

IUPUI State of Diversity 2006

Chancellor Charles R. Bantz
January 15, 2006

Indiana University-Purdue University Indianapolis
A Core Campus of Indiana University

The State of Diversity at IUPUI

Charles R. Bantz, Chancellor

January 15, 2006

“If you have diversity, you’re going to have tension. Recognize it, deal with it, and move toward greater effectiveness.”¹

This past fall, I went back to school.

I went back to school for five day-long sessions at the Diversity Leadership Academy of Greater Indianapolis.

My team’s capstone project was: “Identify community partnership strategies to improve the first year retention rate at IUPUI.”

As you see on page 4, we have a problem. We are not as successful as we would like to be in keeping our students beyond the freshman year and ensuring that they graduate. We are even less successful with minority students. The gains we made with minority retention in 2003 have eroded back to 2001 levels. We cannot afford that kind of slippage.

The Diversity Leadership Academy of Greater Indianapolis, sponsored by Wellpoint in partnership with the Indianapolis Urban League, was developed by the American Institute for Managing Diversity. Indianapolis was the first city to offer this leadership program outside Atlanta, where it was founded.

I appreciated its mission-focused, action-oriented approach.

That is the approach we need to improve the state of diversity at IUPUI.

The best way to create an environment in which people of all cultures and ethnicities can thrive is to

make sure that the university’s mission and goals for diversity are communicated clearly, viewed as absolutely necessary for collective success, and acted upon with the collective power of all members of the community. This entails a sense of inclusiveness on the part of all members of the campus community coupled with a shared belief system and code of conduct that is embraced by faculty, staff, and students.

As the diversity performance indicators show, we are not there yet. But, there are positives within the negatives.

Our expectations for diversity are high. We want diversity not only in demographic representation, but also in a curriculum that enriches the education of the entire student body, and faculty research and scholarship that address community issues in a culturally astute manner.

In his May 2004 report titled “Reflections on the Status of Diversity at IUPUI,” James A. Anderson, Texas A&M University’s vice president and associate provost for institutional assessment and diversity, wrote:

IUPUI sits below the radar screen in terms of its national identity relative to diversity. IUPUI has the opportunity to market signature and unduplicated activities like the Diversity Research Symposium, the [Multicultural Online] Resource Guide, and the faculty development efforts sponsored by the Office for Professional Development.



¹R. Roosevelt Thomas, Jr., founder and president, American Institute for Managing Diversity

The State of Diversity at IUPUI

Anderson also noted that, more than most academic institutions, IUPUI has a strongly held sense of institutional mission and is committed to a disciplined use of data to manage our affairs. We don't sugarcoat the results of our data. Yet, he had this criticism:

Survey-based research seldom leads to institutional change. IUPUI needs a strong commitment to outcomes-based evidence (learning outcomes, academic program outcomes, and student development outcomes) and planning as it pertains to diversity.

Our survey data tell us a lot about perceptions, but we must drill deeper to understand what specific actions we must take to achieve the outcomes we seek. That is why we must continually refine the measures we use so that we can better understand our successes and failures.

Using an index that adjusts for differences in student populations according to class level at entry, course credit load, and minority status, we discovered significant variation in student retention and graduation rates across IUPUI's diverse academic programs. This tells us that a range of factors contribute or detract from students' success. For instance, students in career-oriented fields appear to be better motivated to graduate and are retained at higher rates. But if we fail to retain liberal arts or science majors, we have still failed. What can we do to help those students retain their motivation to graduate? We also have identified courses that appear to be obstacles to completing the degree. Are expectations too high? Are courses not properly sequenced? Are the right supports not there? We have to understand the problem to find the solution.

We do know this much from evidence. It is especially important that we not only establish a culture of high expectations but also a culture of mutual expectations. It is important both to hold students to high standards and to believe that all students can succeed. It is equally important to provide them the support they need, but it must be in ways that fos-

ter students' sense of personal responsibility for their own achievement. Our ability as faculty to both engage and motivate will drive students' persistence to graduation.

Many measures of diversity are profiled in this report. I have focused here on student retention because graduating students is, after all, our core mission. Our performance in this area, or lack of it, exposes the flaws that we must attend to first and foremost, based on the best evidence we have.

