

THE STATE OF DIVERSITY AT IUPUI



January 20, 2003

William M. Plater, Acting Chancellor

A CORE CAMPUS OF INDIANA UNIVERSITY

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IUPUI on the Threshold of Change: Time Is Winding Up

In the last article published before he was murdered, Martin Luther King, Jr., wrote with renewed urgency about the need for change: “. . . but everywhere, ‘time is winding up,’” he said, recalling the words of a spiritual:

“ ‘Corruption in the land, people take your stand; time is winding up.’ In spite of years of national progress, the plight of the poor is worsening. Jobs are on the decline as a result of technological change, schools North and South are proving them(selves) more and more inadequate to the task of providing adequate education and thereby entrance into the mainstream of the society. Medical care is virtually out of reach of millions of black and white poor. They are aware of the great advances of medical sciences—heart transplants, miracle drugs—but their children still die of preventable diseases.”

Written in April 1968, only a few months before IUPUI was called formally into existence as a new urban university, filled with the hope and promise born of sacrifice and denial, these words are haunting in their discomfoting familiarity. We have come far in the past 34 years, but even so, corruption is still in the land and jobs are once again in decline. In Indiana, schools have lost ground in preparing students for the challenges of society. A third of all American low-income families are without health coverage, and children are dying worldwide of AIDS despite miracle drugs. Sometimes it is hard to see progress.

But Martin Luther King, Jr., never lost hope. Nor should we. He ended his article for *Look* magazine with words of encouragement: “All of us are on trial in this troubled hour, but time still permits us to meet the future with a clear conscience.” If he were with us today, King might say, “the future is here,” and mean both at IUPUI, as our campaign slogan says, and at the present moment. Time has wound up. The future is here in this troubled hour.

Every year at this time, we pause to celebrate the birth of Dr. King and to examine our conscience, both in relation to the past and to the future. It is a moment of reflection and a time to recall the wisdom and encouragement that came from King’s struggle

to overcome enormous odds in his personal life and in his role as the conscience of the nation. We celebrate his birth and his life, instead of lamenting his death, because

his story is one of hope and profound faith in the capacity of mankind to change, to improve, and to create a just and equitable society. King was not happy about the rate of change at his death because he knew we could do more, and more quickly. But he knew that the only way to ensure progress is to keep score—to hold individuals, institutions, communities, states, and the nations of the world accountable for what each has done. In the 34 years since King’s death and the founding of IUPUI, we have made progress, and we have also begun to measure that progress so that year by year, act by act, we can see where we need to turn next, where we need to redouble our effort, and where we can take pride in having met a goal.

In this year’s annual State of Diversity Message, I am privileged to report on both the system of measuring progress that we have put in place through the Diversity Cabinet and to reflect on how “time is winding up.” This year IUPUI created a comprehensive set of measures, called “performance indicators,” that will be used to assess all aspects of our work, including diversity.



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The first public use of the campus performance indicators was to provide the basis for our accreditation review, conducted every 10 years by the North Central Association. In November 2002, an external review team of 12 educational leaders drawn from institutions across the country met at IUPUI to review materials, to meet with faculty, staff, students, alumni, and community representatives, and to verify the reports we provided about our achievements. At the exit interview, the review team gave the campus a glowing report and expressed its intent to recommend reaccreditation without reservation. One area singled out for special praise was our diversity indicators.

The IUPUI Diversity Cabinet developed the indicators with the guidance of faculty, students, staff, external consultants, alumni, and community members. Over the course of a year, a number of indicators were proposed and discussed until the Cabinet settled upon a set of specific performance measures that would reflect the fullest possible range of our commitment to diversity. The Cabinet recognized that not all areas of our work are equally well developed. Some areas do not have data to support assessment, and other areas are reflected better by qualitative measures than by numerical data. The Cabinet agreed to begin with the information at hand and to develop the indicators over time until we could confidently, accurately, and fairly portray the full extent of IUPUI's effectiveness in creating a community that celebrates diversity as an essential aspect of learning. As a work in progress, we believe this is a significant first step, one that few other universities have taken as a public declaration of their intent to improve. With "corruption in the land," universities must lead the people in taking a stand on candor, accountability, and sincerity in their commitments.

