

Promote an Inclusive Campus Climate

IUPUI will intentionally create an inclusive campus climate that acknowledges and demonstrates our commitment to the value of diversity as a marker of excellence in higher education.

Strategic Objectives

- Develop and maintain an unapologetically equitable and inclusive campus culture that ensures the academic and professional success of historically minoritized and marginalized students, staff and faculty acknowledging the benefit to the entire campus
- Provide multiple and varied learning opportunities to the IUPUI community leading to greater awareness and understanding of and between diverse populations, and to ensure campus accountability to the values of diversity, equity and inclusion with campus administration leading by example
- Develop and implement *meaningful* diversity plans that are dynamic and unique to each unit and annually assessed
- Employ proven strategies to diversify campus administration, faculty, staff and students

As Indiana's premiere public higher education institution located in, committed to and focusing on the unique issues arising in urban settings, IUPUI seeks, values, and cultivates diversity in all of its forms, and strives to provide an environment where every individual feels welcomed, heard, valued, and supported to achieve success. Our commitment to fostering and sustaining an inclusive campus climate for all students, faculty, and staff members begins with IUPUI's leaders and permeates the entire campus. We have a strong track record of serving an array of students— first-generation, high-ability, historically minoritized and marginalized, returning adult, international, and veteran, to name a few— and our success in effectively educating these diverse learners depends, to a great extent, on ensuring that our faculty and staff reflect the diverse communities of learners we serve. We must also develop, revise and expand our current curricular and co-curricular activities to make them more relevant to our students who hail from diverse backgrounds, histories, locations and lived experiences. Finally, we must ensure that our structures, policies, processes, and programs align with the values of diversity, equity and inclusion, to secure the success and well-being of all students, faculty and staff.

Key Accomplishments

Campus Diversity Plan—completed and operationalized (2016-2021) employing research-based framework for higher education; now tied to Affirmative Action/OEO Reports to reduce confusion and eliminate duplication where possible.

School Diversity Plans—Most IUPUI Schools have revamped earlier diversity plans to follow the research-based framework employed in the campus plan. These plans are unique to each unit, addressing the specific needs identified in various studies and reports, as well as including initiatives that are important for the School.

Diversity Plan Results—creation of Associate Vice Chancellor for Faculty Diversity, introduction of awards recognizing excellence in diversity, co-curricular diversity initiatives, faculty diversity development support, increased scholarship support for undergraduate students, wrap-around programs to improve student success, campus participation in the National Center for Faculty Diversity and Development, increased participation in the Doctoral Scholars Program of the Southern Regional Education Board.

Climate Survey—administered in 2014, the comprehensive survey provided significant quantitative and qualitative data about the climate for all IUPUI students, staff and faculty. Information from the original survey serves as a benchmark and served as a guide for diversity plans, targeted discussions with faculty, campus leaders and students, as well as the creation of the LGBTQ+ Center and identification of various awards recognizing excellence through diversity, equity and inclusion.

Task Forces—both the Latinx and Black/African American student, staff and faculty task forces identified best practices to recruit, retain and advance members of these populations. Many of the suggestions proposed are underway and yielding positive results.

New Diversity Initiatives—Critical Conversations, School and Departmental Meetings, Certification in Implicit/Unconscious Bias Training, Diversity Speaker Series, Social Justice Book and Lecture—these are some of the new initiatives introduced to provide informal and formal learning opportunities and exposure to diverse speakers, curriculum and experiences to both the IUPUI and surrounding community.

IUPUI Veterans—Students, staff and faculty service members now have resources that assist them in identifying one another (IUPUI Veteran Pins and Door Labels), as well as quick-reference bookmarks with the information most important to them.

Diversity Report—Disaggregated populations and work groups to make the report more meaningful and transparent and to better inform planning.

Embrace Magazine—serves as a complement to the Annual Diversity Report by “adding a face to the numbers” and telling the myriad stories of those working toward making IUPUI more inclusive. An important tool for recruiting students, staff and faculty; fund raising; celebrating their accomplishments and sharing the IUPUI story with the surrounding community.