In the Diversity Leadership Academy, we came to understand how to differentiate between requirements, things that must be done because they contribute to our mission and things that are done because they are matters of preference, tradition, or convenience. It is time for us to focus on what is required. It is imperative that we graduate students—all students—but with particular attention to those underrepresented among the college-educated members of society.



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 2005. This report includes the Cabinet's evaluation for all the indicators, but shows only a sample of the measures included within some of the indicators. The complete set of measures, along with IUPUI's indicators in other mission-critical areas, can be found under the Performance Indicator Section of the IUPUI Institutional Profile (<http://iport.iupui.edu>).

Scoring rubric for IUPUI's performance indicators

- Either at an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action. 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.

■ Recruit and enroll a diverse student body

Total minority enrollment increased by 53 from fall 2004 to fall 2005, reaching an all-time high of 4,457.

The number of African Americans remained virtually stable; Hispanic and Asian enrollments increased by 6% and 3%, respectively. The total number of minority students enrolled at IUPUI is the largest of any four-year, public university in the state.

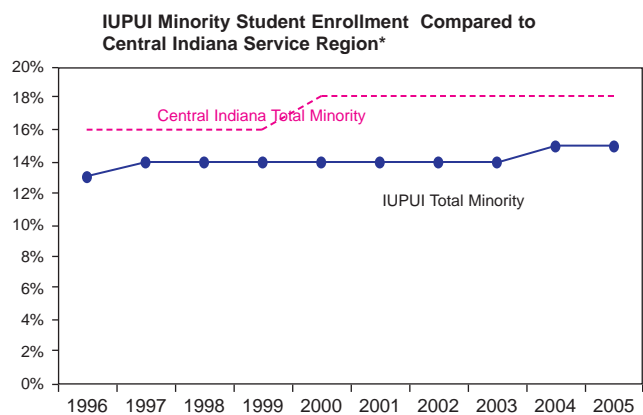
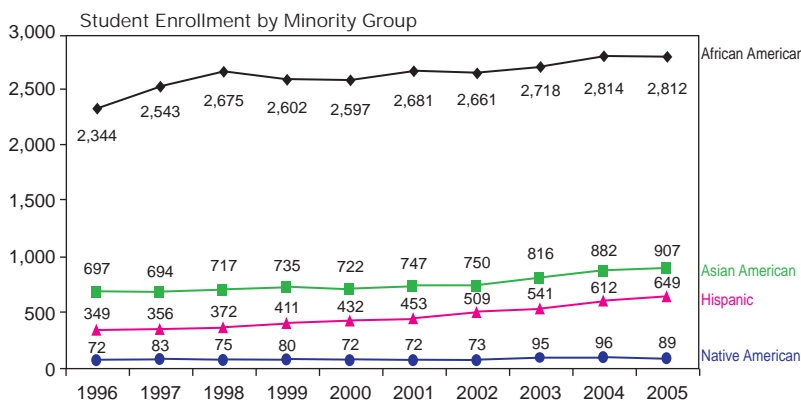
Overall minority enrollment representation matched the all-time high of 15%. This still lags slightly behind the 18% regional population representation of minorities.

Minority Student Enrollment in Relation to Service Region*

	Fall Semesters									
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
African American	2,344	2,543	2,675	2,602	2,597	2,681	2,661	2,718	2,814	2,812
Asian American	697	694	717	735	722	747	750	816	882	907
Hispanic	349	356	372	411	432	453	509	541	612	649
Native American	72	83	75	80	72	72	73	95	96	89
Total Minority	3,462	3,676	3,839	3,828	3,823	3,953	3,993	4,170	4,404	4,457
Minority as Percent of Total Enrollment	13%	14%	14%	14%	14%	14%	14%	14%	15%	15%
Minority as Percent of Regional Population ²	16%	16%	16%	16%	18%	18% ¹	18%	18%	18%	18% ²
Total Enrollment	26,968	26,983	27,778	27,527	27,474	28,339	29,025	29,860	29,953	29,993

