

Achieving Diversity Report
 Institutional Scan of Commitments/Programs/Activities that Advance Diversity at IUPUI

Performance Indicator: Recruitment & Enrollment of a Diverse Student Body
School Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
T-35 Short Term Training Program, IU School of Medicine	The purpose of T35 is to successfully train minority undergraduate, graduate, and medical students for careers in biomedical research. T35 at IUPUI and the Indiana University School of Medicine is an in-depth, hands-on summer research program designed to encourage outstanding minority students to pursue graduate study and ultimately academic careers in biomedical research.	1,7,10	Ongoing program	No. Students served, 6 students 6 mentors.	Will fund 22 students in 2006	Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
Indiana University Cancer Center Summer Research Program (IUC SRP)	The goal of the Indiana University Cancer Center Summer Research Program (IUC SRP) is to expose promising underrepresented high school and undergraduate students to biomedical research in the basic, clinical and population sciences, and to actively promote careers in cancer research. The purpose of the IUC SRP is to engage the scientific curiosity and promote potential cancer research careers of program participants and to have participants to take full advantage of community outreach and research capabilities of the National Cancer Institute-supported Cancer Centers. Ensure continuity in training and mentoring of students interested in biomedical and behavioral science careers; Establishment of a pipeline for minority trainees seeking careers in biomedical research; Recruitment and retention of underrepresented medical and graduate students, residents, and faculty.	1,2,13	Ongoing summer program	No. Students served, 12 students, 12 mentors 4 year old program, received renewed funding in 2005		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
The IUSD Urban Pre-Dental Club	Pre-Dental and Dental hygiene student group. Pre-Dental/Dental hygiene students feel connected to the campus, while performing service activities and learning more about the dental profession, ultimately increasing likelihood that students will matriculate and graduate.	1,13	Ongoing			Traci Adams, IU School of Dentistry

<p>Indiana University School of Medicine Bridges to the Doctorate (BDDP)</p>	<p>The primary purpose of the Bridges to the Doctorate program is to provide research training in biomedical sciences to talented graduate minority institutional students seeking masters and doctorate degrees. The "Bridges to the Doctorate" program seeks to increase the number of underrepresented ethnic faculty members at medical and graduate schools. The foundation of the program, funded by the National Institutes of Health, is to train students in the biomedical sciences. The Bridges to the Doctorate Degree Program (BDDP) is a three-year program sponsored by the National Institute of General Medical Sciences. BDDP enables Jackson State University and Indiana University School of Medicine (IUSOM) to offer collaborative graduate research training programs in specific biomedical areas which impact upon basic science research and diseases that exhibit high mortality rates in blacks and other minorities. Students spend summers at the IU School of Medicine working in research laboratories. After successfully completing degree requirements at JSU, students will complete the doctorate at IUSOM. BDDP students gain exposure to a wide-range of basic science, translational, and clinical research activities; continually interact with and learn from other students, clinical and post-doctoral fellows, and faculty; and attend weekly workshops and deal with issues related to gaining admission to graduate school and the professorate.</p>	<p>1,2,7,10</p>	<p>Ongoing Summer program</p>	<p>No. Students served, 6 students, 6 mentors; three year old program, received renewed funding in 2005</p>		<p>Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office</p>
<p>Nina Scholars Program</p>	<p>The Nina Mason Pulliam Charitable Trust established the Nina Mason Pulliam Legacy Scholars program in tribute to the life and values of Nina Mason Pulliam. The Nina Scholars program is currently available to students at IUPUI, Ivy Tech State College, Maricopa Community College in AZ and Arizona State University. This program provides a unique opportunity where students from disadvantaged backgrounds can obtain the resources and financial support needed in order to successfully complete their college education. This program covers full tuition, fees and books and includes a \$2,500 annual living allowance and lap-top computer. A cohort of five students is selected each year as scholarship recipients. The Nina Scholars Program is committed to providing academic support and resources to students who have traditionally had difficulty gaining access to higher education. : The Nina Scholars Program serves students who must meet at least one of the following criteria: a returning student who is 25 years of age or older who has dependents in the family unit; a college-age youth or adult with physical disabilities; or an incoming freshman between the ages of 18-25 who has been raised in the child welfare system and has no form of financial support.</p>	<p>1,13</p>	<p>Ongoing scholarship program</p>	<p>The Nina Scholars Program has 95% retention Two multi-program longitudinal evaluations are conducted each year by investigators from IUPUI and ASU. . The program currently serves 20 scholars. The program adds 5 new scholars per academic year.</p>		<p>Charlie Johnson, University College</p>

