IUPUI Campus Climate for Diversity

Self-Study

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IUPUI Campus Climate for Diversity

Self-Study

Executive Summary

In 1997 Chancellor Gerald L. Bepko commissioned a campus climate review to examine the campus climate broadly as experienced by students, faculty, and staff. The perception of campus climate -- the formal and informal environment in which individuals learn, work, teach and live in higher education -- is at the center of issues of institutional inclusiveness and appreciation of diversity. The Campus Climate Review Committee (see listing on p. iv.), chaired by Trudy W. Banta, Vice Chancellor for Planning and Institutional Improvement, elaborated the purpose of the review: "to assess the overall campus environment with the aim of learning how we can ensure that it welcomes and promotes the access, growth, development and pursuit of excellence of all qualified students, faculty and staff." Further the committee declared that "our review process will not only identify strengths and concerns but will also include plans to address areas that warrant improvement." For the purposes of the review, the committee determined that diversity should encompass "gender, race/ethnicity, sexual orientation, religious affiliation, socio-economic class, age, learning styles and disabilities (e.g., emotional, physical, and learning)" (*Meeting notes of Tuesday, October 18, 1999*).

The IUPUI Diversity Cabinet, established in October 1999, was "appointed to oversee the ultimate transformation of IUPUI from a campus that believes in diversity to a campus that lives its commitment to diversity" (*IUPUI Diversity Cabinet: A Call to Action*, Appendix A). In his first "*State of Diversity Message*"(Appendix B), delivered in January 2000 at the annual Black Student Union dinner in honor of Martin Luther King, Jr., Chancellor Bepko outlined the Cabinet's role in establishing goals and strategies and holding the campus community accountable. He also suggested that the Campus Climate Review "will give the Diversity Cabinet and the entire academic community an opportunity to take stock and build on our diversity efforts."

As a means of taking stock and in keeping with the commitment to building understanding and respect in academic and human relationships through cultural diversity outlined in the campus *Mission, Vision, Values, Aspirations, Goals, and Strategic Initiatives* (Appendix C), the Campus Climate Review Committee engaged in a self-study, composed a report, and has invited two consultants to conduct a site visit in April 2000. The self-study consists of four sections: Institutional Vision, Leadership, Systemic Change; Human Development of Faculty, Students and Staff; Learning Environment; and Campus-Community Connections. Each section was prepared by a group of faculty, staff, and students and was guided by a set of questions.

The Institutional Vision, Leadership, Systemic Change subcommittee examined the stated campus vision for diversity by reviewing a variety of official University documents such as the campus mission and goals, the *IUPUI homepage*

(http://www.iupui.edu), and the annual *IUPUI Performance Report* (Appendix D) from the past three years. The review revealed that all thirteen documents chosen for study addressed the importance of diversity. A review of formal speeches or remarks made by institutional leaders indicated an increase in the prominence and importance of diversity over time. Institutional records showed that while data on the student and faculty populations have been reported, they are not presented in relation to specific institutional goals for enhancing diversity. The subcommittee cautioned that while documents are instruments for communicating institutional values, they do not always represent what is enacted within the institution.

The Human Development of Faculty, Students and Staff working group explored the policies, procedures, and implementation strategies for recruiting, developing, and retaining diverse populations of faculty, students, and staff at IUPUI. The subcommittee identified ten published policies, including federally-established Equal Opportunity Policies and institutionally-developed policies, such as those dealing with civility and with stopping the tenure clock, that address matters related to diversity.

A survey of the academic deans and vice chancellors was conducted to gather information about practices of IUPUI schools and administrative units that address the creation of a supportive climate for diversity. Deans, vice chancellors, and the directors who report to vice chancellors reported (see Appendix E) that a key environmental condition necessary to attract and support underrepresented faculty, staff, and students is to have minority group members working in the school, reflecting the belief that "diversity generally fosters diversity." Other conditions, such as administrators who give more than lip service to diversity and a workplace where fairness, respect, and appreciation of personal differences are valued, were also identified as important in recruitment and retention. Schools and administrative units (see Appendix E) described a number of actions that are being taken to support the success of students, faculty and staff from underrepresented groups, including providing proper access, adaptive equipment, and appropriate services to address the needs of people with disabilities; constructing a childcare facility; and conducting sexual harassment workshops. Some schools described a high degree of responsiveness to staff members from underrepresented groups, emphasizing the importance of having regular conversations to ensure that needs were met. In contrast, some schools reported that they had not taken any special steps. Instead, they focused their efforts on developing a supportive climate for everyone without offering different supports to any particular group. Actions taken to support the success of students from underrepresented groups included the Minority Research Scholars Program, a Multicultural Job Fair, and a mentoring program for women. Practices that support the success of faculty include activities of the Office of Minority Faculty Development, formal mentoring of untenured faculty, and minority faculty receptions to cultivate community. Finally, most schools reported that they had no written plan for addressing diversity issues.

Administrative units and schools employed a variety of practices to recruit and retain faculty, students, and staff from underrepresented groups. Although very few schools and no administrative units used an affirmative action advocate, other strategies

to support affirmative action were reported. Several schools cited examples of having offered incentives to attract minority candidates; however, these initiatives had met with mixed success.   Many schools reported offering scholarships, assistantships, and other forms of financial assistance for students of color.

To assess diversity with respect to student learning, the Learning Environment subcommittee examined survey data collected from schools and administrative units as well as a variety of existing data sources. The central source of information regarding the learning environment was the survey of IUPUI deans (Appendix E and mentioned in the Human Development section). All deans identified at least a few courses offered in their schools that specifically address diversity issues. However, the degree to which school faculty are concerned about covering this topic varies. Those that reported an emphasis on diversity in their curricula included the Schools of Education, Medicine, Nursing, Social Work, and Liberal Arts. Nearly every unit listed a variety of ways that the issue of diversity is addressed outside the classroom, including sponsorship of academic clubs and organizations for minority groups, and peer mentoring programs.

Additional information specific to the learning environment was obtained from the 1998 faculty and undergraduate continuing student surveys (available on campus). These data revealed that female faculty held a less favorable view of the campus climate for women than did their male counterparts. In general, faculty indicated that they felt comfortable teaching racially and ethnically diverse groups of students. However, faculty were less likely to agree that their "department does enough to recruit and retain minority students." Students indicated fairly positive views of the climate for women on campus. However, students had more "neutral" views of the campus climate for minorities.

A final component of the report from the Learning Environment subcommittee consisted of a summary of two student focus groups conducted by Vice Chancellor for Student Life and Diversity, Karen Whitney. These groups talked primarily about gay/lesbian issues and their responses revealed that gay and lesbian students are relatively invisible at IUPUI and are generally comfortable with that invisibility.

Finally, the Campus-Community Connections subcommittee explored the extent to which the campus communicates its commitments to diversity to the community.   A series of questions was asked via focus groups and individual interviews with influential community leaders. What avenues for exploring cross-cultural community issues are available to the community, and does IUPUI provide leadership in this arena? How do representatives of the community perceive IUPUI as an environment for diverse opinions and backgrounds? This study produced a rich variety of positive and, occasionally, negative findings.

Overall, most deans and faculty on the IUPUI campus appear to be aware of diversity issues and are working to address them in their classes and through school-sponsored events and organizations. However, there is a disparity in the levels of effort that different schools are making to address issues of diversity. Community leaders have

praise for some of IUPUI's community outreach efforts, but provide many suggestions for improvement of the climate for diversity.

As IUPUI faces the challenge of expanding campus diversity, this evaluation of campus climate contributes an analysis of diversity policies and practices and highlights strategies and programs that improve diversity. In addition, it increases the capacity of diversity program directors, faculty, and administrators to understand the outcomes of their efforts and to acquire the evidence they need to garner support for strengthening their programs. The IUPUI Campus Climate Review can play an important role in expanding knowledge, examining efforts to achieve diversity on campus, and developing an equitable and high quality educational environment.

Campus Climate Review Committee:

Robert Aponte
Trudy Banta
Paul Bayless
Robert Brookins
Dena Cox
Larry Goldblatt
Harry June
Jillian Kinzie
John Krauss
Robert Martin
Anna Melodia
Robert Murrell
Charlie Nelms
Paula Parker-Sawyers
Melinda Phillabaum
William Plater
Kimberly Quaid
Rebecca Van Voorhis
Kathy Warfel

Introduction

Located in Indiana's capital city, Indiana University-Purdue University Indianapolis is the most comprehensive university in Indiana, offering 180 Purdue and Indiana University degrees. The 27,000 students, 95 percent of whom are from Indiana, nevertheless represent 45 states and 115 countries. There are 2168 academic appointees (tenured/tenure track faculty and other academic appointees) and 3726 non-academic (professional, clerical, technical, and service maintenance/food service) appointees. While women make up 58 percent of the student population, only 25 percent of the tenured and tenure-track faculty are women. Of the professional staff, 62 percent are women and 11 percent are minority; 6 percent are African American. Minorities make up equal portions of the student and tenured and tenure-track faculty populations: 14 percent of tenured and tenure-track faculty are members of a minority population and 14 percent of the student population are minorities. However, African Americans make up only 3 percent of the tenured and tenure-track faculty population, while 9 percent of the student population is African American. IUPUI's 1998 minority population (14 percent) closely approximates that of the Metro Indianapolis Region (16 percent), but we strive to exceed that figure.

Institutions of higher education face major challenges to the further expansion of campus diversity. National associations, commissions, and institutions across the country have been exploring ways to improve diversity and enhance campus climate. An increasingly important aspect of a university's campus climate is the extent to which diversity is valued. The perception of campus climate -- the formal and informal environment in which individuals learn, work, teach and live in higher education -- is at the center of issues of institutional inclusiveness and appreciation of diversity.

Evaluations of campus climate make an important contribution to the analysis of diversity policies and practices, highlighting strategies and programs that improve diversity, and helping diversity program directors, faculty, and administrators understand the outcomes of their efforts and provide the evidence they need for garnering support for strengthening their programs. A climate review can be a critical means of generating evidence about the quality of the strategies aimed at achieving diversity and enhancing campus climate. In addition, a climate review plays an important role in expanding knowledge, examining efforts to achieve diversity on campus, and developing campuses that are both equitable and high quality educational environments.

Indiana University and IUPUI have made public, written commitments to embracing diversity. The Indiana University Board of Trustees statement of the University's Objectives and Ideals states, in part, that "Indiana University is committed to the principle of equal educational and occupational opportunities for all persons and to positive action toward elimination of discrimination in all phases of University life, as set forth in the Indiana University Affirmative Action Plan." (*June 29, 1974, Indiana University Academic Handbook, 1992, p. 2*, Appendix F). Likewise the *Indiana University Academic Handbook* contains policy statements adopted by the Board of Trustees and the University Faculty Council establishing a commitment to equal

employment opportunity and affirmative action as well as to prohibitions against sex discrimination and sexual harassment. (See Appendix I of the Handbook for definitions of gender based terms.) In the *IUPUI Supplement to the IU Academic Handbook* (Appendix G), the IUPUI administration clearly states the expectations for this campus. "As an institution of higher learning, we have a special obligation to not only follow the letter of the laws that protect our individual rights and human dignity but also to champion the spirit of the laws. Periodically, we must reaffirm the fundamental ethics and values that form the groundwork for the university climate we wish to maintain. Among those values is fostering a climate of civility and mutual respect regardless of race, gender, age or status in the institution. Our institutional ethic demands that we foster the best possible environment for doing our work as educators, learners, and supporters of the educational process." (*Indiana University Academic Handbook IUPUI Supplement 95-97, p. 57*).

According to the campus *Mission, Vision, Values, Aspirations, Goals, and Strategic Initiatives* (Appendix C), IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship and service; and of staff to the highest standards of service. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its program and services. A vital component of the campus mission is to build understanding and respect in academic and human relationships through cultural diversity.

