



Michele J. Hansen, Ph.D. , Assistant Vice Chancellor, Institutional Research
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Understanding the Diversity of IUPUI Students, Faculty, and Staff

Framework

1. Diversity is broadly defined as the differences between people. These differences can include race, gender, sexual orientation, religion, background, socioeconomic status, and much more.
2. Multiculturalism goes deeper than diversity by focusing on inclusiveness, understanding, and respect, and also by looking at unequal power in society and in organizations.
3. “Diversity focuses on the ‘otherness’ or differences between individuals and has a goal of making sure, through policies, that everyone is treated the same. While this is the legal and the right thing to do, multiculturalism looks at a system of advantages based on race, gender, and sexual orientation called power and privilege.”

From: <https://open.lib.umn.edu/humanresourcemanagement/chapter/3-1-diversity-and-multiculturalism/>



Diversity Assessment, Accountability, and Action: Going Beyond the Numbers

1. **Compositional Diversity:** Numbers of men and women and the numbers of individuals from historically underrepresented groups among students, staff, and faculty across departments and units. Institutions often circulate annual reports on "the numbers," occasionally broken down across units, to prompt discussion.
2. **Climate, Behavior, Perceptions and Outcomes:** Important to also assess campus climate, including perceptions and behaviors among individuals and groups, and organizational practices across units. Quality interactions also critical.

Based on body of work on improving campus climates for diversity from Sylvia Hurtado's and colleagues



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[IUPUI Data Link](#)

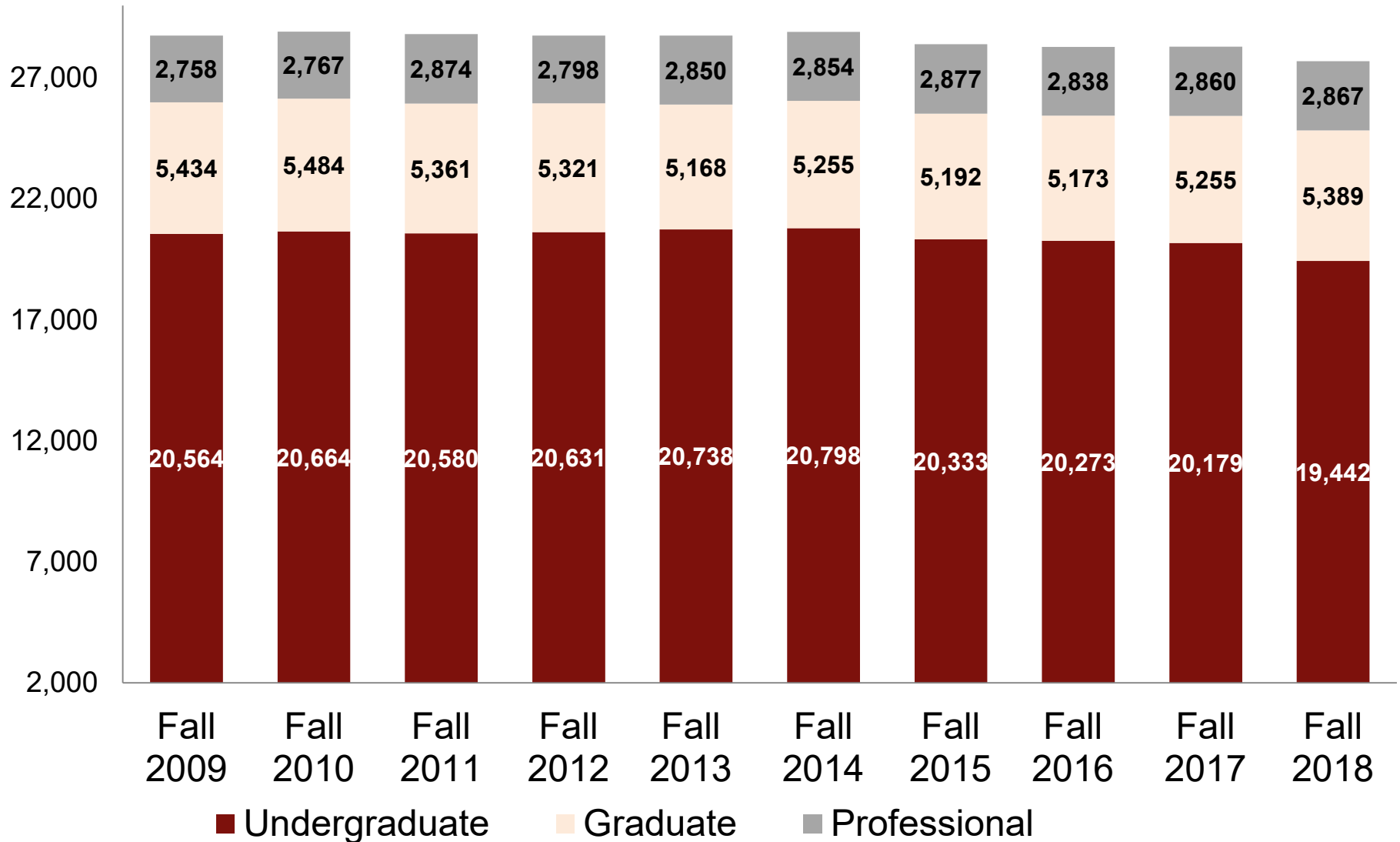


Contact us with questions or requests for information!



Student Enrollment

IUPUI Indianapolis Includes Part-Time and Full-Time, 2018 Total = 27,698
Total Enrollment IUPUI IN, CO, and FTW = 29,579



UNDERGRADUATE 2018

IUPUI - Indianapolis Only

27%

Transfer
Students

85%

Attend classes
full-time

29%

First Generation
Students

92%

Indiana
Residents

23%

Underserved*

57%

Female

17%

25 years of age or older

4%

International
Students

*Underserved includes African American, American Indian/Alaska Native, Latinx, Native Hawaiian / Pacific Islander, and Two or More Races.



Serving Indiana Hoosiers

IUPUI serves more
Indiana Residents than
any other University.

25,607



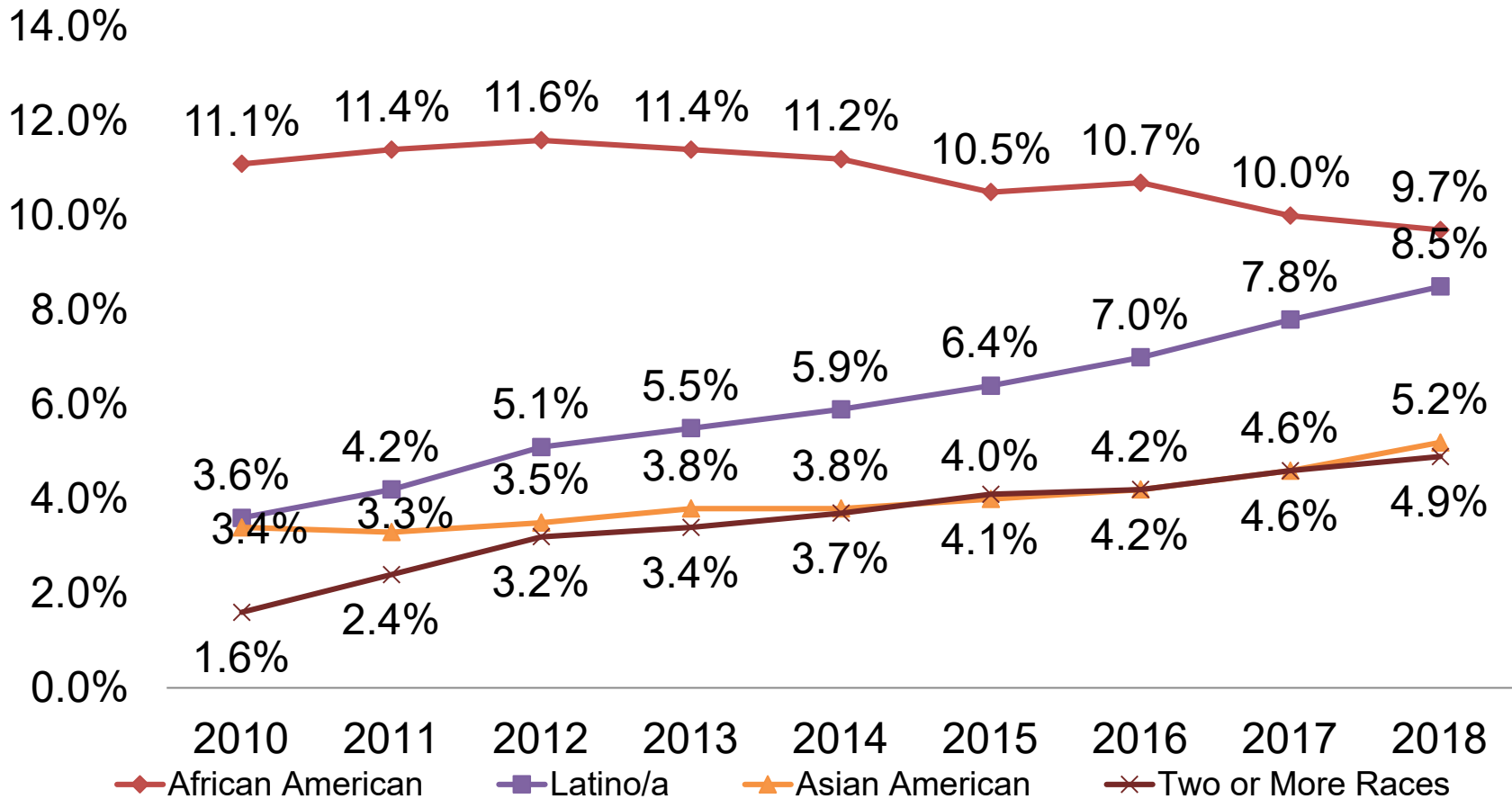
IUPUI has more African American students than any other university in Indiana.

2,612

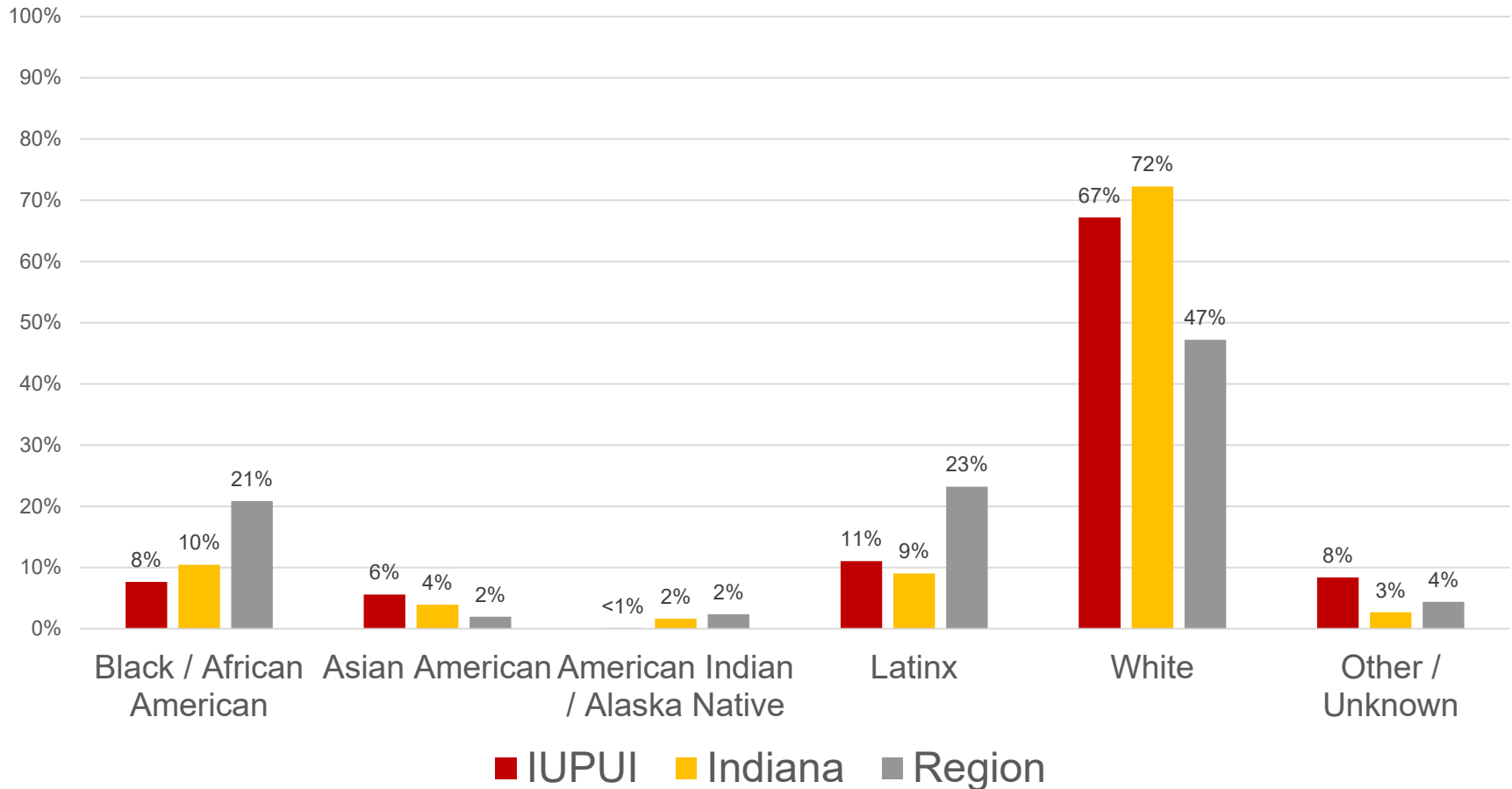


Students of Color Undergraduates

IUPUI Indianapolis



Comparison of IUPUI Beginning Full-time Students to SAT Takers by Race / Ethnicity - 2018



Data collected from College Board. Region includes the Greater Indianapolis metropolitan area containing all of Marion County and portions of Boone, Brown, Hamilton, Hancock, Hendricks, Johnson, Marion, Morgan, and Shelby. IUPUI data excludes Columbus and Fort Wayne to appropriately compare to region.



Points to Consider

1. Many students attending IUPUI possess characteristics that place them at a greater risk for academic failure and attrition:
 - First generation college students
 - From low-income backgrounds
 - Attend classes part-time
 - Did not begin here (transferred from another institution)
 - Live off campus
 - Have significant external commitments (off-campus work, caring for dependents, household responsibilities, commuting to campus)



GRADUATE & PROFESSIONAL 2018

IUPUI - Indianapolis Only

15%

First Generation Students

73%

Indiana Residents

16%

Underserved*

58%

Female

62%

Attend classes full-time

13%

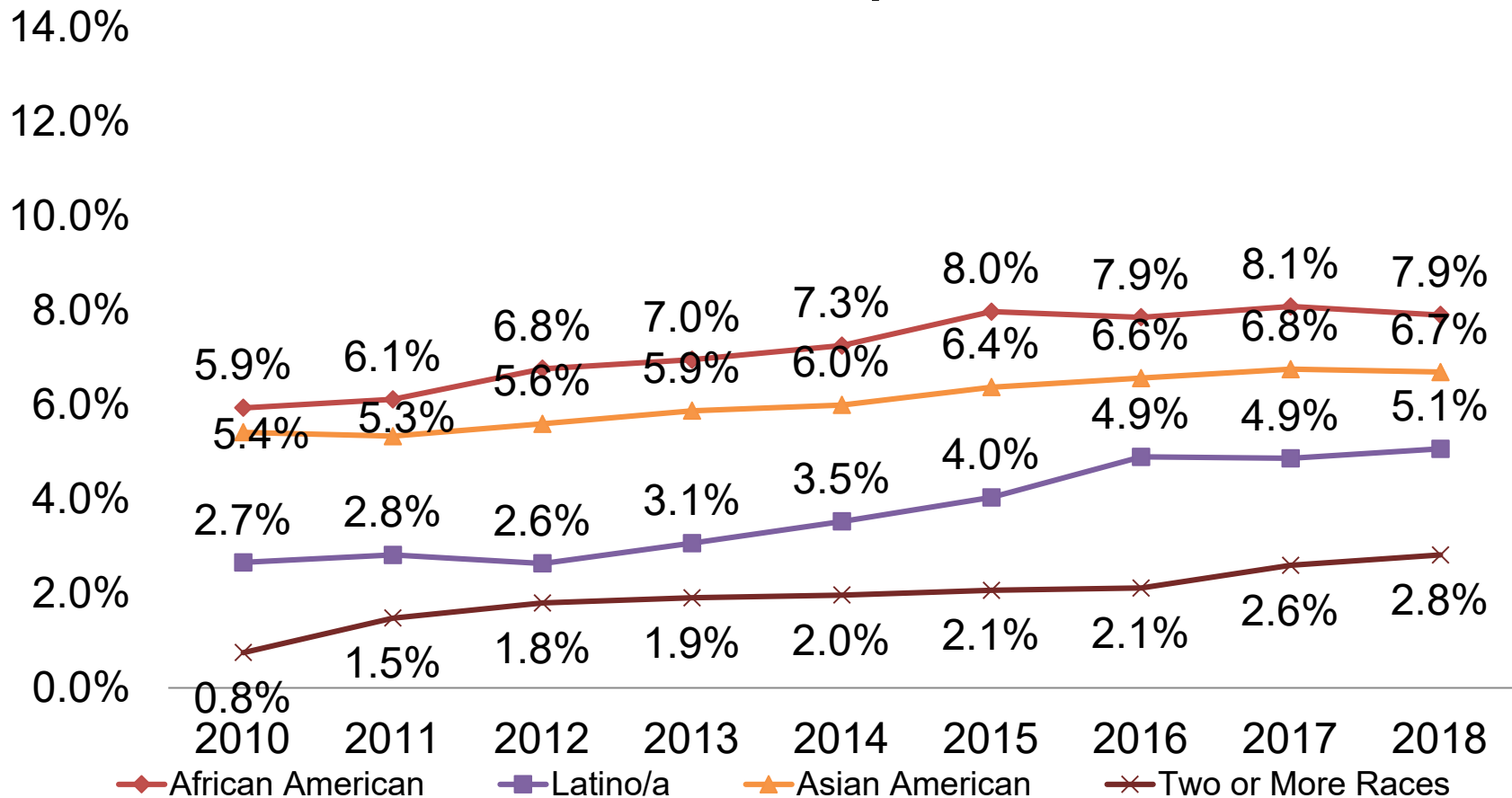
International Students

*Underserved includes African American, American Indian/Alaska Native, Latinx, Native Hawaiian / Pacific Islander, and Two or More Races.