Each year, the Diversity Cabinet will review each indicator and assign it a green, yellow, or red rating to reflect the Cabinet's collective judgment of the state of diversity at IUPUI. Green indicates that we are at an acceptable level or clearly heading in the right direction. Yellow indicates that our work is declining or not improving quickly enough. Red indicates that the current status is unacceptable and that immediate, high-priority steps are needed to improve.



This annual rating will be the basis for making a report to the campus and the larger community on our goals for achieving the "Vision for Diversity" adopted by IUPUI's faculty and academic leadership under the auspices of the Diversity Cabinet in November 2001. The report is a self-assessment which also presents the data or information on which our assessment is based so that others can form their own conclusions. If we have been too generous or too complacent, then we will expect to hear from those whose judgment differs. IUPUI has committed itself to improvement and intends to meet the future with a clear conscience. That includes a willingness to receive criticism that is constructive. On behalf of IUPUI, I invite your comments on what we have presented, and I ask you to send them to me directly:

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Meanwhile, we will continue to improve the measures we use and identify areas where we may need to begin building an information base. Thus, only a portion of the indicators we use are included in this report. The full set of indicators and measures are part of the IUPUI institutional portfolio which may be found at <http://iport.iupui.edu>. As an electronic document, it contains a wealth of information and detail upon which our summary statements and conclusions are based.

As the focus of our 2002 State of Diversity report, I would like to highlight the more important indicators, including the "top-level" indicators that give a comprehensive overview. We have given ourselves a "green" light only in one area—contributions to the climate for diversity in Indianapolis, central Indiana, and the state. In addition to receiving the city's 2002 Celebration of Diversity "Leadership" Award, we developed more than 100 programs and projects that apply university expertise and experience to community partnerships. This number will continue to grow. We have given a "red" light to our retention and graduation of a diverse student body. All

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other indicators have received a “yellow” cautionary light. Clearly we have much room for improvement.

The Diversity Cabinet has begun a review of each indicator, starting with the red light, and will develop specific plans to improve. We have no illusions about the difficulty of improving retention and graduation rates, but we are committed to sustained effort. While it may take years yet to achieve a green light, we have a sense that time is winding up. Next year, this area of our work will bear special scrutiny. For now, it will challenge us to renew efforts to improve.

In central Indiana, minorities represent about 18% of the population; in the state, the number is 14%. Our performance goal is to recruit, retain, and graduate diverse students proportionate to their representation in Indiana in accord with the service mission of each school. Some schools, like medicine or law, are statewide. Others, like liberal arts or science, serve primarily students in central Indiana.

IUPUI currently enrolls 2,661 African American students, 750 Asian American students, 509 Hispanic students, and 73 Native American students—a total of 3,993 (13.8%) among a student body of 29,025. In 2002, the last year of complete data, we retained all students from first to second year at a rate of 62%, while minority beginning students were retained at a rate of 58% and African American students overall were retained at a 53% rate. Last year, we awarded 398 degrees to minority students, or 9% of the total. We need to recruit more minority students, we need to retain them at higher levels, and we especially need to graduate them at the same proportionate level as their presence in the student body overall.

Although the gap between our vision and our performance is narrowing, it still exists. And it is not acceptable. Mentoring programs, special summer bridge programs, and learning communities created by University College have begun to have an impact. New programs in Student Life and Diversity—often in partnership with University College and the schools—have been initiated in the past year with a focus on connections to the community. In response to

a survey, 84% of minority students now rate their academic experience at IUPUI as satisfactory or better. More minority faculty have been recruited. The IUPUI Black Faculty and Staff Council has played a direct role in organizing new programs, including initiatives in new student orientation and mentoring for African American males. During the past year, a new Latino Faculty and Staff Council was formed and is in the early stages of creating similar programs. On behalf of the university, I wish to acknowledge these personal efforts of individuals and to thank them for their commitment to the ideals we all believe IUPUI represents. These efforts show promise, but we must not waiver or lose focus as long as key indicators of student minority achievement are out of balance. The whole campus is responsible for success.

