



2014 DIVERSITY REPORT

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IUPUI

A CORE CAMPUS OF INDIANA UNIVERSITY



State of Diversity 2014

Chancellor's Message



The mission of the Division of Diversity, Equity and Inclusion is

to foster an inviting learning environment for faculty, staff, and students who bring varied human characteristics, backgrounds, interests, and points of views that serve to enrich the IUPUI campus and community. We will continually endeavor to facilitate, build, and create interaction, understanding, and campus dialogue between our diverse cultures to achieve an increasingly inclusive community. Our collective goal is to instill diversity into our institution's consciousness; reinforce it with equity and inclusion through our policies, practices, and programs; and prepare all members of the community for a multicultural world. In collaboration with all campus entities, Diversity, Equity and Inclusion strives to enhance, support, augment, and facilitate new and existing diversity initiatives and programs.

On January 17, 2000, then IUPUI Chancellor Jerry Bepko announced the establishment of the State of Diversity Report with this statement: “Beginning today with this first State of Diversity message, we will publish a yearly statistical profile to show our progress in achieving diversity. It will evolve into a public diversity portfolio that will be enhanced by activities of the recent past or on the immediate horizon.”

We have kept that pledge, each year issuing an annual report on our progress with respect to the diversity indicators adopted by the Diversity Cabinet in 2003. We have issued it every year from 2000 to the present in print and online at diversity.iupui.edu/report.html.

This focus on progress and accountability has attracted attention.

IUPUI was named the 2014 Champion of Diversity by the *Indiana Minority Business Magazine*, which praised our “tremendous job of not only promoting diversity, but also making it a reality through progressive hiring practices, outreach programs, and partnerships with community organizations.”

For the second year running, IUPUI received the Higher Education Excellence in Diversity Award from *INSIGHT Into Diversity* magazine and was prominently featured in the magazine's November 2013 issue. The HEED Award recognized IUPUI for its ability to “embrace a broad definition of diversity on campus, including gender, race, ethnicity, veterans, people with disabilities, and members of the LGBT community.”

IUPUI was also recently named one of the 30 Best U.S. Non-HBCU (Historically Black Colleges and Universities) by *Diverse: Issues in Higher Education*.

These recognitions acknowledge the efforts of many individual leaders on campus as well as people working together—which was especially important in keeping up the momentum while we had two diversity-related administrative positions to fill in 2013. On September 3, Karen Dace joined IUPUI as our new vice chancellor for diversity, equity and inclusion. She had previously been the

chief diversity officer at the University of Missouri-Kansas City. On January 1 of 2013, Khalilah Shabazz became director of the IUPUI Multicultural Success Center. She has worked at IUPUI since 2001, first as the assistant director for student retention and scholarship in the Office of Student Scholarships, and most recently as director of University College's Diversity Enrichment and Achievement Program. Even as these searches were underway, the work continued, thanks to the interim leadership of Vice Chancellor for Student Affairs Zebulun Davenport.

In 2013, we established the Office for Intergroup Dialogue and Civil Community, under the directorship of Professor Daniel Griffith. Griffith is an associate faculty member in the Purdue School of Engineering and Technology, where he teaches conflict management and other leadership skills. Vice Chancellor for Administration and Finance Dawn Rhodes led the development of the program as a way of engaging our students and employees in meaningful conversations about diversity and social justice. The Multicultural Success Center and the Office of Intergroup Dialogue and Civil Community, for example, collaborated on a series of town halls and dialogue sessions seeking positive lessons from the high-profile Trayvon Martin case last fall.

IUPUI has also made great strides in encouraging affinity group collaborations, mutual respect, and confidence in speaking out on issues. The Black Faculty/Staff Council, Latino Faculty/Staff Council—as well as affinity groups representing the Lesbian, Gay, Bisexual, and Transgender (LGBT); Native American; and Asian American/Pacific Islander communities—have all held events, contributed to campus dialogue on issues of concern, and otherwise promoted an inclusive campus climate.

Diversity in the classroom curriculum also expanded with a collaboration between the Africana Studies Program and the Frederick Douglass Papers (Institute for American Thought), both units in the IU School of Liberal Arts. The inaugural Madame C. J. Walker/Frederick Douglass Annual Lecture series featured keynote speaker Juliet E. K. Walker, founding executive director of the Center for Black Business History, Entrepreneurship, and Technology at the University of Texas at Austin. Walker is the author of *The History of Black Business in America: Capitalism, Race, Entrepreneurship* and *Free Frank: A Black Pioneer of the Antebellum Frontier*.

The Louis Stokes Midwest Center of Excellence—created in 2012 and headquartered at IUPUI as a partnership between Chicago State University, IUPUI, and Argonne National Laboratory—hosted its inaugural convention on campus last October. University of Pennsylvania Professor of Education, Africana Studies, and Gender Studies Shaun R. Harper delivered a keynote speech about minority students in STEM fields based on his perspectives as director of the university's Center for the Study of Race and Equity in Education. The center aims to disseminate best practices that broaden the participation of underrepresented students in science, technology, engineering, and math.

Over the past year, we have also planned for the future. *Our Commitment to Indiana and Beyond: The IUPUI Strategic Plan* renews our commitment to “seek, value, and cultivate diversity in all of its forms and create an environment where all campus community members feel welcomed, supported, included, and valued.” One of the proposed initiatives is to create an Institute for Excellence in Diversity, Equity and Inclusion that supports research, practice, and teaching focused on cultural diversity and social justice. This initiative will ensure that we stay focused on moving our diversity goals forward.

Ten years ago, in my preface to the 2004 State of Diversity Report, I wrote:

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.

Because you heeded that call, we have made progress. Our progress has been acknowledged with awards and recognitions, but the work is not done. There is much more to do, and we need your help and commitment as much as ever to stay on track.

DIVERSITY PERFORMANCE INDICATORS

The following rubric is an abridged version of the Diversity Performance Indicators, adopted by the IUPUI Chancellor's Diversity Cabinet in fall 2003, and updated in 2007. This report includes the IUPUI Diversity Cabinet's evaluation for each indicator, but shows only a sample of the measures included within some of the indicators.