IUPUI has pursued the assessment of campus climate in various ways throughout the past decade. In 1992, The Indiana University Public Opinion Laboratory conducted a study entitled: *Minority Staff Attitudes at IUPUI* (available on campus). The executive summary states the goal of the study was "to gain a better understanding of minority staff's satisfaction with their activities at IUPUI and, to gain insight into the problems or barriers that minority staff may perceive that interfere, in any way, with their job satisfaction and career advancement at IUPUI" (Vargus and Durham, 1992). This report concluded that there were major problems facing minority staff and that these problems constituted a significant challenge to the university.

In August 1994 The *Task Force On The Status of Women* (website http://www.IUPUI.edu/~women/task.html) was charged by Kathleen Warfel, then President of the IUPUI Faculty Council, and William M. Plater, Executive Vice Chancellor and Dean of the Faculties to: (1) review data on the professional status of women to study how women are appointed, supported, and advanced within IUPUI, (2) improve conditions at IUPUI to make this a campus where women faculty can succeed professionally, (3) recommend strategies for change, and (4) produce a document that can be widely distributed and discussed. In 1996 the Task Force presented its final report, recommending the following action agenda: establish the IUPUI Office For Women, appoint the Director of the IUPUI Office for Women/ Chair of the IUPUI Commission on Women, develop the IUPUI Commission on Women, commit to improving the campus climate for women, reaffirm an expectation of equity, expand professional development

strategies, and implement support programs for IUPUI faculty, librarians, staff, and students.

Two of the major research initiatives resulting from the recommendations of *The Task Force On The Status of Women* were pay equity studies. The first of these to be conducted was the faculty pay equity study, which was completed in September 1998. The staff study followed, and by February of 2000 recommendations for redress were made to the heads of responsibility centers.

The *IUPUI Affirmative Action Plan* (Appendix H - effective November 1,1999 - October 31,2000), prepared by the Affirmative Action Office, aims to reaffirm the University's continuing commitment to the principles of equal employment opportunity and affirmative action (EEO/AA); outline the policies and procedures the University will pursue in fulfilling this commitment; and ensure that this principle is applied to the recruitment, appointment, promotion, and compensation of all persons in all employment classifications. The plan outlines the University's dissemination efforts, identifies those responsible for the implementation of EEO/AA-related issues, and provides an analysis of the workforce, including where women and minorities are and are not employed in the University hierarchy within academic and non-academic sectors, and details a plan for full utilization in faculty and staff job groups. In addition, the plan identifies fifteen problem areas and the appropriate corrective actions. Finally, the plan describes the internal audit and reporting systems, includes a representative list of campus and community activities designed to raise public awareness, and details equal opportunity compliance guidelines.

An analysis of climate assessment data from the 1998 faculty and undergraduate continuing student surveys and the 1999 staff survey (all available on campus) conducted by the Office of Information Management and Institutional Research indicates gender and racial-ethnic differences in perceptions of the IUPUI climate. In general, faculty view the climate for women faculty as mostly favorable, but there are large gender differences, with women responding less favorably than men. Women and men students did not differ as much in their assessment of the campus climate for women students. African American students consistently expressed less positive views about aspects of campus climate. The 1999 staff survey found significant differences based upon gender when staff were asked if the working environment for female staff is about the same as for their male counterparts. Women were considerably less likely to agree that the work environment was the same for men and women. Staff from all racial-ethnic groups generally responded positively to the statement that race relations were good at IUPUI. However, responses differed among racial-ethnic subgroups, with African Americans reporting the least favorable views regarding race relations at IUPUI.

A recent study conducted by the Consulting Services Group, International (Appendix I) was designed to gather some preliminary information on the campus climate for diversity by exploring IUPUI faculty, staff, and student perceptions of the challenges associated with achieving a positive climate for diversity. This study resulted in a list of ten recommendations, including a call for further research using focus groups,

surveys, and meetings with volunteers to gather more information. Additionally, the group suggested that the campus conduct workshops on diversity. Finally, the group recommended that the diversity initiatives be connected to other campus-wide development activities in order for participants to see the connectedness of diversity issues with other important training.

In 1997, Chancellor Gerald L. Bepko commissioned a campus climate review. This study represents the most recent examination of the campus climate. A committee, chaired by Trudy W. Banta, Vice Chancellor for Planning and Institutional Improvement, was charged to examine the campus climate broadly as it affects students, faculty, and staff.

Early in their deliberations the committee members established the purpose of the climate review: "to assess the overall campus environment with the aim of learning how we can ensure that it welcomes and promotes the access, growth, development and pursuit of excellence of all qualified students, faculty and staff." Further the committee declared, "our review process will not only identify strengths and concerns but will also include plans to address areas that warrant improvement." At a subsequent meeting the committee suggested that while the review had vision and purpose statements, the document did not have a definition of diversity. It was agreed that "the definition of diversity for the purposes of this review should encompass gender, race/ethnicity, sexual orientation, religious affiliation, socio-economic class, age, learning styles and disabilities (e.g., emotional, physical, and learning)" (*Meeting notes of Tuesday October 18, 1999*).

In October 1999, the campus formed the IUPUI Diversity Cabinet chaired by the Chancellor. The Cabinet was "appointed to oversee the ultimate transformation of IUPUI from a campus that believes in diversity to a campus that lives its commitment to diversity" (*IUPUI Diversity Cabinet: A Call to Action*, Appendix A). In his first *"State of Diversity Message"* (Appendix B) Chancellor Bepko said: "The cabinet will designate areas for special emphasis, establish goals and strategies and help us hold ourselves accountable." He further suggested that the Campus Climate Review "will give the Diversity Cabinet and the entire academic community an opportunity to take stock and build on our diversity efforts."

As a means of taking stock and keeping the commitments outlined in the campus *Mission, Vision, Values, Aspirations, Goals, and Strategic Initiatives* (Appendix C), the campus climate review committee decided to engage in a self-study, compose a report, and invite two consultants to conduct a site visit in the spring of 2000. The self-study consists of four sections: Institutional Vision, Leadership, Systematic Change; Human Development of Faculty, Students and Staff; Learning Environment; and Campus-Community Connections. Each section was prepared by a group of faculty, staff, and students and was guided by a set of questions.

The Institutional Vision, Leadership, Systemic Change subcommittee examined the stated campus vision for diversity by reviewing a variety of official university

documents. They reviewed documents such as the campus mission and goals, the *IUPUI homepage* (www.iupui.edu), and the annual *IUPUI Performance Report* (Appendix D) from the past three years, with the intent of exposing institutional values related to diversity. They reviewed these documents with the following questions in mind: What is the stated campus vision for diversity? What goals, what policies, what implementation strategies are in place to enhance diversity? What documents speak to issues of diversity? What do institutional leaders say in formal/speeches/remarks and informal settings about diversity and a supportive campus climate? What do institutional records show about progress over time toward institutional goals with respect to diversity? What is the campus climate for change generally—i.e. is change easy or difficult to effect with regard to substantive issues? The study revealed the extent to which the thirteen documents chosen for review addressed the importance of diversity.

The Human Development of Faculty, Students and Staff working group explored the policies, procedures, and implementation strategies for recruiting, developing, and retaining diverse populations of faculty, students, and staff at IUPUI. The subcommittee identified ten published policies, including federally-established Equal Opportunity Policies and institutionally-developed policies, such as those dealing with civility and with stopping the tenure clock, that address matters related to diversity. A survey of academic deans and vice chancellors (see Appendix E) was conducted to gather information about practices of IUPUI schools and administrative units that address the creation of a supportive climate for diversity. Administrators responding to the survey identified key environmental conditions necessary for attracting and retaining underrepresented faculty, staff, and students and indicated the actions being taken to support their success.

To assess diversity with respect to student learning, the Learning Environment subcommittee examined survey data collected from schools and administrative units as well as a variety of existing data sources. The central source of information regarding the learning environment was the survey of IUPUI deans (See Appendix E and the Human Development section). The deans identified courses offered in their schools that specifically addressed diversity issues and the degree to which school faculty are concerned about this topic. A review of the 1998 faculty and continuing student surveys (available on campus) revealed information about faculty and student views of the campus climate for women and minorities and the degree to which faculty felt comfortable teaching racially and ethnically diverse groups.

Finally, the Campus-Community Connections subcommittee explored the extent to which the campus communicates its commitments to diversity to the community. The following questions were addressed in this study: Does the campus communicate its commitments to diversity to the community? What avenues for exploring cross-cultural community issues are available to the community, and does IUPUI provide leadership in this arena? How do representatives of the community perceive IUPUI as an environment for diversity of opinions and backgrounds? A consultant was retained to conduct focus groups and individual interviews with community leaders to obtain responses to these questions.

IUPUI's efforts to define and study the components of campus climate and achieve diversity are by no means complete. However, the data from the climate review will be important in guiding our efforts to enhance diversity. In fact, in his first *State of Diversity Address* (Appendix B) delivered at the Black Student Union's annual Martin Luther King Jr. Dinner in January 2000, the Chancellor announced that the campus will publish a yearly statistical profile to show progress in achieving diversity. He further remarked that "Our commitment to diversity requires other work, as well. Our enrollments of minority students have grown, but we still do not have a proportionate number to reflect the relevant minority populations… Moreover, we have not graduated a proportionate number of minority students. Degree completion must be improved for all undergraduate students, but particularly for minority students." Discussing the need for more diversity in the ranks of the faculty and staff, he said "[W]e must redistribute minority colleagues into a broader range of jobs."

As IUPUI faces the challenge of expanding campus diversity, this evaluation of campus climate contributes an analysis of diversity policies and practices and highlights strategies and programs that improve diversity. In addition, it increases the capacity of diversity program directors, faculty, and administrators to understand the outcomes of their efforts and to acquire the evidence they need to garner support for enhancing their programs. Finally, the IUPUI Campus Climate Review can play an important role in expanding knowledge, examining efforts to achieve diversity on campus, and developing an equitable and high quality educational environment.

<div align="center">**Institutional Vision, Leadership, Systemic Change**</div>

Preface

The Subcommittee on Institutional Vision, Leadership and Systemic Change consisted of Melinda Phillabaum, William Schneider, Robert Brookins, and Cheryl Sullivan and was co-chaired by Lawrence Goldblatt and Robert Aponte. With assistance of the Office of Planning and Institutional Improvement, the Subcommittee reviewed a variety of official campus documents from the past three years with the intent of exposing institutional values related to diversity and to determine the answer to the following questions:

1) What is the stated campus vision for diversity?
2) What goals, policies and implementation strategies are in place to enhance diversity?
3) What documents speak to issues of diversity?
4) What do institutional leaders say in formal speeches and remarks, as well as informal settings about diversity and a supportive campus climate?
5) What do institutional records show about progress over time toward institutional goals with respect to diversity?
6) What is the campus climate for change generally; i.e., is change easy or difficult to effect with regard to substantive issues? The subcommittee cautions that while documents are instruments for communicating institutional values, they do not always represent what is enacted within the institution.

The documents reviewed are listed in the answer to Questions #3.

This section of the Self-Study is organized by addressing questions #1-6 above in that order.

Question # 1. What is the stated campus vision for diversity?

The *Mission, Vision, Values, Aspirations, Goals, and Strategic Initiatives of IUPUI* (Appendix C), as stated on our World Wide Web *IUPUI Homepage* (www.iupui.edu) contain multiple references, direct and indirect, which speak to diversity. The mission of IUPUI has five components, the final of which is most explicitly directed toward diversity, "Build understanding and respect in academic and human relationships through cultural diversity." Further, the first component is "Raise educational achievement and intellectual aspirations in Indianapolis, the state and beyond through leadership and access." The second component is "To develop and apply knowledge to ever-changing issues of health and economic and social well-being through teaching, research and service."

The Statement of Values as well as many of the *Aspirations, Goals and Strategic Initiatives* (Appendix C) which follow in this document further support the official commitment of IUPUI to diversity. This is particularly well demonstrated in the section on Centrality and Connections. A broader and more specific statement of the IUPUI

Vision for Diversity is contained elsewhere in this report (Campus Climate Review Draft 2/25/98, Appendix J).

