

IUPUI *State of Diversity 2004*

*Chancellor Charles R. Bantz
January 19, 2004*



A Core Campus of Indiana University

THE STATE OF DIVERSITY AT IUPUI

Charles R. Bantz, Chancellor

January 19, 2004

A New Context

Four years ago, my predecessor, Jerry Bepko, wisely made a commitment to report on the State of Diversity at IUPUI each year on the day our nation commemorates the birthday of Reverend Martin Luther King, Jr. As the new chancellor, I report today on the state of diversity at IUPUI in a context that differs not only from last year or four years ago, but also from any previous year in the history of the U.S.

The difference is the U.S. Supreme Court decisions in the two Michigan affirmative action cases (*Grutter v. Bollinger*, known as the "law school case," and *Gratz v. Bollinger*, known as the "undergraduate case"). These decisions established the law of the land and identified the parameters for universities as they seek diversity in student selection.

The "law school" decision unequivocally endorses the principle "that student body diversity is a compelling state interest that can justify the use of race in university admissions" (539 U.S. ____ (2003) at 13).

That principle means that there is no remaining legal question over the validity of seeking student body diversity—it is a compelling state interest.

The court accepted this principle in part because "numerous expert studies and reports show that diversity promotes learning outcomes and better prepares students for an increasingly diverse workforce, for society, and for the legal profession. Major American businesses have made clear that the skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints. High-ranking retired officers and civilian military leaders assert that a highly qualified, racially diverse officer corps is essential to national security" (539 U.S. ____ (2003) at 3-4).

We at IUPUI are proud that the U.S. Supreme Court

recognized that research supports the value of student diversity and that communities recognize how important it is for graduates to be literate in the life and language of a diverse society. The Vision for Diversity statement we adopted in 2001 states:

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.

We are proud that our colleagues at the University of Michigan had the courage to pursue their commitment to the highest court in the land. We are proud that Indiana University filed an amicus brief supporting Michigan's law school admission policy. We are proud that the IU trustees said not only must we "advocate and perpetuate performance that reflects this commitment" but also "hold ourselves accountable for our decisions and actions."

In a way that has not happened since 1978, when the Supreme Court ruled in the Bakke case, the national context for a commitment to diversity has changed. It is in this context that I provide this report on the state of diversity at IUPUI. This report is an expression both of our commitment to diversity and our commitment to holding ourselves accountable for achievements—or lack thereof.

Beginning with the first IUPUI State of Diversity message, Jerry Bepko set the direction saying that this "yearly statistical profile to show our progress in achieving diversity . . . will evolve into a public diversity portfolio



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that will be enhanced by activities of the recent past or on the immediate horizon."

We have created a public diversity portfolio, for the fifth time now, which is available in complete detail on the Web (http://iport.iupui.edu/performance/perf_diversity.htm), and in abridged form in this booklet. With the assistance of our Office of Information Management and Institutional Research, we continue to refine how we measure the State of Diversity at IUPUI so that we can get a clearer, more accurate picture both of our progress and our failures. Some new or refined measures that are incorporated into the diversity performance indicators are:

- **Degrees Conferred.** On the web there is a detailed comparison of the percentage of degrees conferred to minorities (total, African American, and Hispanics) compared to the percent enrolled.
- **Graduation Rates.** In addition to the comparison of graduation rates on page 5 of this booklet, on the web there is a comparison of how graduation rates for African Americans and Hispanics compare to the overall graduation rate among Indiana public universities and Urban 13 universities.
- **Faculty Inclusion of Diverse Perspectives in Teaching.** On the web there is a table comparing by school faculty reports of including diverse perspectives in discussions and writing assignments.
- **Diversity in Research (page 5).** We broke out African American and Hispanics from the total minority among ranked faculty and research staff.

We have made progress, but we have more to do. For example:

- The number of African American, Asian American, Hispanic, and Native American students continues to rise steadily. Yet we still have more to do because overall percentages are relatively stable and still lagging slightly behind representation in our service area.
- One-year freshman retention rates have increased

notably for all students, minority and majority, over the past four years. Yet we still have more to do because the gap in retention rates between minority and majority first-time freshman remains at about 8 percent.