Scoring Rubric for IUPUI's Performance Indicators

-  The objectives for this goal are being achieved.
-  The objectives for this goal are being achieved; however, trends suggest performance may fall below acceptable levels.
-  The objectives for this goal are not being fully attained; however, trends suggest the objectives will be attained in the next one to two years.
-  The objectives of this goal are not being fully attained and/or change is not occurring at a desirable rate.
-  The objectives for this goal are not being fully attained, and trends suggest performance is stalled or may even decline to unacceptable levels in the next one to two years.
-  Performance levels for this goal are unacceptable, but trends suggest performance will improve in the next one to two years.
-  Performance levels for this goal are unacceptable.

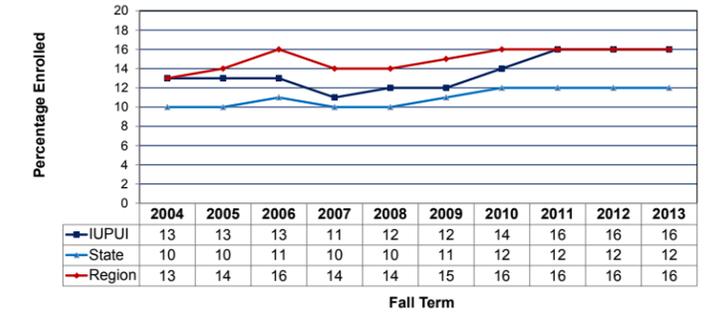
Recruitment of a Racially Diverse Student Population

Campus Aspiration: The incoming undergraduate class will exceed the racial diversity represented in the college-going high school graduates in the state of Indiana and our eight-county region.

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

The percentage of underrepresented minority students in the fall 2013 incoming freshman class held stable at 16%. This is higher than the percentage of underrepresented minority college-going high school graduates in Indiana (12%), and equal to the percentage of underrepresented minority SAT test takers in the service region.

Underrepresented U.S. Minority First-Time Freshman Enrollment



Data for the state and region is based on the SAT test takers report by the College Board. Underrepresented minority groups are African American, Hispanic/Latino, and Native American.

Retention of a Racially Diverse Undergraduate Student Population

Graduation of a Racially Diverse Undergraduate Student Population

The percentage of underrepresented minority transfer students for fall 2013 increased to 20% of all new transfer students.

Minority Representation among New Undergraduate Transfer Students

	Fall Term										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
Number of Students											
African American	239	224	220	211	227	196	219	258	250	257	
Asian/Pacific Islander	52	56	61	49	53	38	39	46	51	45	
Hispanic/Latino	47	35	42	56	40	47	62	81	91	95	
Native American	10	8	5	9	3	5	5	4	5	4	
Underrep. Minority	296	267	267	276	270	248	286	343	346	356	
Total Minority	348	323	328	325	323	286	325	389	397	401	
All Others	1,683	1,500	1,656	1,373	1,402	1,192	1,294	1,400	1,399	1,353	
Total Students	2,031	1,823	1,984	1,698	1,725	1,478	1,619	1,789	1,796	1,754	
Percentage Distribution											
African American	12%	12%	11%	12%	13%	13%	14%	14%	14%	15%	
Asian/Pacific Islander	3%	3%	3%	3%	3%	3%	2%	3%	3%	3%	
Hispanic/Latino	2%	2%	2%	3%	2%	3%	4%	5%	5%	5%	
Native American	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	
Underrep. Minority	15%	15%	13%	16%	16%	17%	18%	19%	19%	20%	
Total Minority Students	17%	18%	17%	19%	19%	20%	22%	22%	22%	23%	

The number of new underrepresented minority graduate and doctoral-practice (professional) students decreased in 2013, but the percentage of underrepresented minority students remained the same. The decrease in minority enrollment paralleled decreases in total enrollments in both graduate and doctoral-practice (professional) fields.

Minority Representation among New Graduate and Doctoral-Practice Students

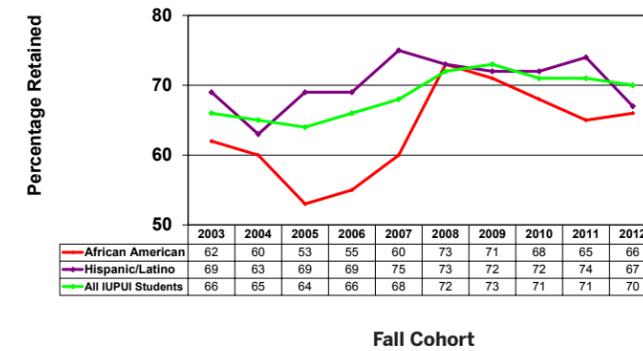
	Fall Term										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
Number of Students											
African American	140	159	148	152	138	134	142	153	162	142	
Asian/Pacific Islander	104	125	103	137	145	100	120	120	129	133	
Hispanic/Latino	55	60	43	65	47	43	75	68	66	78	
Native American	7	11	6	10	5	4	5	4	2	1	
Underrep. Minority	202	230	197	227	190	181	222	225	230	221	
Total Minority	306	355	300	364	335	281	342	345	359	354	
All Others	1,921	2,319	2,299	2,309	2,469	2,162	1,985	2,015	1,999	1,896	
Total Students	2,227	2,674	2,599	2,673	2,804	2,443	2,327	2,360	2,358	2,250	
Percentage Distribution											
African American	6%	6%	6%	6%	5%	5%	6%	6%	7%	6%	
Asian/Pacific Islander	5%	5%	4%	5%	5%	4%	5%	5%	5%	6%	
Hispanic/Latino	2%	2%	2%	2%	2%	2%	3%	3%	3%	3%	
Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Underrep. Minority	9%	9%	8%	8%	7%	7%	10%	10%	10%	10%	
Total Minority Students	14%	13%	12%	14%	12%	12%	15%	15%	15%	16%	

Highlights of Achievement: The number and percentage of new underrepresented minority students at IUPUI have increased steadily since 2004.

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

Campus Outcome: The one-year retention rate for African American students in the fall 2011 cohort increased slightly, and the one-year retention rate for Hispanic/Latino students declined. The retention rates for both groups remain slightly below the retention rate for IUPUI students overall.