Students of Color Graduate Students

IUPUI Indianapolis



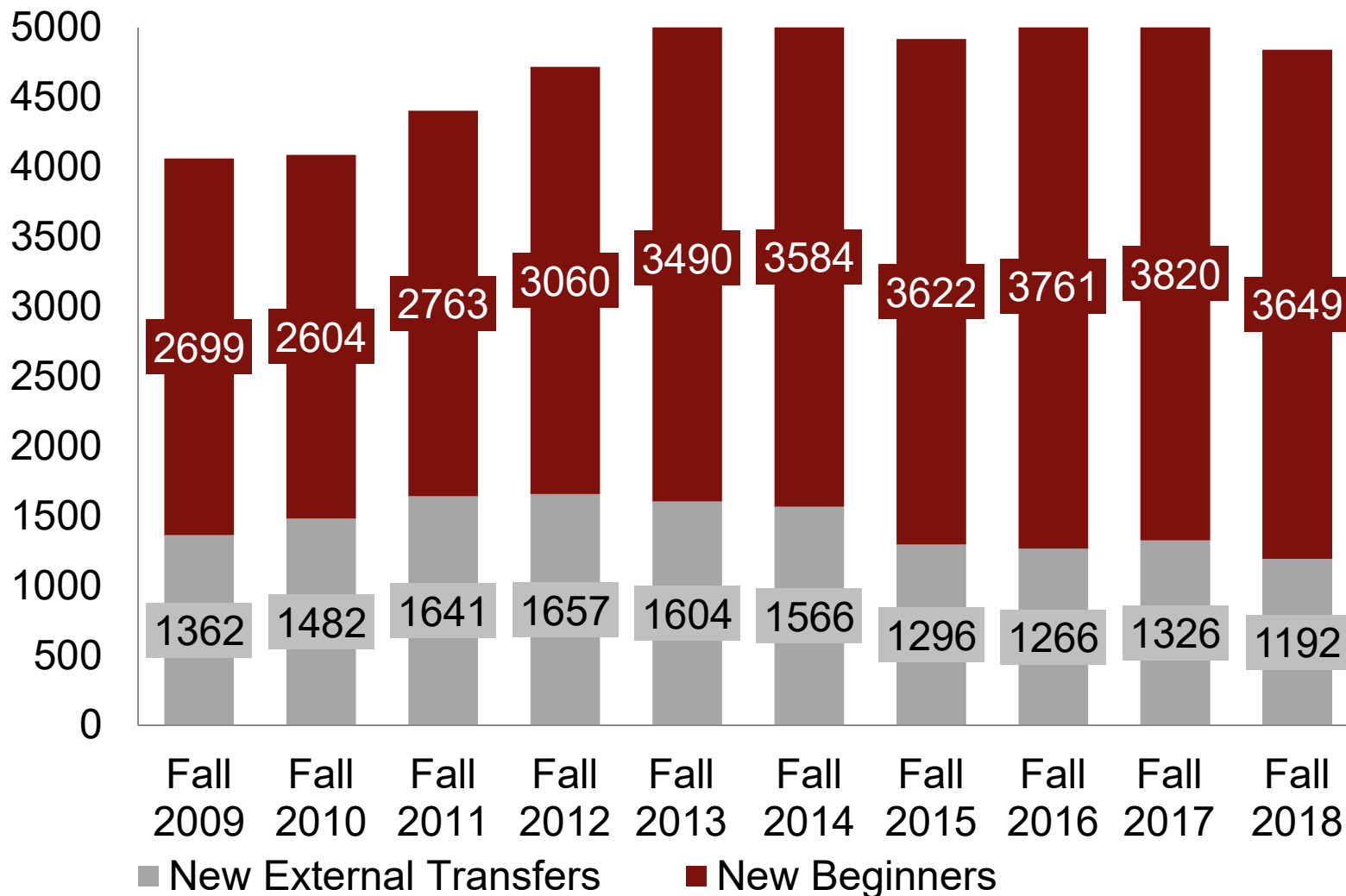
Where Do They Come From

- IUPUI Students represent all 92 counties in Indiana.
- 71% of all Indiana IUPUI students come from Marion County or a surrounding county or Lake County
- In fall 2018, IUPUI served students from 143 other countries and 52 States including Puerto Rico, and District of Columbia.
- Most out of state students came from Illinois (500), Ohio (187), Michigan (179), California (120)
- The top three countries are India (752), China (363), Saudi Arabia (321)



New Beginners and External Transfers

IUPUI Indianapolis Includes Part-Time and Full-Time



NEW BEGINNERS - FALL 2018

IUPUI - Indianapolis Only

3649 New Beginners

3.48 Average H.S. GPA

14.85 Average Course Load

1124 Average SAT Score

38% Placed into
Developmental Math

65% Have Academic Honors
Diploma

43% Live in Campus
Housing

25% Underserved*

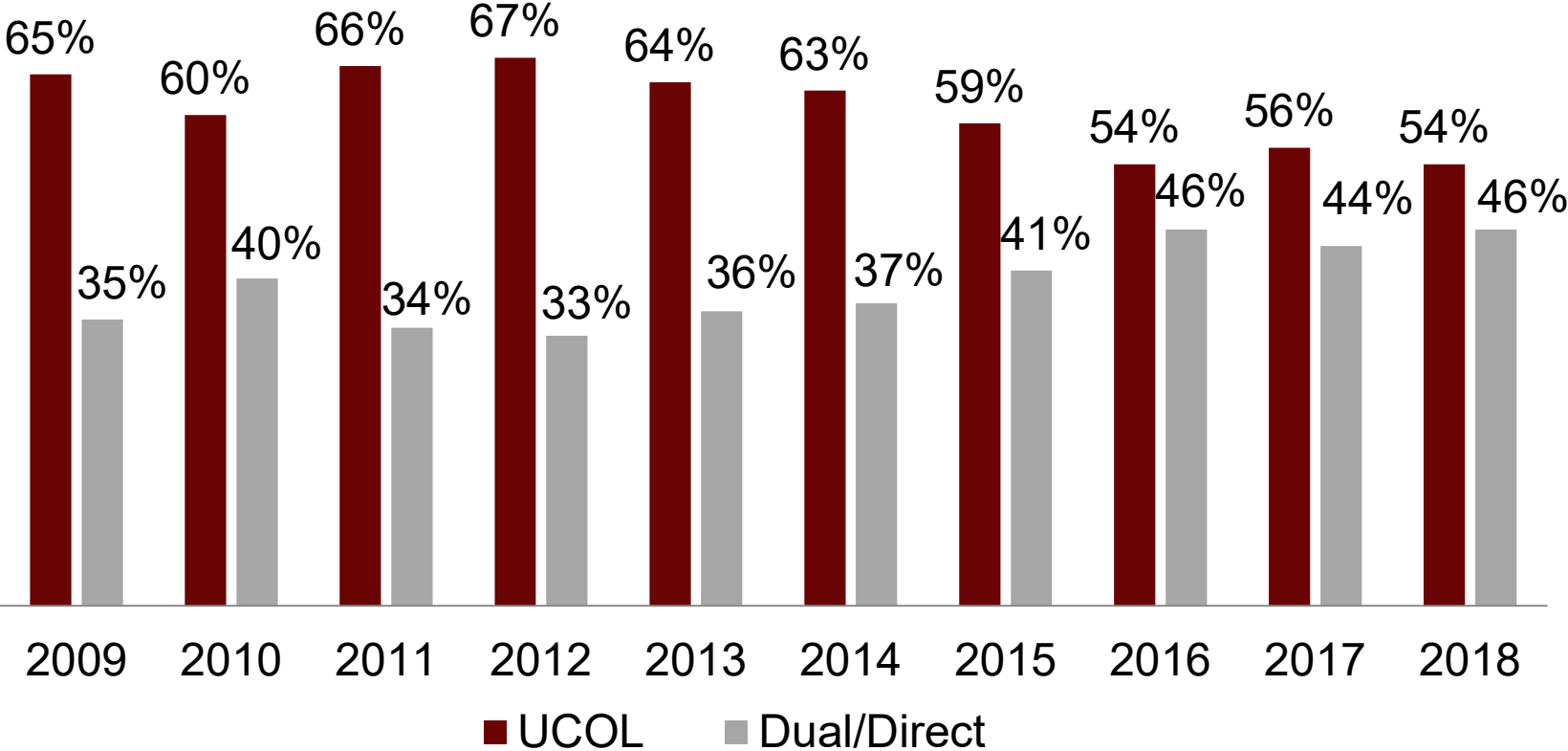
30% First Generation
Students

90% Indiana Residents

*Underserved includes African American, American Indian/Alaska Native, Latinx, Native Hawaiian / Pacific Islander, and Two or More Races.



New Beginners Direct/Dual and University College Admits



2017 University College One-Year Retention 61%, Direct/Dual Admit 78%,
 Overall IUPUI Indianapolis Retention Rate FT, FT Retained IUPUI IN Campus 68%

Top 10 Reasons For Choosing IUPUI New Beginners Fall 2018

1. Availability of specific academic programs (majors)*
2. Availability of financial aid/scholarship
3. Graduates get good jobs*
4. Job, career, and internship opportunities available in Indianapolis while attending school*
5. Career and job opportunities available in Indianapolis after I complete my degree
6. Opportunity for an IU or Purdue Degree
7. Cost
8. IUPUI's reputation
9. Social climate/activities at the college*
10. Social opportunities associated with IUPUI located in the city of Indianapolis

Rank ordered by mean ratings out of 23 items

***Significantly predicts one-year retention even when taking into account academic preparation and income-level)**



African American Top 10 Reasons For Choosing IUPUI New Beginners Fall 2018

1. Availability of financial aid/scholarship
2. Career and job opportunities available in Indianapolis after I complete my degree
3. Graduates get good jobs
4. Cost
5. Job, career, and internship opportunities available in Indianapolis while attending school
6. Availability of specific academic programs (majors)
7. Opportunity for an IU or Purdue Degree
8. IUPUI's reputation
9. A visit to campus
10. Social Climate/Activities at the College

Rank ordered by mean ratings out of 23 items

***Significantly predicts one-year retention even when taking into account academic preparation and income-level)**



Latinx Top 10 Reasons For Choosing IUPUI New Beginners Fall 2018

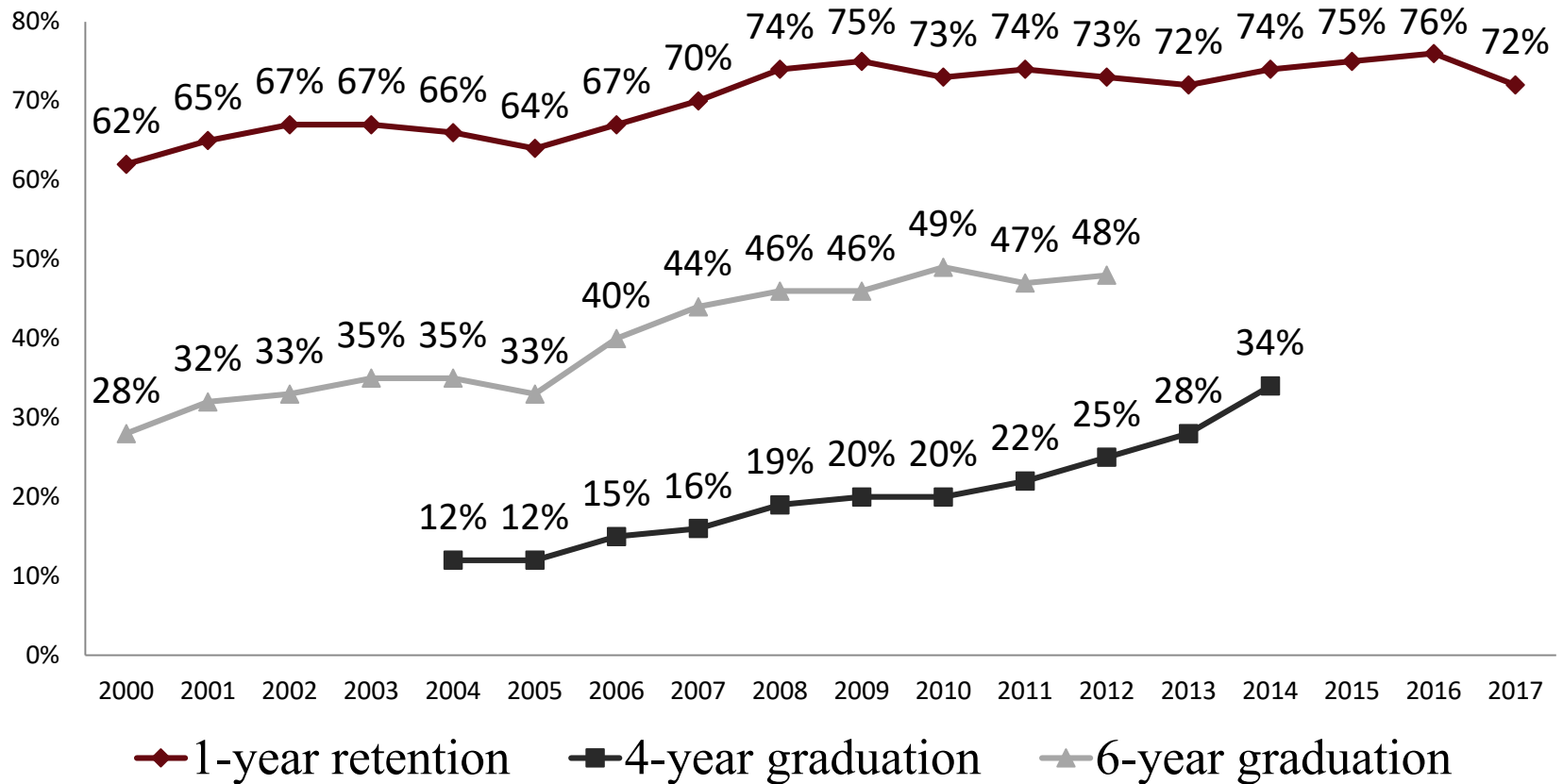
1. Availability of financial aid/scholarship
2. Career and job opportunities available in Indianapolis after I complete my degree
3. Availability of specific academic programs (majors)
4. Job, career, and internship opportunities available in Indianapolis while attending school
5. Opportunity for an IU or Purdue Degree
6. Graduates get good jobs
7. Cost
8. IUPUI's reputation
9. Social Climate/Activities at the College
10. Social opportunities associated with IUPUI located in city of Indianapolis