- Our graduation rates still reflect students that began at IUPUI before our intensified retention efforts. Yet we still have more to do because our six-, eight-, and ten-year graduation rates remain low even compared to peer urban universities, and there continues to be a notable minority/majority gap with minority students graduating at a lower rate.
- New items included in our student and staff Campus Climate for Diversity surveys indicate that students perceive IUPUI faculty and staff are committed to diversity. Yet we still have more to do because majority staff perceive IUPUI management as more committed to diversity than does minority staff.
- Significantly, the number of minority assistant professors has increased. Yet we still have more to do because other ranks of minority faculty and all ranks of women faculty are unchanged.
- In 1997, IUPUI implemented a plan to promote increased participation of businesses owned by minorities, women, and people with disabilities in our procurement activities. Since 1997, the number of transactions and dollars spent with those businesses has increased dramatically. Yet we still have more to do because in the past year, the number of transactions increased, but the dollar amount declined.

In my installation speech in December, "The Power of Two," I challenged the campus to double our achievements in several areas, such as degree completions, research funding, internships, and more. I seek doubling achievements in diversity as well. As the above list of diversity measures shows, I also know that we have more challenges to face than we have yet been able to surmount, not the least of which is the lack of diversity elsewhere in the educational system.

If we agree that preparing students for active participa-



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tion in a democracy means that they be encouraged to ask questions, seek knowledge from those with whom they disagree, and take part in open and honest debate, the importance of having diversity among the participants in the classroom, research lab, or clinical practice settings is self-evident. If we agree that the ability to learn from and use diverse perspectives is instrumental to constructive problem solving, then we must create a classroom environment that encourages interaction among individuals of diverse backgrounds.

To accomplish this, the IUPUI Diversity Cabinet, established in 1999, resolved to help set a tone for the campus by "enlisting advocates for diversity in the classroom, person by person, throughout the campus, thus enlarging the number of people who are placing a high priority on diversity each year — a strategy that was based on the assumption that our diversity goals will only be achieved when we have changed the institution one person at a time."

This past year marked the inaugural Excellence in Diversity Conference, sponsored by the Diversity Cabinet and Diversity Inquiry Group to present and examine best practices; explore opportunities for collaboration and mutual support; and raise the profile of diversity work at IUPUI. The Diversity Inquiry Group also sponsored the first IUPUI Diversity Fair on September 24, 2003, to explore some 20 different diversity services and resources that exist at IUPUI—from academic offices to student organizations and from curriculum development resources to advocacy related to diversity.

Creative cross-institutional efforts to promote diversity learning are also taking place. With the support of the Hoover Family Foundation, our Institute for American Thought, home of the Frederick Douglass Papers Project, will provide 500 copies of the *Narrative of a Life of Frederick Douglass* for the use of 11th-grade English students at Arsenal Tech High School. The students will not only share a common reading experience of one of the nation's great African American thinkers but three honors classes will be invited to participate in a Bookmarks presentation by the project's editorial director, John R. McKivigan, Mary O'Brien Gibson Professor of History at IUPUI.

In my installation speech, I challenged the Diversity

Cabinet to stimulate more such efforts and to develop plans that will double our achievements. Our new president, Adam W. Herbert, has strongly reinforced IU's commitment saying: "Diversity is a core IU value. We must contextualize it on our campuses and ... achieve greater diversity in our student body; in our faculty, administrative, professional and career service ranks; and in our purchasing of goods and services. IUPUI can make a major difference in achieving this goal." As the data in this report show, we still have much to do. We must continue to improve our student retention and we must improve our hiring and retention of a diverse faculty, staff, and administration.

The Diversity Cabinet is dedicated to the responsibility of keeping us true to the ideals of diversity as well as to the reality of diversity. But we need your help. We cannot do it alone. We need our faculty, staff, student, and community colleagues to think creatively with us on how to achieve our diversity goals. We need to identify best practices and hold them up as models for others to use. We need each person on our campus to keep diversity firmly in the framework of all that we do.

Your experience, your perspectives are important if we are to succeed in our diversity efforts, whether it be student recruitment, curriculum reform, professional development and advancement, or research of special interest and application to minority populations. All are important. All will contribute to our progress. Please share your ideas with the members of our Diversity Cabinet. Their names and contact information are listed in this booklet.

