Education, IUPUI

Bart Ng, President
IUPUI Faculty Council

Paula Parker-Sawyers,
Executive Director
Indiana Office of Faith
Based and Community Initiatives

Gary Pike, Executive Director
Information Management &
Institutional Research, IUPUI

Ellen Poffenberger
Assistant Vice Chancellor, IUPUI
Human Resources Administration

Rebecca E. Porter, Exec. Director
Enrollment Services, IUPUI

Irene R. Queiro-Tajalli, Director
BSW Programs
IU School of Social Work

Frank E. Ross, Ph.D.
Assistant Vice Chancellor for
Student Life & Learning, IUPUI

Lillian Stokes, Ph.D., Director
Diversity and Enrichment
IU School of Nursing

Uday Sukhatme
Executive Vice Chancellor and
Dean of the Faculties, IUPUI

Susan Sutton, Associate Dean
Office of International Affairs,
IUPUI

Regina Turner
Black Faculty & Staff Council
University College IUPUI

Richard C. Turner
Professor of English
IU School of Liberal Arts, IUPUI

Robert W. White, Dean
IU School of Liberal Arts, IUPUI

Sam White
Clinical Professor of ECE and
Senior Advisor to the Dean
PU School of Engineering &
Technology, IUPUI

Karen M. Whitney
Vice Chancellor for Student Life
& Dean of Students, IUPUI

Olgen Williams, Executive Director
Christamore House/WESCO

Sherrée A. Wilson,
Special Assistant
Office of the Chancellor, IUPUI

*As of 10/1/2007

Diversity at a Glance

Nearly 30,000 students attend IUPUI, coming to the urban research institution from 49 states and 99 countries. Minorities represented 15 percent of the student body enrolled in fall 2007.

Minority Enrollment at IUPUI

		<i>Fall Terms</i>			
		2003	2004	2005	2006
Number of Students	African American	2,718	2,813	2,812	2,631
	Asian/Pacific Islander	816	883	907	980
	Hispanic/Latino	541	612	649	669
	Native American	95	96	89	99
	Total Minority	4,170	4,404	4,457	4,379
	All Others	25,690	25,549	25,476	25,385
	Total Students	29,860	29,953	29,933	29,764
Percentage Distribution	African American	9%	9%	9%	9%
	Asian/Pacific Islander	3%	3%	3%	3%
	Hispanic/Latino	2%	2%	2%	2%
	Native American	0%	0%	0%	0%
	Total Minority	14%	15%	15%	15%

Fast Facts about IUPUI

Academic Programs

IUPUI offers more than 200 academic programs, from associate degrees to doctoral and professional degrees, many in leading-edge interdisciplinary fields.

Science Degrees

The School of Science conferred 112 M.S. and Ph.D. degrees in May 2007, 45 percent more than in May 2006.

Professional Degrees

IUPUI ranks among the top 20 universities in the country in the number of first professional degrees and the number of health-related degrees conferred.

Engineering Technology Degrees

The School of Engineering and Technology produces the second highest number of bachelor's degrees in engineering technology in the U.S. and is first nationally in the number of these degrees awarded to women.

Alumni

IUPUI alumni account for 85 percent of Indiana's dentists, half of the physicians, nearly half of the state's lawyers, more than a third of the nurses, and a large percentage of the health and rehabilitation sciences and social work professionals.

Financial Aid

IUPUI students received approximately \$243.3 million in gift aid, loans, and work-study funds in 2006-2007, more than double the amount of aid available 10 years ago.

Class Size

Seventy percent of class sections at IUPUI number 30 or fewer students.

Learn more facts and figures through visiting the IUPUI Factbook_ <http://ocm.iupui.edu/factbook/>