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

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



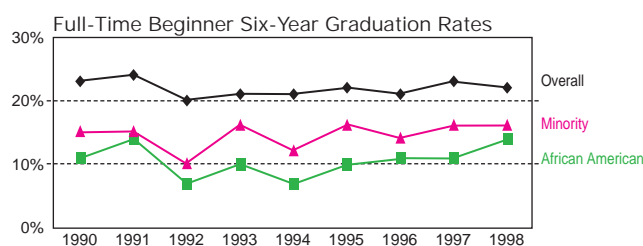
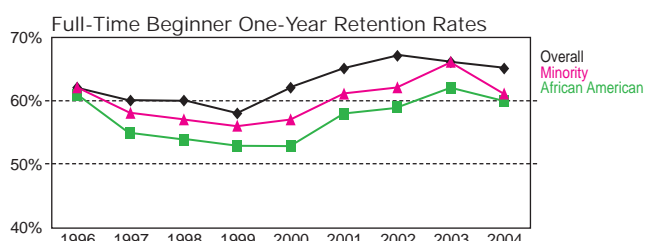
*Includes Marion County and the seven surrounding counties: Boone, Hamilton, Hancock, Hendricks, Johnson, Morgan and Shelby.

Retain and graduate a diverse student body

Both the overall retention rate and the retention rate for African American students decreased slightly in 2004. The retention rate for minority students decreased by 5% in 2004 after a 4% increase in 2003. IUPUI retention rates still remain unacceptably low among all students. On the positive side, IUPUI graduates more students representing underserved racial/ethnic groups (African American, Hispanic, and Native American) than any other public, four-year university in Indiana.

Minority Student Graduation Rates

Graduation Rates Full-time	Entry Year								
	1990	1991	1992	1993	1994	1995	1996	1997	1998
All Full-time Beginners									
Six-Year Rate	23%	24%	20%	21%	21%	22%	21%	23%	22%
Eight-Year Rate	30%	32%	27%	28%	29%	30%	29%		
Ten-Year Rate	33%	34%	29%	30%	31%				
African American Beginners									
Six-Year Rate	11%	14%	7%	10%	7%	10%	11%	11%	14%
Eight-Year Rate	18%	19%	13%	13%	14%	17%	18%		
Ten-Year Rate	21%	21%	18%	13%	14%				
Minority Full-time Beginners									
Six-Year Rate	15%	15%	10%	16%	12%	16%	14%	16%	16%
Eight-Year Rate	24%	22%	18%	24%	20%	24%			
Ten-Year Rate	27%	24%	22%	26%	20%				



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

Sorted, Descending, by Total Degrees Conferred to Under-represented Minorities

	2003-04 Total Degrees N (Rank)	Degrees conferred to Under-Represented Minorities*							
		Undergraduate		Graduate		Total		Pct. of All	
		N	(Rank)	N	(Rank)	N	(Rank)	N	(Rank)
IUPUI	5,573 (3)	384	(1)	133	(2)	517	(1)	9%	(4)
Indiana University, Bloomington	8,815 (2)	342	(2)	170	(1)	512	(2)	6%	(6)
Purdue University, West Lafayette	9,371 (1)	323	(3)	116	(3)	439	(3)	5%	(7)
Ball State University	4,564 (4)	296	(4)	42	(5)	338	(4)	7%	(5)
Purdue University, Calumet	1,339 (6)	249	(5)	36	(6)	285	(5)	21%	(2)
Indiana University, Northwest	795 (7)	202	(6)	48	(4)	250	(6)	31%	(1)
Indiana State University	2,055 (5)	181	(7)	24	(7)	205	(7)	10%	(3)
All Others	6,409	314		55		369		6%	

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

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

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

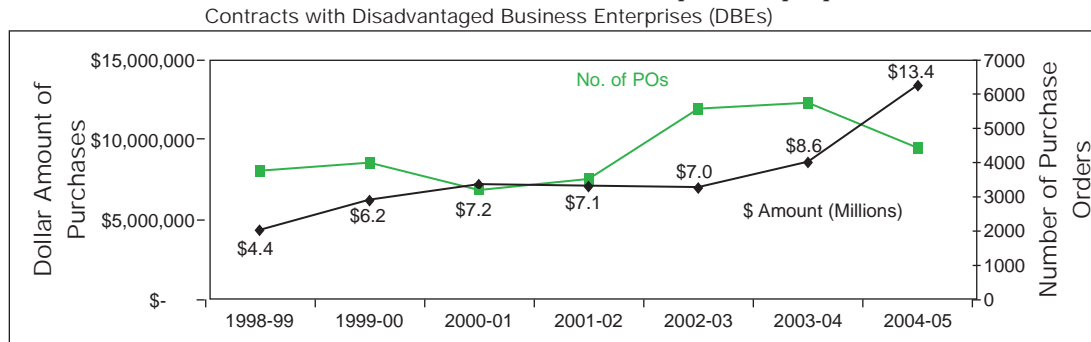
Although difficult to measure in quantitative ways, a range of evidence points to the significant ways in which IUPUI contributes to the climate for diversity in Indianapolis, Central Indiana, and the entire state. For example, IUPUI positively contributed to the climate for diversity across Indiana University by hosting a university-wide conference on diversity in spring 2005. This conference will be hosted for a second year in spring 2006.