Your guidance and comments are vital contributions as we seek to assure that IUPUI creates the very best education possible. We owe the people of Indiana to fulfill the advice of Frederick Douglass: "Educate your sons and daughters, send them to school and show them that beside the cartridge box, the ballot box, and the jury box, you have the knowledge box" (*Life and Times of Frederick Douglass, 1892*).



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 and updated in 2003. 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

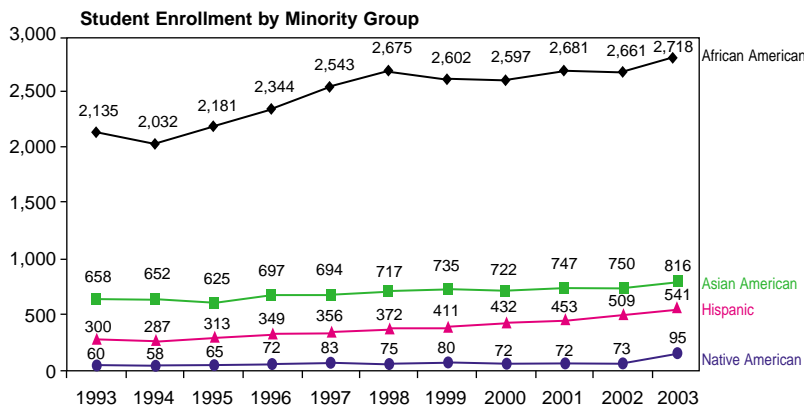
Through the mid 1990s, IUPUI minority student enrollment increased to a level closer to, but still slightly below, overall minority representation in the campus's eight-county service region. Minority enrollment levels have remained stable over the last six years. A new method for counting minorities was implemented in the 2000 U.S. Census that has so far not been implemented at colleges and universities throughout the country. The higher percentage of minorities in the service region since 2000 is likely due to a combination of the new method and increasing minority representation, especially among the area's fastest growing group — Hispanics.

Minority Student Enrollment in Relation to Service Area

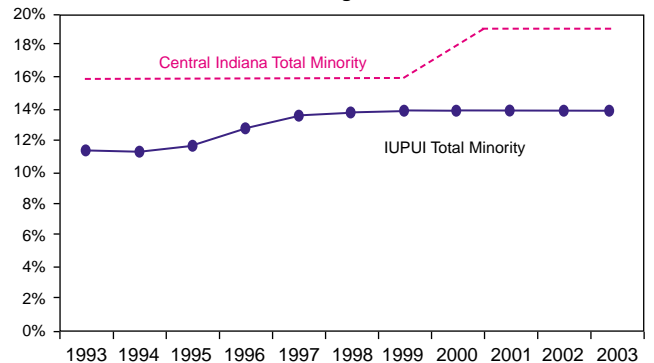
	Fall Semesters										
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
African American	2,135	2,032	2,181	2,344	2,543	2,675	2,602	2,597	2,681	2,661	2,718
Asian American	658	652	625	697	694	717	735	722	747	750	816
Hispanic	300	287	313	349	356	372	411	432	453	509	541
Native American	60	58	65	72	83	75	80	72	72	73	95
Total Minority	3,153	3,029	3,184	3,462	3,676	3,839	3,828	3,823	3,953	3,993	4,170
Minority as Percent of Total Enrollment	11%	11%	12%	13%	14%	14%	14%	14%	14%	14%	14%
Minority as Percent of Regional Population ²	16%	16%	16%	16%	16%	16%	16%	19%	19%	19%	19%
Total Enrollment	27,498	26,714	26,886	26,968	26,983	27,778	27,527	27,474	28,339	29,025	29,860

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.

²The IUPUI service region is composed of the eight contiguous counties, including Marion County.