In the *1988-2000 IUPUI Development Plan (IDP)* (available on campus) there are numerous references to the institution's then-commitment to diversity. Most frequently mentioned in this regard is the University's explicit intention to recruit and retain students, faculty and staff from minority and other traditionally underrepresented (e.g., rural, female, working and older) populations. The IDP also includes strategies to be put in place to achieve such objectives. Only slightly less frequently can be found references to "Diversity" as the term has come to be understood, where the meaning is extended to include the fostering of an environment where people from diverse groups are made to feel welcome. There, too, examples can be found of strategies to be pursued. Examples of such strategies include: "Specifically, IUPUI will continue affirmatively to increase access for under-represented groups. The Adult Education Coordinating Center, special programs of the Student Affairs Office, the University Access Center, the Office of Women's Research and Resources, and school-specific projects such as the Minority Research Engineering Advancement Program are examples of current efforts to increase access for under-represented groups," and "IUPUI is committed to cultural, economic, gender, racial and ethnic diversity as an inherently important, aspect of learning that promotes understanding, tolerance, mutual respect, and civility… [and we seek to]…ensure that graduates of programs based at IUPUI have experienced representative social diversity."

Further support for the importance of diversity in official campus documents is provided in a review of the *IUPUI Performance Indicators* (Appendix K) as well as the organization and categories of the IUPUI Performance Reports of 1996-8. Specifically, the first category of the IUPUI Performance Indicators is Access to Higher Education, including the Percentage of Minority Students. A later category is "Ensuring the Campus Population Reflects the Diversity of American Society." Subsequent sections refer to issues of diversity by reference to work with the surrounding community and developing of international awareness. The *IUPUI Performance Reports* (Appendix D) include (under Student Learning); ongoing data on ethnicity of students, (under Responsibilities of Excellence); Tenure/Tenure Track Faculty Profile, adopting a multi-disciplinary approach in fulfilling our urban mission in teaching, research, and service; that is, providing leadership in seeking solutions to the nations urban problems, such as poverty, violence, substance abuse and aging; Strengthening Community Connections that Promote the Academic and Cultural Activities of IUPUI and the Economic and Human Development of its Surrounding Community (under Collaboration and Community Connections); and, once again, Ensuring that the Campus Population Reflects the Diversity of American Society and that Minorities and Women are Recruited, Supported and Advanced in All Aspects of Campus life (under Responsibilities for Excellence).

Question #2. What Goals, policies and implementation strategies are in place to enhance diversity?

The *1988-2000 IUPUI Development Plan (IDP)* (available on campus) mentions IUPUI's continue commitment to teach at a wide variety of times/places [off campus/night/weekends] to ensure that as wide a variety of persons as possible is provided access to our services. Arguably, this should work to increase diversity. The report mentions several policies to be implemented, or already in place, that address some aspect of diversity. Some, such as the Minority Engineering Advancement Program, the University Access Center, the special programs [of the Student Affairs Office, and the Office of Women's Research and Resources], are noted only in passing. Others, however, are detailed. Among additional efforts are such provisions as the pre-admission programs which facilitate entry for the less prepared. Likewise, the "Cooperation with High Schools" initiative, by increasing participation more generally, could produce more diversity in the resulting student body. The provision of child care by IUPUI, financial aid efforts, and the Adult Education Coordinating Center could conceivably produce such effects, even if not explicitly intended.

However, the core policies to enhance diversity in both senses of the term [demographics and a welcoming environment] are found under the *IDP section II-F*, Campus Interrelations and Affirmative Action. In addition to affirming the point that IUPUI values diversity, this section spells out policies or policy initiatives designed explicitly to address these issues (but note again that some of these have changed since the document was written). There it is noted that the existing Affirmative Action (AA) plans are continuously evaluated and modified to meet objectives. Henceforth, on a five-year trial basis, a new strategy will be employed to achieve AA goals which will place greater responsibility and accountability on schools, and large units will develop long-range and immediate goals for staff and faculty recruitment, but the goals will now be accompanied by strategies for fulfillment. In addition, a tenured faculty member (or senior staffer) will be appointed by the campus vice-president, for every school or large unit that does hiring, as an Affirmative Action Associate (AAA). Their roles will include overseeing the units' AA efforts and acting as a liaison between such units and the administration. All faculty, professional and designated staff appointments will require the endorsement of the unit AAA. At the campus level, the liaisons will constitute an Affirmative Action Council (AAC) which will advise the campus VP and Director of Campus Interrelations on these issues. A subset of the AAC members will, on appointment of the VP, constitute an executive committee. They, in turn, will recommend policies and procedures, set agenda for the AAC's actions, and evaluate progress toward unit goals. Moreover, each school or large unit will appoint a committee (if one does not already exist) to assist the liaison (AAA) and perhaps to also work with recruiting students, though primary responsibility for that will remain with the admissions office. At the campus level, a recruitment assistance program will be launched to assist in the selection processes for hiring. In addition, the campus AA officer will have expanded duties, possibly with the new title Director of Affirmative Action and the office-holder will report directly to the Director of Campus Interrelations. The latter will bear overall responsibility for anti-discrimination policies as well as planning and

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implementing " a program of education for faculty, staff and administrators designed to improve the community atmosphere, orient school affirmative actions persons…." S/he will oversee all units' AA progress and will also institute an "efficient, informal complaint procedure" to more quickly help resolve matters of alleged discrimination. The next section notes that "IUPUI is committed to ensuring access to higher education for traditionally underrepresented students who seek advanced learning and to increasing the retention rates for minority students who are admitted. Through its admissions office, University Access Center, Adult Education Coordinating Center, and related programs, IUPUI actively seeks out minority, adult and other non-traditional [undergraduate] students…." At the post-baccalaureate level, "The Office of Admissions, the Dean of Student Affairs, the Office of Campus Interrelations, and Office of Minority Student Services are taking steps to improve student recruitment and retention…." To instill greater efforts in these matters, an annual competition will be established with grant of up to $5000 being awarded to individuals or units for outstanding achievement in meeting campus AA objectives.

One of the most important examples of a key implementation strategy for diversity was the establishment in 1996 of the IUPUI Office of Women. This office provides a framework for planning and implementing programs as well as an advisory board regarding proposed changes to policies and procedures responding to the needs of the IUPUI community. The existence of this office demonstrates the desire of IUPUI for a supportive climate and recognition of diversity issues. Important projects/programs which have come into existence as a result of the IUPUI Office of Women have been the Faculty/Librarian Pay Equity Study and Staff Pay Equity Study, the Edward C. Moore Symposia, the Sexual Harassment Education Campaign, major support of a new childcare center and sponsorship of leadership development (see Office for Women Reports, Appendix L). Also cosponsored by the Office for Women (with the Campus Interrelations) has been a Female Student Leadership Luncheon.

Another major milestone in implementation of policies and programs promoting diversity was the establishment of the *Office of Adaptive Educational Services (AES)* (Appendix M). The mission of this office is as follows. "The AES office celebrates diversity by promoting independence and educational opportunities for persons with disabilities within the university community; promoting positive images of persons with disabilities within the university community; promoting positive educational experiences for faculty, staff and students. The AES office encourages inclusionary education by providing opportunities for accommodations and by facilitating services for persons with disabilities. By augmenting the strengths and abilities of persons with disabilities, the AES office works towards increasing environmental sensitivity with the university community." The AES provides a multiplicity of information, services and support for this portion of the community, thereby truly "celebrating" diversity and broadening the perspective of all those who are fortunate enough not to need these services.

Questions #3. What documents speak to issues of diversity?

The following documents were reviewed and all speak to issues of diversity as described below as well as elsewhere in this report.

1) IUPUI Homepage (http://www.iupui.edu)
2) State of the Campus Addresses for 1998, 97 and 96 (available on campus)
3) IUPUI Performance Indicators for 1998-99 (Appendix K)
4) IUPUI Guide to Academic Programs 2000 (Appendix N)
5) IUPUI Development Plan: 1988-2000 (available on campus)
6) Guidelines for Academic Program Review (Appendix O)
7) Affirmative Action Reports for 1996,7,8 (Appendix P)
8) IUPUI Principles of Undergraduate Learning (Appendix V)
9) IUPUI Performance Reports 1996,7,8 (Appendix D)
10) Office for Women Reports (Appendix L)
11) School Bulletin (available on campus)
12) Adaptive Education Web Site Table of Contents and Student and Faculty Handbook (Appendix M)

IUPUI Guide to Academic Programs 2000 (Appendix N) contains a section mentioning an array of student organizations, including the Black Student Union, Disability Awareness Council, Latino Student Association, Military Student and Veteran Association, Pakistani Student Association and others. In addition, a brief section on Student Life and Diversity is included. Finally, the University commitment to equal opportunity and affirmative action is stated inside the front cover of this publication.

Other documents which speak to issues of diversity include the various school bulletins. In general all of the bulletins include information regarding Adaptive Educational Services, Multicultural Student Affairs and International Students. In addition, most mention a "code of Student Rights, Responsibilities and Conduct." Also mentioned in a number of the bulletins is the existence of the Student Ombudsman Office. The Student Ombudsperson provides impartial, objective, and confidential assistance to students, faculty/staff and parents in situations involving students, and assists in mediating or resolving specific complaints or conflicts. Also noted in at least one school bulletin was a "Policy on Nondiscrimination." Moreover, equal opportunity/Affirmative Action policies are highlighted in other bulletins. The School of Nursing bulletin describes a positive environment, noting in the introductory statement: "sensitivity to cultural diversity" and "faculty recognition of diverse learning environments" as mentioned in the bulletin. This school also lists as a student outcome a "culturally competent person: someone who can provide holistic nursing care to a variety of individuals, families, and communities." Many schools exhibit recognition of diversity through special scholarships, grants, awards, and recognition.

Question #4. What do institutional leaders say in formal speeches and remarks, as well as informal settings about diversity and a supportive campus climate?

In all three of Chancellor Bepko's *State of the Campus Reports* (available on campus) that were reviewed, two themes very directly and consistently addressed were efforts to enroll minority students and the development of an Office for Women. The prominence and importance of these themes increased over time. Specifically, in 1996 it was only at the end of the second page that a problem was mentioned of possible disparity of salaries for women and the plan to remedy it by creating an Office for Women. Only on page 4 was there mention of efforts to recruit minority students. There was also indirect reference to these issues in a report on special admission of UECP students on page 6. In 1997, the State of the Campus Report mentioned issues of race and gender, plus underrepresented populations more prominently, beginning on page 2. On page 8 there was also a section on the diversity of the city of Indianapolis, followed on the next page by efforts to create a campus climate bridging racial and cultural differences. Page 19 described the new Office for Women. The 1998 State of the Campus Report mentioned enrollment of minority students on the first page. The second page talked about plans for a new Vice Chancellor for Student Life and Diversity.

Question #5. What do institutional records show about progress over time toward institutional goals with respect to diversity?

First, in the *"Guidelines for Academic Program Review"* (Appendix O) the suggestion is found that at least 5 years worth of data on students be kept regarding "Numbers/percentages of women, minorities, international students in the population of majors" for reporting purposes in the self-study phase of the review. Interestingly, such a breakdown is not specified within the section on faculty data. Also, the reporting is not specifically tied to diversity goals. Second, in the *School Affirmative Action Reports 1996-8* (Appendix P) data on tenure track faculty and librarians, by sex, minority status and unit levels are reported for several years. These are not, however, presented alongside specific goals. Nevertheless, a summary set of data stretching from AY 1987/8 to AY 1997/8 were presented for the campus as a whole. The findings are summarized as follows. As a percentage of total then-employed: Women: Minorities: African American. AY 1987/8 24.5; 8.2; 2.0. AY 1992/3 25.6; 11.7; 2.9. AY 1997/8 26.8; 13.1; 3.2.

Question #6. What is the campus climate for change generally; i.e., is change easy or difficult to effect with regard to substantive issues?

In the process of document reviews for this portion of the self-study it occurs to the chair that assessment of the campus climate for change would be more effectively answered through the other three sections of the self-study. Comments and other opinions and suggestions are, of course, welcome.