IUPUI faculty, students, and staff participating in community service

Over the past five years, IUPUI's Center for Service and Learning has organized events that now involve more than 750 IUPUI faculty, students, and staff in voluntary service to the community. Included among these events are the very successful United Way Day of Caring and Martin Luther King, Jr. Day of Service. In addition, IUPUI organizes several very successful community donation efforts, such as Jam the Jaguar Bus and Season of Giving holiday food drives and the Backpack Attack back-to-school supplies benefit drive, as well as the Komen Race for the Cure, which attracted more than 36,000 participants last year to raise money for breast cancer research.

IUPUI contracts with Disadvantaged Business Enterprises (DBEs)

A supplier diversity and business development plan has helped IUPUI attract and retain more minority-owned business partners over the years. Specific accomplishments include identifying Hood Medical as a qualified distributor and subsequent award of a \$200,000 annual contract; assisting the certification of Concerto Office Products as a minority business enterprise and establishing an initial 5-year contract worth nearly \$14 million; establishing a contract for metering and sorting bulk mailings with Post Masters, a business with more than 51% of its staff comprised of people with disabilities.



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

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

Programs and activities entered into the Civic Engagement Inventory are coded according to whether they serve various community needs. Among the 10 categories, five stand out as relating most directly to contributions to the climate for diversity in Indianapolis and the state. These categories are: Arts, Humanities, and Cultural Enrichment; Health, Social Sciences, and Human Services; Education and Life-Long Learning; Housing and Community Development; Government, Urban Planning and Environment.

Since July 2002, IUPUI administrators and faculty have entered into the Civic Engagement Inventory activities and programs that serve these needs. The complete inventory may be found at <http://www.imir.iupui.edu/ceinv/>.

Civic Engagement Inventory Activities and Programs Contributing to Diversity

Category	No. of Activities/Programs
Arts, Humanities, and Cultural Enrichment	90
Health, Social Sciences, and Human Services	85
Education and Life-Long Learning	105
Housing and Community Development	28
Government, Urban Planning, and Environment	30

Enhance diversity in research, scholarship, and creative activity

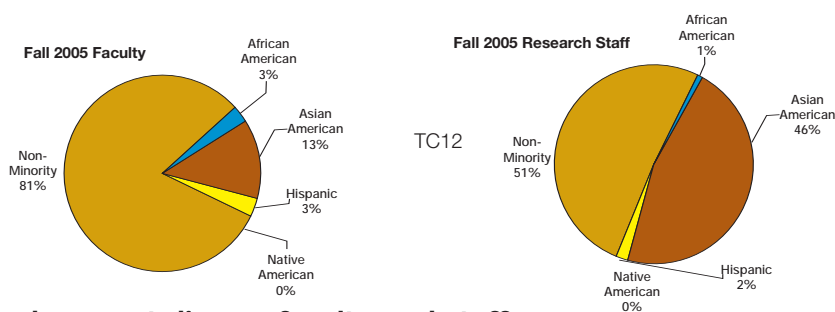
Last year, barely sufficient information was available to assess IUPUI progress in establishing diversity in research, scholarship, and creative activity. Plans are underway to develop measures focusing on the ethnic and racial diversity of principal investigators, as well as the percentage of sponsored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

Ethnic/racial and gender diversity of faculty and research staff

The percentage of women faculty has increased slowly over the last six years from 25% to 30%. Women comprise a larger percentage of research staff, but they are still in the minority. Overall minority representation among faculty and especially staff is relatively high compared to other IUPUI populations, but it is predominantly Asian American. Representation of African American and Hispanic faculty remains very low.