IUPUI Minority Student Enrollment Compared to Central Indiana Service Region*



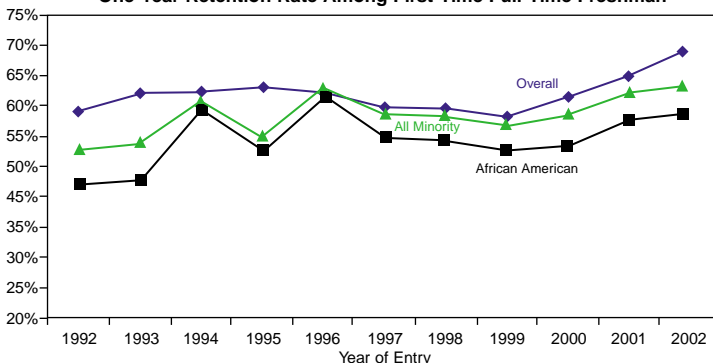
*Includes Marion County and the seven surrounding counties: Boone, Hamilton, Hancock, Hendricks, Johnson, Morgan and Shelby.

Retention and graduation of a diverse student body

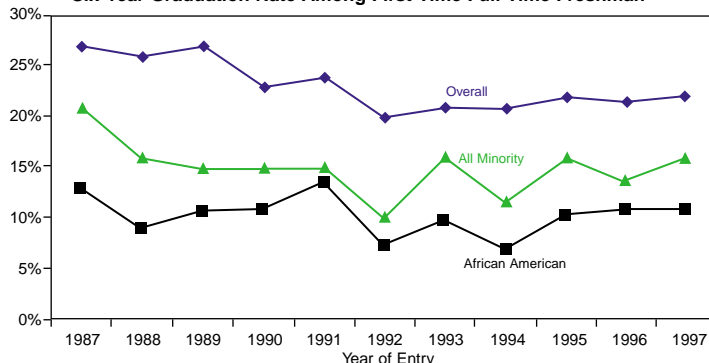
As at many large, public universities, minority students, and especially African Americans, are retained at a lower rate than the majority white population. The gap between African American and white students has varied between 12 and 1 percentage points, but with no particular trend.

The gap between African American and white students is larger for six-year graduation rates. Unfortunately, the nationally prevalent measure of a six-year graduation rate among first-time, full-time freshmen does not accurately reflect IUPUI's student population, over two-thirds of whom do not begin as first-time, full-time fall semester freshmen.

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



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



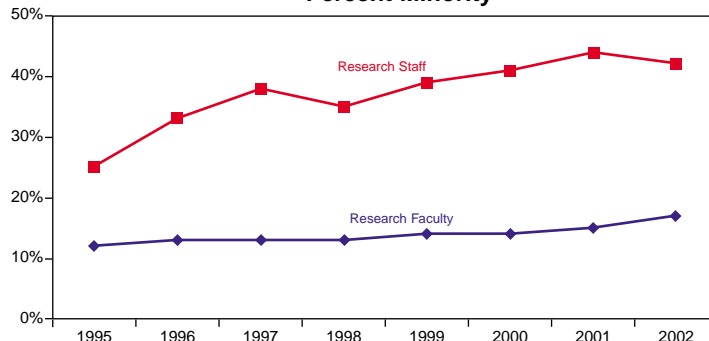
Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems

Two items from the National Survey of Student Engagement (NSSE) 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 doctoral-intensive institutions. IUPUI seniors compare well to their peers on these measures.

Diversity in research, scholarship, and creative activity

The representation of females and minorities among research faculty is generally improving, albeit at a slow rate. Female and minority representation among the smaller numbers of research staff has been traditionally higher than among faculty. The percentage of female research staff has been fluctuating between 40 and 45 percent over the past seven years, after falling from over 50 percent in 1995. The percentage of minorities among research staff is improving overall, but declined slightly this past year.

Percent Minority



Asian Americans comprise the largest minority group among faculty and research staff. The percentages of African Americans and Hispanics are much smaller. In addition, they have fluctuated over the past eight years, but show no general trend toward either improvement or decline.