IUPUI U.S. Minority Retention Rates

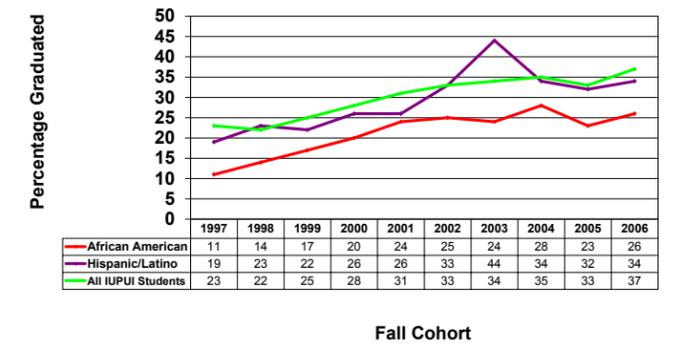


Highlight of Achievement: The one-year retention rate for African American students has increased substantially from a low of 53% for the 2005 cohort.

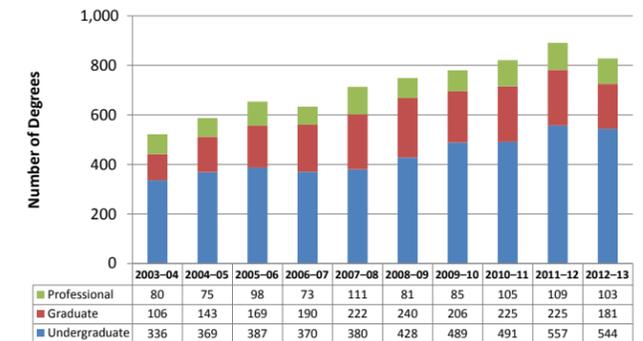
Campus Aspiration: To reach the campus aspiration, the official undergraduate graduation rates of African American and Hispanic/Latino students will exceed those of IUPUI's undergraduate student body overall.

Campus Outcome: The graduation rates for African American students (26%) and Hispanic/Latino students (34%) are below the graduation rate for all IUPUI students (37%). The number of degrees (undergraduate, graduate, and professional) conferred to all minority students (African American, Hispanic/Latino, Asian American, and Native American) declined in 2013. This decline was the result of a sharp decline in degree conferrals to minority students at the graduate level.

IUPUI U.S. Minority Graduation Rates



Degrees Awarded to U.S. Minority Students



Highlights of Achievement: Graduation rates and degree conferrals for African American students and Hispanic/Latino students have increased substantially over time.

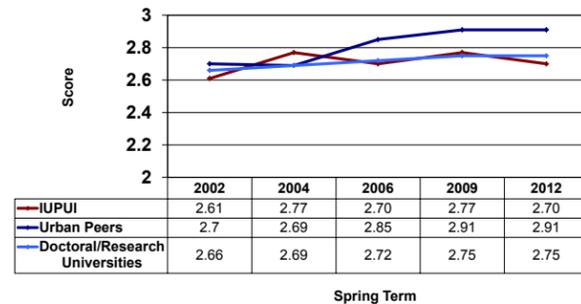
Diversity in the Curriculum

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

The diversity survey item is: Have class discussions or writing assignments that include diverse perspectives (different races, religions, gender, political beliefs, etc.).

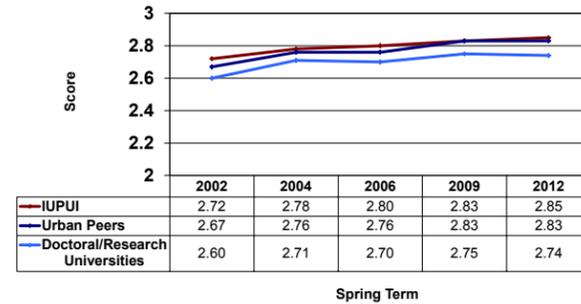
Campus Outcome: First-year students' reports of the extent to which diversity is included in their courses decreased in 2013 and was below the averages for our urban peers and other doctoral/research universities. The average for seniors increased slightly and was higher than the averages for our urban peers and other doctoral/research universities.

Diversity Issues in Coursework (First-Year Students)



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

Diversity Issues in Coursework (Seniors)



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

Highlights of Achievement: The integration of diverse perspectives (e.g., different races, religions, political beliefs, physical disabilities, and genders) into coursework continues to be a central goal at IUPUI. All the schools at IUPUI, including the Herron School of Art, the IU Kelley School of Business, the IU School of Medicine, and the IU School of Nursing, have developed comprehensive plans to achieve diversity and achieve diversity goals, of which diverse curricula and course experiences are just two parts.

Diversity in the Co-Curriculum

Campus Aspiration: IUPUI students' responses to designated diversity items on the National Survey of Student Engagement (NSSE) and/or the Continuing Student Satisfaction and Priorities Survey (CSSPS) will exceed the mean of IUPUI's urban peers. The questions selected for this indicator focus on co-curricular and interdisciplinary activities that increase the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and throughout the world.

Campus Outcome: The results for first-year students show slight declines in co-curricular diversity experiences, and IUPUI lags behind its peers in diversity experiences outside the classroom. The results for IUPUI seniors are mixed with some areas showing slight increases and other areas showing declines. The extent to which IUPUI seniors report being involved in diversity experiences outside the classroom lags behind levels reported by our urban peers.

First-Year Student Responses to Survey Questions Concerning Co-Curricular Involvement

		2002	2004	2006	2009	2012
Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds ^a	IUPUI	2.49	2.62	2.53	2.75	2.62
	Peers	2.48	2.58	2.59	2.79	2.81
Had serious conversations with students of a different race or ethnicity than your own ^b	IUPUI	2.40	2.47	2.49	2.50	2.54
	Peers	2.59	2.60	2.63	2.78	2.73
Had serious conversations with students of different religious beliefs, political opinions, or personal values ^b	IUPUI	2.48	2.52	2.51	2.59	2.59
	Peers	2.63	2.74	2.68	2.84	2.72
Institutional contribution to understanding people of other racial and ethnic backgrounds ^a	IUPUI	2.55	2.52	2.48	2.68	2.60
	Peers	2.62	2.51	2.66	2.79	2.77
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective ^b	IUPUI	NA	NA	2.67	2.78	2.76
	Peers	NA	NA	2.74	2.83	2.80