Rank ordered by mean ratings out of 23 items

***Significantly predicts one-year retention even when taking into account academic preparation and income-level)**

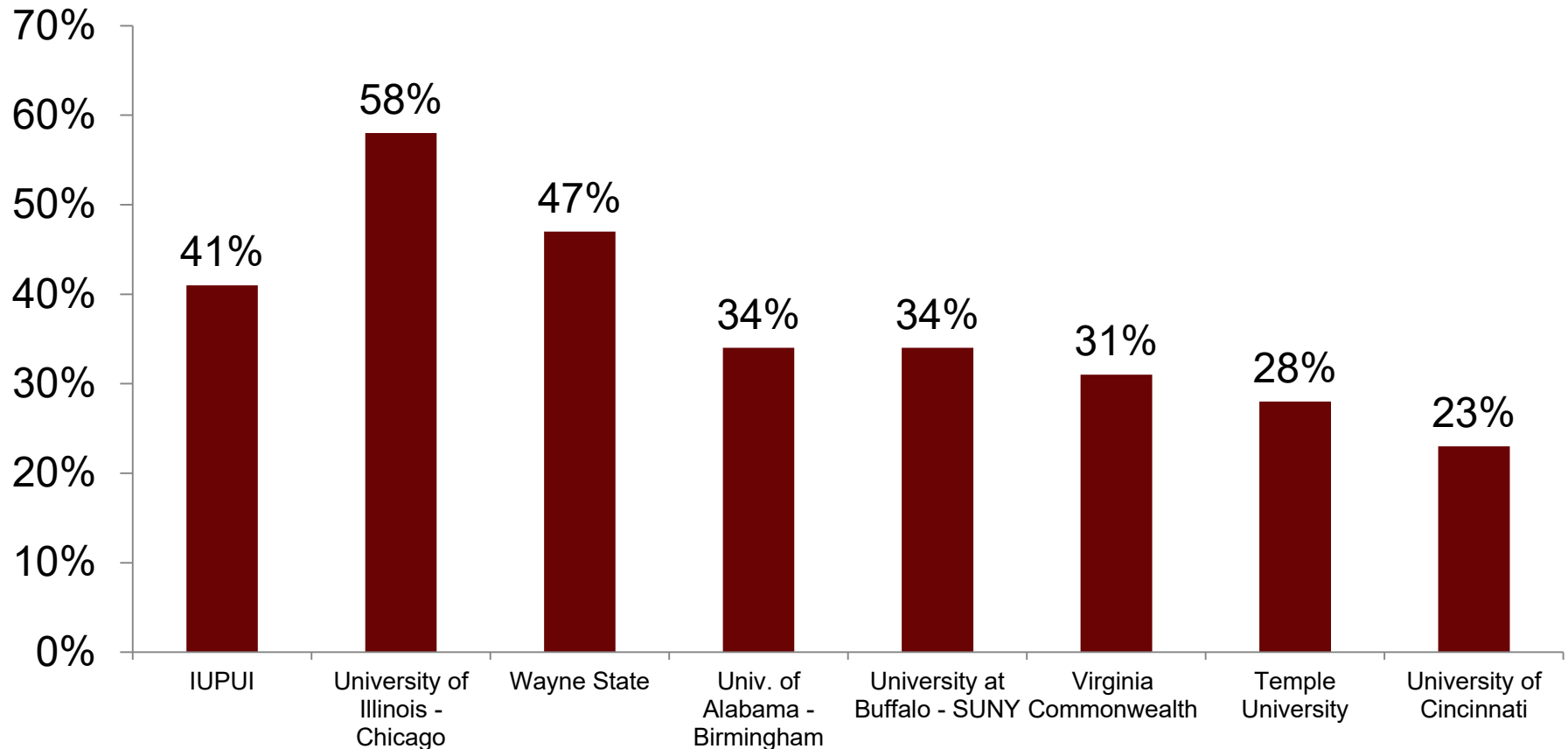


Indianapolis Only First-Time, Full-Time Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)



Difference Between IUPUI Peers Pell Grant Recipients

% First Year Students Receiving Federal Pell Grant 2015-2016

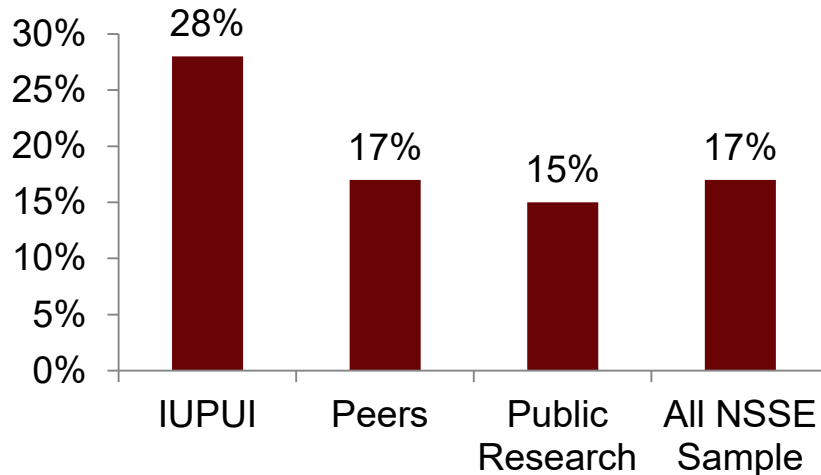


Most Students Work and Attend Classes

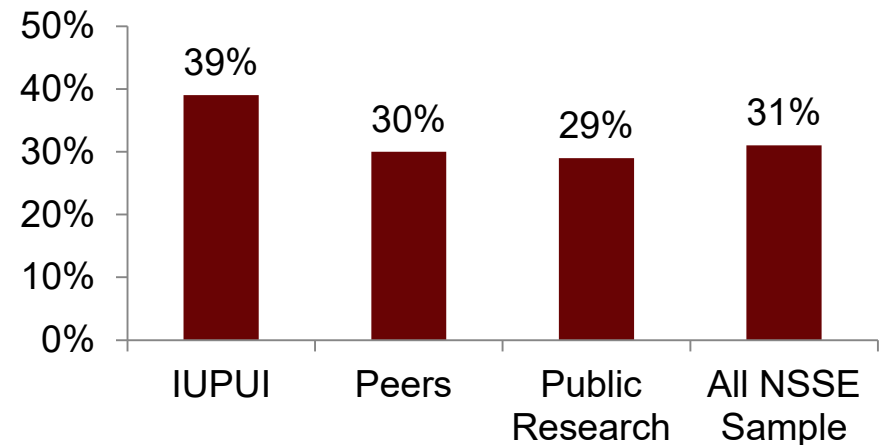
1. 61% of 2018 beginners plan to work for pay off campus
2. 66% of 2018 beginners plan to work for pay on campus

National Survey of Student Engagement

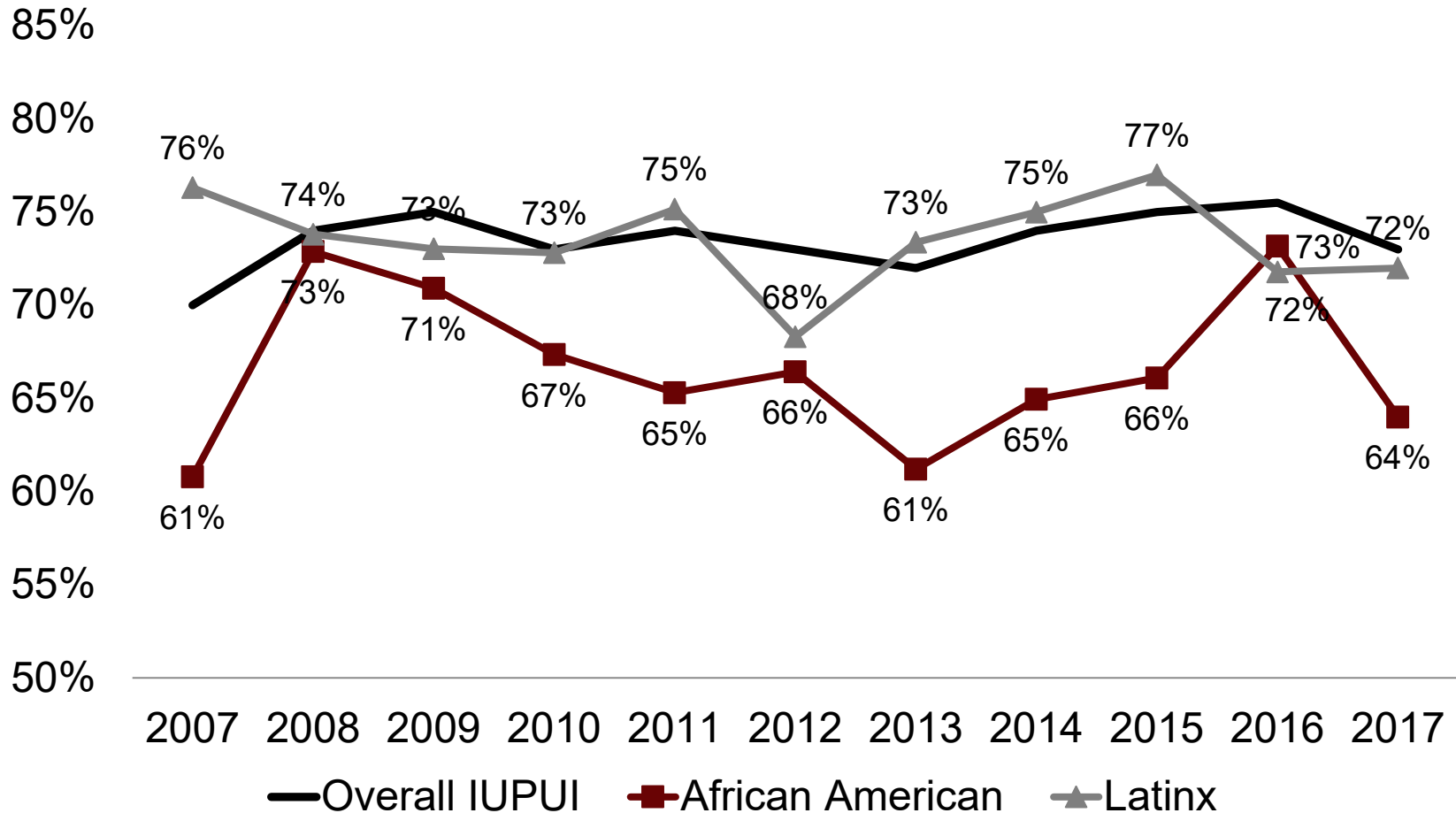
**Working For Pay 16 or More Hours
Per Week
First Year Students**



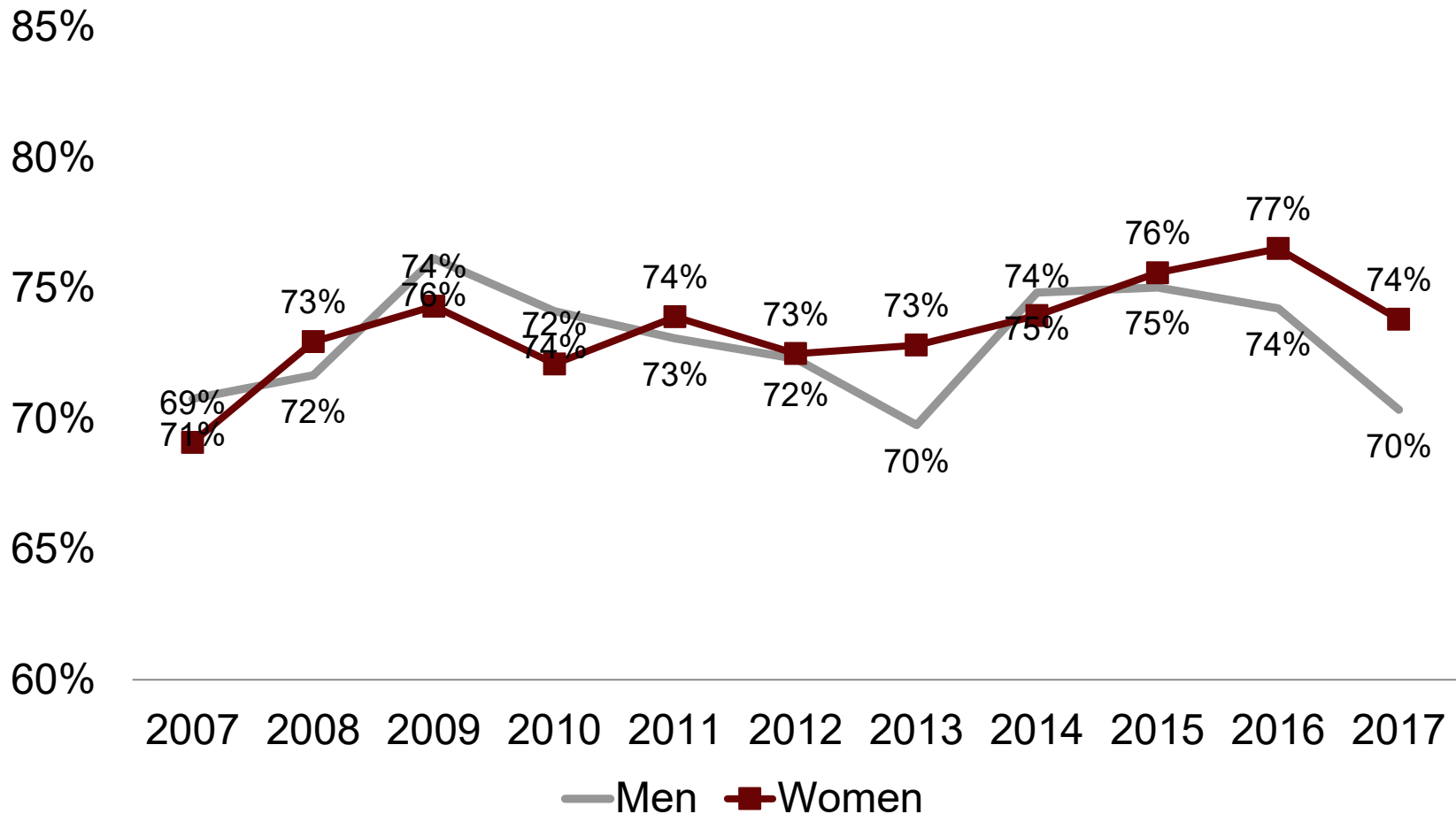
**Working For Pay More than 20 Hours
Per Week
Seniors**



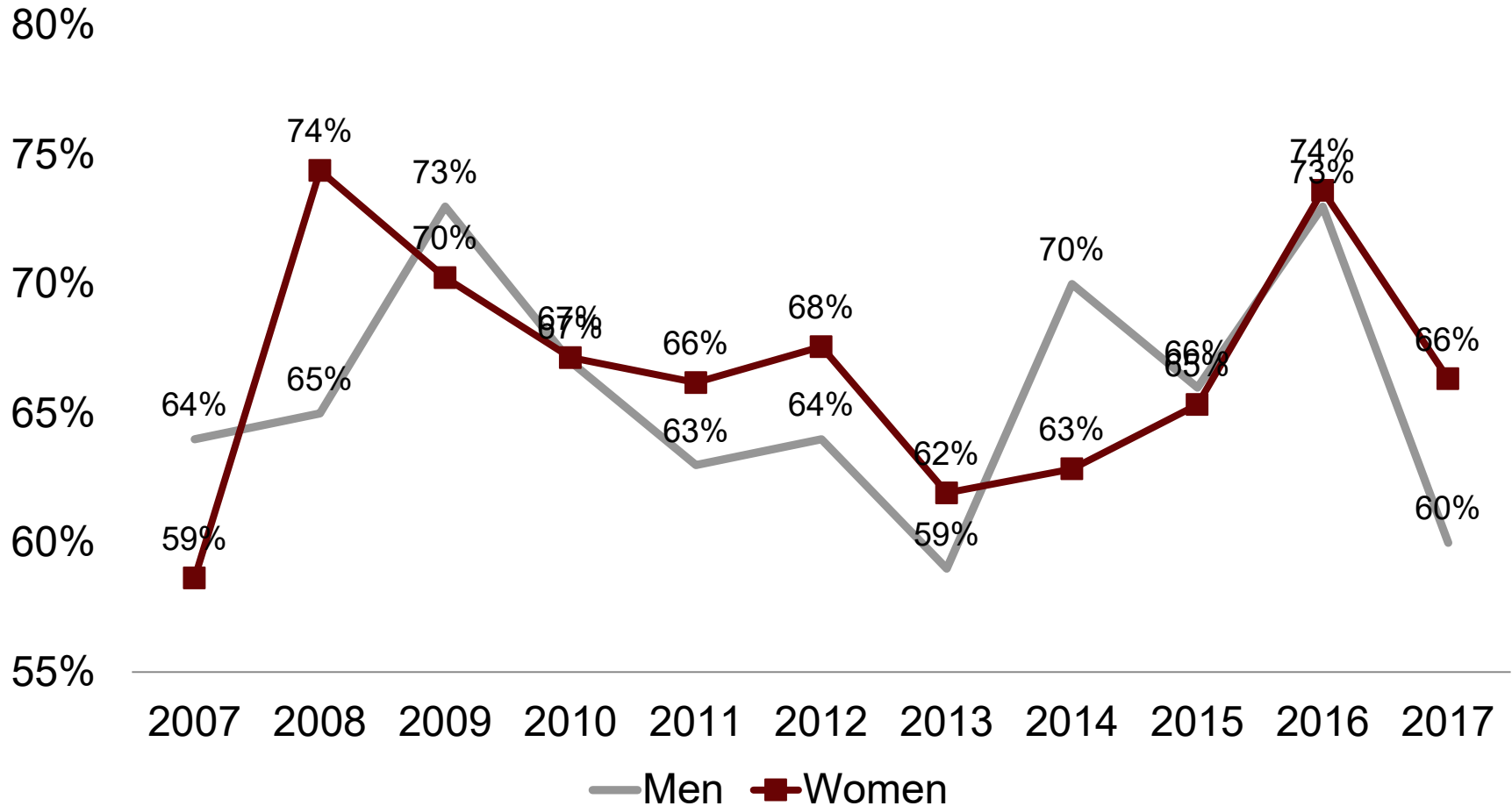
Indianapolis Only FTFT Cohort One-Year Retention (Bachelor's, Associate, and Certificate any IU) – Underrepresented Students