Ethnic/racial and gender diversity of research faculty and staff

	1995	1996	1997	1998	1999	2000	2001	2002
Faculty¹								
Number of Employees	1248	1267	1290	1284	1264	1242	1240	1278
Percent Female	25%	26%	25%	25%	25%	26%	27%	27%
Percent Minority	12%	13%	13%	13%	14%	14%	15%	17%
Research Staff								
Number of Employees	64	106	184	190	185	193	188	215
Percent Female	53%	43%	43%	42%	45%	40%	41%	43%
Percent Minority	25%	33%	38%	35%	39%	41%	44%	42%

¹Excludes clinical faculty lecturers and librarians



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

Civic engagements in select areas

Programs and activities entered into the Civic Engagement Inventory are coded according to whether they serve various community needs. Among the 10 categories, four stand out as relating most directly to contributions to the climate for diversity in Indianapolis and the entire 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 103 activities and programs that serve these needs. The titles of these activities and programs are listed below. More information is available on each one through the Civic Engagement Inventory 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, <i>Review of Religious Research</i>	Mini Medical School
Alternative Spring Break-Domestic	Eli Lilly and Company (Japan)	Mission Possible: Parents and Kids Who Listen
America Reads Tutoring Program	Farm Labor Movement	N Power Virus Vaccination Day
Articulation Agreements with High Schools	Farm Labor Research Project	National Evaluation of Join Hands Day
Association of African Women Scholars (AAWS)	Frontiers in Science	OASIS balance and fall screenings
Asthma Camp	German Internship Exchange Program	Panel discussion on Lessons in Local Liveability
Athenaeum Foundation	Graduate Practica in English as a Second Language Teaching in the Community	Performing Arts Press Corps
Automotive Safety Program	Greenway Rounds	Prevention and control of crime in communities
Avon Community Schools Building Corporation	Hawthorne Community Wellness Center	Professional Development Schools
Board of Visitors	Health care for the homeless	Project Joy
BookMarks	Holiday Assistance Program	Project Lead The Way
Business X103 Community Service Requirement	Honors Art	Project SEAM
Calnali Health Education Outreach	IACIR Public Forums on Reassessment	Ransom Place Archaeology
Campus Blood Drive	Immigrant Workers Rights	Sam Masarachia Scholars Program
Capitol Region Consortia	Indiana Geographic Bee	SAP United States Grand Prix Hospitality Committee Training
CARBuretion	Indiana German Heritage Society, Inc. (IGHS)	Saturday School
Careers in Science	Indiana SMART Schools Partnership	Senior Photography Community Projects
Center for Urban Policy and the Environment	Indiana Youth Group, Inc. Board of Directors	Smoking Education and Prevention
Center on Philanthropy Internship Program	Indianapolis German School	Society for German-American Studies
Central Indiana Jobs With Justice	Into The Parks	"Sound Medicine"
Children's Museum	IU School of Medicine Mini Medical School	Southern Indiana Community Alliance to Promote Education (CAPE): K-12 Activity Evaluation
Clinical Education Sites	IUPUI Scholars Day	Spirit & Place Civic Festival
Communication Studies/Peace Learning Center/IPS Collaboration	IUPUI United Way Chili for Charity	Spring House Calls
Community Business Partnership	IUPUI-Eiteljorg Partnership Committee	Super Shot Saturday
Community Leadership Mentor Program	IUSM Student Health Fair	Teacher-in-Residence
Community Outreach Partnership Center	Ivory Coast Intensive ESP Program	Thomas R. Keating Feature Writing Competition
Conference for Girls on Careers in Math, Science, and Technology	John D. Barlow Lecture in the Humanities	Tourism Research
Conference: Building Case Management Programs for the New Millenium	Joseph T. Taylor Symposium	Tsuda College Intensive English Program
ConnectTech	Kabul University-Purdue University Partnership for Human Capacity Building	United Way Day of Caring
Consider This	Lilly ARBOR Project	Volunteer Exodus Refugee Center
Cooperative Education/Internship Program	Martin Luther King, Jr. Day On Medical Spanish	YMCA Urban Mission Branch/IUSSW Field Unit at Pacers Academy
CVA Camp	Meridian Automotive/Cambridge Industries	
	<i>Metropolitan Universities Journal</i>	