This past year has seen other tangible measures of change, however, and these are worthy of our attention and celebration. The newly formed Office of Multicultural Professional Development and the Diversity Inquiry Group created a new multicultural classroom resource guide to help faculty introduce learning materials related to diversity into their courses. It is a Web-based resource (<http://www.opd.iupui.edu/resourceguide>), with links to materials that can be used directly, including tools for self-assessment and improvement. The resource will continue to expand, providing an ever richer set of materials for years to come, and it is already being used by faculty at other colleges and universities. To accompany the guide, the Office of Minority Professional Development provides diversity enhancement grants to faculty and sponsors workshops, including a popular session “But We Can’t Find Any,” which is designed to provide tools to build diverse applicant pools for faculty searches.

Through a number of initiatives, IUPUI has reached out to its partners in education in the elementary and secondary schools, including the development of curricula through Project SEAM; the establishment of full-service programs at George Washington

Community School on the near westside; the formation of partnerships with the Eiteljorg Museum, Indianapolis Urban League, Madame Walker Theatre Center and Hispanic Education Center; and the expansion of our collaborative Passport program with Ivy Tech. The emphasis



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is on engaging students in programs that originate at these neighboring cultural and educational centers. We have also expanded America Reads and America Counts programs offered through our Office of Neighborhood Resources and formed an office to work with middle school students to prepare them for the rigors of college study by ensuring that they have a solid foundation in high school. We have continued to develop a focus on urban education through our School of Education, including a bridge program aimed specifically at Latino students and collaborative programs at Crispus Attucks.

Along with efforts to improve the achievements and aspirations of minority students, we have made a consistent effort to improve the diversity of the academic workforce. During the past 16 years, 1986 to 2002, we have seen a 38% growth in the total academic workforce, from 1,490 to 2,062. At the same time, the number of women has increased by 63%, from 437 to 712. In 1986, women were about 29% of the academic workforce. Now they are about 34%—clearly a record of sustained progress even if the rate deserves a yellow light. The number of minorities has increased by 123%, from 171 to 381. In 1986, minorities were 11% of the faculty. Now they are 18%, a slightly better rate of change, but still advancing under the yellow light.

In 1968, Martin Luther King lamented the pace of change despite the appearance of progress. In 2002, we can acknowledge progress even as we, too, are dissatisfied with the time it has taken to move forward.

Time is winding up at IUPUI in other ways. Our chancellor for the past 16 and a half years, Jerry Bepko, has been called to service as interim president of Indiana University. Chancellor Bepko

concludes his remarkable career as the leader of IUPUI just as we have achieved our reaccreditation and significant national recognition for our efforts toward continuous improvement in a wide range of institutional performance measures. There are many aspects of his achievement that merit praise, but one of the lasting accomplishments of his administration is giving coherence to a hodgepodge of uneven and uncertain efforts to address issues of concern to minority students, faculty, and community members, including this annual State of Diversity report. Under his guidance, IUPUI has developed a vision for diversity and specific measures of performance that will be the foundation on which we will build the future of the campus. Chancellor Bepko will be missed, but his legacy will endure.

As acting chancellor, it will be my privilege to continue the work Jerry Bepko began and to help IUPUI take the next steps forward in securing its place as a national leader in developing partnerships between higher education and the community. We can look back on our development with pride because we have gained the institutional self-confidence to invite the community we serve to help us define our objectives and, most importantly, to hold us accountable for results. IUPUI aspires to become America's best urban research university because of our successful engagement with Indianapolis and central Indiana. Too many universities with national aspirations have forgotten that their address is local, but not IUPUI. As we prepare for new leadership, we can be confident that we are at a good transition point in our continuing development. Time is indeed winding up, and the next period of change promises to be our finest yet. Our future is here in the community we serve, and it is now.