Human Development of Faculty, Students and Staff

Rebecca Van Voorhis served as chair of this subcommittee and Sherree Wilson, Rebecca Porter, Ellen Poffenberger, and Paul Bayless contributed to the gathering of information and preparation of the report.

I. IUPUI Policies Pertaining to Diversity

Policies that address matters related to diversity were identified in the Faculty and Staff Handbooks. Listed below are the published policies:

1. Since 1998, the Martin Luther King holiday has been observed on all Indiana university campuses. For many years, IUPUI has conducted programs and activities that honor the life and philosophy of Dr. King on his birthday. This policy can be found on page 29 of the *Indiana University Academic Handbook* (June 1997*)* (Appendix F*)*.

2. Equal Employment Opportunity Policy stipulates that employment decisions will be based upon individual qualifications. Discrimination based on such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status is prohibited. Furthermore, affirmative actions are taken to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans. This policy can be found on page 51 of the *Indiana University Academic Handbook* (June 1997); page 77 of the *IUPUI Supplement to the Indiana University Academic Handbook* (1997 - 1999) (Appendix G); page 1, policy 1.1 of the *Human Resources Policies* (October '98); and page 2 of the IUPUI Recruitment and Appointment Procedures for Bi-weekly and Professional Staff Positions (February 1993).

3. Sex Discrimination is prohibited in all policies and practices at IUPUI. Thus, all employment actions, benefits, employment advertising, seniority and promotion cannot be based on gender, marital status, or pregnancy. This policy can be found on page 52 of the *Indiana University Academic Handbook* (June 1997) and page 1, policy 1.1 of the *Human Resources Policies* (October '98).

4. Sexual Harassment Policies prohibit
    * unwelcome sexual advances;
    * other verbal or physical conduct that unreasonably interferes with the individual's work or classroom performance
    * verbal or physical behavior that creates an intimidating or offensive working or learning environment.

    Sexual Harassment Policies are discussed on pages 53 and 116 of the *Indiana University Academic Handbook* (June 1997); page 3, policy 1.2 of the *Human Resources Policies* (October '98); and pages 73 - 76 of *the IUPUI Supplement to the Indiana University Academic Handbook* (1997-1999) (see Appendixes F and G).

5. People with Disabilities Policy prohibits discrimination against a person with a disability in any aspect of employment. Students with disabilities receive reasonable accommodation and services that facilitate their education. The policy is described on pages 51 and 115 of the *Indiana University Academic Handbook* (June 1997*); page 78 of the *IUPUI Supplement to the Indiana University Academic Handbook* (1997 - 1999); and page 5, policy 1.3 of the *Human Resources Policies* (October '98).

6. Stopping the Tenure Clock Policy - Under unusual circumstances an untenured probationary faculty member or librarian may obtain an extension of the time preceding his or her tenure review. The policy is described on page 42 of the IUPUI Supplement to the *Indiana University Academic Handbook (1997 - 1999).*

7. Family Leave Policy - As provided by federal statute, all IUPUI employees are eligible for family medical leave for up to 12 weeks of unpaid, job-protected leave each year. This policy is described on pages 156 - 159 of the *Indiana University Academic Handbook* (June 1997) and page 97-102, policy 3.9 of the *Human Resources Policies* (October '98).

8. Partially Paid Family Leave Policy was adopted for full-time academic appointees that provides up to 50% of the appointee's salary for an absence not to exceed fifteen weeks due to the birth or adoption of a child or a serious health condition of a spouse, child, or parent. A copy of this policy is included in the appendices to this report.

9. *Civility Policy* (Appendix Q) - The University Faculty Council recently approved a Civility Policy which focuses on behaviors that are unacceptable while emphasizing the need to maintain respectful conditions within the classroom as well as across the campus. While this policy is not limited to the climate for underrepresented populations, it certainly contributes to a positive climate for a diverse campus community.

10. *Religious Holidays* - IUPUI adopted a policy that encourages faculty to consider all major religious holidays when scheduling exams or special programs. This policy is intended to reduce the difficulties faced by non-Christian students in observing their religious traditions. (Policy is posted on the IUPUI Registrar's website - http://www.iupui.edu/it/registrar/religious.html).

II. IUPUI Practices Pertaining to Diversity

This section presents data about practices that address matters related to creating a supportive climate for diverse population groups. These practices were primarily taken from the responses by the Administrative units and Schools to the survey instrument designed to identify practices that enhance the climate for underrepresented population groups (See Appendix E). It is recognized that these responses no doubt reflect the perspective of the administrators who completed the report and may not represent the views of all members of the various campus units. Moreover, the data reported may not

be inclusive of all practices in the unit due to the likely limitations of systematically tracking diversity initiatives, particularly in the larger campus units.

Environmental Conditions

This section will discuss the efforts by Schools and Administrative units to provide environmental supports that help attract and retain students, faculty, and staff from underrepresented population groups and enhance their success.

1. Environmental factors that were identified as attracting and supporting underrepresented faculty, students, and staff. (Administrative Survey Question 1 and School Survey Question 2)

    Although many units made no response to this question, several Schools and Administrative units did discuss the environmental conditions that they find important for faculty, students, and staff from underrepresented groups. The key factor that was frequently cited was to have minority group members working in your office if you expect to attract minority students, staff, and faculty. Or as the Office of International Affairs reported, "Diversity generally fosters diversity." Other conditions that were reported as important were:

    - Administrators who give more than lip service to diversity
    - Diversity in leadership positions, as well as throughout the campus community
    - Welcoming environment
    - Environment that nurtures the mutual support of underrepresented groups
    - Workplace where fairness, respect, and appreciation of personal difference are valued
    - Creating more awareness of diverse cultural needs
    - Collegiality and teamwork
    - Warm, receptive, inclusive culture
    - Recognition and celebration of diversity
    - Scholarship funds for minority students for either academic merit or financial need
    - Minority academic advisor
    - Support structure for first generation college students
    - Diverse search and screen committees
    - Attractive financial packages for faculty and staff that are more than competitive
    - Salary equity
    - Schedule flexibility for hourly staff

2. Actions taken to provide environmental conditions that attract, support, and enhance success of faculty, students, and staff from underrepresented population groups. (Administrative Survey Question 2 and School Question3)

Nearly all responses addressed ways to enhance the success of minority students and only a few practices were discussed that provide environmental conditions to enhance the success of women students or faculty and staff from underrepresented groups. One Administrative unit stated that they seek to be proactive in developing a supportive environment for women and people of color. To ensure that they undertake initiatives that are well matched to the needs of women and people of color, this unit reported that they regularly talk with their staff members from underrepresented groups to ensure that "we are being responsive to their concerns and needs." Some Schools reported that they had not taken any special steps for people from underrepresented groups. Instead they expressed the hope that their School provides a positive climate and good compensation and support for everyone without offering any particular supports for students, faculty, or staff from underrepresented groups.

A. Schools and Administrative units reported the following actions taken to provide the environment to support the success of students, faculty and staff from underrepresented groups:

- Proper access, adaptive equipment, and understanding of the needs of students, faculty, and staff with disabilities
- Constructing a child care facility
- Flexible scheduling
- Creation of the Office for Women with a part-time Director to provide leadership for initiatives of importance to women
- Establishing the Commission on Women to provide a forum for addressing women's concerns and developing policies and programs to enhance the support for women's success as faculty, students, and staff
- Using objective, performance based evaluation criteria instead of subjective, trait-based factors
- Supporting training and education for staff
- Sexual harassment workshops
- Diversity training
- Shared expectations for all staff that support a positive working environment
- Martin Luther King Day program
- Black History Month speaker
- Weekly cultural hours held by the International Club

B. Schools and Administrative units also reported actions taken to provide the environment to support the success of students from underrepresented groups:

- Financial aid for minority students
- Financial incentives for graduate students who help the unit achieve its diversity goals
- Minority Research Scholars Program that provides a tuition rebate and matches minority students with faculty mentors.

- Workshops addressing diversity issues in the classroom
- Female mentoring program
- Minority student tutorial program
- Student academic success program that enhances skills in critical thinking, test taking, time and stress management
- Multicultural Job Fair that is held annually to aid students connect with employers that are looking to hire. About 40% of those attending are minority students.
- Dialogues for First Year Student Success that engage faculty in considering issues of inclusivity
- Academic student organizations for students from underrepresented population groups, such as women, black students, and so forth
- Informal gatherings that provide support and social contact with other minority students
- Diversity among student services staff

In addition to these initiatives to provide positive environmental conditions for people from underrepresented groups, the Office of Enrollment Services urges the hiring of a coordinator of minority recruitment and retention. With the addition of this position, there would be better coordination and expansion of existing efforts to recruit and retain minority students.

C. Schools and Administrative units also reported actions taken to provide the environment to support the success of faculty from underrepresented groups:

- Creation of the Minority Faculty Development advisory committee following studies by Dr. Gayle Cox and Dr. Lucila Mena of the support needed by African American and Hispanic faculty to succeed at IUPUI.
- Creation of the Office of Minority Faculty Development (Appendix R) with a part-time Coordinator to help attract and retain minority faculty
- Formal mentoring of untenured faculty
- Minority faculty reception to cultivate community
- Minority faculty career development seminar
- Professional development seminar for junior women faculty

3. Diversity Plan (Administrative Support Survey Question 3 and School Question 4)

The Office of Planning and Institutional Improvement reported that they are responsible "for ensuring that the IUPUI campus plans incorporate a proactive approach to ensuring diversity." The Office of Administration and Finance reported that they have an Affirmative Action Plan that is used by all of their departments. Enrollment Services reported that their goal is to recruit and enroll more well-qualified minority students. To achieve this goal, Enrollment Services listed a dozen strategies, including communicating with education directors at minority churches, working jointly with women and minority campus groups on outreach initiatives, and contacting high school students in IPS and in Gary/East Chicago schools. Most

Schools reported that they had no written plan for addressing diversity issues. Three Schools and one administrative unit reported that they are in the process of developing a plan and two Schools reported on their diversity plans. A few Schools claimed that although they have no written plan for addressing diversity, they make special efforts to recruit faculty, staff, and students to insure a diverse population in their School. The two Schools that reported having diversity plans described their plans as follows:

A. The School of Engineering & Technology reported on their Unit Action Plan to increase access and equity for minorities and women, such as engaging in special recruitment opportunities and hiring of women and minorities.

B. The School of Nursing (SON) reported that a five-year diversity plan was established in 1992 and reassessed in 1995. In 1998, the SON adopted a Diversity Statement.

In addition to these two School plans, the IUPUI Athletics Department has written plans that address gender equity and minority opportunities.

4. Programs to address issues facing underrepresented population groups
   (Administrative Support Question 4, School Survey Question 5)

   A. About two-thirds of the Schools and Administrative units reported a variety of programs about underrepresented population groups that they held, including the following:

   - Faculty retreat with focus on diversity and discussion of alienation, racism, sexism, and disability
   - Staff workshop on differences and their value
   - Diversity training for staff
   - Individual or small group sessions to address specific issues related to a lack of respect or understanding
   - In-service workshop to develop better procedures to identify and evaluate the applications of minority and disadvantaged students
   - Sexual harassment workshop for department chairs
   - Staff supported to attend diversity programs and celebrations during business hours
   - Adaptive Student Services presentation for department chairs
   - Annual colloquium to heighten faculty understanding of issues facing female and minority students
   - Faculty development workshop on diversity
   - Workshop on the needs of students for whom English is a second language.
   - Guidelines for interacting and supporting students for whom English is a second language
   - Guest speakers from underrepresented population groups, including African American men, Hispanic man, and disability awareness speaker

- Multicultural Job Fair which attracted about 40% minority participation

B. A few programs that Schools sponsored were focused on issues for an underrepresented group and were targeted toward members of that population:

- Diversity workshop for students attended by students from three underrepresented population groups
- Strategies for success conference for women students and faculty
- Programs for Minority Achievement Scholars

Recruitment and Retention

This section will discuss the efforts by Administrative units and Schools to recruit and retain faculty and professional staff from underrepresented population groups. It will conclude with a discussion of information about financial aid offered to attract and retain female and minority students.