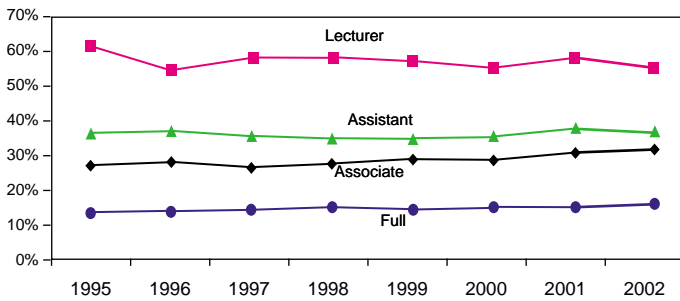
IUPUI contracts with minority vendors

Since 1997 IUPUI has had a plan to promote increased participation of businesses owned by minorities, women, and people with disabilities in IUPUI's large procurement activities. Although there is an increasing national trend of supplier consolidation, since 1977 the number of transactions with businesses owned by minorities, women, and people with disabilities has increased from 2,753 to 4,771 and the dollar amount has increased from \$3,848,191 to \$6,967,099. While the number of transactions has increased in the past year from 3,530 to 4,771, the dollar amount declined by \$107,850.

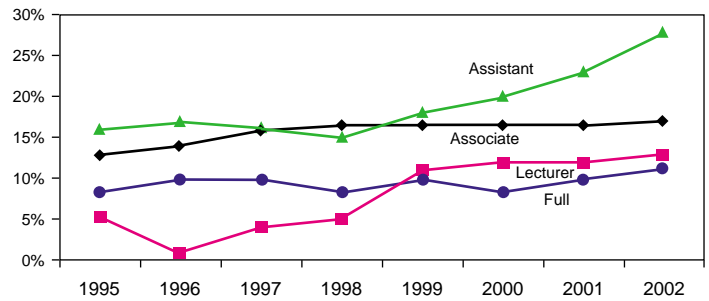
Recruitment, development, and support of diverse faculty and staff

There have been notable increases in the percentage of minorities among the lecturer and especially assistant professor faculty ranks. Among ranked faculty, the percent of women faculty decreases notably as rank increases. The only other notable increase in minority representation is among research staff. Nursing and clerical staff are still predominantly women. Service-maintenance positions continue to have large percentages of minority incumbents and men.

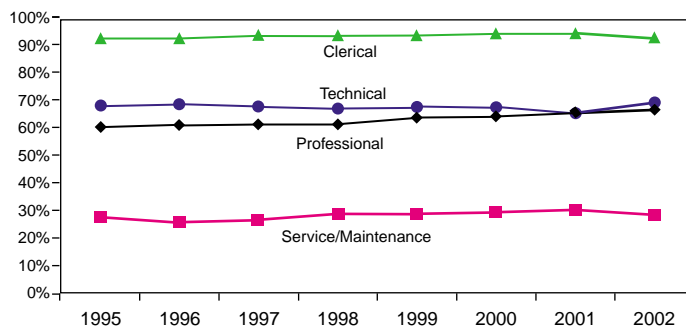
Percent Female Ranked Faculty



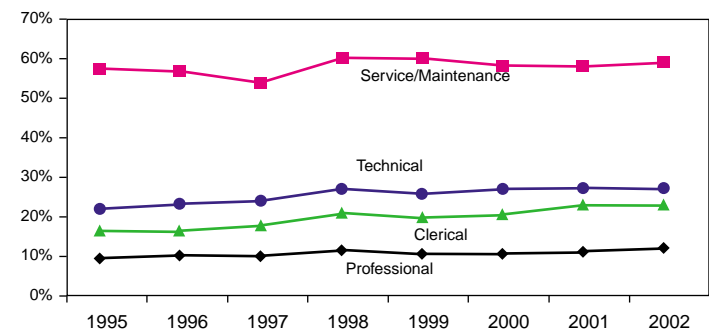
Percent Minority Ranked Faculty



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



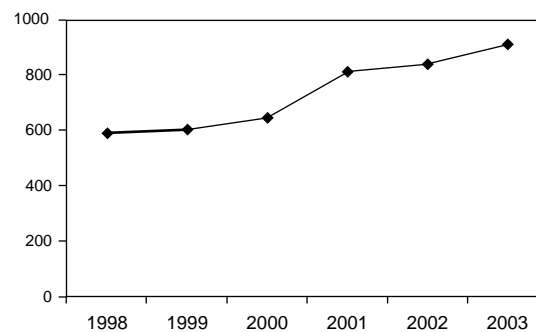
Percent Minority: Professional/Clerical/Technical/Service-Maint.