NA = Question not included in survey year

^a Scale: 4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little

^b Scale: 4 = Very often, 3 = Often, 2 = Sometimes, 1 = Never

Senior Student Responses to Survey Questions Concerning Co-Curricular Involvement

		2002	2004	2006	2009	2012
Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds ^a	IUPUI	2.34	2.36	2.36	2.46	2.62
	Peers	2.31	2.40	2.36	2.54	2.65
Had serious conversations with students of a different race or ethnicity than your own ^b	IUPUI	2.63	2.69	2.60	2.73	2.69
	Peers	2.59	2.60	2.70	2.79	2.85
Had serious conversations with students of different religious beliefs, political opinions, or personal values ^b	IUPUI	2.58	2.72	2.62	2.75	2.69
	Peers	2.56	2.70	2.68	2.79	2.78
Institutional contribution to understanding people of other racial and ethnic backgrounds ^a	IUPUI	2.60	2.49	2.55	2.56	2.65
	Peers	2.59	2.54	2.60	2.69	2.73
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective ^b	IUPUI	NA	NA	2.81	2.91	2.90
	Peers	NA	NA	2.81	2.88	2.90

NA = Question not included in survey year

^a Scale: 4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little

^b Scale: 4 = Very often, 3 = Often, 2 = Sometimes, 1 = Never

Cultural Heritage Awareness Month Programs

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Latino Heritage Month	4	10	17	16	22	10	10	15
Pride Month	3	5	11	13	18	16	9	17
Native American Heritage Month	3	6	17	11	19	12	12	12
Black History Month	3	11	9	12	11	8	9	13
Women's History Month	5	7	11	22	11	13	12	13
Asian and Pacific Islander Heritage Month	3	8	10	13	9	6	6	8

Cultural Heritage Month programming has increased substantially since the 2005–2006 academic year, even with minor fluctuations in recent years. In addition to the increase in the number of programs, there has been an increase in campuswide partnerships to produce these programs. The number of programs that were co-sponsored by student organizations has increased significantly since the 2005–2006 academic year.

Students Seeking CAPS Services

	IUPUI 2011	CAPS 2011–12		IUPUI 2012	CAPS 2012–13	
	% Enrolled	Number	% Served	% Enrolled	Number	% Served
Hispanic/Latino	3.8	37	3.9	4.4	51	5.3
African American	9.9	95	10.0	10.2	104	10.8
American Indian/Alaskan	0.2	1	0.1	0.1	2	0.2
Asian American	3.9	43	4.5	4.1	56	5.8
Native Hawaiian/Pacific	0.1	3	0.3	<0.01	3	0.3
International	5.0	20	2.1	5.5	24	2.5
Multi-Racial	2.1	31	3.3	2.8	42	4.3
White	72.2	697	73.1	70.6	659	68.2
Other	—	26	2.7	—	22	2.3
Unknown	2.8	—	—	2.2	2	0.2
Total	28,815	953		966		
Female	56.0	619	64.9	56.1	603	63.9
Male	44.0	329	34.5	43.9	335	35.5
Transgender		6	0.6		6	0.6

Students seeking services from Counseling and Psychological Services (CAPS) have consistently been a more diverse group than the campus at large. This is significant in that non-white and non-Western European individuals are generally less likely to seek mental health services for a variety of cultural and social reasons. Non-white students also reported feeling comfortable with their individual counselor (“comfortable enough to express what I was thinking and/or feeling most of the time”) more frequently (95%) than their white peers (91.5%). CAPS seeks to maintain and enhance services to traditionally underserved populations. Males from all cultures tend to seek counseling services at a lower rate than females; this trend is reflected in CAPS data.

Highlight of Achievement: Most of the cultural programs provided by IUPUI are co-sponsored with student organizations. Involving student organizations in diversity programming is a goal of Campus and Community Life and should help to raise cultural awareness among IUPUI students.

Campus Aspiration: The campus climate for diversity is based on the perceptions of students, faculty and staff. These perceptions are strongly influenced by multiple aspects of diversity, such as the diversity of faculty, staff, and students; diversity in the curriculum and co-curriculum; and IUPUI’s engagement with diverse communities in Indianapolis and Marion county. As a result, the aspirational goal for the campus climate is to have student, faculty, and staff mean ratings of the campus climate all above 3.25 on a 4-point scale, to have more than half of IUPUI’s other performance indicators rated as being met (green), and to have no ratings of performance as unacceptable (red).

Campus Outcome: Students’ and staff members’ perceptions of the campus climate for diversity are based on the results of surveys conducted in spring 2013 (for students) and fall 2013 (for staff). The responses of male and female students were very similar and generally exceeded the goal of 3.25 on a 4-point scale. In contrast, the responses of female staff members were generally lower than those of male staff members, and the responses of both groups were uniformly lower than the 3.25 goal.

The responses of underrepresented minority students were comparable to the responses of non-minority students, and both groups’ perceptions tended to be close to or above the 3.25 goal. In contrast, the perceptions of staff members who were members of underrepresented minority groups tended to be much lower than the perceptions of staff members of majority groups. Perceptions of the campus climate for both staff groups were uniformly lower than the 3.25 goal.

Campus Climate Diversity Questions: Responses by Gender

Item	Continuing Student Survey, Spring 2013				Staff Survey, Fall 2013			
	Women		Men		Women		Men	
	Number	Mean	Number	Mean	Number	Mean	Number	Mean
IUPUI students treat individuals with respect, regardless of other individuals’ ethnicities, cultural backgrounds, or gender orientations.	606	3.25	325	3.26	1,546	3.08	580	3.07
IUPUI faculty members treat individuals with respect, regardless of other individuals’ ethnicities, cultural backgrounds, or gender orientations.	607	3.33	325	3.40	1,548	3.12	583	3.19
IUPUI staff members treat individuals with respect, regardless of other individuals’ ethnicities, cultural backgrounds, or gender orientations.	605	3.34	325	3.41	1,546	3.13	585	3.23
IUPUI faculty, staff, and students are committed to promoting an environment that respects and celebrates diversity.	604	3.34	324	3.33	1,543	3.14	586	3.15
Administrators regularly speak about the value of diversity at IUPUI.	604	3.02	323	2.96	1,530	2.97	585	3.01
The campus climate at IUPUI appreciates differences in sexual orientation.	596	3.21	319	3.19	1,518	3.07	580	3.04
The campus climate at IUPUI appreciates racial/ethnic differences.	604	3.33	323	3.32	1,521	3.12	584	3.14
The campus climate at IUPUI promotes an understanding of gender differences.	602	3.19	323	3.22	1,517	3.01	583	3.05
IUPUI is welcoming to people of different ages.	608	3.41	324	3.47	1,538	3.16	586	3.21
My experiences at IUPUI have prepared me to live and work in a diverse society.	608	3.33	323	3.30	1,516	3.07	576	3.04

Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

Campus Climate Diversity Questions: Responses by Underrepresented Minority Status

Item	Continuing Student Survey, Spring 2013				Staff Survey, Fall 2013			
	Underrepresented Minority Respondents ^a		Non-Minority Respondents		Underrepresented Minority Respondents ^a		Non-Minority Respondents	
	Number	Mean	Number	Mean	Number	Mean	Number	Mean
IUPUI students treat individuals with respect, regardless of other individuals’ ethnicities, cultural backgrounds, or gender orientations.	149	3.23	751	3.26	329	2.97	1,796	3.10
IUPUI faculty members treat individuals with respect, regardless of other individuals’ ethnicities, cultural backgrounds, or gender orientations.	149	3.32	752	3.37	329	2.96	1,801	3.17
IUPUI staff members treat individuals with respect, regardless of other individuals’ ethnicities, cultural backgrounds, or gender orientations.	149	3.34	750	3.37	329	2.97	1,801	3.19
IUPUI faculty, staff, and students are committed to promoting an environment that respects and celebrates diversity.	147	3.31	750	3.34	329	3.00	1,798	3.17
Administrators regularly speak about the value of diversity at IUPUI.	148	2.99	748	2.99	329	2.82	1,784	3.00
The campus climate at IUPUI appreciates differences in sexual orientation.	147	3.18	738	3.20	322	2.94	1,774	3.08
The campus climate at IUPUI appreciates racial/ethnic differences.	149	3.28	747	3.34	326	2.93	1,778	3.16
The campus climate at IUPUI promotes an understanding of gender differences.	147	3.19	747	3.20	326	2.93	1,772	3.04
IUPUI is welcoming to people of different ages.	149	3.45	752	3.43	330	3.06	1,793	3.19
My experiences at IUPUI have prepared me to live and work in a diverse society.	149	3.31	751	3.32	324	2.90	1,768	3.10

Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

^a Underrepresented minorities include African American, Hispanic, Native American/Alaska Native and respondents from two or more ethnic groups

Diversity in Civic Engagement

In fall 2010, the campus conducted the first survey of faculty, staff, and students to better understand lesbian, gay, bisexual, and transgender (LGBT) concerns. Approximately 7% of faculty identified themselves as lesbian, gay, or bisexual, and comparable percentages for staff and students were 8% and 10%, respectively. Less than 1% of faculty, staff, and students identified themselves as transgender.

Questions about the campus climate related to sexual orientation revealed that large percentages of LGBT faculty, staff, and students have experienced negative or disparaging comments, expressions of negative stereotypes, offensive language or humor, sexual comments, feeling isolated or unwelcome, and or being excluded from conversations or events. Approximately 15% of LGBT faculty, staff, and student reported experiencing discrimination and 20% or more reported fear of having their identity revealed. On a positive note, 15% to 20% of LGBT faculty, staff, and students reported feeling connected to others on campus and/or joining a group or organized activity that promotes their interests.

Campus Experiences of Lesbian, Gay, and Bisexual Faculty, Staff, and Students

Campus Experience	Faculty	Staff	Students
Negative or disparaging comments	26%	28%	27%
Sexual comments	14%	15%	18%
Expressions of negative stereotypes	39%	35%	33%
Hostile or threatening stares	10%	8%	10%
Threats of violence	2%	4%	3%
Fear of being assaulted	6%	5%	6%
Harassment	6%	6%	9%
Discrimination	14%	16%	13%
Feeling isolated or unwelcome	18%	20%	24%
Exclusion from conversation or events	13%	14%	12%
Offensive language or humor	31%	23%	26%
Hostile treatment	2%	4%	5%
Not being taken seriously	10%	12%	15%
Fear of having my identity revealed	19%	23%	22%
Discouragement in pursuing my academic goals	5%	3%	4%
Encouragement in pursuing my academic goals	8%	4%	10%
Discouragement in pursuing my career goals	7%	8%	5%
Encouragement in pursuing my career goals	7%	7%	9%
Feeling connected to others on campus	15%	17%	16%
Joining a group or organized activity that promotes my interests	16%	22%	14%

Highlights of Achievement: Since 2007, IUPUI has taken several steps to improve the campus climate for diversity. First, an assistant chancellor for diversity, equity and inclusion was hired as the senior campus diversity officer. (In 2013, that position title changed to vice chancellor for diversity, equity and inclusion.) Second, IUPUI named a director of its new multicultural center. Finally, all schools and administrative units have developed diversity plans, have set goals for improving the climate for diversity in their units and across campus, and are regularly reporting the results of their efforts. The recently conducted LGBT diversity survey reflects IUPUI's continuing efforts to make the campus welcoming for all individuals.

Campus Aspiration: The aspiration is to make service a distinctive aspect of educational culture at IUPUI.

Campus Outcome: Although the number of students enrolled in service-learning courses declined in 2012–13, the number of students enrolled in service-learning classes has increased steadily since 2000. In 2012–13, IUPUI students performed more than 275,000 hours of community service, and the number of organizations designated as community partners reached an all-time high of 292.

Student, Faculty, and Community Involvement in Civic Engagement

	Academic Year									
	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Classes	41	53	157	119	150	223	309	372	514	501
Faculty Involved	50	54	100	92	123	120	138	167	208	195
Student Enrollment	2,001	2,079	2,900	2,659	3,925	4,647	6,211	8,487	9,955	8,711
Hours of Service	28,162	49,048	47,592	41,797	74,641	90,331	118,000	158,913	181,262	277,539
Community Partners	210	211	296	178	252	232	230	186	278	292

NOTE: An improved tracking system was implemented in 2012–13. Data reported prior to 2012–13 may be less accurate.