1. <u>Use of an Affirmative Action Advocate</u> when conducting searches for faculty or professional positions (Administrative Survey Question 5 and School Question 6).

   Very few Schools and no Administrative units use an Affirmative Action Advocate, although several Schools and some Administrative units discussed alternative strategies that are used to give attention to affirmative action issues in recruitment. For example, two Schools report using their representative to the IUPUI Affirmative Action Council in the School's search and screen committees. Similarly, a few Administrative units have an Affirmative Action Officer who is involved in the hiring process for professional staff positions. Another Administrative unit reported that they routinely include a minority representative on all searches for professional positions. One School reported that the Dean's office takes responsibility for insuring that affirmative action is an integral concern of all searches. Another School reported having established an internal human resources position that includes responsibility for affirmative action advocacy. In lieu of an official Affirmative Action Advocate, another School reported systematically contacting minority colleagues and soliciting their help in securing minority candidates. The Office for Professional Development (OPD) reported that they will appoint an Affirmative Action Advocate to proactively address diversity issues in future searches. OPD also expressed the intent to enhance the openness of their recruitment procedures to "create a broader candidate base." Two Schools reported that they may begin to use an Affirmative Action Advocate in future search processes.

   <u>Role Definition of the Affirmative Action Advocate</u>
   Schools that regularly use an Affirmative Action Advocate, include the following responsibilities to be carried out by the Advocate:
   Proper placement of ads to attract minority applicants
   Active recruitment of minority applicants
   Raise questions as necessary pertaining to affirmative action issues

Ensure compliance with university policies on affirmative action
Ensure full consideration given to minority applicants

2. Spousal hires (Administrative Survey Question 6 and School Question 7)
Although the survey question asked whether assistance in securing jobs for spouses/partners had been offered in the past year, several Schools reported on their efforts in the past few years. This no doubt provided a more representative assessment and the responses show that virtually all Schools have provided some employment assistance to spouses/partners of candidates that were being considered for faculty appointments. Listed below are ways that Schools and Administrative units reported having offered employment assistance to spouses/partners:

- Two departments worked together to hire a new faculty member and retain the partner
- Spousal hires have been done, including within the same department
- Worked with other departments to create a new position for a spouse/partner
- Provided assistance to partners of candidates with potential positions in other units
- Identified job opportunities for and encouraged the candidacy of candidates' partners
- Assisted in job placement for spouses
- Routinely assist partners seeking professional positions through referrals, direct calls, and involvement by the dean with prospective employers
- Secured positions inside the school for spouses of two faculty recruits
- Offered a position inside the school to spouse to help retain the minority faculty member
- Tried unsuccessfully to secure employment for a spouse in area business
- Unsuccessful in effort to locate a faculty position for the partner of a faculty recruit and candidate did not accept an IUPUI position
- Unsuccessful in securing a tenured full professor appointment for candidate's spouse, so the candidate accepted a position at another university that provided this spousal appointment.

In addition to these efforts by individual Schools or Administrative units to assist spouses and partners of their own employees in securing employment, the IUPUI Career Center reported that they offer such assistance to any employee's family. The Career Center believes that this assistance is not widely recognized throughout the campus and thus is not used as often as it could be to assist partners to re-locate in the Indianapolis' job market.

3. Incentives to attract candidates from underrepresented populations (Administrative Survey Question 7 and School Question 8).

Several Schools reported some example of having offered incentives to attract minority candidates, although not all efforts were successful in recruiting the candidate. For example, one School cited their inability to offer competitive salaries

to attract minority faculty because their School's salaries are considerably less than most surrounding universities. A few Schools do not recognize any need to offer extra perks to attract candidates from underrepresented populations. Thus, one School reported that it offers the same things to all candidates, because the School believes that all prospective faculty want the same things.

Most administrative units reported that no incentives have been used to attract candidates from underrepresented populations. Two mentioned seeking informally to encourage applications from people of color, and the Office of Professional Development reported, "We will strive to identify opportunities and funding to offer such incentives to build the diversity of our office over the next twelve months."

Examples of incentives offered to attract candidates included:

- Two units and the School's dean and development officer worked together to obtain funding to prepare a competitive package to attract the candidate
- Obtained additional funds to support a competitive offer and secure a minority faculty member
- Hired the recruit's long-time assistant
- Seek to make competitive offers in terms of salary, relocation, and other support associated with filling positions
- Offering prospective faculty member complete choice of convenient time to teach
- Matched the salary offered by another university, but failed to secure this African American woman as a faculty member

4. <u>Practices to retain employees</u> from underrepresented groups (Administrative Survey Question 8 and School Question 9).

Several examples of efforts to retain women and minority faculty and staff were reported. About one-third of the Schools did not identify any retention practices, including one School that reported no retention practices exist because they have no employees from underrepresented groups. Another School claims to assist all faculty and staff with regard to their professional development and does not recognize a need for special efforts to retain minority or female faculty and staff. Another School has not initiated any retention practices, and instead is waiting for female and minority faculty and staff to request such help.

Examples of retention practices that were reported include:
- Offering leaves of absence to a faculty member from an underrepresented group
- Providing additional travel and technology support
- Making extra effort to insure awareness of external funding opportunities and opportunities for professional recognition
- Providing special supports, leaves of absence, and class scheduling arrangements for faculty members with disabilities
- Providing position upgrades

- Providing additional educational support to offset a significant external salary offer

Some other examples of retention practices were reported that are not limited to underrepresented population groups:
- Offering a "one prep" schedule for three years to maximize research time
- Flexible scheduling which allows some staff members to continue working and balance other responsibilities
- Modifying work schedules for staff to take advantage of educational advancement opportunities
- Providing flexible hours - time off for important appointments, such as doctor, dentist, children's school; time off to attend classes;
- Paying fees for work-related seminars

5. <u>Possible obstacles to academic success and retention</u> for faculty and staff from underrepresented population groups

Although no survey item requested information about additional responsibilities that may be carried by women and ethnic minority persons, one School provided this. Their new minority faculty member served the School by chairing the library committee and developing the acquisition of materials on underrepresented groups, representing the School on the Campus Interrelations committee for multicultural programs, providing leadership for the School's cultural festivities, providing a workshop for a cultural event at the IUPUI Student Center, and working extensively with ethnic minority students in an area high school to increase their academic success and encourage their enrollment at IUPUI. Informal reports from other faculty members suggest that this example is indicative of the added responsibilities that are often assumed by members of underrepresented population groups. Furthermore, several Schools and Administrative units alluded to the extra responsibilities that women and minority members of their faculty and staff carry on behalf of the campus unit in providing the welcoming environment that benefits the whole unit. For example, several units described the importance of strong female and minority role models in providing the kind of support that attracts a diverse population. These units described the contribution to a positive, supportive environment that results from mentoring and counseling provided by women and minorities to students and new faculty or staff from underrepresented population groups. Such service by people of color and women certainly benefits the School or Administrative unit but may be an impediment to the faculty member's scholarly success and tenure. Padilla (1994) has discussed this "cultural taxation" that occurs as minority faculty and staff serve the institution's needs for ethnic representation on a host of committees and mentor ethnic minority students. As Padilla points out, such service may bring recognition to the institution but generally the individual is not rewarded by the institution on whose behalf the service was performed. To insure that such service responsibilities contribute to retention of women and people of color at IUPUI, Schools and Administrative units need to include in their policies for tenure, promotion, and merit

pay, the appropriate recognition of the service activities performed by women and ethnic minority staff and faculty members.

Procedures for conducting promotion and tenure reviews pose another potential obstacle to the retention of women and minority faculty.

A. The School of Social Work reported that they had used a policy stipulating representation by women, men, and faculty of color on their Promotion and Tenure Committee for more than 10 years. This year they were required by university legal counsel to drop this provision. Concern was expressed about this loss of insuring diverse representation on this important committee that wields considerable influence in determining the retention of women and ethnic minority faculty members.

B. Similarly a recently proposed revision to the IUPUI Promotion and Tenure Committee procedures for reviewing candidates for promotion posed a subtle barrier for women and ethnic minority faculty. The proposed change would have limited voting on candidates for promotion to full professor to those committee members who are full professors. Given the low representation of women and minorities of color at the full professor level, such a procedure could significantly restrict their participation in voting. While this provision has a lengthy history in the academy and is based on the logic that those at the rank of associate professor are not qualified to make a decision on the merits of a candidate seeking promotion to full professor, some committee members challenged this premise. It was pointed out that many members of the IUPUI promotion and tenure committee lack training in medicine, yet they regularly review medical faculty members' dossiers and vote on their promotion and tenure.

6. Student scholarships that target underrepresented groups (School Survey Question 11)

Many Schools listed scholarships, assistantships, and other forms of financial aid that are designated for African American students. The Minority Research Scholars program also provides tuition rebates for undergraduate students. In addition to scholarships, some Schools provided information about achievement awards that are designated for women or minority students. One School also reported a Perseverance Award for women students. Only two units reported that they do not offer any types of financial assistance that target students from underrepresented population groups. (We have included a list of several scholarships available to underrepresented students in Appendix S)

Learning Environment

Method (Research Plan)

The committee -- Dena Cox (chairperson), Jose Rosario, Lillian Stokes and Pat Wittberg -- met on Tuesday, September 21, 1999 and discussed what **diversity means with respect to the learning environment and what information needs to be collected to assess this issue on campus.**

Our first order of business was to define **diversity.** We defined diversity to encompass many dimensions. The typical diversity definition include gender and racial/ethnicity; however, we also felt sexual orientation, religious affiliation, socio-economic class, age, learning styles and disabilities (e.g., emotional, physical, learning, etc.) should be included in this definition.

The committee discussed the domain of the **learning environment**. Students' learning takes place at a number of places other than the classroom. Personal interaction with faculty, other students and staff on campus *outside* the classroom constitute the learning environment as well.

Once we had more or less defined diversity and the domain of the learning environment, we discussed information that could be useful to assessing diversity on campus.

First, we felt there were a number of objective data sources that would be helpful in this regard.

1. From university records, it would be valuable to assess the *rates of success* of certain at-risk sub-groups, such as; black male students, female students, older first-time students, older returning students, other ethnic minorities and first generation college students (a possible surrogate for SES). Rates of success could be defined as graduation rate or length of time it takes for graduation.

2. We also felt that it would be valuable to break down the results (from #1) by School – to provide a benchmark for each school on this issue.

3. Each school should address what they are doing to sensitize their students (and faculty and staff) to the diversity issues we defined above. In particular, are there specific courses addressing these issues; what percentage of their course offerings address these issues; are there other ways outside the classroom that the school addresses diversity (e.g., special mentoring for students, special extracurricular events/tutoring sessions or support services to help sensitize students to diversity issues).

We felt that this type of data could serve as a valuable benchmark for the campus as well as the schools.

Second, we felt that conducting a series of focus groups (or other exploratory techniques) with *at-risk minority* groups would be helpful in determining what kinds of *specific* problems these students have dealt with on this campus. We felt this would be particularly helpful since many of these minority groups (e.g., gay and lesbians) are not part of any official recording on campus. Specific minority groups mentioned were: returning black male students, gay and lesbian students, specific religious groups, returning female students, older students, second semester freshman who had very poor grades, students who did not return to IUPUI after taking a semester or two of courses, disabled students (physical, learning, emotional), black students in science, students from different ethnic groups, and women in engineering and science. Once specific problem areas have been identified, IUPUI will be in a much better position to monitor them.

Third, We felt that the Dean of students and the IUPUI police department, along with the Affirmative Action office might have information on harassment claims or charges filed by students, faculty or staff on campus. This would provide an indirect measure of problems on campus. Additionally, the Dean of Faculty office may also be able to report what faculty are doing to address diversity, based on their annual faculty activity reports.

Finally, the committee felt strongly that this process of assessing diversity should not be a "one shot" deal, but should become a continuous part of IUPUI's assessment program. Specifically, a line could be added to the faculty annual reports concerning "diversity" and exit surveys could be conducted of all students who have not graduated or students who have not taken any courses for two semesters.