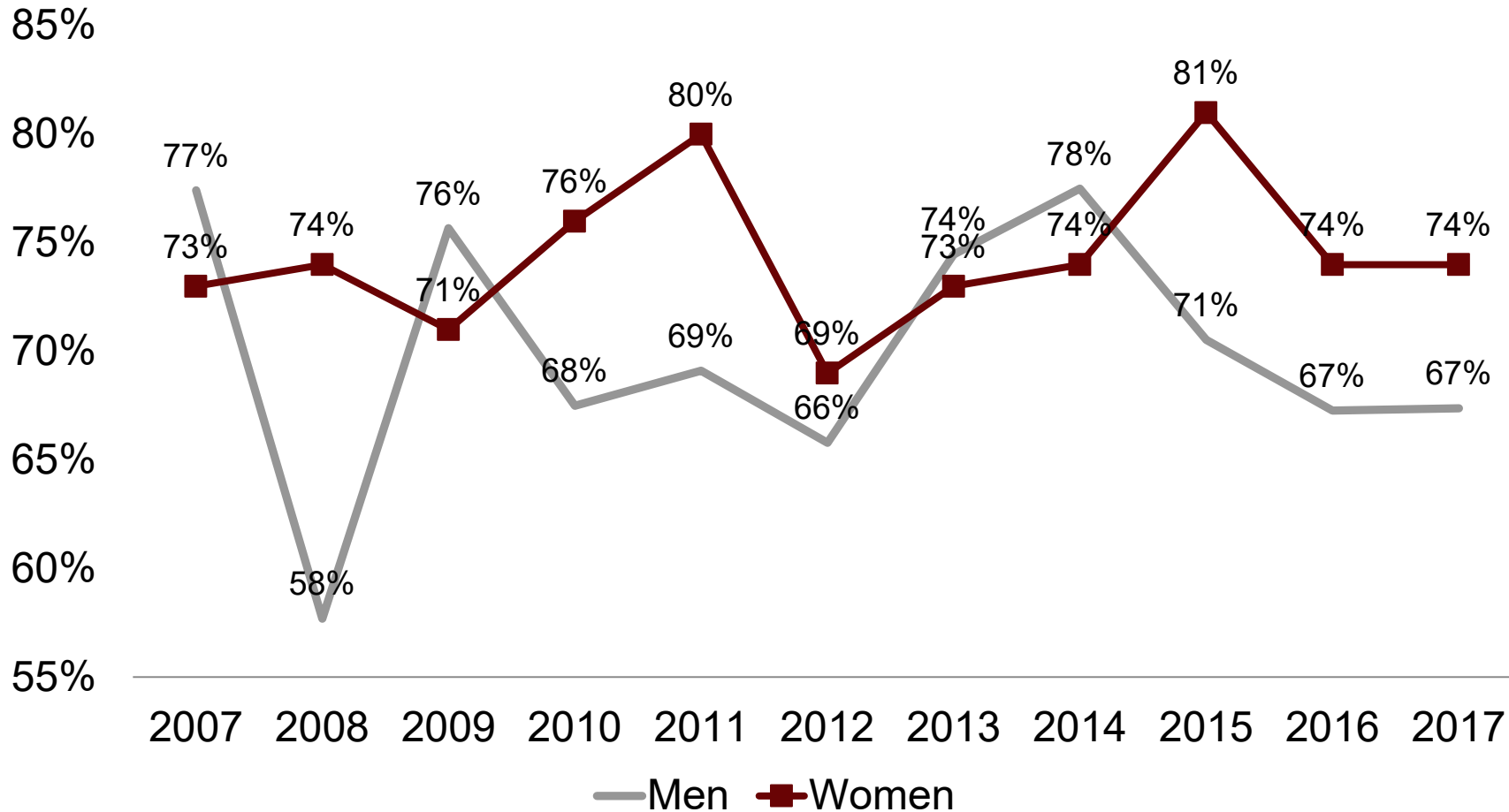
Indianapolis Only FTFT Cohort One-Year Retention (Bachelor's, Associate, and Certificate any IU) – Women and Men



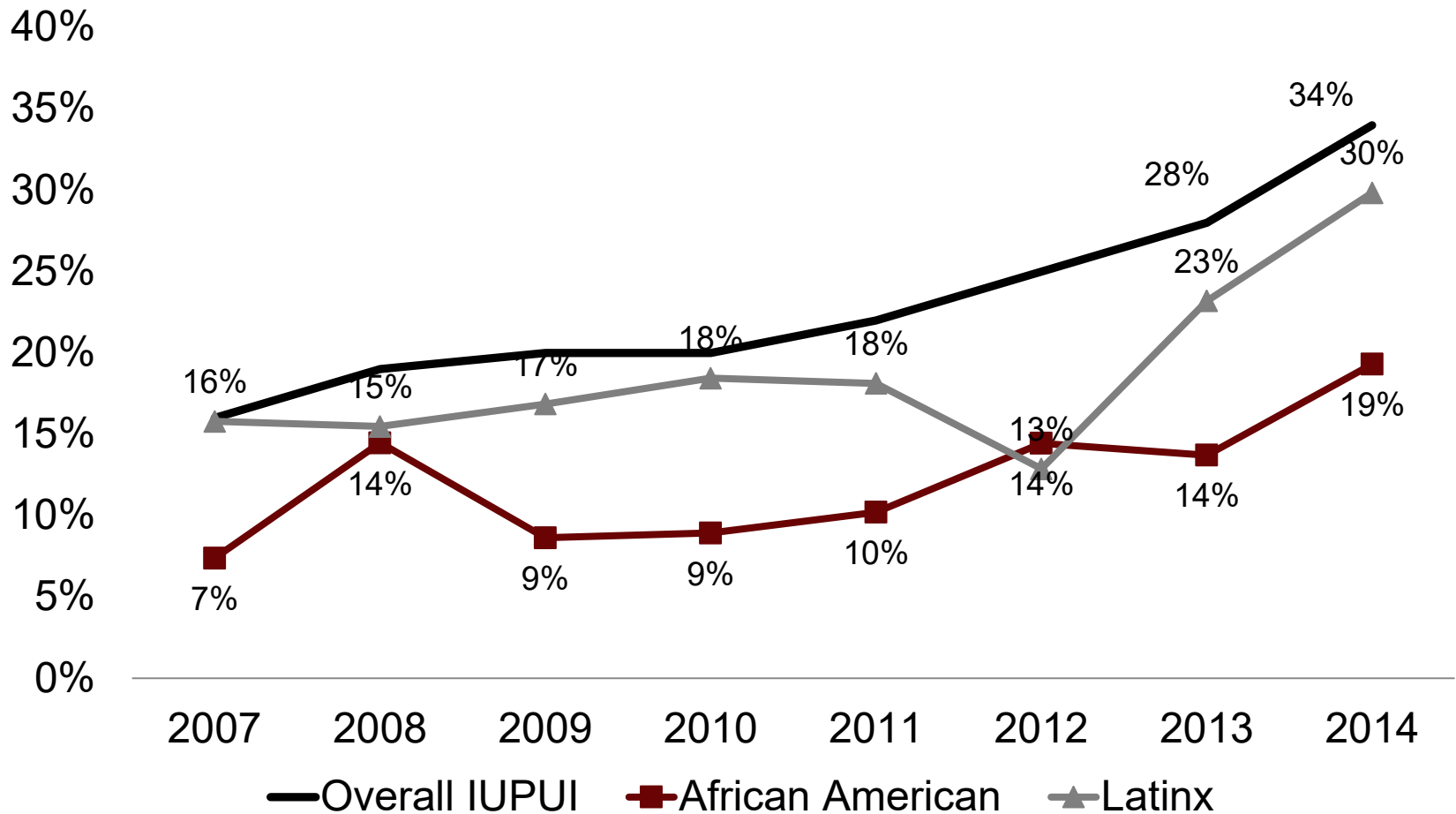
Indianapolis Only FTFT Cohort One-Year Retention (Bachelor's, Associate, and Certificate any IU) – African American



Indianapolis Only FTFT Cohort One-Year Retention (Bachelor's, Associate, and Certificate any IU) – Latinx

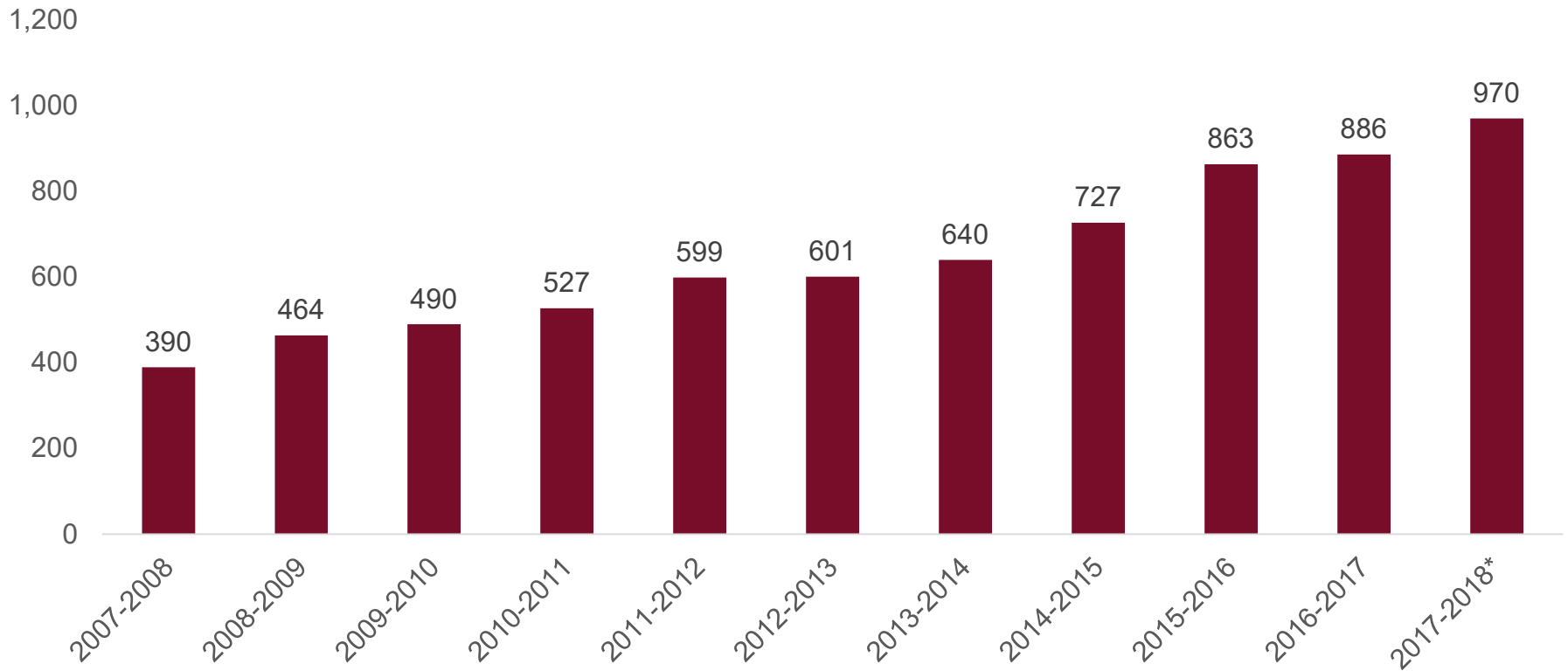


Indianapolis Only FTFT Cohort Four Year Graduation Rate (Bachelor's, Associate, and Certificate any IU) – Underrepresented Students



IUPUI-Indianapolis Degree Production Has Increased 148.7% for Students of Color

Bachelor's Degrees Conferred by Academic Year
(September-August)



* As of 9/24/2018. Count is not yet official

■ IUPUI



IUPUI

Important Factors

African American Students

- Less likely to be directly admitted to degree granting school
- Higher External Commitments (time planned to spend working for pay off-campus for pay, commuting, taking care of dependents and household responsibilities)
- More likely to be first generation college student
- Less likely to live in campus housing first year
- More likely to place into non-credit bearing math (47% vs. 31%)
- Less confident in academic abilities (writing and math)
- More concerned about financing college
- Lower income and higher levels of unmet financial need (Pell 75% vs 36%; \$4,755 vs. \$3,861; EFC \$4,519 vs. \$16,079)
- More likely to select IUPUI due to cost and availability of scholarship financial aid
- More likely to participate in Summer Bridge, Themed Learning Communities, and plan to seek tutoring/mentoring help for specific courses
- More likely to express plans to work on research project with a professor (undergraduate research)

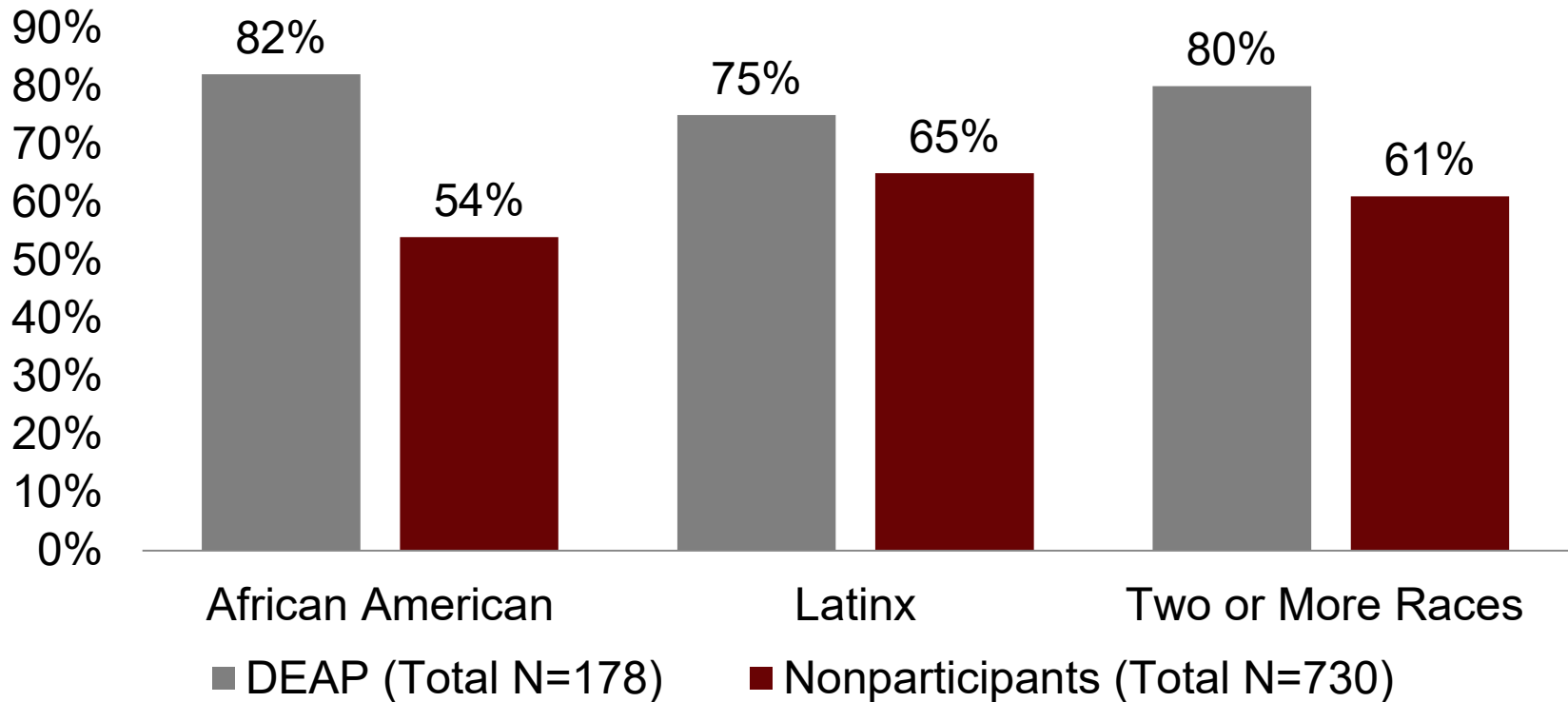
Latinx Students

- Less likely to be directly admitted to degree granting school
- Higher External Commitments (time planned to spend commuting and taking care of dependents)
- More likely to be first generation college student (58% vs. 28%)
- Less likely to live in campus housing first year
- More likely to place into non-credit bearing math
- Less confident in academic abilities (writing)
- More concerned about financing college
- Lower income and higher levels of unmet financial need (Pell 62% vs 38%; \$4,310. \$3,922, EFC \$7,513 vs. \$29,269)
- More likely to select IUPUI due to cost and availability of scholarship financial aid
- More likely to participate in Summer Bridge, Themed Learning Communities, and plan to seek tutoring/mentoring help for specific courses
- More likely to express plans to participate in Service Learning and Study Abroad