Diversity Performance Indicators

The following represents an abridged version of the Diversity Performance Indicators, adopted by the IUPUI Chancellor's Diversity Cabinet in Fall 2002. This report includes the Cabinet's evaluation for all eight indicators, but shows only a sample of the measures included within some of the indicators. The complete set of measures, along with IUPUI's indicators in other mission critical areas, can be found under the Performance Indicator section of the IUPUI Institutional Portfolio (<http://iport.iupui.edu>).

Scoring Rubric for IUPUI's Performance Indicators

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

■ Recruitment and enrollment of a diverse student body

Minority student enrollment levels at IUPUI increased through the mid-1990s before stabilizing toward the end of the decade. The overall percentage of minorities approaches that of the Central Indiana region, although the new method used since the 2000 U.S. Population Census has not yet been adopted by colleges and universities, which are still awaiting new government regulations.

Starting with the 2000 U.S. Census, respondents can check off any or all minority categories to which they identify themselves as belonging (e.g., African American and Hispanic). Prior to that, and still in place at most colleges and universities, individuals can only select one category (African American or Hispanic, but not both).

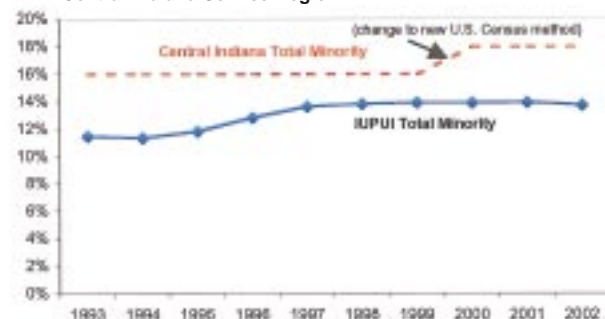
Student Enrollment

	Fall Semesters									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
African American	2135	2032	2181	2344	2543	2675	2602	2597	2681	2661
Asian American	658	652	625	697	694	717	735	722	747	750
Hispanic	300	287	313	349	356	372	411	432	453	509
Native American	60	58	65	72	83	75	80	72	72	73
Total Minority	3153	3029	3184	3462	3676	3839	3828	3823	3953	3993
Minority as Percent of All Students	11%	11%	12%	13%	14%	14%	14%	14%	14%	14%
Minority as Percent of Regional Population	16%	16%	16%	16%	16%	16%	16%	18%	18%	18%
	27498	26714	26886	26968	26983	27778	27527	27474	28339	29025

Student Enrollment by Minority Group



IUPUI Minority Student Enrollment Compared to Central Indiana Service Region*

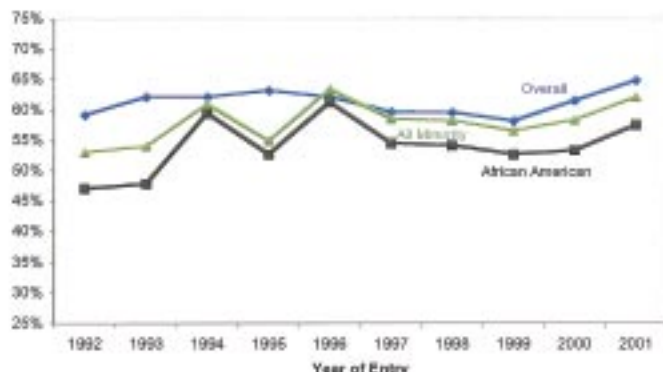


*Includes Marion County and the seven surrounding counties: Boone, Hamilton, Hancock, Hendricks, Johnson, Morgan and Shelby.