This report will be composed of summaries from several different sources. The majority of information presented in this report will be taken from responses that Deans from each academic unit on the IUPUI campus responded to concerning the way their Schools, departments, etc. currently deal with diversity issues. Other information will be presented from the *1998 Faculty and Undergraduate Continuing Student Surveys and the 1997 IUPUI Staff Survey* (available on campus). Finally, information from student focus groups conducted following the last meeting of this subcommittee, will be summarized.

Data Collection Procedures

Our committee proposed a broader definition of diversity than most others. Because of that, we also recommended collection of data from some sources that were not currently available. The data that we did use for this report are primary data from the Dean's of each academic unit on campus, the faculty and student surveys, and the staff surveys.

Summary from the Deans' Responses

Our primary data from the Deans' survey (Appendix E) presents the results of the responses of the Dean of each academic unit on campus to a series of three questions. Our committee felt that responses to three of these questions (questions 1, 4, and 5) would be helpful in determining how each unit responds to diversity issues within the learning environment. The questions asked were:

1. What activities has your unit undertaken to sensitize students, faculty and staff to Diversity issues in the following areas:

   a. Does each course taught in your unit address diversity issues?
   b. What specific courses address these issues and how?
   c. In what other ways (outside the classroom) does your unit address diversity issues for students (e.g., special student mentoring, extra-curricular events, diversity training for faculty and staff, etc.)

4. Does you unit have a written plan for diversity?

5. In the last year, did your unit hold any programs for faculty, staff or students to address issues facing underrepresented population groups in your discipline? If so, describe these plans.

Summary for "Does each course taught in your unit address diversity issues?"

The best answer for this is "No." Not all courses taught in each unit address diversity; however, all academic units reported at *least* a few courses that specifically did address diversity issues. Some Schools were more concerned with covering these types of topics than others. For example, the School of Education reported that "diversity is an important theme and every education course reflects diversity issues since they are concerned with teaching *ALL* students." Other units that reported a particular emphasis on diversity were the Schools of Medicine, Nursing, Social Work, and Liberal Arts, the home of Afro-American Studies (Appendix T) and Women's Studies (Appendix U).

Each academic unit listed at least one course that covers some issues of diversity. There were very few courses that specifically dealt with diversity only. Most of the courses that specifically dealt with diversity were from Afro-American Studies and Women's Studies.

Summary for, "What other ways does your unit address diversity issues for students, faculty and staff?"

Virtually every reporting unit listed a variety of ways that they addressed the issue of diversity *other* than in the classroom. One way that many units address this is by sponsoring clubs and organizations for some minority group. For example, the School of Engineering and Technology sponsors clubs like the National Society of Black Engineers and the Society of Women Engineers. The School of Medicine and Social Work sponsor similar organizations. The Schools of Nursing and Science offer peer mentoring for minority students as well. Other schools were involved with the Indiana Black Expo and the Latino Fiesta celebration.

While most units addressed diversity issues, there were some academic units that either omitted this question or clearly stated that "they do not deal with diversity issues outside of the classroom." Most notably, the School of Business was the only academic unit to indicate *specifically* that, "We do not deal with diversity issues outside of the classroom."

Summary for, "Does your unit have a written plan for addressing diversity issues?"

Virtually all reporting academic units did *NOT* have a written plan for addressing diversity issues. The only units that specifically have written plans are the Schools of Nursing and Engineering and Technology. Two other Schools, Education, Medicine and Dentistry have task forces or committees that deal with diversity issues.

Summary for, "In the last year, did your unit hold any programs for faculty, students and staff to address issues facing underrepresented population groups in your discipline?"

Of the fifteen reporting academic units, ten reported holding at least one program to address diversity issues. Many units offered some kind of diversity training for administrators or faculty, others held workshops on sexual harassment and adaptive student services. Several units also helped sponsor a minority speaker as well.

Relevant Data from the 1998 Faculty and Undergraduate Continuing Student Surveys (available on campus)

The report presents the gender differences in faculty perceptions of IUPUI climate for women. Without exception, women faculty responded less positively to these aspects of campus climate than do men faculty. The largest difference was observed for the item, "women's environment is about the same as male environment." Relatively large differences are also noted for the following items: "female faculty have less influence at department meetings," and "female faculty get no response to an idea yet a male with the same idea gets credit." In general, female faculty reflect a less favorable campus climate for women than their male counterparts.

The same report shows the school differences in faculty perceptions of IUPUI climate for women. Since there are large differences in the gender composition of IUPUI's schools, it is not surprising to find significant differences in responses according to the school affiliation of the respondent. For example, the School of Nursing faculty, who are predominantly female, reflect relatively less positive views of the campus climate for women, while the mean responses of Engineering and Technology faculty, who are mostly male, reflect relatively more positive views. However, the school differences do not always follow closely with school gender distribution. For example, faculty in the Schools of Law and Medicine (especially faculty in "Academic Clinical" faculty departments of Medicine) rate the climate for women items less positively even though these two units have majorities of male faculty.

Faculty Perceptions of IUPUI Climate for Minorities

The report shows the faculty perceptions of the climate for minorities. In general, faculty indicated that they felt comfortable teaching racially and ethnically diverse groups of students. However, faculty were less likely to agree with the statements, "My department does enough to recruit and retain minority students" and I can teach students who are not of my racial/cultural/socio-economic group."

Undergraduate Student Perceptions of IUPUI Climate for Women and Minorities

In general, students indicate fairly positive views toward the climate for women at IUPUI. One exception would be the item, "most instructors are supportive of women." This item was rated less positively, even though many more students agreed that "faculty are serious about treating males and females equally."

Students appear to have more "neutral" and less polar views of the campus climate for minorities. Between 49 and 50 percent of students chose the middle response across all but the top-rated item, "race relations are good at IUPUI," where they tend to indicate higher levels of agreement.

There are notable and consistent racial/ethnic differences in students' response to the climate for women items and especially the climate for minority items. Specifically, African American students consistently express less positive views about these aspects of campus climate. In most cases, "other minorities," do not show signs of viewing the climate less positively than their non-minority counterparts.

Women represent a majority of students at IUPUI, but a minority of faculty. When examined as four groups (female faculty, male faculty, female students, male students), only the female faculty stand out as rating the climate less positively than the other groups. That is, the majority female student population tends to view the climate in the same relative terms as male student and male faculty, but the minority female faculty populations have less favorable perceptions.

Summary from the 1997 Staff Survey (available on campus)

Throughout the sections of the staff survey, there were consistent group differences in responses according to racial/ethnic group, type of position and organizational role. Generally, staff of Asian descent were more positive in their ratings of IUPUI and their work environments. African American staff, on the other hand, tended to respond in more negative ways. For example, in terms of "job satisfaction," African Americans had the lowest job satisfaction scores (3.16), while Asians had the highest job satisfaction scores (3.63). This is a complicated issue because African American staff are over-represented in the service/maintenance category, whereas whites and other minorities are over-represented in the professional/administrative category.

Overall Impression of Data

Many schools on the IUPUI campus appear to be aware of diversity issues and are working hard to address these issues in their classes and school-sponsored events; such as, the Schools of Nursing, Medicine, Social Work, Engineering and Technology and SLA. However, the majority of schools on this campus do not appear to be making much of an effort to address these issues.

The African-American staff on this campus rate their satisfaction level with their jobs, etc far lower than their white and Asian counterparts. The root of this discrepancy needs to be found and addressed.

Although students (both male and female) rate their experiences at IUPUI about the same, there is a *huge* discrepancy between how the male and female faculty members feel about the treatment of women as students and faculty at this campus. Even though the Office for Women has been created on this campus, which is a good first effort, far more needs to be done to help rectify these gender issues.

Our report is very limited because only two of the diversity issues we identified have been examined, gender and race. There are many under-represented at-risk groups on this campus that have been identified, but for which no data were available. Our recommendation would be for the IUPUI administration to examine the problem areas for these groups as well, so that *all* kinds of diversity issues can be addressed.

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EXECUTIVE SUMMARY

The Office of Neighborhood Resources and the Campus Climate for Diversity Committee retained a consultant to assist Indiana University-Purdue University Indianapolis (IUPUI) with conducting a self-study of its campus climate for diversity. The purpose of the survey research was to determine the way in which opinion leaders in the Indianapolis community view the IUPUI campus relative to diversity. The Director of the Office of Neighborhood Resources constructed an initial set of survey questions. The consultant revised some of the original questions and added several more. The consultant and the director agreed on a final interview schedule. A broad cross section of opinion leaders in Indianapolis was identified and sorted into the following groups: Corporations and Private Industry, State Government, Education, City-County Government, Health Care, the Hispanic/Latino community, Non-Profit Community Organizations: Majority Group Focused, and Non-Profit Community Organizations: African American Focused. A recruitment plan was established and interviews were scheduled and conducted. The results were reported as themes, conclusions and recommendations. For example, certain themes were found to occur regardless the participants' group category. These included recognition that the Hispanic/Latino population has experienced tremendous growth in the last few years and that outreach efforts to this group will need to expand accordingly. A second theme cutting across all groups was the need for the university to increase its efforts to reach out to high school students in the Indianapolis area and point out the advantages of remaining in the area after graduation to attend IUPUI. Certain themes only surfaced within a few groups such as the high cost of tuition, and the perceived lack of a caring attitude toward students among faculty and staff. Further analysis of the responses to questions revealed consistencies in the perceived importance of tracking enrollment, retention and graduation rates of minority students. Conclusions centered on the need for a long-term approach to support Hispanic/Latino students with their educational goals, and the need for diversity education and training for all campus employees. It was recommended that diversity education and training might serve as a forum to develop a more "customer-focused" attitude on the part of certain staff groups like admissions and the office of the registrar. Other recommendations included a recruitment plan for the board of trustees to ensure they reflect the demographics of the community, and the development of community liaisons to travel out to community advocacy organizations in the minority community.

SURVEY PURPOSE AND PROCEDURES

The IUPUI Office of Neighborhood Resources (ONR) and Campus Climate Committee (CCC) imitated a self-study of its campus climate for diversity. The university wanted to determine the way in which the Indianapolis community views its campus relative to diversity.

ONR and CCC were interested in the opinions of community leaders and community groups. These individuals (opinion leaders) were defined as persons who are usually consulted for input on major community undertakings, and whose personal, organizational or business affiliations are critical to the educational, economic or governmental success of the region.

METHODOLOGY

The J. Wm. Smedley Co. (The Consultant) developed an interview guide for use to moderate focus group sessions and to conduct in-person and telephone interviews for selected community groups and community leaders. The conceptual framework for this study is Noncausal-Research (Miles & Huberman, 1994.) The CCC Sub-Committee developed an initial set of questions and provided them to the consultant. The consultant reviewed these initial questions, revised and added new questions. Questions 1. and 2. were introductory questions. Their purpose was to provide respondents with an opportunity to reflect on their experiences with IUPUI. Question 3. was a transition question, and questions 4. through 12. were the key questions for the study. Both parties agreed upon a final interview guide (see Appendix A). The study was divided into four activity areas. Each activity had strict timelines. They were as follows:

Planning

- Develop interview guide
- Determine participants and groups
- Develop recruitment plan
- Set locations, dates and times for the interview sessions
- Design analysis plan
- Specify the elements for final report

Recruiting

- Make initial contacts with potential participants
- Determine follow-up procedures to ensure attendance

Moderating/Interviewing

- Identify or create props/materials needed for the interview sessions
- Clarify arrangements for location
- Conduct focus groups and interviews

<u>**Analysis and Reporting**</u>

- Organize notes and data
- Study the data to determine key conclusions
- Organize data products to match format of final report
- Prepare final report
- Turn in final report

FINDINGS

Thirteen questions covering campus climate issues were directed toward opinion leaders in the Indianapolis community. The respondents in the study were grouped as follows:

A focus group was conducted consisting of Africans from the African Community International Center. All other respondents were interviewed by telephone or in person. The other groups included individuals from (1.) Corporations and Private Industry, (2.) State Government, (3.) Education, (4.) City-County Government, (5.) Health Care, (6.) the Hispanic/Latino community, (7.) Non-Profit Community Organizations: Majority Group Focused (e.g. they were not advocacy groups for services for persons of color), and (8.) Non-Profit Community Organizations: African American Focused (e.g. took an advocacy stance or focused services on persons of color). The same questions in the same sequence were asked of all participants.