Diversity Enrichment and Achievement Program (DEAP) Retention

Fall-Fall Retention – Retained IUPUI IN

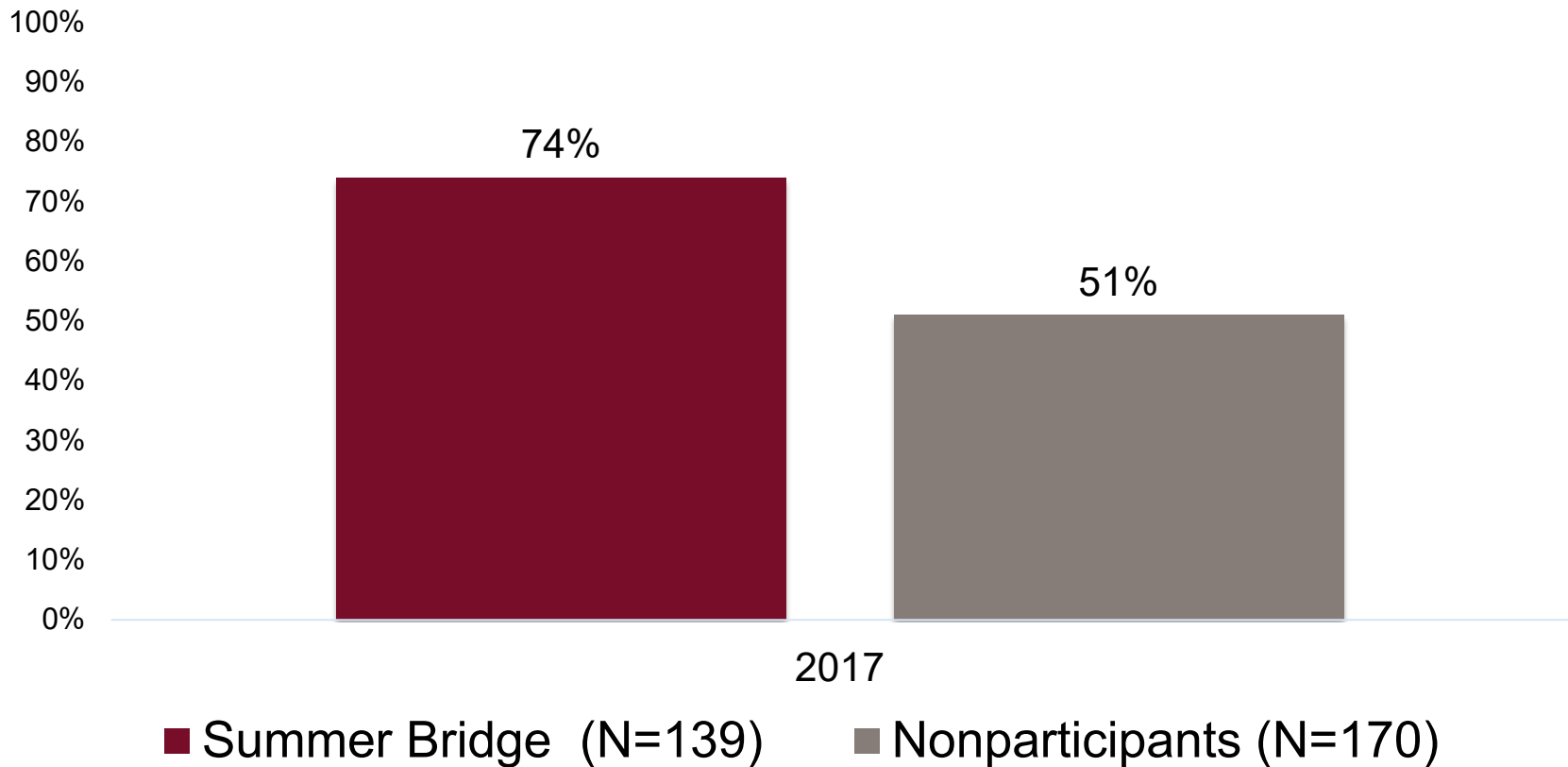


- 18 DEAP Students Received Housing Stipends in 2016 Retention Rate was 89% (Fall-to-Fall)
- 31 DEAP Students Received Housing Stipends in 2017 Retention Rate was 94% (Fall-to-Spring)
- DEAP students also participate in living-learning communities and Summer Bridge.



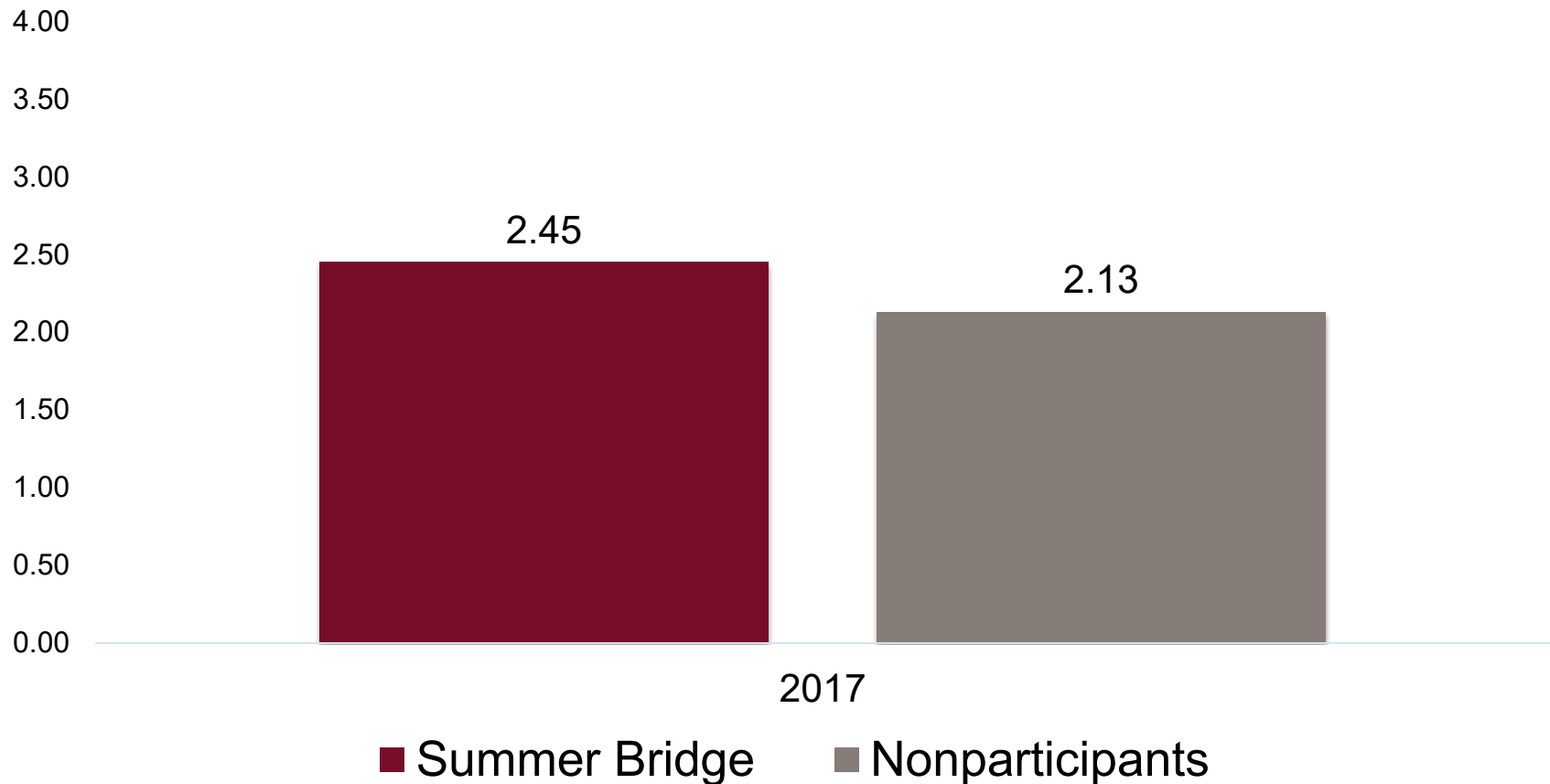
Impacts of Summer Bridge on African American One-Year Retention IUPUI IN

One-Year Retention



Impacts of Summer Bridge on African American Academic Success

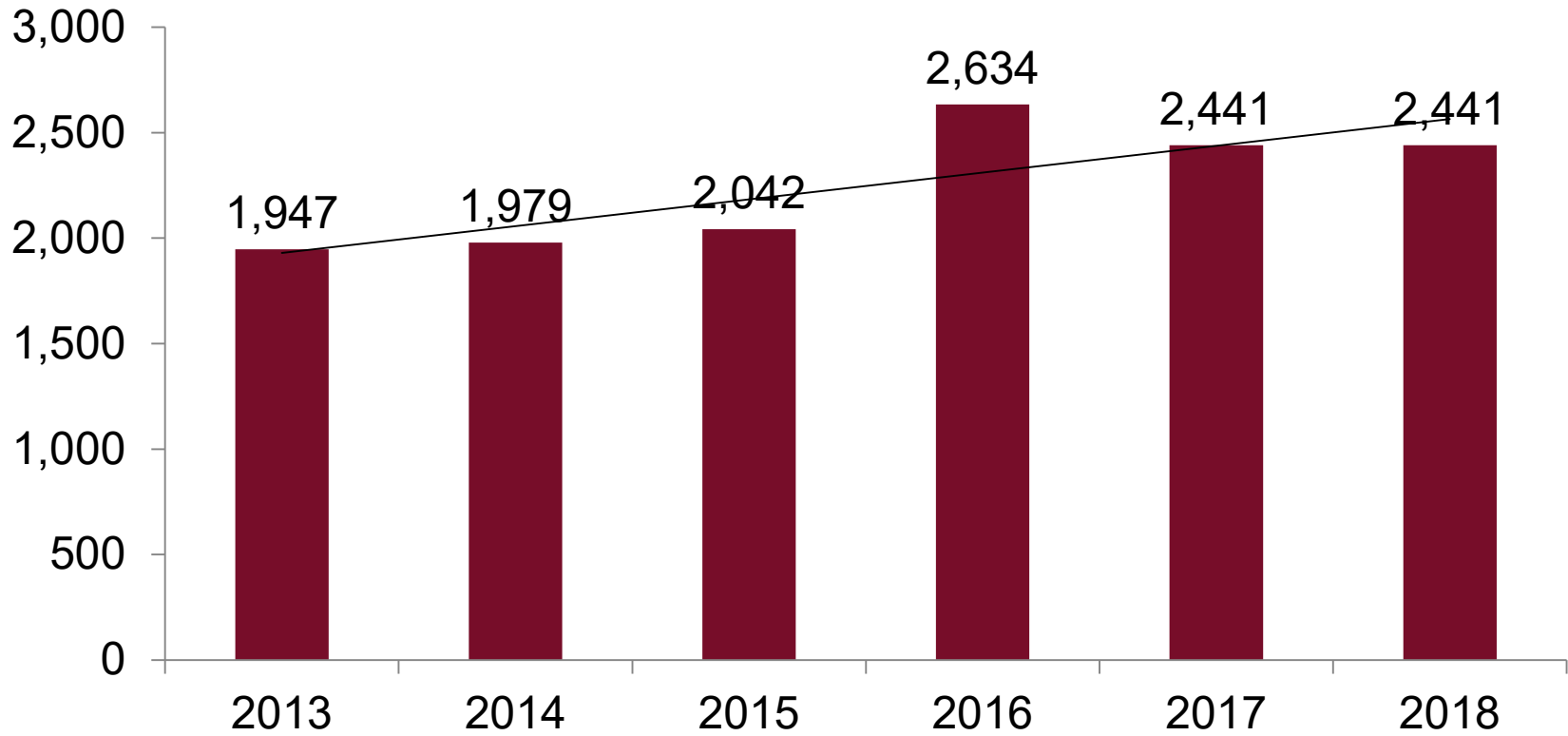
Year-One GPA



Campus Housing

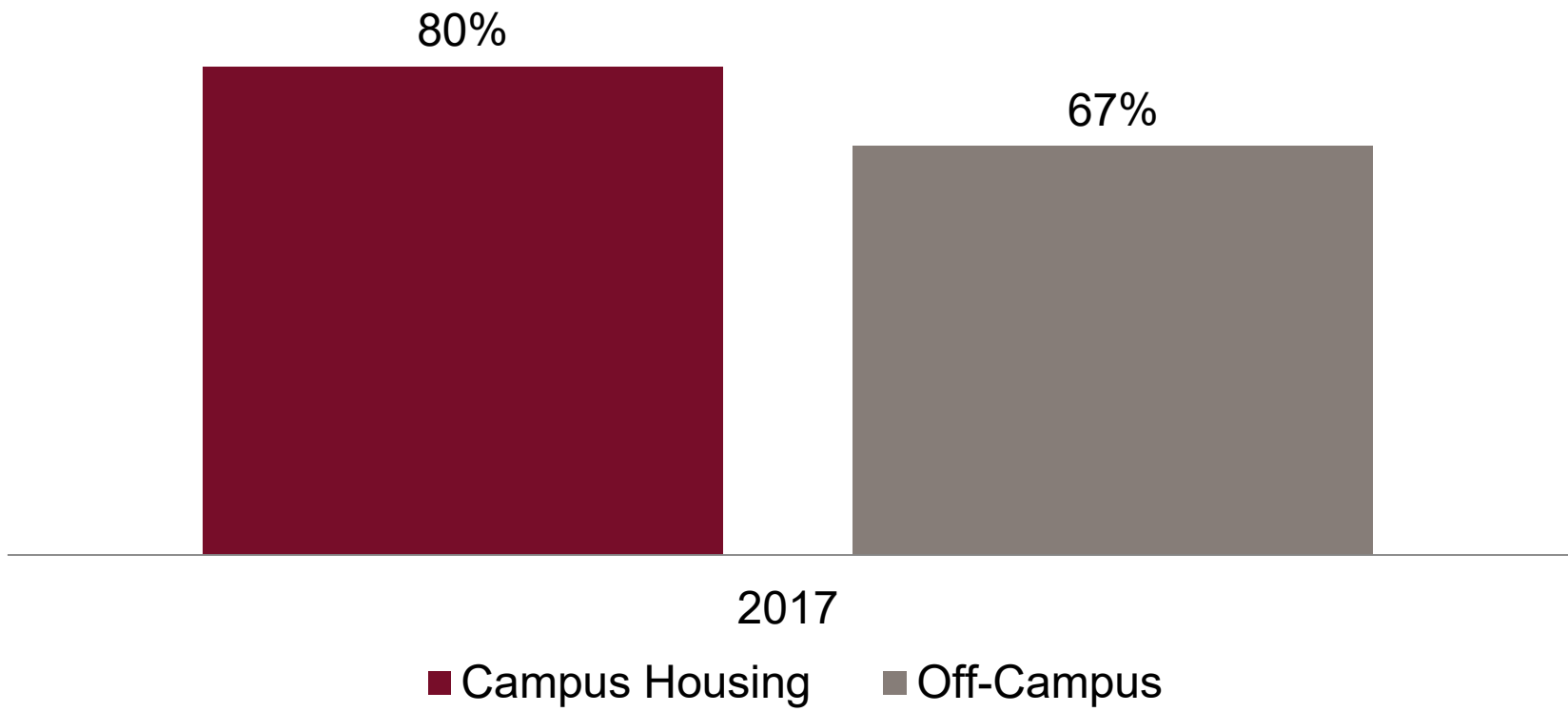
All Undergraduates IUPUI IN

Based on students that paid the residence life fee. Ball Hall, University Tower, and North Hall and more.