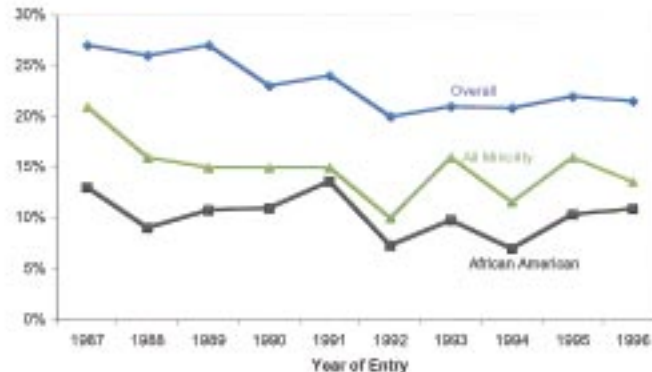
Retention and graduation of a diverse student body

Partly because of its historic role as an open-access, commuter institution, IUPUI has unacceptably low retention and graduation rates. Furthermore, minority students, and especially African Americans, are retained at a lower rate than the majority white population. The gap between African American and white students is even larger for six-year graduation rates. Even though these measures are not reflective of success levels of the majority of IUPUI students who enter as transfers, it is still a high priority concern. The impact of intensive efforts to improve these rates is starting to show in recent trends on the one-year retention rate.

One Year Retention Rate Among First-Time Full-Time Freshman



Six Year Graduation Rate Among First-Time Full-Time Freshman



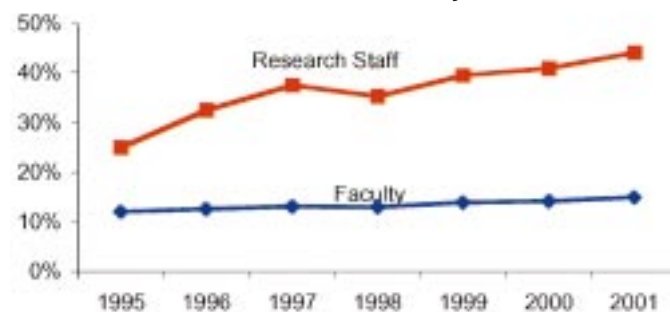
Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems

Measures for this indicator feature items from the National Survey of Student Engagement (NSSE), which show that IUPUI *freshmen* report having fewer interactions with students from different cultural backgrounds or with different views and perspectives compared with their urban peers as well as students at other peer institutions. However, IUPUI *seniors* compare well to their peers on these measures. Other measures include faculty responses to survey items regarding their inclusion of diverse perspectives in classroom discussions and writing assignments.

Diversity in research, scholarship, and creative activity

Minority representation among research staff has increased notably over the last six years. However, both minority and women representation among faculty has been increasing only slightly and is still relatively low.

Percent Minority



Faculty and Research Staff

	1995	1996	1997	1998	1999	2000	2001
<i>Faculty</i> ¹							
Number of Employees	1311	1316	1331	1325	1318	1292	1315
Percent Female	27%	27%	26%	26%	27%	27%	29%
Percent Minority	12%	13%	13%	13%	14%	14%	15%
<i>Research Staff</i>							
Number of Employees	64	166	184	190	185	193	188
Percent Female	53%	43%	43%	42%	45%	40%	41%
Percent Minority	25%	33%	38%	35%	39%	41%	44%

¹Excludes clinical faculty and librarians. Includes professorial ranks and lecturers.



Contributions to the climate for diversity in Indianapolis, central Indiana, and the entire state

This indicator features several qualitative measures, including IUPUI's receipt of the Indianapolis Mayor's Celebration of Diversity Award. Also included is a list of programs and activities that contribute to the region's climate for diversity, which are included in IUPUI's new Civic Engagement Inventory. Complete access to the inventory web site at www.imir.iupui.edu/ceinv.

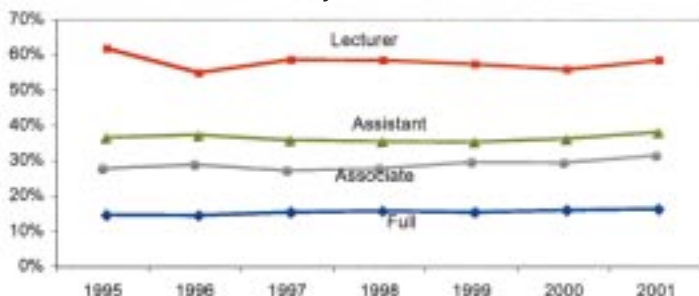
Activities and Programs that contribute to Civic Engagement