Engagement of the campus community in global issues and perspectives

The number of international students studying at IUPUI increased from 592 in 1998 to 913 in 2003. In addition, international students are coming from an increasing number of countries. The number of IUPUI students studying abroad continues to climb steadily, reaching a record high of 265 in 2002-03.

International Students



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

Students (Spring 2003 Student Satisfaction Survey)

Females, who comprise the majority of students at IUPUI, tend to have slightly more positive responses regarding the climate for diversity and report having more classroom experiences that contribute to their understanding of different cultures than their male counterparts. Non-minority students have slightly more positive responses regarding the climate for diversity than minority students.

Percent Agree or Strongly Agree				
	Minority	Non-Minority	Female	Male
IUPUI faculty and staff are committed to promoting an environment that respects and celebrates diversity	70%	78%	77%	73%
My experiences at IUPUI have prepared me to live and work in a diverse and complex society	47%	59%	59%	56%
Percent Often or Very Often				
	Minority	Non-Minority	Female	Male
Had experience in class that enhanced your understanding of the history, culture, or social concerns of people from diverse backgrounds	42%	44%	48%	35%

Faculty (Spring 2002 Faculty Survey)

There are few notable differences between male and female faculty, and between minority and non-minority faculty in response to items related to equitable treatment within their departments and programs. Slightly fewer women agree that their work is valued as highly by faculty within their units as the work of other colleagues (although nearly 80 percent do agree). Although 85 percent of minority faculty agree that their colleagues view diversity as critical to achieving IUPUI's mission, this is notably less than the 92 percent of non-minority faculty who agree with this statement.

Staff (Spring 2003 Staff Survey)

A notable difference among the staff responses is that minority staff members had a substantially lower agreement with the statement "IUPUI management is committed to promoting an environment that respects and celebrates diversity." Female staff members reported that their work experiences contributed to their appreciation of diversity more than their male counterparts.

Percent Agree or Strongly Agree				
	Minority	Non-Minority	Female	Male
IUPUI management is committed to promoting an environment that respects and celebrates diversity	56%	74%	72%	66%
My work experiences have contributed to my appreciation of multiculturalism and diversity	58%	50%	61%	53%
Percent Often or Very Often				
	Minority	Non-Minority	Female	Male
Attended workshops, events, or activities that increased your understanding of multiculturalism and diversity	13%	12%	13%	11%

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

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

other nations, providing a variety of opportunities to study abroad, and collaborating with other universities.

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 2003-2004*

Charles R. Bantz Chancellor Indiana University- Purdue University Indianapolis IU Vice President for Long-Range Planning	Director Bachelor of Social Work Programs IU School of Social Work
Lillian L. Charleston Affirmative Action Officer Office of Affirmative Action	Kevin D. Rome Assistant Vice Chancellor Student Life & Diversity
Nancy Chism Associate Vice Chancellor Office of Professional Development	Joshua Runyan President Undergraduate Student Assembly
Scott Evenbeck Dean University College	Philip Rutledge Professor Emeritus IU School of Public & Environmental Affairs
Mary Fisher President IUPUI Faculty Council	William Shrewsbury Jr. Shrewsbury & Associates
Louis Lopez Indiana State Program Director Corporation for National and Community Service	Michael R. Stevenson Director The Diversity Policy Institute Ball State University
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Charlie Nelms Vice President for Student Development and Diversity	Regina Turner Black Faculty & Staff Council
Paula Parker-Sawyers Associate Director The Polis Center	Richard C. Turner Professor of English IU School of Liberal Arts
William M. Plater Executive Vice Chancellor and Dean of the Faculties	Sheldon Siegel Dean Emeritus IU School of Social Work
Ellen Poffenberger Assistant Vice Chancellor Human Resources Administration	Robert W. White Acting Dean IU School of Liberal Arts
Irene R. Queiro-Tajalli	Sherree Wilson Director Multicultural Professional Development Office of Professional Development
	Karen M. Whitney

*As of

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Why not both?

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