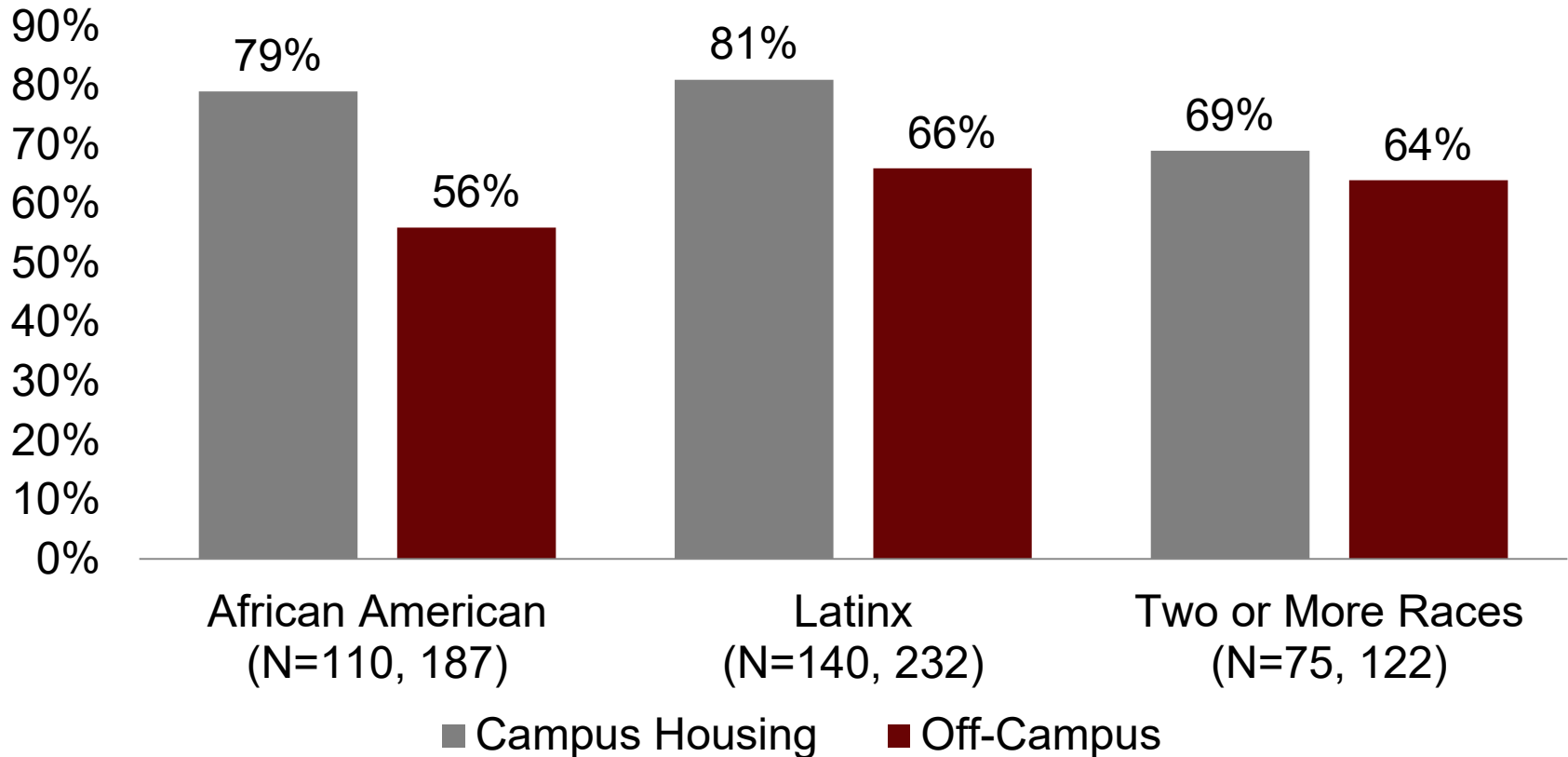
Impacts of Housing on Retention

One-Year Retained



Campus Housing Retention

Fall-Fall Retention – Retained IUPUI IN



- All are significantly different except Two or More Races



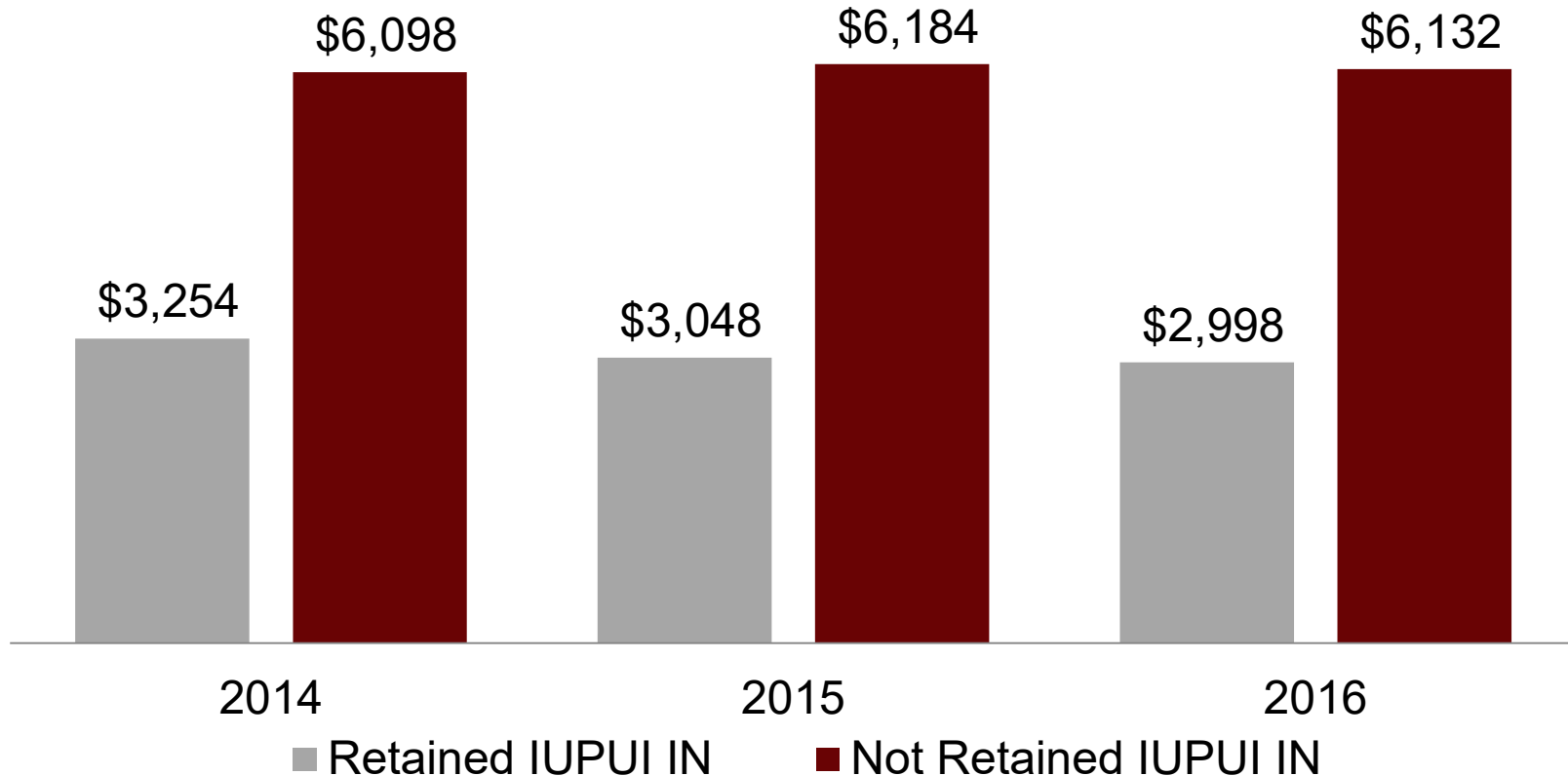
High-Risk Factors Associated with Poor Student Success and Attrition

1. Poor Performance in first semester or Earning DWF1 in a course
2. Low high school or transfer in GPA (lower than 3.00)
3. Under-Resourced (high levels of unmet financial aid, low-income)
4. Late Registration Date
5. Not having Academic Honors Diploma or Rigorous High School Curriculum
6. Attending part-time and not enrolling in 15 or more credit hours
7. Not Placing into Credit Bearing Math
8. Transferring in with few hours with no degree
9. First Generation College Student
10. Not Participating in High Impact Practices and Early Interventions First Year (FYS, Themed Learning Communities, Summer Bridge)
11. Living Off-Campus
12. Living Alone or With Others Not Attending IUPUI



Annual Unmet Financial Need and One-Year Retention FT, FT Beginners

Total Unmet Financial Need Academic Year Common Dataset Definition



Retained and Not Retained Ns (2014=2162;1033), (2015=2236; 995), (2016=2365; 1038)



Definition of Unmet Financial Need

The National Common Data Set provides a framework for calculating a student's academic year financial need that is "met" by different sources of financial support.

Unmet Need is the portion of a student's academic year financial need that exceeds these forms of financial support.

Calculation Example

Cost of Attendance (COA)

1. Tuition/fees, housing/meals, books/supplies, travel, and personal expenses = \$24,000

Expected Family Contribution (EFC)

1. A FAFSA-driven expectation of family financial support - \$10,000

Gift Aid

1. Scholarships, grants, etc. from federal, state, IUPUI, and private sources - \$1,000

Self-Help Aid

1. Subsidized federal loans and federal work study earnings - \$8,000

Difference is **Unmet Need** = \$5,000*

* Students must take out unsubsidized loans, private loans, or work to support unmet need



Unmet Financial Need Academic Year Fall 2016 IUPUI Indianapolis	N	% of All
No FAFSA on file	4092	21%
No Unmet Financial Need (FAFSA on file)	5120	26%
\$1 to \$1000 Unmet Need	827	4%
\$1001 to \$2000 Unmet Need	760	4%
\$2001 to \$3000 Unmet Need	711	4%
\$3001 to \$4000 Unmet Need	615	3%
\$4001 to \$5000 Unmet Need	744	4%
\$5001 to \$6000 Unmet Need	802	4%
\$6001 to \$7000 Unmet Need	880	4%
\$7001 to \$8000 Unmet Need	701	4%
\$8001 to \$9000 Unmet Need	623	3%
\$9001 to \$10,000 Unmet Need	511	3%
More Than \$10,000 Unmet Need	3196	16%
Grand Total	19582	100%



Unmet Financial Need UR Students Academic Year Fall 2016 IUPUI Indianapolis Underserved - includes African American, Native American, Latinx, Pacific Islander, and Two or More Races.	N	% of All
No FAFSA on file	427	10%
No Unmet Financial Need (FAFSA on file)	974	23%
\$1 to \$1000 Unmet Need	237	6%
\$1001 to \$2000 Unmet Need	222	5%
\$2001 to \$3000 Unmet Need	215	5%
\$3001 to \$4000 Unmet Need	166	4%
\$4001 to \$5000 Unmet Need	193	4%
\$5001 to \$6000 Unmet Need	202	5%
\$6001 to \$7000 Unmet Need	234	5%
\$7001 to \$8000 Unmet Need	172	4%
\$8001 to \$9000 Unmet Need	173	4%
\$9001 to \$10,000 Unmet Need	134	3%
More Than \$10,000 Unmet Need	958	22%
Grand Total	4307	100%



High-Risk Factors Associated with Poor Student Success – Survey Data

- High External Commitments (time planned to spend working for pay off-campus for pay, commuting, taking care of dependents and household responsibilities)
- Low sense of belonging and early on (feeling disconnected)
- Do not feel engaged on campus/perceive little campus life
- Lack of fit on campus
- Want to move back home/homesickness
- Low organizational commitment early on (plan to transfer)
- Lack of perceived ability self-efficacy in math, writing, and study skills
- Difficult time managing finances and paying for college
- Did not get into desired academic program
- Major not offered
- Personal reasons (family, health issues, psychological issues)



What is Working Well – Leverage and Sustain

- Summer Bridge
- High Impact Practices
- Diversity Enrichment and Achievement Mentoring (DEAP) Program
- Success Coaching
- Providing specialized, team-based academic and career development around a student's major (in DUE Academic and Career Development ACD)
- Institutional Aid and Programming - Success of Twenty First Century Scholars
- More Commitment to Need-Based Aid
- More Students Enrolling in 15 or More Credit Hours
- Campus Housing
- Attracting more Underrepresented Students and Making Progress on Improving Success Outcomes
- Graduates are getting jobs and staying in Indiana
- Faculty Teaching and Learning Excellence - Engaged in High Impact Practices
- Culture of data-supported planning, decision making, and improvement

Recent IUPUI Student Experience Survey Spring 2018

- On average only 29% of respondents Disagreed to Strongly Disagreed with statements that indicate they believe that most people at IUPUI have a fixed mindset about intelligence (indicating that they perceive an institutional growth mindset).
- Examples of items:
 - “In general, most people at IUPUI believe that some students are smart, while others are not”
 - “In general, most people at IUPUI seem to believe that students have a certain amount of intelligence, and they really can’t do much to change it.”



N=769 Undergraduates (16%)



Recent IUPUI Student Experience Survey Spring 2018

On average 55% of respondents Disagreed to Strongly Disagreed with statements indicating that they have a fixed mindset about intelligence (indicating that they have a growth mindset).

Statistically significant differences in agreement were found between underserved students and non-underserved students. Underserved students were more likely to endorse a growth mindset about intelligence.

Example of items:

- You can learn new things, but you can't really change your basic intelligence
 - You have a certain amount of intelligence, and you really can't do much to change it.
- Directions: Below are some statements about students in general. Read each statement and indicate how much you agree or disagree.



Bolstering Growth Mindset

- Faculty and staff do play a role in bolstering adaptive mindsets about intelligence—which can powerfully shape students' own growth mindset and, in turn, their academic outcomes
 - Provide support for learning
 - Set high standards and convey that we are motivated to help students attain them (journey taking together)
 - Give sense of purpose (applying learning experience to life and real world problems)
 - Foster growth and not fixed.
 - Set clear expectations and giving constructive, clear feedback on learning
 - Communicate that IUPUI is a place that student belongs (not just a place for other students)



Resources with Live Links

1. [Designing College for Everyone](#). Brief written by the College Transition Collaborative.
2. [Leveraging Mindset Science to Design Educational Environments that Nurture People's Natural Drive to](#)
3. [Designing Supportive Learning Environments](#). Video created by the Mindset Scholars Network.
4. [The New Science of Wise Psychological Interventions](#). Journal article by Gregory Walton, published in Current Directions in Psychological Science.
5. [Social-Psychological Interventions in Education: They're Not Magic](#). Journal article by David Yeager and Gregory Walton, published in Review of Educational Research.
6. [Broadening Participation in the Life Sciences with Social-Psychological Interventions](#). Journal article by Yoi Tibbetts, Judith Harackiewicz, Stacy Priniski, and Elizabeth Canning, published in CBE Life Sciences Education.
7. Envision Education Deeper Learning <https://www.teachingchannel.org/video/growth-mindset-eeed>



IUPUI Faculty and Staff

Representation of all Full-time Academic Employees

Representation of all Full-time Academic Employees

	2013	2014	2015	2016	2017	2018
American Indian / Alaskan Native	3 (0%)	1 (0%)	1 (0%)	2 (0%)	2 (0%)	3 (0%)
Asian	453 (14%)	460 (15%)	451 (14%)	468 (14%)	478 (14%)	500 (14%)
Black/African American	122 (4%)	128 (4%)	138 (4%)	140 (4%)	144 (4%)	158 (4%)
Latinx	57 (2%)	60 (2%)	66 (2%)	65 (2%)	61 (2%)	61 (2%)
Native Hawaiian / Pacific Islander	5 (0%)	3 (0%)	2 (0%)	3 (0%)	3 (0%)	4 (0%)
Two or More Races	52 (2%)	59 (2%)	57 (2%)	56 (2%)	66 (2%)	83 (2%)
White	2,179 (69%)	2,159 (69%)	2,199 (69%)	2,228 (69%)	2,303 (69%)	2,377 (67%)
International	286 (9%)	270 (9%)	266 (8%)	285 (9%)	304 (9%)	362 (10%)
Women	1,293 (41%)	1,305 (42%)	1,333 (42%)	1,384 (43%)	1,449 (43%)	1,574 (44%)
Grand Total	3,157 (100%)	3,140 (100%)	3,180 (100%)	3,247 (100%)	3,361 (100%)	3,548 (100%)

**Percent Underserved
Faculty**

8% 8% 8% 8% 8% 9%



Representation of Tenure/Tenure Track Faculty & Librarians

Representation of Tenure/Tenure Track Faculty & Librarians						
	2013	2014	2015	2016	2017	2018
American Indian / Alaskan Native	1 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)
Asian	217 (16%)	214 (16%)	208 (16%)	211 (16%)	217 (17%)	226 (17%)
Black / African American	55 (4%)	56 (4%)	55 (4%)	54 (4%)	54 (4%)	61 (5%)
Latinx	24 (2%)	27 (2%)	28 (2%)	26 (2%)	22 (2%)	22 (2%)
Native Hawaiian / Pacific Islander	2 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Two or More Races	29 (2%)	32 (3%)	32 (3%)	36 (3%)	35 (3%)	43 (3%)
White	949 (72%)	934 (72%)	941 (72%)	938 (72%)	945 (72%)	924 (70%)
International	50 (4%)	40 (3%)	41 (3%)	38 (3%)	44 (3%)	50 (4%)
Women	459 (35%)	455 (35%)	450 (35%)	461 (35%)	465 (35%)	479 (36%)
Grand Total	1,327 (100%)	1,305 (100%)	1,306 (100%)	1,304 (100%)	1,318 (100%)	1,327 (100%)



Representation of all Full-time Appointed Staff

Representation of all Full-time Appointed Staff

	2013	2014	2015	2016	2017	2018
American Indian/Alaskan Native	10 (0.2%)	9 (0.2%)	10 (0.2%)	10 (0.2%)	11 (0.2%)	9 (0.2%)
Asian	302 (5.5%)	312 (5.8%)	310 (5.8%)	323 (6.0%)	318 (5.7%)	348 (6.0%)
Black/African American	698 (12.8%)	709 (13.1%)	700 (13.2%)	703 (13.1%)	735 (13.2%)	741 (12.8%)
Hispanic/Latino	82 (1.5%)	76 (1.4%)	89 (1.7%)	102 (1.9%)	109 (2.0%)	117 (2.0%)
Native Hawaiian/Pacific Islander	2 (0.0%)	2 (0.0%)	2 (0.0%)	2 (0.0%)	1 (0.0%)	0 (0.0%)
Two or More Races	76 (1.4%)	84 (1.6%)	84 (1.6%)	103 (1.9%)	127 (2.3%)	162 (2.8%)
White	4,088 (75.0%)	4,031 (74.6%)	3,946 (74.3%)	3,973 (73.8%)	4,075 (73.1%)	4,145 (71.9%)
International	193 (3.5%)	183 (3.4%)	173 (3.3%)	167 (3.1%)	198 (3.6%)	245 (4.2%)
Women	3,433 (63.0%)	3,394 (62.8%)	3,234 (60.9%)	3,280 (60.9%)	3,409 (61.2%)	3,580 (62.1%)
Grand Total	5,451 (100.0%)	5,406 (100.0%)	5,314 (100.0%)	5,383 (100.0%)	5,574 (100.0%)	5,767 (100.0%)
Percent Underserved Appointed Staff	16%	16%	17%	17%	18%	18%