<u>**Themes Identified Within All Groups**</u>

The following themes and observations were identified from an analysis of all responses regardless of group sampled. These themes were found in virtually every group.

- Some IUPUI campus-based centers, departments or programs <u>are</u> relating very well to certain constituencies in the Indianapolis community. Examples frequently cited included the Polis Center, the Center on Philanthropy and the School of Education. Their external customers hold these centers in high regard.

- A large majority of individuals in all groups ranked African-Americans and Hispanic/Latinos as the top two groups that came to mind when thinking of creating a positive campus climate for culturally diverse groups.

- University leaders must serve as positive role models by "walking the talk" when it comes to valuing diversity.

- The majority of individuals in all groups recognized the substantial increase in the Hispanic/Latino population in the Indianapolis metropolitan area and the need for the university to reach out to this growing community.

- Virtually no one mentioned people with disabilities as a group that needed to be included in the diversity mixture.

- A majority of individuals in all groups recommended sustained outreach to local high schools as a means of achieving diversity and serving the community.

- In all groups most of the respondents indicated they had not heard of any campus commitments to diversity (Question 7.) Most of the responses were "no", "not sure", "have not heard", "not through ethnic minority media", etc.

Themes Identified Within Several Groups

The following themes were found within several groups, however, not found in others:

- Several individuals who mentioned women as a group that might feel uncomfortable on campus did so out of concern for their safety. Most of the comments were very close to the following: "…I don't know that anyone does except for possible safety issues…women at night. As parents, we had some concerns about our daughter attending night classes."

- Both the Hispanic/Latino group and the focus group of Africans cited the "high tuition costs" as an issue.

- The "Mayors Summit on Race Relations" was frequently cited as an example of the effectiveness of publicizing campus events for maximum turnout.

- There is some mistrust among Jewish and African American groups that the results of the present research, like some outreach efforts in the past, will generate some initial outreach efforts, however, they will not be sustained over the long term. Constituencies such as these are looking for institutionalized outreach efforts that are not dependent on the tenure of certain IUPUI faculty, staff or administrators.

- Some sort of diversity education and or training for university employees was mentioned in several groups.

- Several groups recommended that the board of trustees should reflect the diversity of the community.

- The campus is still viewed as a "hybrid" trying to find its own unique identity.

- The school "could do more about retention of their students beyond the first year." "…Support for these students needs to be provided through out their educational experience…"

- Two groups cited a "lack of a caring attitude among faculty and staff" toward Hispanic/Latino and African students.

- Within several groups came the suggestion that the university should begin at middle schools and earlier to develop a college-bound mindset in youth as soon as possible.

Analysis of the Themes by Question Across Five or More Groups

In this section, the responses to each question in each group were compared with the responses to the same question in all other groups (e.g. the responses to question 1. by the Hispanic/Latino group was compared with the responses to question 1. for the other 8 groups). Where five or more groups' answers were consistent, or a theme was apparent, the themes are identified below (Questions 3, 5, 6, 11, and 12):

Question 3. What has been your greatest disappointment with IUPUI?

Five of the groups cited there was "not much diversity", or, that the university was not very aggressive in trying to reach minorities.

Question 5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

In the responses to part 1, five of the groups cited the flexible hours and programs for non-traditional and part-time students. (No consistent themes across groups were noted in the responses to Part 2 of this question.)

Question 6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

Five groups cited the need for more outreach and greater visibility in the public and private high schools.

Question 11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

The respondents in six of the nine groups suggested that it was important to track enrollment, retention and graduation rates, and that the extent of diversity in the composition of faculty would be good indicators.

Question 12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

In seven out of nine groups the respondents cited outreach through ethnic minority media, an increase in public relations efforts, more public forums, and that "people must be convinced that it's worth their time."

Summarized Responses to Key Questions by Specific Group Surveyed

Non-Profit Community Service Organizations: African American Focused

4. Who feels uncomfortable on the IUPUI campus? Why?

Campus police harasses Young African males, School of Social Work appears unwilling to find practicum settings in African American community agencies, complaints of African American faculty not being supported, cultivated or provided other forums for recognition such as advancement and tenure.

5. Lets talk about the needs of the people in the Indianapolis Community and efforts Of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Part 1 of Quest: Not real clear of needs being addressed.
Part 2 of Quest: Not seeing needs met in the area's of "digital divide" with all the technical expertise available; no one from nursing or medicine to address syphilis epidemic, parking not conducive to community needs, not enough culturally competent instructors.

6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

The board of trustees and all management levels need to be diverse, there is a need for more community summits like the Mayor's Summit on Race Relations, school should develop stats and articulate its concern about racism and diversity, incorporate a philosophy of diversity throughout the campus.

7. Does the IUPUI campus communicate its commitments to diversity to the community?

Job announcements we receive that's all. Surface concerns no follow through.

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See Appendix C)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

The faculty seems in denial of issues, "all book learning versus reality based teaching, very limited."

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Make a decision whether or not school will be regional or research focused ("elitist"), conduct and publish research on topics that impact the African American community such as lack of fairness in criminal justice system, black-on-black crime, etc.

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

Graduation rates by ethnic group. Recruitment rates in professional schools. Evidence of collaboration with community groups. More diversity in the faculty.

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

Being clear, and communication outcomes sought, resources to support participants, see it driven by Chancellor and Board of Regents vs. someone below, each professional school to have a role.

13. Have we missed anything?

IUPUI should publish its history; future plans for growth/expansion so community residents can anticipate whether they will be moved.

Health Care

4. Who feels uncomfortable on the IUPUI campus? Why?

Possibly women at night (safety issues).

5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Part 1 of Quest: Strong academic offerings and involvement.
Part 2 of Quest: Lack of visibility in community; or in ethnic events in city.

6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

Take the lead, model and support the issue.

7. Does the IUPUI campus communicate its commitments to diversity to the community?

"No" from both respondents.

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See Appendix C)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

Medical School is not open to this; it is inbred, deans from within, etc.

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Top management should reflect diversity, be role models and "walk the talk".

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

Help programs and services develop tools to measure progress in each area.

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

Target your audiences, don't make it too broad, then show a genuine interest in their input.

13. Have we missed anything?

These issues take time, can't be solved over night. Stay focused; set goals and plan.

Education

4. Who feels uncomfortable on the IUPUI campus? Why?

Iranian's, Latino's, Pacific Islander's.

5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Part 1 of Quest: Some occasional outreach efforts trying to make undergrad programs accessible especially to adult and part-time students.
Part 2 of Quest: School of Education still very traditional, may need some course re-design.

6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

Make campus attractive to minority students, survey minority students who have chosen to go to other schools; look at administration; sometimes have to determine where IUB leaves off and IUPUI begins; utilize talent of staff to determine what's needed.

7. Does the IUPUI campus communicate its commitments to diversity to the community?

No

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See Appendix C)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

Have not generally heard of problems in this area.

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Leadership should publicly support and model behavior; include in mission.

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

How many make it past first year, check patterns across all groups, conduct exit interviews, examine 5-4 years; compare with changes in city.

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

Set-up neighborhood council, give them lunch, must be something in it for them. Use campus for community events.

13. Have we missed anything?

School is on right track since upgrading athletic program to Division #1 young people are also attracted by sports programs as well as academics. School should look at Indiana Wesleyan as a model for the future. They have carved themselves a niche by reaching

out to non-traditional students.

State Government

4. Who feels uncomfortable on the IUPUI campus? Why?

Don't know

5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Responses to PT 1: Bringing inner city students to campus.
Responses to PT 2: Need to support/reach out to public and private high school, faculty needs to be more visible in community leadership roles.

6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

Mandatory courses on diversity should be created across the curriculum so that regardless of field of study; students will be ready for a trans-cultural society.

7. Does the IUPUI campus communicate its commitments to diversity to the community?

Didn't get responses.

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See Appendix C)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

Don't know.

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Hire minority firms and vendors for campus work; bring student groups together; have diversity on boards.

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

Assess student attitudes as soon as they arrive on campus than halfway through

curriculum and again at end of studies.

> 12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

Come up with meaningful forums that would select folks out of community; people must believe its worth their time versus seeking opinions and doing nothing.

> 13. Have we missed anything?

Butler and Marion College have developed relationships with high schools. It's admirable that an effort is being made to solicit opinions.

Corporations and Private Industry

4.   Who feels uncomfortable on the IUPUI campus? Why?

No one I know of.

5.   Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Part I: Very effective in reaching out to local government, business community, NBHD groups and associations, undergraduates. Good for adult students, nights/weekends, flexible.
Part II: Have not met community college need (if that's what they want). Indiana Wesleyan is ahead in terms of addressing the needs of adult students and format.

6.   In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

No reason to believe they're not involved. Important to include everyone. Do a pretty good job.

7.   Does the IUPUI campus communicate its commitments to diversity to the community?

Mixed responses: 50% have not heard, 20% say yes, 30% not sure.

8.   What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See Appendix C)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

Mixed: 30% say don't know; 70% said probably ok.

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Establish its identity and highlight it to the public; get word out more versus professional schools/hospitals.

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

Composition of student and faculty body, tracking enrollment, faculty staffing, bilingual signage on campus/curricular materials.

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

University is already working to involve community groups. Already do good job. Chancellor's great ambassador. Begin with smaller group of key individuals in community; administration must walk the talk.

13. Have we missed anything?

School needs better marketing overall. I'm impressed overall with School. A warmer feeling campus is needed.

City-County Government

4. Who feels uncomfortable on the IUPUI campus? Why?

Not aware of any specific groups.

5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Part 1: Flexibility of schedules for working students. Great for older working students. Part 2: Blue-collar workers that want to return to school and are not up to speed academically. More classes at reasonable rates; they are too expensive for average person, should be a reduction in price/course.

6. In recent years, there has been an increasing concern about various organizations'

commitment to diversity. What should IUPUI do about this issue?

Begin work with minority and Hispanic/Latino organizations: Wishard Hispanic/Latino Initiative, Sociedad Amigo's de Colombia (SADCO), Fiesta Indianapolis, Association Peruana, Spanish Churches, Mexican Civic Association, Ballet Fiesta, Ballet San Patricio, League of United Latin American Citizens (L.U.L.A.C.), LaRaza National Council.

7. Does the IUPUI campus communicate its commitments to diversity to the community?

Have not seen it.

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See question 6)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

I believe opinions of African Americans are not accepted as frequently or carry the same weight as the majority group. Not sure. Yes, very positive, open for everyone.

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Increase the number of African American, Hispanic/Latino, and Asian American Professor and department Heads; will help draw more diverse students. They should support international and foreign exchange groups on campus by giving them a more significant, visible role.

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

Look at curriculum offerings, how diverse it is. Look at number of minority professors/department heads. Look at how diverse campus is.

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active

Increase visibility and participation in community trough booth space at ethnic events; use minority media and high schools.

13. Have we missed anything?

Do something about parking; understand that Hoosiers are not used to hearing accents; diversity training is needed for everyone on campus.

Non-Profit Community Service: Majority Agencies

4. Who feels uncomfortable on the IUPUI campus? Why?

African Americans, possibly adult learners. Women for security reasons. A sense that campus is unsafe after dark.

5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Part 1: flexible hours and degree programs for older students as well as traditional students
Part2: low community involvement and outreach; assistance for students that have not done well academically

6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

Conduct an assessment of the needs of the community; target the African American and Hispanic/Latino communities, develop programs that create interaction with these groups and the community as a whole.

7. Does the IUPUI campus communicate its commitments to diversity to the community?

(Respondents did not know of any communication.)