In fiscal year 2011–2012, IUPUI spending with women and minority business enterprises was \$12,920,290. Spending with women and minority business enterprises in fiscal year 2012–2013 was \$13,977,241. This represents an increase of 8.18%.

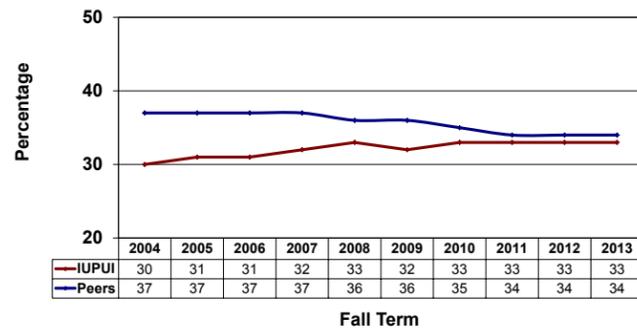
Highlight of Achievement: IUPUI continues to receive recognition as a national leader in civic engagement. The 2009 edition of *America's Best Colleges* from *U.S. News and World Report* listed IUPUI as one of the top universities in the nation with outstanding service-learning programs. This is the ninth consecutive year for this recognition. IUPUI was named to the 2008 President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service. Selection to the honor roll constitutes recognition from the highest levels of the federal government for the campus commitment to service and civic engagement. Most recently, IUPUI was recognized at the annual conference of the Coalition of Urban and Metropolitan Universities as one of the top five Best Neighbor colleges and universities in the nation. Institutions are selected for this award because of their positive impact on their urban communities through their civic partnerships.

Diversity of Faculty and Staff

Campus Aspiration: The aspiration is to exceed peer institutions' representations of gender and underrepresented minority faculty and staff.

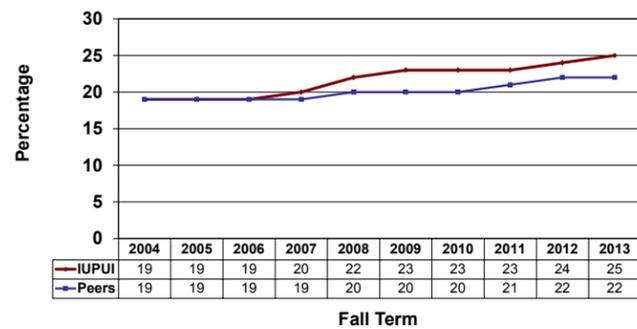
Campus Outcome: The percentage of tenured and tenure-track faculty who are women has remained stable at 33% since 2010. This percentage is slightly lower than the average for IUPUI's peer institutions (34%). The percentage of tenured and tenure-track faculty who are members of racial/ethnic minority groups (25%) continues to exceed the comparable percentage for IUPUI's peers (22%).

Percentage of Female Tenured/Tenure-Track Faculty



Includes professors, associate professors, and assistant professors

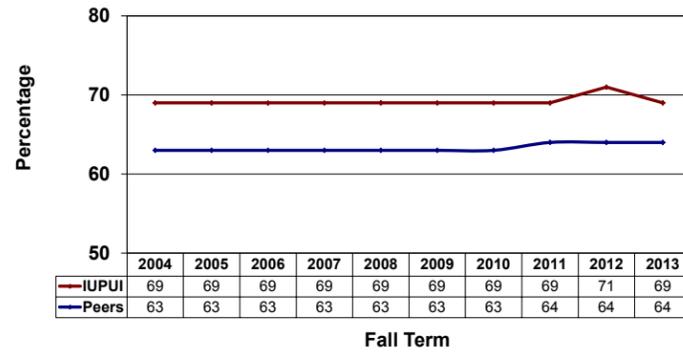
Percentage of Minority Tenured/Tenure-Track Faculty



Includes professors, associate professors, and assistant professors

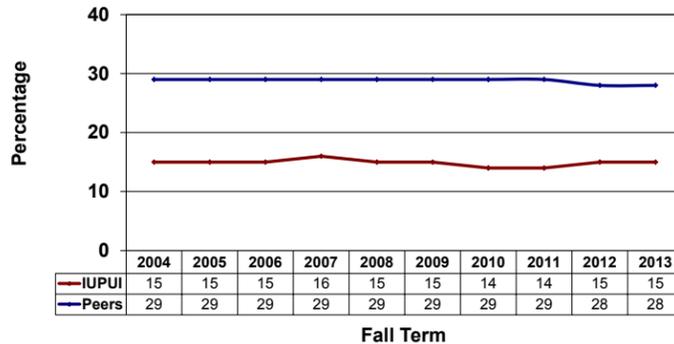
Women constitute the vast majority of administrative support staff (92%) and are well represented among professional staff (69%). These percentages are above the comparable percentages for administrative support staff and professional staff at IUPUI's peer institutions (87% and 64%, respectively). Minority representation is very low among professional staff (15%) and among administrative support staff (23%). Comparable percentages for IUPUI's peers are 28% and 43%, respectively.

Percentage of Female Professional Staff



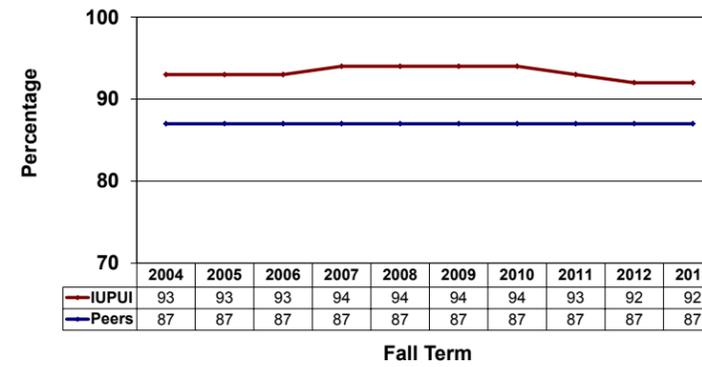
Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