Representation of Executive Leadership

Representation of Executive Leadership						
	2013	2014	2015	2016	2017	2018
American Indian/Alaskan Native	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Asian	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Black/African American	7(30%)	5(25%)	5(24%)	3(16%)	6(26%)	5(20%)
Latinx	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Native Hawaiian/Pacific Islander	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Two or More Races	0(0%)	0(0%)	0(0%)	0(0%)	2(9%)	2(8%)
White	16(70%)	15(75%)	16(76%)	16(84%)	15(65%)	18(72%)
International	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Unknown	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Women	15(65%)	13(65%)	16(76%)	12(63%)	15(65%)	16(64%)
Grand Total	(100 23%)	(100 20%)	(100 21%)	(100 19%)	(100 23%)	(100 25%)



Women Representation Among Appointed Staff

Women Representation Among Appointed Staff						
	2013	2014	2015	2016	2017	2018
Executive Management	3/6	3/8	2/7	1/6	3/9	4/8
Clerical Staff	907/985 (92%)	847/911 (93%)	702/764 (92%)	662/734 (90%)	632/704 (90%)	644/722 (89%)
Professional Staff	1498/2262 (66%)	1523/2283 (67%)	1537/2358 (65%)	1619/2464 (66%)	1771/2657 (67%)	1907/2805 (68%)
Resident Appointees	468/1117 (42%)	488/1130 (43%)	480/1135 (42%)	490/1135 (43%)	504/1146 (44%)	517/1162 (45%)
Research Staff	78/110 (71%)	76/111 (69%)	65/100 (65%)	64/100 (64%)	63/99 (64%)	72/116 (62%)
Service/Maintenance Staff	124/396 (31%)	133/422 (32%)	134/425 (32%)	141/432 (33%)	144/434 (33%)	148/438 (34%)
Technical Staff	320/506 (63%)	302/485 (62%)	301/478 (63%)	300/480 (63%)	296/498 (59%)	296/496 (60%)
Other Staff	73/121 (60%)	60/107 (56%)	54/101 (54%)	56/99 (57%)	50/95 (53%)	44/90 (49%)
Grand Total	3471/5503 (63%)	3432/5457 (63%)	3275/5368 (61%)	3333/5450 (61%)	3463/5642 (61%)	3632/5837 (62%)



Underserved Representation Among Appointed Staff

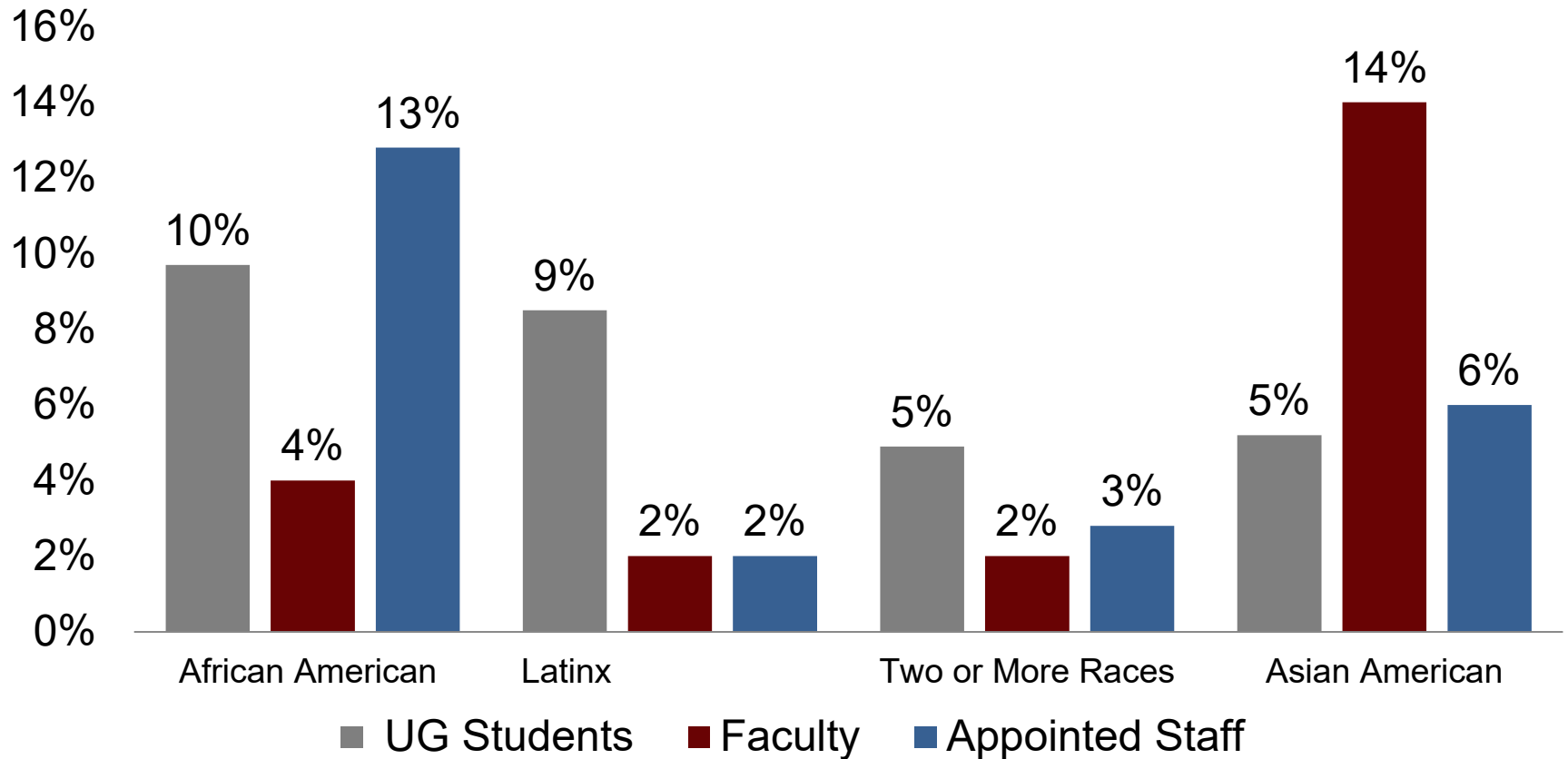
Underserved Representation Among Appointed Staff						
	2013	2014	2015	2016	2017	2018
Executive Management	2/6	2/8	2/7	0/6	1/9	1/8
Clerical Staff	226/985 (23%)	198/911 (22%)	174/764 (23%)	170/734 (23%)	173/704 (25%)	180/722 (25%)
Professional Staff	247/2262 (11%)	267/2283 (12%)	287/2358 (12%)	318/2464 (13%)	355/2657 (13%)	387/2805 (14%)
Resident Appointees	79/1117 (7%)	78/1130 (7%)	81/1135 (7%)	84/1135 (7%)	108/1146 (9%)	112/1162 (10%)
Research Staff	7/110 (6%)	8/111 (7%)	9/100 (9%)	8/100 (8%)	8/99 (8%)	12/116 (10%)
Service / Maintenance Staff	203/396 (51%)	218/422 (52%)	217/425 (51%)	218/432 (51%)	210/434 (48%)	212/438 (48%)
Technical Staff	92/506 (18%)	98/485 (20%)	105/478 (22%)	107/480 (22%)	113/498 (23%)	115/496 (23%)
Other Staff	19/121 (16%)	17/107 (16%)	16/101 (16%)	18/99 (18%)	18/95 (19%)	16/90 (18%)
Grand Total	875/5503 (16%)	886/5457 (16%)	891/5368 (17%)	923/5450 (17%)	986/5642 (18%)	1035/5642 (18%)

Underserved includes American Indian / Alaskan Native, Black / African American, Latinx, Native Hawaiian / Pacific Islander, and 2+ Races.



Diversity Composition UG Students, Faculty, and Staff

% of Population in Each Category

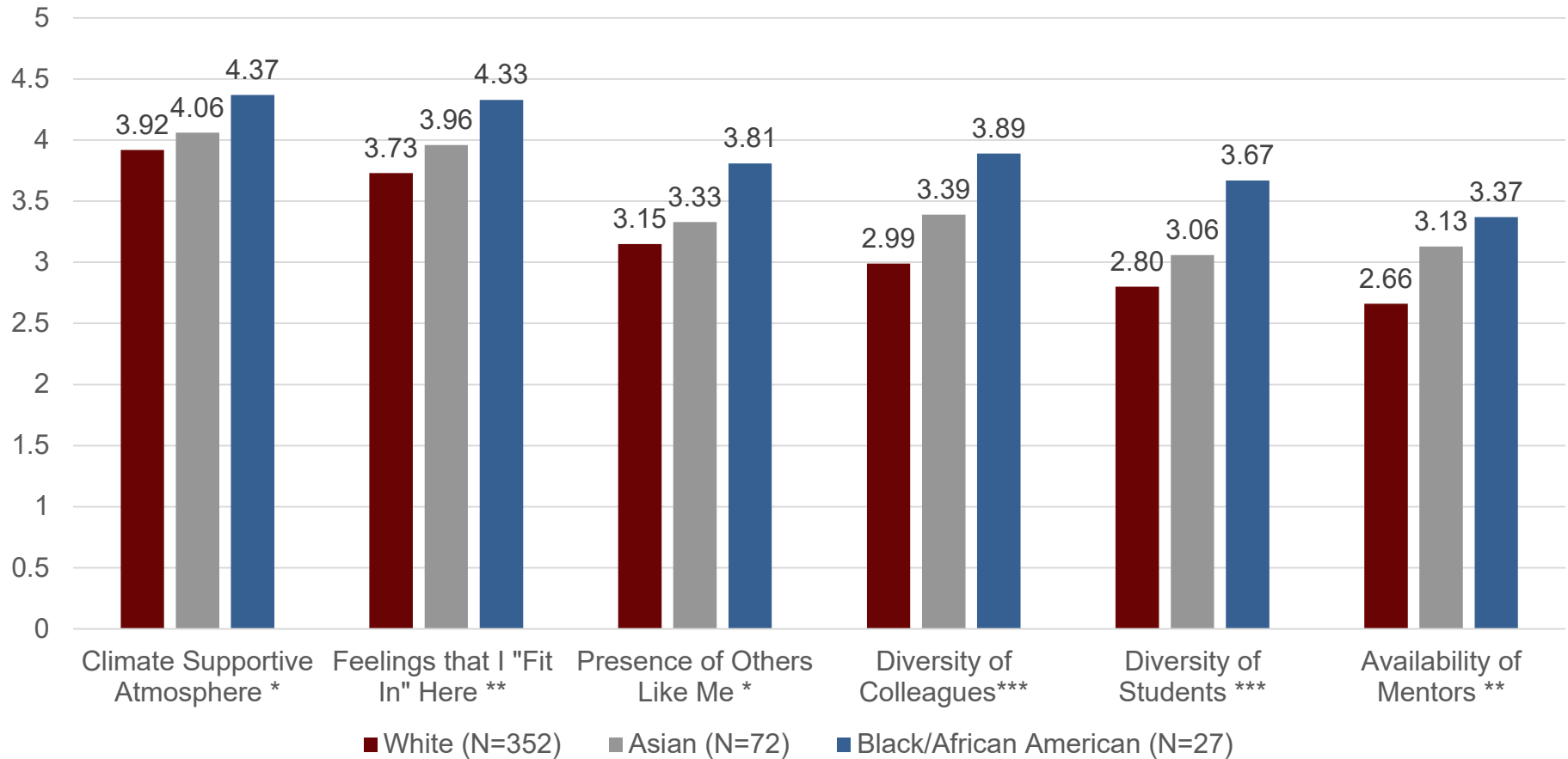


IUPUI Faculty Survey – Spring 2018

1. **PURPOSE:** To measure indicators related to employment satisfaction, satisfaction with services, and engagement in high impact practices in order to better understand faculty experiences at IUPUI.
2. **METHODS:** In 2018, Survey Research and Evaluation (SRE), a division in Institutional Research and Decision Support, was charged with conducting a survey of all full-time and part-time faculty at IUPUI. The survey was administered to census of all full-time and part-time faculty (excluding School of Medicine) in spring 2018.
3. Response rate for Tenure/Tenure Track Faculty 65.1% and All Respondents 49.2%.



Reasons for Accepting Appointment at IUPUI – Tenured/Tenure-Track



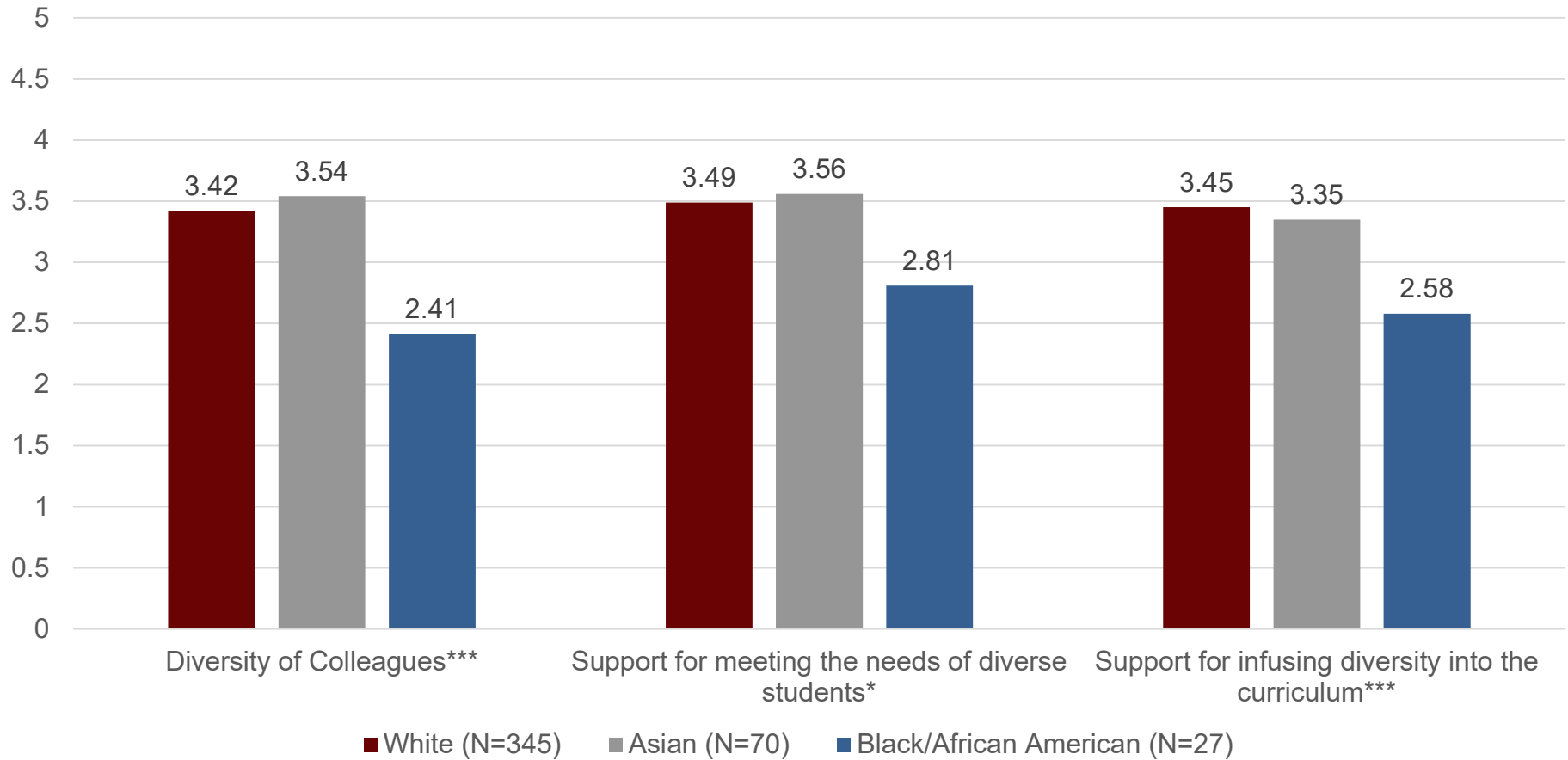
*p<.05; **p<.01; ***p<.01, group compared to white faculty

Scale: 1 = Not important at all; 2 = Somewhat important; 3 = Moderately important; 4 = Very important; 5 = Extremely important

Ns varied slightly by item. All significant differences are between White and African American.