Ethnic / Racial and Gender Diversity of Faculty and Research Staff

	2000	2001	2002	2003	2004	2005
Faculty						
Number of employees	1242	1240	1278	1292	1310	1321
African American	31	33	38	38	41	39
Asian American	110	121	141	150	161	174
Hispanic	33	32	36	36	41	36
Native American	2	2	3	3	3	3
Non-Minority	1066	1052	1060	1065	1064	1069
Percent Female	26%	27%	27%	28%	29%	30%
Percent Minority	14%	15%	17%	18%	19%	19%
Research Staff						
Number of employees	193	188	215	226	214	229
African American	2	1	3	5	3	3
Asian American	75	78	84	85	86	105
Hispanic	2	4	4	4	5	4
Native American	0	0	0	0	0	0
Non-Minority	114	105	124	132	120	117
Percent Female	40%	41%	43%	45%	40%	42%
Percent Minority	41%	44%	42%	42%	44%	49%



Recruit, develop, and support diverse faculty and staff

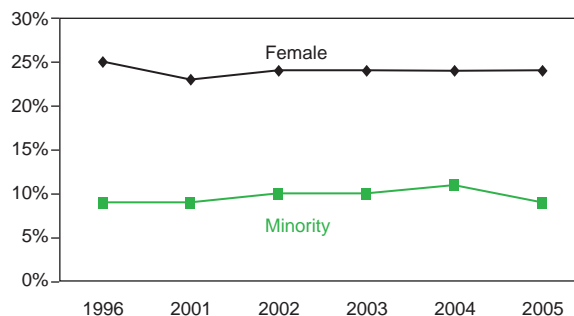
Like most colleges and universities, IUPUI struggles to recruit and retain an adequate number of faculty and high-level administrators and staff representing under-served minority groups.

Women occupy about one in four high level faculty and administrative positions and minorities only one in 10. The trend in representation of women is very flat but was increasing slightly for minorities until 2005.

Under-represented Groups in High Level Faculty and Administrative Positions

	1996	2001	2002	2003	2004	2005
Number of Employees	684	708	715	721	747	757
Percent Female	25%	23%	24%	24%	24%	24%
Percent Minority	9%	9%	10%	10%	11%	9%

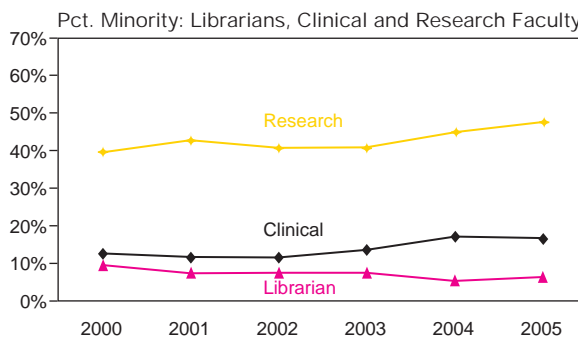
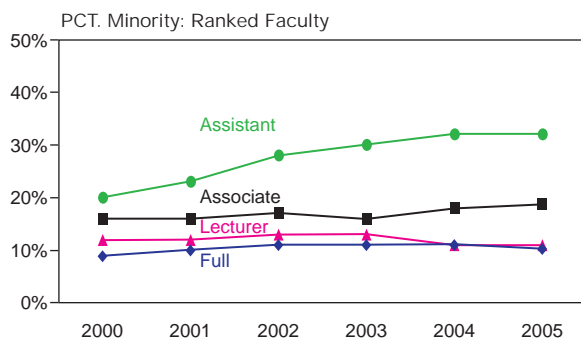
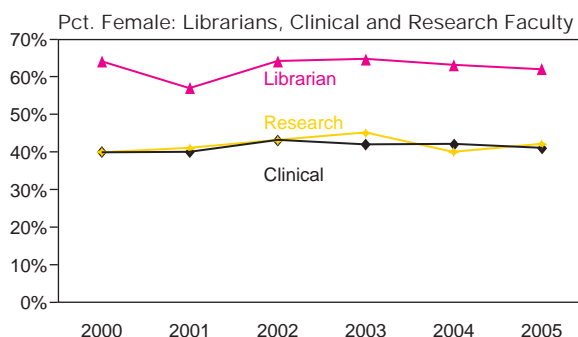
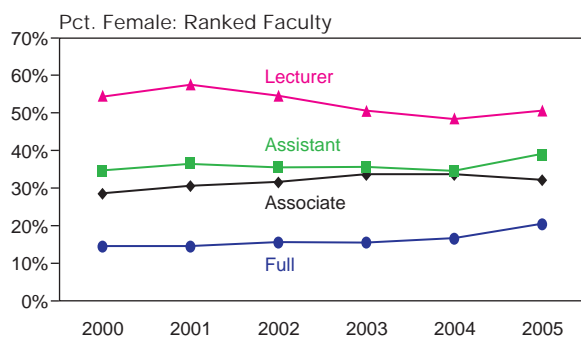
Note: Includes faculty with full professor rank, faculty with administrative duties (chair and above), and professional staff with a rank of PA16 or higher.