Adolescent Substance Abuse Prevention (ASAP)	Doctor Camp	Midwest Model European Union
Alpha Association of Indiana, Phi Beta Kappa	Economic Education Programs for Teachers, K-12	Midwest Universities Consortium for International Programs
Alternative Spring Break - International	Editor, Review of Religious Research	Mission Possible: Parents and Kids Who Listen
Alternative Spring Break-Domestic	Eli Lilly and Company (Japan)	N Power Virus Vaccination Day
America Reads Tutoring Program	Farm Labor Movement	National Evaluation of Join Hands Day
Articulation Agreements with High Schools	Farm Labor Research Project	OASIS balance and fall screenings
Association of African Women Scholars (AAWS)	Frontiers in Science	Panel discussion on Lessons in Local Livability
Asthma Camp	German Internship Exchange Program	Performing Arts Press Corps
Athenaeum Foundation	Graduate Practica in English as a Second Language Teaching in the Community	Prevention and control of crime in communities
Automotive Safety Program	Greenway Rounds	Professional Development Schools
Avon Community Schools Building Corporation	Hawthorne Community Wellness Center	Project Joy
Board of Visitors	Health care for the homeless	Project Lead The Way
BookMarks	Holiday Assistance Program	Project SEAM
Business X103 Community Service Requirement	Honors Art	Ransom Place Archaeology
Calnali Health Education Outreach	IACIR Public Forums on Reassessment	Sam Masarachia Scholars Program
Campus Blood Drive	Immigrant Workers Rights	SAP United States Grand Prix Hospitality Committee Training
Capitol Region Consortia	Indiana Geographic Bee	Saturday School
CARBuretion	Indiana German Heritage Society, Inc. (IGHS)	Senior Photography Community Projects
Careers in Science	Indiana SMART Schools Partnership	Smoking Education and Prevention
Center for Urban Policy and the Environment	Indiana Youth Group, Inc. Board of Directors	Society for German-American Studies
Center on Philanthropy Internship Program	Indianapolis German School	Sound Medicine
Central Indiana Jobs With Justice	Into The Parks	Southern Indiana Community Alliance to Promote Education (CAPE): K-12 Activity Evaluation
Children's Museum	IU School of Medicine	Spirit And Place Civic Festival
Clinical Education Sites	Mini Medical School	Spring House Calls
Communication Studies/Peace Learning Center/IPS Collaboration	IUPUI Scholars Day	Super Shot Saturday
Community Business Partnership	IUPUI United Way Chili for Charity	Teacher in Residence
Community Leadership Mentor Program	IUPUI-Eiteljorg Partnership Committee	Thomas R. Keating Feature Writing Competition
Community Outreach Partnership Center	IUSM Student Health Fair	Tourism Research
Conference for Girls on Careers in Math, Science, and Technology	Ivory Coast Intensive ESP Program	Tsuda College Intensive English Program
Conference: Building Case Management Programs for the New Millenium	John D. Barlow Lecture in the Humanities	United Way Day of Caring
Connect Tech	Joseph T. Taylor Symposium	Volunteer Exodus Refugee Center
Consider This	Kabul University-Purdue University Partnership for Human Capacity Building	YMCA Urban Mission Branch/IUSSW Field Unit at Pacers Academy
Cooperative Education/Internship Program	Lilly ARBOR Project	
CVA Camp	Martin Luther King, Jr. Day On	
	Medical Spanish	
	Meridian Automotive/Cambridge Industries	
	Metropolitan Universities Journal	

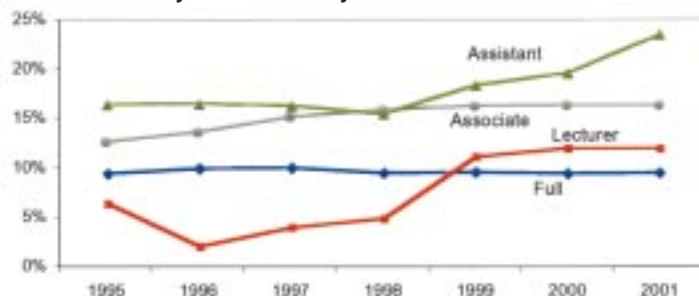
Recruitment, development, and support of diverse faculty and staff