Job Satisfaction IUPUI – Tenured/Tenure-Track



*p<.05; **p<.01; ***p<.01, group compared to white faculty

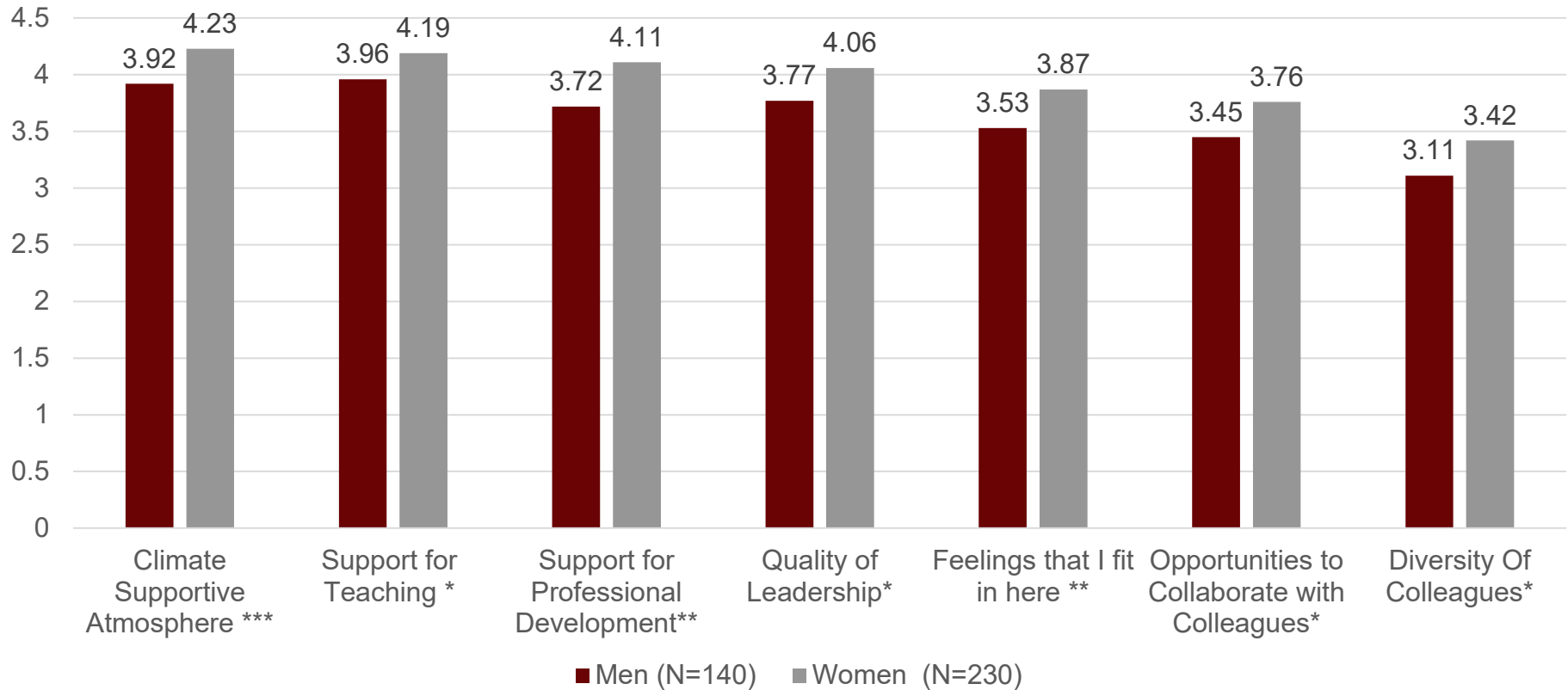
Scale: Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

Ns varied slightly by item. All significant differences are between White and African American.



Reasons for Accepting Appointment at IUPUI – Tenured/Tenure-Track

Men and Women



*p<.05; **p<.01; ***p<.01, group compared to white faculty

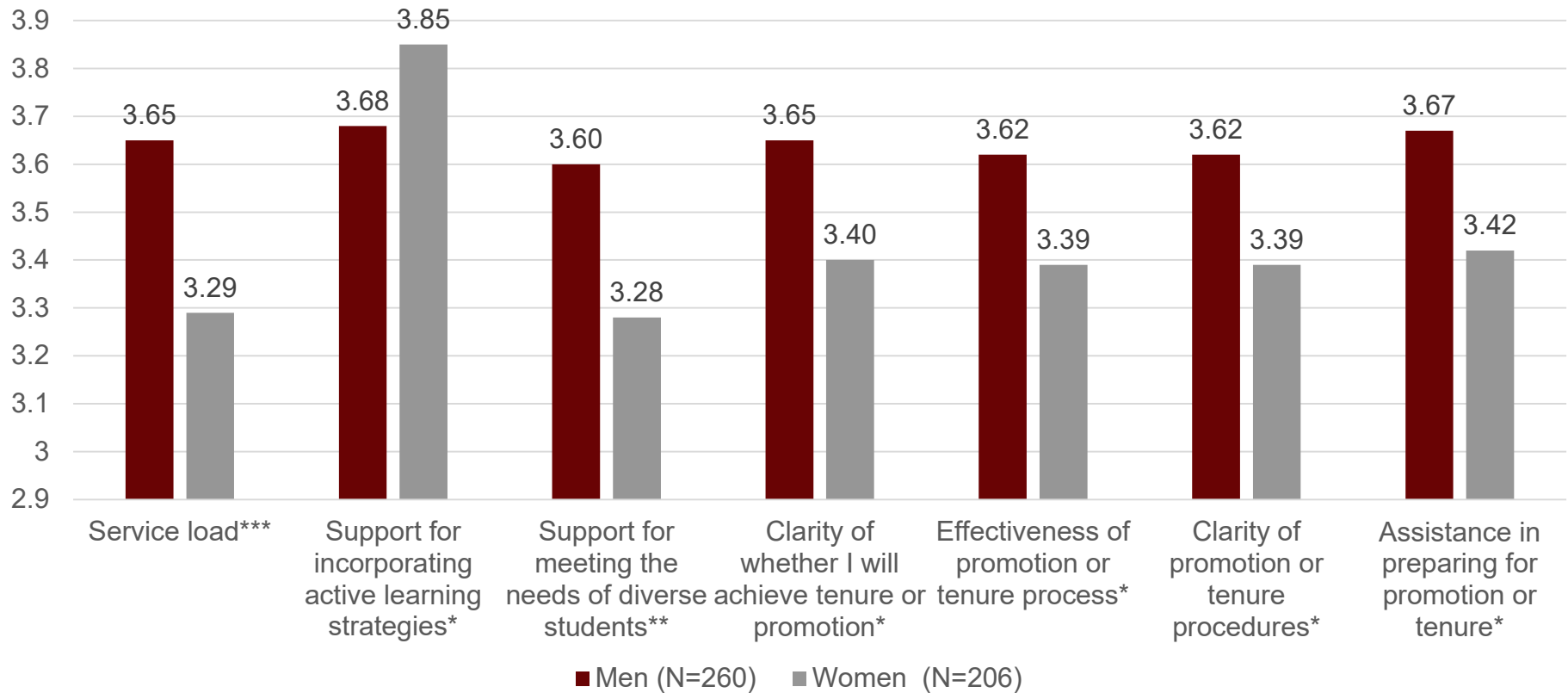
Scale: 1 = Not important at all; 2 = Somewhat important; 3 = Moderately important; 4 = Very important; 5 = Extremely important

Ns varied slightly by item. All are significant differences.



Job Satisfaction – Tenured/Tenure-Track

Men and Women



*p<.05; **p<.01; ***p<.01, group compared to white faculty

Scale: Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

Ns varied slightly by item. All are significant differences.



Methodology – Staff Survey Spring 2016

- In conjunction with Finance and Administration and Human Resources
- Purpose: to measure indicators of job satisfaction and to better understand how prevalent mentoring and performance evaluations are at IUPUI
- Invitations sent to every...
 - Full-time staff member
 - Part-time staff member
- Voluntary and confidential
- Survey results were analyzed to detect differences based on ethnicity, gender, part-time and full-time, and staff classifications.

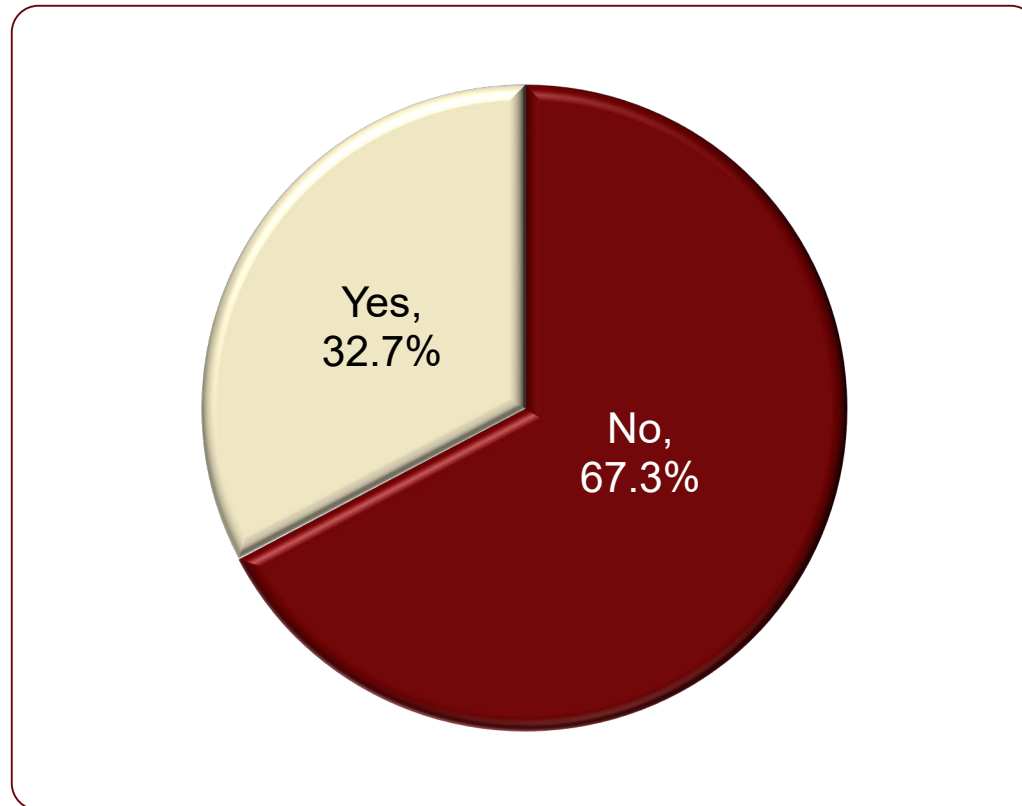
Participant Characteristics

Response Rate= 44%

Salary Plan	All Respondents	All Invited
CL (Clerical Support Staff)	19.5%	15.0%
HP (Temporary with Retirement)	2.2%	3.0%
HR (Regular Temporary)	6.5%	13.5%
PAE (Prof Staff – Exempt)	40.8%	34.7%
PAO(Prof Staff – OT Eligible)	16.3%	13.0%
SM (Service Staff)	3.8%	8.4%
TE (Technical Support Staff)	7.9%	9.4%
LE (Law Enforcement Staff), NU (Nurse), PN (Practical Nurse) & (RS) Research Staff	2.8%	3.0%
N	2136	4826



Do you have someone at IUPUI you consider to be a mentor/coach for professional development?



Among Staff With Mentors

- Non-white staff (32%) are more likely to report their mentor works at IUPUI but not in their unit than white staff (19%).
- This is more likely to be true for Black/African American staff members (38%) compared to Latino/a (25%) and Asian (18%) staff.
- One staff member noted that “there is not enough diversity in campus leadership for staff of color to view as potential mentors.”



Of the Respondents Who Reported Not Having a Mentor/Coach at IUPUI for Professional Development

- Non-white respondents (58%) are more likely to report wanting a mentor/coach than white staff (49%).
- Among, non-white participants Latinx staff (67%) have the highest percentage that would like a mentor followed by Asian (60%), and Black/African American (57%) participants.



Significant Staff Differences in Desire For Mentorship

- Professional staff, including PAE (57%) and PAO (57%) are significantly more likely to want someone who can serve as a mentor/coach for their professional development, compared to clerical (42%) respondents or other salaried staff (42%).
- Multiple staff noted in the open-response that they would really benefit from a mentor. One staff member wished for a “genuine mentor who would advise [them] on professional development.”



Methodology – 2014 Campus Climate Survey

- Contacted by Diversity, Equity, and Inclusion
- Purpose: to measure campus climate indicators in order to better understand faculty, staff, and students' experiences on the IUPUI campus for the purposes of planning
- Invitations sent to every...
 - Full-time faculty member
 - Full-time staff member
 - Student enrolled in Fall 2014
- Voluntary and anonymous
- *All slides and analyses prepared/conducted by Anne Mitchell, former Director of Survey Research and Evaluation, IRDS. Currently serving as Director of OEO.
- Vice Chancellor Karen Dace and Anne Mitchell met with each School Dean and action plans were developed based on results. We are administering the survey after Fall break this year and will be able to assess changes/improvements.
- IUPUI Indianapolis Only



Participant Characteristics

	Faculty	Staff	Undergraduate Students	Graduate Students
Men	52%	28%	37%	41%
Women	48%	72%	63%	59%
White	71%	78%	72%	59%
Black	6%	11%	9%	6%
Hispanic	5%	4%	7%	5%
Asian	13%	2%	5%	21%
Other	5%	5%	7%	9%
LGBT	8%	8%	14%	10%
Non-LGBT	92%	92%	86%	90%
With Disability	4%	5%	5%	4%
No Disability	96%	95%	95%	96%
Christian	51%	72%	61%	48%
Non-Christian Religious	11%	4%	7%	19%
No Religious Affiliation	38%	24%	33%	34%
Conservative	14%	25%	25%	17%
Moderate	33%	41%	45%	39%
Liberal	53%	34%	30%	44%
n	1052	1832	2535	972
Response rate	33%	44%	12%	16%



Overall Campus Environment

Percentage who agree with...	Undergraduate Students	Graduate Students
I feel free to be myself at IUPUI	95%	94%
At IUPUI I sometimes fear speaking up for what I think	27%	25%
I feel safe on campus	85%	83%
There are a lot of people like me on campus	72%	73%
IUPUI has a commitment to diversity	96%	92%***
IUPUI places too much emphasis on diversity	28%	24%*
IUPUI has diverse faculty and staff	90%	83%***
IUPUI has a diverse student population	96%	90%***
IUPUI accurately reflects diversity in publications	89%	84%***
IUPUI has a lot of tension around diversity issues	13%	13%
n	2532	972

***p<.001; **p<.01; *p<.05



Campus Environment Students

- Campus environment indicators differ by group
 - Black students are significantly less likely to agree that IUPUI has diverse faculty, staff, and students.
 - Women students are less likely to feel safe on campus.
 - Groups that do not believe there a lot of people like them on campus include students with a disability, Latinx, and LGBT students.



Bias/Harassment/Discrimination

Faculty / Staff

- 37% of women faculty (20% of women staff)
- 29% of faculty/staff of color (44% of black faculty/staff)
- 29% of LGBT faculty/staff
- 30% of faculty/staff reporting a disability

Students

- 13% of women
- 18% of students of color
- 16% of sexual minorities / 29% transgender students
- 23% of students reporting a disability



Faculty Environment – Race/Ethnicity

Percentage who agree with...	White Faculty	Black Faculty	Latinx Faculty	Asian Faculty
I feel free to be myself at IUPUI	82%	76%	88%	83%
At IUPUI I sometimes fear speaking up for what I think	39%	40%	34%	39%
I feel safe on campus	89%	89%	62%*	93%
There are a lot of people like me on campus	77%	31%***	63%***	82%
IUPUI has a commitment to diversity	93%	68%***	86%	84%*
IUPUI places too much emphasis on diversity	23%	6%***	20%	21%
IUPUI has diverse faculty and staff	67%	35%***	68%	80%***
IUPUI has a diverse student population	85%	69%**	82%	84%
IUPUI accurately reflects diversity in publications	81%	62%**	76%	80%
IUPUI has a lot of tension around diversity issues	20%	38%**	33%*	22%
It's difficult to move up in my career	46%	54%	44%	54%
% experienced bias/ harassment/ discrimination	4%	51%	27%	20%
Number of Faculty	668	53	50	125

***p<.001; **p<.01; *p<.05



Faculty Environment – Gender

Percentage who agree with...	Men Faculty	Women Faculty
I feel free to be myself at IUPUI	82%	81%
At IUPUI I sometimes fear speaking up for what I think	35%	45%**
I feel safe on campus	94%	85%***
There are a lot of people like me on campus	75%	73%
IUPUI has a commitment to diversity	91%	88%
IUPUI places too much emphasis on diversity	27%	17%***
IUPUI has diverse faculty and staff	74%	59%***
IUPUI has a diverse student population	87%	81%**
IUPUI accurately reflects diversity in publications	83%	75%**
IUPUI has a lot of tension around diversity issues	19%	26%*
It's difficult to move up in my career	41%	55%***
% experienced bias/harassment/discrimination	6%	37%
N	505	466

***p<.001; **p<.01; *p<.05



Conclusions from Campus Climate

- Overall, IUPUI faculty, staff, and students rate the campus environment positively
- Campus environment and bias differs across groups (demographic and by position)
- Schools/units are unique
- Reports about specific groups: [IRDS](#)



Overall Conclusions

1. We have a lot of work to do to improve compositional diversity and attract African American and Latinx students, faculty, and staff.
2. There are opportunity gaps in student outcomes when comparing historically marginalized groups to others. It is a multifaceted issue.
3. Many of our students have high levels of unmet need, are under-resourced and struggle to pay for college expenses.
4. Students, faculty, and staff experience the campus differently based on their gender and ethnicity and have different expectations/reasons why selected IUPUI as a place of employment or to earn a degree.
5. Others?