Targeted Meetings with Latinx and Black/African American Faculty—over the course of three years, the concerns of marginalized faculty have been shared through informal meetings, retreats and luncheons. Information gained has been shared in various settings including Chancellor’s Cabinet, Dean’s Council, Chair’s and Faculty Council meetings.

Veterans and Jewish Faculty and Staff Councils—the introduction of two new Faculty and Staff Councils to better serve these often-marginalized groups is an important part of promoting an inclusive campus climate.

LGBTQ+ Center—was introduced after a study commissioned by then-Chancellor Bantz to serve the needs of IUPUI students, staff and faculty.

Priorities and Strategic Actions

Develop and maintain an unapologetically equitable and inclusive campus culture that ensures the academic and professional success of historically minoritized and marginalized students, staff and faculty acknowledging the benefit to the entire campus

- Create research-based leadership learning initiative providing senior administrators tools to make meaningful change
- Eliminate various barriers—psychological and structural—that prohibit student success, as well as faculty and administrative diversity
- Implement change using various survey data
- Remain the preferred institution for service members pursuing higher education in the State of Indiana by continuing to meet the needs of veterans
- Remain the preferred institution for students with disabilities pursuing higher education in the State of Indiana by collaborating with campus units to make reasonable and innovative accommodations available

Provide multiple and varied learning opportunities to the IUPUI community leading to greater awareness and understanding of and between diverse populations, and to ensure campus accountability to the values of diversity, equity and inclusion with campus administration leading by example

- Provide and assess multiple informal and formal opportunities for information sharing, learning and processing (Critical Conversations, Cultural Competence and Literacy, Safe Space/Zone Certification, Social Justice, Speaker Series, Implicit/Unconscious Bias Short Courses, Certifications, Testing, etc.)
- Develop a hybrid of diversity-infused and diversity-centered courses at the undergraduate level in each School
- Provide targeted equity and inclusion training and coaching for senior administrators
- Ensure internal and external professional development opportunities are available to all
- Create a vibrant, welcoming campus environment that attracts, retains and graduates the most diverse student population in the State of Indiana
- Enhance the educational vitality of IUPUI by developing additional institutional funding streams for the recruitment and retention of historically minoritized and marginalized faculty, staff, and students
- Develop pathways to higher education for historically minoritized and marginalized students and faculty, through sustained educational partnerships from K-12 through graduate school

Develop and implement *meaningful* diversity plans that are dynamic and unique to each unit and annually assessed

- Check for change/improvement over time
- Ensure equity and inclusion are woven into *everything*—employment interviews, evaluations, expectations, rewards so that diversity is not an afterthought
- Ensure plans are more than “checking off a list of duties,” but are important to everyone—leadership, staff, faculty and students because they understand why the plan is important, how it impacts everyone, the unit and campus

Employ proven strategies to diversify campus administration, faculty, staff and students

- Infuse Implicit Bias Training in Search Committee process
- Appoint historically marginalized (gender, race, sexual orientation, etc.) individuals to chair and populate search committees at the Dean level and beyond
- Require diverse applicant pools prior to permitting interviews for positions
- Implement Equal Opportunity Advocate Program for search committee
- Require Implicit Bias Training for searches at the Dean level and beyond
- Employ culturally relevant student recruiting practices
- Eliminate use of deficit language when referencing diverse populations
- Ensure all job postings demonstrate campus commitment to equity and inclusion
- Include questions about equity, inclusion in all interviews for employment
- Encourage and reward staff participation in campus diversity initiatives and programs

Key Performance Indicators

- Improved recruitment, retention and promotion/graduation rates of marginalized administrators, faculty, staff and students
- Improved representation of historically marginalized tenure and tenure-track faculty in multiple units
- Improved quantitative and qualitative Climate Survey, Satisfaction, Engagement and other survey results
- Increased staff and administrative diversity
- Significant reduction in reports of micro-aggressions by historically minoritized and marginalized students, staff and faculty