Percentage of Minority Professional Staff

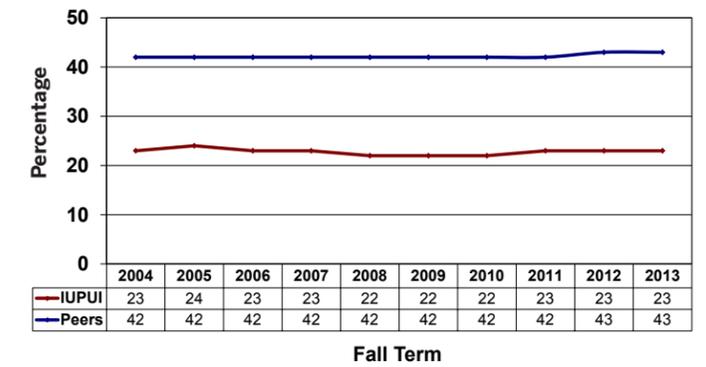


Includes academic support, student services, and institutional support staff positions that generally require a bachelor's degree or higher

Percentage of Female Secretarial/Clerical Staff



Percentage of Minority Secretarial/Clerical Staff



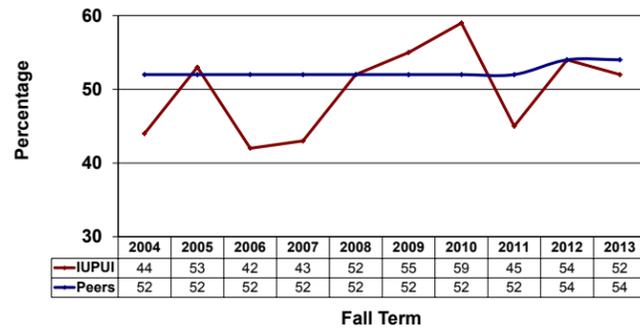
Highlight of Achievement: The percentage of tenured and tenure-track faculty who are members of racial and ethnic minority groups continues to exceed the percentage for IUPUI's peers.

Diversity of Senior Leadership

Campus Aspiration: The aspiration is to increase the percentages of females and U.S. minority group members in senior administrative positions. These positions include vice chancellors and assistant/associate vice chancellors. The percentages of females and U.S. minority group members who are in senior leadership positions should exceed peer institutions' percentages of females and U.S. minority group members in executive, administrative, and managerial positions.

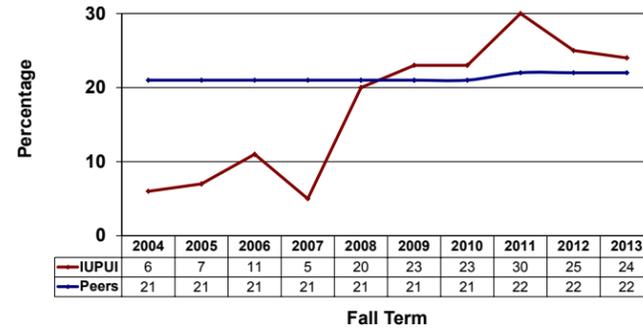
Campus Outcome: The percentage of females in senior leadership positions at IUPUI has increased since 2004 and is slightly below the percentage of females in executive/managerial positions at IUPUI's peer institutions. The percentage of IUPUI minority group members in senior leadership positions has increased substantially since 2003. In 2013, almost one quarter of the senior leaders at IUPUI were members of minority groups, compared to 22% of the senior leaders at peer institutions.

Percentage of Females in Senior Leadership Positions



*Approximately 200 professional staff positions were reclassified as executive/managerial in 2011.

Percentage of U.S. Minorities in Senior Leadership Positions



*Approximately 200 professional staff positions were reclassified as executive/managerial in 2011.

Highlights of Achievement: Strong representation of women and minorities in high-level administrative positions is critically important to IUPUI. In 2013, 52% of senior administrators (vice chancellors and associate/assistant vice chancellors) were female and 24% were members of racial/ethnic minority groups.

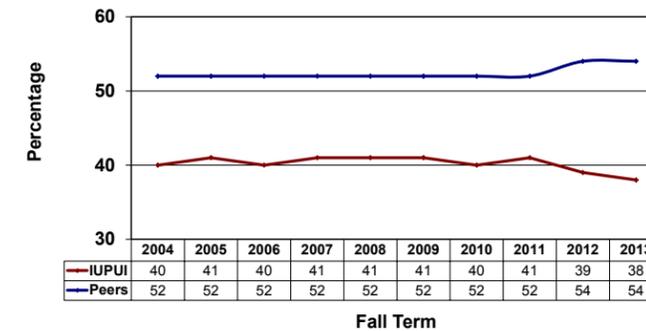
Diversity of Deans, Directors, and Department Chairs

Campus Aspiration: The aspiration is to increase the percentages of females and U.S. minority group members who are deans, directors, or department chairs. The percentages of females and U.S. minority group members who are in dean, director, or department chair positions should exceed peer institutions' percentages of females and U.S. minority group members in executive, administrative, and managerial positions.

Campus Outcome: The percentage of deans and directors who are females has decreased slightly from 2011 to 2013. Although the percentage of deans and directors who are members of minority groups increased from 2004 to 2009, minority group representation among deans and directors has remained essentially unchanged since 2009. Both the percentages of female and minority deans and directors at IUPUI are well below comparable percentages for executive, administrative, and managerial positions at peer institutions.

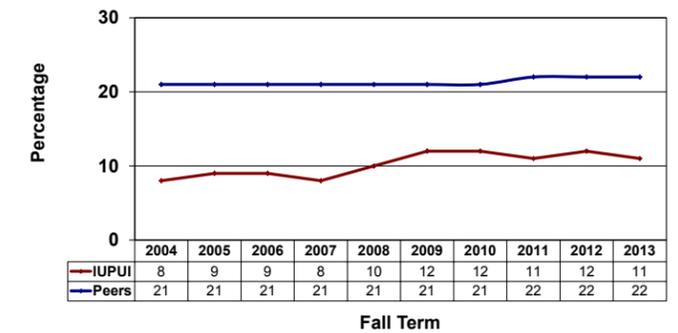
The percentage of female department chairs has increased steadily since 2004. However, the percentage of female department chairs at IUPUI is well below the percentage of females in executive, administrative, and managerial positions at peer institutions. Minority representation among department chairs has also increased at IUPUI. Nevertheless, the percentage of minority department chairs at IUPUI is notably lower than the percentage of minority group members in executive, administrative, and managerial positions at peer institutions.