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See Appendix C)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

50% perceived the environment as ok and 50% said that they did not know.

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Make an effort to make all students feel welcome, creating clear, strong strategic plan supported by top management.

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

Track enrollment figures, percentage of minority vendors, and number of racial incidents on campus number of minorities in other support positions: maintenance, clerical, etc.

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

Develop strong outreach to the community. University leaders must develop a vision, promote the effort through strong public relations efforts, hold more public forums like the Mayors race relations summit.

13. Have we missed anything?

"I'm encouraged that there is someone on campus who knows there's a problem and is willing to look at this."

"I'm glad you're asking these questions. You're to be commended for examining the issue"

Africans (Focus Group)

4. Who feels uncomfortable on the IUPUI campus? Why?

Our first experience with all white staff. Felt discomfort about the low enrollment of international students. A French African student struggled with language barrier, need interpreters for foreign students.

5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Part 1: Not aware of needs of Indianapolis.
Part 2: It's an inner city location but programs seem to be directed toward whites; need to do things differently than IUB and Purdue; market university resources through churches; target teens and offer them tutoring and after school programs, develop in them an interest to attend. Gather information from the community, parents, churches and other groups willing to provide feedback.

6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

IUPUI strategy should be to address real practical issues in the community; prove themselves to the community by using community people to conduct outreach. Increase interaction between minority professors and students. Utilize Black organizations, e.g. Black Expo, NAACP.

7. Does the IUPUI campus communicate its commitments to diversity to the community?

No.

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See Appendix C)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

There is discomfort in class discussion, a feeling as though your voice will not be heard. Instructors do not seem to be inclusive. The material is limited culturally, and teaching techniques seem limited.

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Conduct outreach at local high schools, offer scholarships and promote them, increase student loan availability, follow up with potential students and after students are admitted.

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

Increased number of IUPUI graduates in the workforce. Higher visibility of school in the community. An increase in targeted programs, e.g. technology for adults.

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

Get out of "comfort zone" and show genuine intention to have input and participation. Establish a long-term effort and sustain it. Board of trustees and top leadership should reflect the diversity of the community. Hold meetings where participants feel comfortable, form linkages with churches.

13. Have we missed anything?

Printed materials should be reflective of diversity, direct diversity education to faculty and other staff, and then have students evaluate faculty for cultural competency. Use an independent organization to evaluate.

Hispanic/Latino Opinion Leaders

4. Who feels uncomfortable on the IUPUI campus? Why?

Responses ranged from "no one" to "foreign born international students."

5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

Part I: Older students, non-traditional students and students who require remediation. Part II: courses offered at "reasonable cost"; help and retention efforts aimed at the "average" student; professors who have not bridges the gap between scholarship and community involvement; reach out to students at an early age; school should provide representatives get involved in community volunteer work.

6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

Active recruiting in high schools; integrating cultural competency into curriculum; bringing more diversity to faculty ranks, department heads, etc.

7. Does the IUPUI campus communicate its commitments to diversity to the community?

Not through ethnic/minority media, however it is seen through dialogue group sessions with the Chancellor on minority issues, and the school does include diversity in pictures that appear in its publications, except for older students.

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

(See Appendix C)

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

It's diverse but not integrated; people are in groups (silos?) that don't mesh. A platform does not exist for health debate. People are reluctant to get into certain "conversations" (e.g. race relations, homosexuality, etc.); there is little tolerance for sensitive issues. Another respondent to this question thought it was positive and open to everyone.

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

Support international and foreign exchange groups on campus and give them a more significant role. Focus on retention and graduation rates and the growing polarization and intolerance for black students on the part of white students. Create opportunities and a safe atmosphere for discussion and dialogue on sensitive topics.

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

Retention and graduation rates of culturally diverse students develop a strategic plan with quarterly goals and objectives.

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

Use ethnic media to increase visibility and participation on the part of university leadership. Utilize soccer and other sports activities as a draw.

13. Have we missed anything?

The campus is looked at as a hybrid. It still seams to be suffering some identity issues. Students involved in sports probably don't feel as included since campus is a commuter school.

CONCLUSIONS

- African Americans and Hispanic/Latinos continue to head the list of community constituencies. However, the current population of Hispanic/Latinos is in the 75,000 to 85,000 range. Future estimates in only 5 years go as high as 250,000. Hence, it is clear that the university needs to establish a strategic plan to incorporate the educational needs of this rapidly expanding community.

- It is very important that faculty, staff and administrative employees be educated and trained in the critical role they play in how students perceive the campus climate for diversity. This is especially true for staff in admissions, financial aid and registrar departments.

- An overwhelming majority of respondents had a positive personal experience in response to question 2. "Think back to an experience you've had with IUPUI that was outstanding. Describe it." (See Appendix B.)

- No one from the dominant group included themselves as part of the cultural diversity mixture.

- Recruitment, retention and graduation rates remain of high interest and concern to the African American and Hispanic/Latino communities.

RECOMMENDATIONS

- With the exception of the campus centers identified above, it appears that there are a number of opportunities to provide increased resource, expertise and collaboration with community constituencies. Some of these include the mental health, Indianapolis Public Schools, African American and Hispanic/Latino communities.

- Meet specifically with the NAACP and Urban League leadership to listen to their concerns. Establish a time frame within which to respond to those issues that prove to be feasible. Assign a community liaison to meet with these groups on a regular basis, e.g. quarterly. Ensure that the liaison function is institutionalized.

- Contact representatives from Hispanic/Latino neighborhood groups and organizations to seek their input and suggestions. Establish a time frame within which to respond to those issues that prove to be feasible. Assign a community liaison to meet with these groups on a regular basis, e.g. quarterly. Ensure that the liaison function is institutionalized.

- Conduct an assessment of the backgrounds police officers, and the cultural diversity training needs of the campus police department. Ensure that this department also reflects the demographics of the community.

- Retain the services of a minority supplier diversity consultant to develop a supplier diversity program. Then publicize the program.

- Although campus publications reflect racial/cultural and gender diversity in photographs and pictures, examine whether the older student is included as part of the mix.

- Since students have their first encounter with admissions and registrar staff, these staff members should be evaluated for their "multicultural customer service" skills. A cold, uncaring or aloof attitude by these individuals is interpreted differently by students from different cultural groups, and may leave a negative impression at the beginning of their educational experience.

- When openings occur on the board of trustees, develop a recruitment plan to ensure that board membership reflects the demographics of the community.

- Develop strategies to ensure that faculty is sensitized to the need to develop new skills for teaching an increasingly diverse student body. Campus officials charged with diversity management might explore making presentations at academic department meetings on a regular basis. The purpose of the visits would be to educate

them about multiculturalism and encourage them to accept a new responsibility of creating classroom environments that are positive for students from diverse cultures.

- Develop a plan for reaching out to all public and private high schools and middle schools in the Indianapolis metropolitan area. Establish programs that bring these students on campus. Use college students, where feasible, to assist in this effort.

- Ensure that all staff, e.g. maintenance and grounds, clerical, etc. are trained in the importance of being "customer friendly" to students they encounter.

APPENDIX

A. Interview Guide

1. What are you hearing people say about IUPUI in the Indianapolis Community?

2. Think back to an experience you've had with IUPUI that was outstanding. Describe it.

3. What has been your greatest disappointment with IUPUI?

4. Who feels uncomfortable on the IUPUI campus? Why?

5. Lets talk about the needs of the people in the Indianapolis Community and efforts of IUPUI to meet those needs. What needs are addressed most effectively by IUPUI? What needs are being overlooked that it should address?

6. In recent years, there has been an increasing concern about various organizations' commitment to diversity. What should IUPUI do about this issue?

7. Does the IUPUI campus communicate its commitments to diversity to the community?

8. What culturally diverse groups come to mind that might be included in plan for a creating a positive climate for diversity at the university?

9. How do you perceive the IUPUI campus environment for diverse opinions and backgrounds?

10. What do you think is the most important thing that can be done to improve the campus climate for diversity at IUPUI?

11. How would you measure IUPUI's success in creating a positive climate for diverse cultural groups on campus?

12. IUPUI wants the Indianapolis Community more involved in designing, planning and evaluating its campus climate for diversity. Programs are better when local residents are involved as active partners. What would encourage active participation?

13. Have we missed anything?

B. Question 2: "Think back to an experience you've had with IUPUI that was outstanding. Describe it."

The responses to this question were unique to each individual; hence, they are listed as follows by group category:

Non-Profit Community Service Organizations: African American Focused

"Smooth acceptance into School of Social Work"; "enjoy opportunity to speak to students as guest lecturer;" "Chancellor served as chair of our capital campaign."

Health Care

"Taught a class there, enjoyed it."

Education

"Enjoy attending conferences there"; "got great help from the School of Education, good open dialogue, willingly shared their expertise."

State Government

"Attending Dr. Martin Luther King dinner."

Corporations and Private Industry

"Involvement with Central Indiana Technology Partnership"; "my experience on board of advisors has been very positive"; "experience with multimedia center was excellent."

City-County Government

"Great improvement in registration process Vs years ago"; "good interaction with Polis Center, they evaluated Front Porch Alliance, held workshops, have done studies on faith-based groups in the community."

Non-Profit Community Service: Majority Agencies

Several respondents cited positive experiences with the Center on Philanthropy, SPEA, and the Polis Center.

Africans (Focus Group)

"Library facility and its access to public"; "availability of use of computer system", "ability of students to obtain Microsoft products at discount."

Hispanic/Latino Opinion Leaders

"Took English courses, had a positive experience with curriculum, professors and environment"; "time spent there as a student receiving my undergrad degree in Liberal Arts"; "took SPEA courses, was a life-changing experience"; "School of Social Work, started in IUB was smooth transition to IUPUI".

C. Question 8: "What culturally diverse groups come to mind that might be included in plan for creating a positive climate for diversity at the university?"

The Groups are listed below in order of frequency:

African Americans,
Hispanic/Latino
Asians

African Community International Center
NAACP
Wishard Hispanic/Latino Initiative
Sociedad Amigo's de Colombia (SADCO)
Fiesta Indianapolis
Association Peruana
Spanish Churches
Mexican Civic Association
Ballet Fiesta
Ballet San Patricio
League of United Latin American Citizens (L.U.L.A.C.)
LaRaza National Council.
Christians
Jews,
People from Caribbean
Moslems
People from Europe.
Presidents of student organizations
Vietnamese
Korean
African
East (Asian) Indians,
Germans
Russians
African American millionaires
Older professionals
Marion County Bar Association
Black Physicians group
Urban league
National Association of Black Social Workers (NABSW)

Black Expo
Gay/Lesbian Organizations.

Reference

Miles, M.B., and Huberman, A.M., Qualitative data analysis (1994), 2nd Edition, Thousand Oaks: Sage Publications.

APPENDIXES:
Paper copies are available in AO 140

Appendix A: *IUPUI State of Diversity*-Diversity Cabinet: A Call to Action (p.6)
Appendix B: *IUPUI State of Diversity*-State of Diversity Message
Appendix C: Mission, Vision, Values, Aspirations, Goals and Strategic Initiatives
Appendix D: IUPUI Performance Reports - 1996, 1997, 1998
Appendix E: Campus Climate for Diversity School and Administrative Unit Reports
Appendix F: Indiana University Academic Handbook
Appendix G: IUPUI Supplement to the IU Handbook
Appendix H: Affirmative Action Plan
Appendix I: Study by Consulting Services Group, International
Appendix J: Campus Climate Review Draft (2/25/98)
Appendix K: IUPUI Performance Indicators--Composite List of All Indicators
Appendix L: Office for Women Reports
Appendix M: Adaptive Educational Services
Appendix N: Guide to Academic Programs 2000
Appendix O. Guidelines for Academic Program Review
Appendix P: School Affirmative Action Reports
Appendix Q: Civility Policy
Appendix R: Description of Minority Faculty Development Office
Appendix S: Listing of Minority Scholarships
Appendix T: Afro-American Studies Program
Appendix U: Women's Studies at IUPUI
Appendix V: Principles of Undergraduate Learning