Faculty

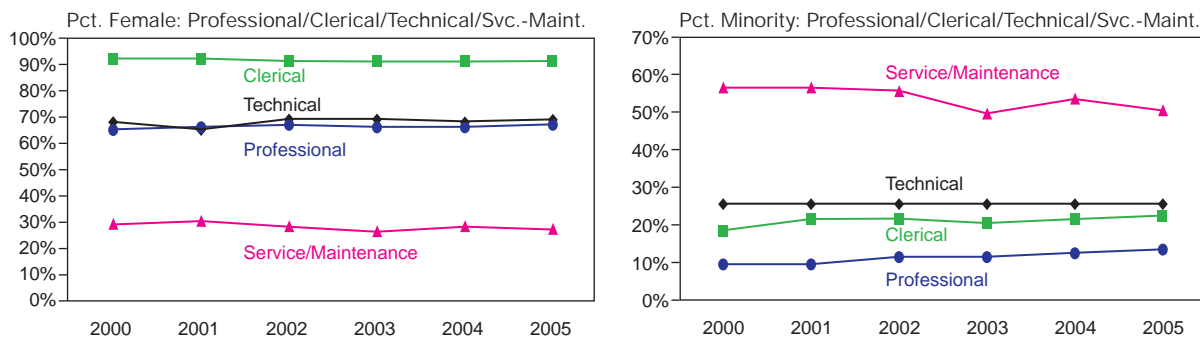
Female representation among ranked faculty improved slightly this year but remains relatively low for full professor. Women comprise a majority of librarians and the relatively new rank of academic specialist and just under half of clinical and research faculty ranks.