In recent years, there have been only modest increases in minority representation among assistant professors and lecturers and modest gains in technical and clerical positions. Over the past 16 years, however, the gains among minorities (+123%) and women (+63%) have been much greater than the overall increase for all academic classifications (+38%), thus reflecting an important trend. Nonetheless, minority representation remains low in high ranking positions. Women comprise a majority of high ranking staff positions (professional), but are still underrepresented in high ranking faculty positions.

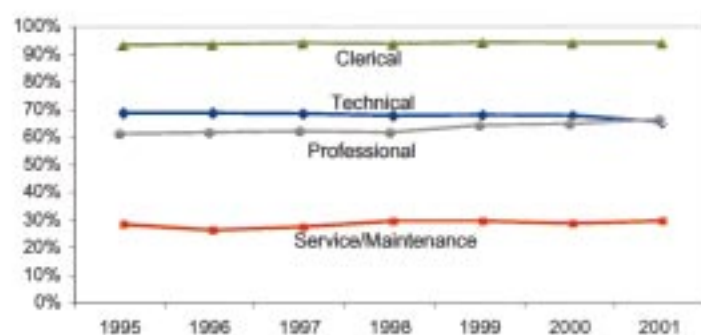
Percent Female Ranked Faculty



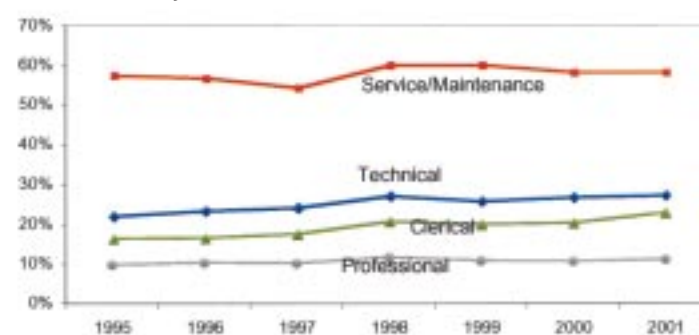
Percent Minority Ranked Faculty



Percent Female: Professional/Clerical/Technical/Service-Maint.



Percent Minority: Professional/Clerical/Technical/Service-Maint.



Engagement of the campus community in global issues and perspectives

Notable growth of IUPUI's international student population is featured under this indicator, but lower numbers of IUPUI students studying abroad, and a lack of measures on IUPUI's international affiliations for research and scholarship are cautionary factors.

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

This indicator features an array of measures from IUPUI's repertoire of student, faculty and staff surveys. Generally, there are relatively few differences in perceptions of campus climate for diversity among various groups. However, for the few items where there are differences, minority students, women faculty, and most notably women staff, express some less positive views than their majority and male peers.

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 under-represented 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 2001-2002*

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*Interim President
Indiana University*

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Indiana University-Purdue
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*Affirmative Action Officer
Office of Affirmative Action*

Nancy Chism
*Associate Vice Chancellor
Office of Professional
Development*

Scott Evenbeck
*Dean
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Development and Diversity*

Paula Parker-Sawyers
*Associate Director
The Polis Center*

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*Assistant Vice Chancellor
Human Resources
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Irene R. Queiro-Tajalli
*Director
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Work Programs
IU School of Social Work*

Kevin D. Rome
*Assistant Vice Chancellor
Student Life & Diversity*

Philip Rutledge
*Professor Emeritus
IU School of Public &
Environmental Affairs*

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Karen M. Whitney
*Vice Chancellor for Student
Life and Diversity
Dean of Students*

*As of 12/19/02



On the Cover: The 2002 Celebration of Diversity Award
presented to IUPUI by Indianapolis Mayor
Bart Peterson is shown with the IUPUI
campus fountain as a backdrop.

Photo by: John Gentry