Percentage of Females in Dean and Director Positions



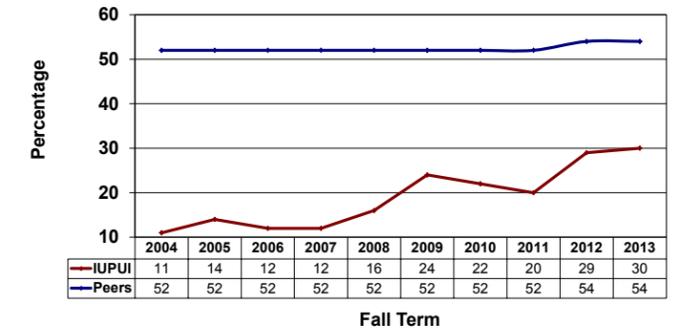
*Approximately 200 professional staff positions were reclassified as executive/managerial in 2011.

Percentage of U.S. Minorities in Dean and Director Positions



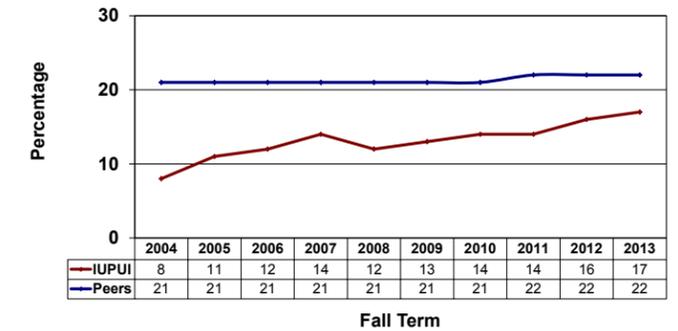
*Approximately 200 professional staff positions were reclassified as executive/managerial in 2011.

Percentage of Females in Department Chair Positions



*Approximately 200 professional staff positions were reclassified as executive/managerial in 2011.

Percentage of U.S. Minorities in Department Chair Positions



*Approximately 200 professional staff positions were reclassified as executive/managerial in 2011.

Highlight of Achievement: Since 2004, IUPUI has substantially increased the percentages of women and minorities who are deans, directors, or department chairs.

Minority Representation among All IUPUI Students

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
African American	2,814	2,812	2,631	2,650	2,630	2,743	2,806	2,871	2,965	2,941
Asian/Pacific Islander	882	907	980	1,059	1,155	1,132	1,178	1,150	1,205	1,299
Hispanic/Latino	612	649	669	724	731	795	998	1,129	1,292	1,429
Native American	96	89	99	89	83	78	67	58	41	42
Total Minority Students	4,404	4,457	4,379	4,522	4,599	4,748	5,049	5,208	5,503	5,711
International ¹	925	916	955	1,137	1,357	1,347	1,363	1,446	1,602	1,837
White/Unknown	24,624	24,560	24,430	24,195	24,344	24,288	24,154	23,876	23,346	22,940
Total Students	29,953	29,933	29,764	29,854	30,300	30,383	30,566	30,530	30,451	30,488
African American as a Percentage of All Students	9%	9%	9%	9%	9%	9%	9%	9%	10%	10%
Hispanic as a Percentage of All Students	2%	2%	2%	2%	2%	3%	3%	4%	4%	5%
Total Minority as a Percentage of All Students	15%	15%	15%	15%	15%	16%	17%	17%	18%	19%
UR Minority as a Percentage of All Students ²	12%	12%	11%	12%	11%	12%	13%	13%	14%	15%

¹Based on country/visa as reported by the Office of International Affairs

²UR (Underrepresented) minority does not include Asian American/Pacific Islander

Minority Representation among Tenured/Tenure-Track Faculty

		Fall Term									
		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Number	African American	41	39	39	40	46	50	54	54	61	58
	Asian/Pacific Islander	158	174	169	180	196	211	223	228	240	250
	Hispanic/Latino	41	36	38	37	41	38	34	30	31	29
	Native American	3	3	2	3	4	4	2	2	2	1
	Total Minority Students	243	252	248	260	287	303	313	314	334	338
	All Others	1,050	1,055	1,058	1,033	1,020	1,023	1,051	1,039	1,032	1,021
	Total Students	1,293	1,307	1,306	1,293	1,307	1,326	1,364	1,353	1,366	1,359
Percentage Distribution	African American	3%	3%	3%	3%	4%	4%	4%	4%	4%	4%
	Asian/Pacific Islander	12%	12%	12%	14%	15%	16%	16%	17%	18%	18%
	Hispanic/Latino	3%	3%	3%	3%	3%	3%	2%	2%	2%	2%
	Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Total Minority Students	19%	19%	19%	20%	22%	23%	23%	23%	24%	25%

Minority Representation among All IUPUI Staff

		Fall Term									
		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
All Staff		22%	23%	22%	23%	22%	22%	21%	21%	21%	21%
Executive/Admin./Managerial		8%	9%	9%	7%	9%	11%	11%	15%	14%	13%
Professional Nonfaculty		15%	15%	15%	16%	15%	15%	14%	14%	15%	15%
Secretarial/Clerical		23%	24%	23%	23%	22%	22%	22%	23%	23%	23%
Technical/Paraprofessional		26%	28%	27%	28%	26%	27%	27%	26%	26%	24%
Skilled Crafts		17%	13%	13%	14%	15%	15%	14%	10%	9%	4%
Service Maintenance Workers		71%	72%	71%	72%	72%	71%	67%	59%	60%	61%

IUPUI PEER INSTITUTIONS

SUNY at Buffalo

Temple University

University of Alabama at Birmingham

University of Cincinnati

University of Colorado at Denver and Health Sciences Center

University of Illinois at Chicago

University of Louisville

University of New Mexico

University of South Florida

University of Utah

Virginia Commonwealth University

Wayne State University

IUPUI DIVERSITY CABINET 2013-2014

Marsha Baker

Charles Bantz

Gail Barksdale

William Blomquist

Richard Bray

Darrell Brown

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Kathy Johnson

Pam King

Kim Kirkland

Gil Latz

Anthony Masseria

Monica Medina

Sandra Miles

Khaula Murtadha

Darrell Nickolson

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