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



Staff

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

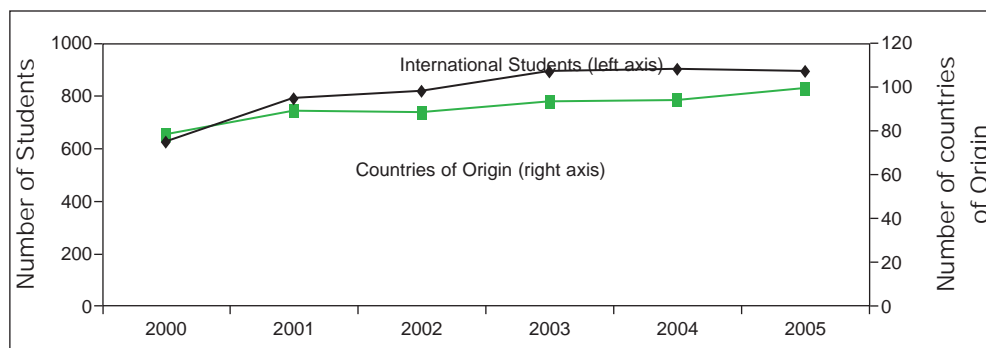


Engage the campus community in global issues and perspectives

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

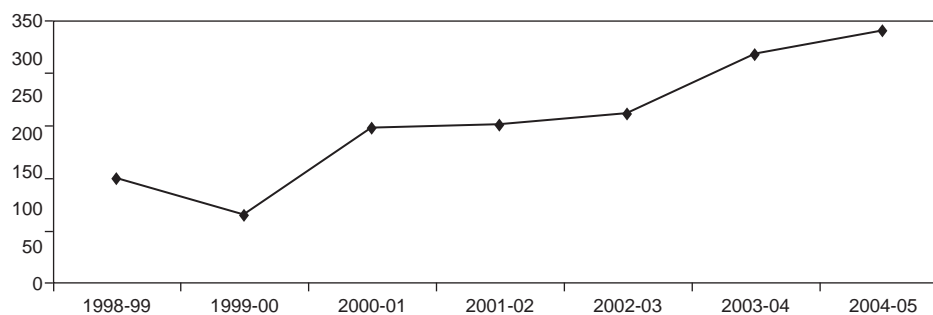
International Students at IUPUI

	2000	2001	2002	2003	2004	2005
Total International Students	646	812	840	913	925	916
Total countries	81	92	91	96	98	102
Countries sending 5+ Students	23	25	25	30	27	29
Pct. of students from top 2	39%	38%	39%	37%	38%	36%



IUPUI Students Studying Abroad

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Number of Students	139	90	206	210	225	273	305



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

IUPUI assesses student, faculty, and staff perceptions of the campus climate for diversity through a series of surveys. A new “perceptions of social inclusion” section was included in the 2003 and 2005 student surveys, the 2003 staff survey, and the 2005 faculty survey. Although there are results from two student surveys, it is premature to draw conclusions about trends in student responses. The results of these analyses show mostly positive reflections on the campus climate for diversity, but some areas of concern. Most notably, while IUPUI minority students express a balance of positive and negative views of inclusion, minority staff report more negative than positive experiences.

Student Perceptions of Social Inclusion

I Have Experienced . . .	Based on my . . . Race / Ethnicity					
	Minority		Non-Minority		Total	
	2003	2005	2003	2005	2003	2005
Feeling connected to others on campus	16.7%	21.1%	3.6%	2.9%	5.1%	6.3%
Negative or disparaging comments	17.4%	15.8%	2.3%	2.1%	4.1%	5.4%
Not being taken seriously	10.9%	17.9%	0.6%	0.8%	1.8%	4.3%
Encouragement in pursuing my academic goals	14.5%	20.0%	0.9%	0.9%	2.5%	4.3%
Feeling isolated or unwelcome	17.4%	16.3%	1.6%	1.9%	3.4%	5.5%
Offensive language or humor	10.1%	9.5%	1.5%	1.2%	2.4%	2.6%
Discrimination	13.8%	12.1%	1.9%	1.4%	3.3%	4.0%
Joining a group or organized activity that promotes my interests	7.2%	11.6%	0.8%	1.0%	1.5%	3.2%
Discouragement in pursuing my academic goals	8.0%	13.7%	0.5%	0.5%	1.3%	3.0%
Harassment	3.6%	3.7%	0.5%	0.7%	0.8%	1.4%

Staff Perceptions of Social Inclusion

I Have Experienced . . .	Based on my . . . Race / Ethnicity		
	Minority 2003	Non-Minority 2003	Total 2003
Negative or insulting comments	18.7%	1.7%	5.2%
Not being taken seriously	14.6%	0.7%	3.5%
Feeling isolated or unwelcome	18.4%	1.3%	4.8%
Discrimination	17.6%	1.6%	4.9%
Feeling connected to others on campus	8.9%	0.9%	2.5%
Offensive language or humor	10.0%	1.4%	3.2%
Discouragement in pursuing my career goals	7.5%	0.4%	1.9%
Harassment	5.2%	0.6%	1.5%
Encouragement in pursuing my career goals	6.5%	0.4%	1.6%
Joining a group or organized activity that promotes my interests	6.3%	0.4%	1.5%

N of respondents = 3194, with 599 minority

A Vision for Diversity at IUPUI

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

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

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

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

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

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

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

To achieve this vision, IUPUI has committed itself to:

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



IUPUI Diversity Cabinet

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

—Adopted November 2001

IUPUI DIVERSITY CABINET 2005-2006*

Charles R. Bantz
Chancellor, IUPUI
IU Vice President for Long-Range Planning

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

Nancy Chism
Associate Vice Chancellor
Office of Professional Development

Carl C. Cowen
Dean
Purdue School of Science, IUPUI

Scott Evenbeck
Dean
University College

Kathleen S. Grove
Director
Office for Women

John R. Jones
Associate Dean of Students
Student Life & Diversity

Louis Lopez
Indiana State Program Director
Corporation for National and Community Service

Charlie Nelms
IU Vice President
Institutional Development and Student Affairs

Bart Ng
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