New Student Orientation	To facilitate the transition of new students into the institution; prepares new students for IUPUI's educational opportunities; and initiates the integration of new students into the intellectual, cultural, and social climate of the institution.	1,13	Selected dates in summer/fall/spring	A quantitative and qualitative scan-tron survey collected at the end of each orientation by the orientation leaders Between 5,000 - 5,200 students and around 2,000 guests and family members are served per academic year.		Andrea Engler, Director of New Student Orientation
IUPUI Upward Bound	Currently the IUPUI Upward Bound Program provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families, and high schools students from families in which neither parent holds a bachelors degree. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of post secondary education.	1,13	Annually in the summer	Based on our survey 45 out of 48 seniors graduated from high school 45 applied to a post secondary institution 39 were accepted to postsecondary institution. 140 students are served per academic year.		Nathan Harris, Director Upward Bound

College Preparatory Initiatives, University College	To provide inspiration, information, preparation, and support for students and parents necessary to attain post-secondary academic success. Our program not only wishes to inspire children to get excited about school and make attending college his or her goal for the future, but to also develop and implement programs to help better prepare both students and parents to achieve that goal. Our IUPUI program works with seven Indianapolis Public Schools. We have site coordinators in four Indianapolis Public Schools (Washington, Farrington, Forest Manor, and Gambold middle schools) to work with the students, parents, and teachers in the CPI cohort. The CPI mentoring program also involves IPS elementary schools that feed into these middle schools.	1,13	One time per semester, once in summer annually	Student academic performance, behavior, and attitude as reported by the middle school administration and faculty, student application to Twenty-first Century Scholar program. 140 students served per academic year.		Andrew Hays, Director College Preparatory Initiatives, University College
IPAS Partners Project	Initiative to support the joint work of Ivy Tech and IUPUI in serving students who are participants in the IUPUI partners program.	1,13	Ongoing	A satisfaction survey was distributed at the joint orientation, and the responses were very positive. Focus group assessment plans are underway. 700 students served per academic year.		Gayle Williams, University College

Society of Latinos Activities, IU School of Medicine	Established in 2002, SOL seeks to inform the student body and encourage participation in educational opportunities that further clinical training, Spanish-speaking skills and understanding healthcare disparities in the Latino community. Dr. Javier Sevilla provides faculty support and guidance in the organization of educational and community service and outreach activities. SOL offers a variety of community educational activities and outreach efforts. Currently SOL students: Offer a smoking cessation program in Spanish for the fast growing Hispanic/Latino community of Indianapolis. This program is on-going and qualifies as fulfillment of competency level III in communication and/or social/community context awareness. Participate in Hispanic Health Fairs throughout Indianapolis offering medical interpretation services and providing health education to the community. Visit schools and community organizations through the “Doctors Back to School” program to help young minority children realize they, too, can follow the same path and have a career in medicine. Provide mentoring and support opportunities for incoming Hispanic/Latino students as well as the planning of scientific and recreational activities	1,7,10, 13	Ongoing	Average of 4 health fairs per year		Dr. Javier Sevilla-Martir, IU School of Medicine
International students at IUPUI: Recruitment and Retention	The Director of International Recruitment and Retention at IUPUI makes two to four recruiting trips each year representing IUPUI at educational fairs and at high school visits in countries around the world, with a special focus on Latin America, the Middle East, and East and Southeast Asia. The Purdue School of Engineering and Technology actively recruits, most particularly in Southeast Asia but also in Turkey and India. Each trip involves between four and six U.S. education fairs and as many high school visits as time allows. Prospective students are given an international viewbook and other information on IUPUI, and are asked to fill out prospective student information cards detailing their contact information and degree objectives. Communications with these prospective students are initiated within days of the encounters abroad with copies to the relevant departments.	1,4	Ongoing	Approximately 4,000 prospective students and nearly 1,000 enrolled students		Patricia Biddinger, Director of International Recruitment and Retention, Office of International Affairs
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Performance Indicator: Recruitment & Enrollment of a Diverse Student Body

Campus Based:

Commitments/Programs/Activities	Description	Action Item #	Deadline/Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Conference for Indiana Association of Collegiate Registrars and Admissions Officers	Presentation entitled “Beyond ADA 504... What Do We Know... What Do We Not Know” Session focused on bringing people from various racial, ethnic, and abilities, and identified myths that prevent them from developing an understanding of differences and how to engage one another for the greater good of students. Increase in serving students with disabilities, retaining them, and helping them graduate.	6	10/24/2003			Pam King, Director, Adaptive Education Services
Nina Mason Pulliam Legacy Scholars program	Supports and develops the successes of students who face some of the most significant barriers in education and in life. Promotes community service for the scholars, to contribute their time and talent to the Indianapolis community and to honor the legacy of its benefactress. The average cumulative GPA of these lower income students who come from foster care backgrounds, who have physical disabilities, or who are adults with dependents is 3.17. The program boasts a 95% retention rate and an 80% graduation rate since its inception. More than 50% of Nina Scholars are African-American or Hispanic. 75% of our graduates are African-American.	1	Ongoing			Charlie Johnson, Nina Scholars Program Advisor, University College
Shades of Brilliance	College encouragement program designed primarily for African American, Latino/Hispanic American, Asian American and Native American students. The main outcome of this program is to encourage minority students to pursue post secondary education. More specifically we introduce these students to IUPUI as a viable option for meeting their career/ education goals. We also use this program to promote scholarship and academic support programs designed to support diverse student populations.	1,13	Annually in the Fall			Kimberly Stewart-Brinston, Enrollment Services
Special Session in Spanish at Campus Day	Multicultural Outreach has partnered with La Plaza to host their Tu Futuro sessions at the Spring Campus Day. The program provides Latino students with information regarding the importance of a college education, what it takes to be admitted to a college and how to fund a college education. IUPUI is then able to provide students who attend with specific information on our academic programs, admission requirements and scholarship opportunities.	1,13				Kimberly Stewart-Brinston, Enrollment Services
IUPUI Spanish Hotline	Prospective students and their families that are not native English speakers can receive information regarding enrollment at IUPUI. Provides Spanish speaking prospective students with the ability to call into Enrollment services to receive information about IUPUI.	1,13	Ongoing			Kimberly Stewart-Brinston, Enrollment Services

Freshman Application Guide & Spanish Brochure	The Spanish translation of the current IUPUI application guide and brochure about IUPUI programs and services in addition to enrollment steps in both Spanish and English. Allows Spanish speaking prospective students to access information about attending IUPUI in their native language.	1,13	Ongoing			Kimberly Stewart-Brinston, Enrollment Services
Project Stepping Stone	College Awareness program for Latino high school Juniors and Seniors, collaboration between National Society of Hispanic MBA's (NSHMBA), IU Kelley School of Business on the IUPUI campus, and IUPUI Enrollment Services. Program engages Latino Juniors and Seniors in conversations and activities that promote post secondary education opportunities.	1,13	Annually			Kimberly Stewart-Brinston, Enrollment Services and Russell Vertner, Kelley School of Business
La Plaza—The Mother-Daughter Project	Project provides an opportunity for Latina middle school girls and their mothers to gain information and skills to support the students through high school and prepare for higher education. To increase the number of Latina women enrolled in higher education by supporting and empowering young girls and their mothers, not only in academic advancement, but also, by enhancing their self esteem and providing positive role models for them to emulate.	1,13	Ongoing			Irene Queiro-Tajalli, School of Social Work
La Plaza-Tu Futuro	In collaboration with Enrollment Services (specifically Admissions and Multicultural Outreach) partners in offering a presentation to Latino students at Campus Day and/or EXPLORE IUPUI. To increase the number of Latino students who enroll in post-secondary education. A number of presentations are given to a variety of groups in the Latino community to motivate and assist high-school seniors and non-traditional students to apply for and enroll in colleges and/or universities.	1,13	Campus Day, EXPLORE IUPUI			Gloria Quiroz, Enrollment Services
Martin Luther King Jr. Dinner Banquet	Celebrate the work of Dr. King and provide opportunity for community and scholarship	13	Annually	No. 2006 Attendance= 786	Continue the tradition of partnering with academic schools to bring featured dinner speaker; expand school participation outside the IU School of Medicine	Jennifer Jacobs, Campus & Community Life

International House: International living on campus	International House is campus housing for international and domestic students interested in living in a cross-cultural environment. Since 1990, it has been home to nearly 800 students from over 100 countries. International House hosts a weekly Culture Hour to facilitate dialogues about international events and cross-cultural issues.	4,12,13	Ongoing	68% Undergraduate/32% Graduate students 2005 occupancy rate = 98%; above campus housing average. 44 students served in 2004–2005		Jill Jean-Baptiste, Office of International Affairs, Housing & Residence Life
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Performance Indicator: Retain and Graduate a Diverse Student Body

School Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Summer Research Opportunities Program (SROP)	The purpose of SROP is to offer outstanding undergraduates an opportunity to receive first-hand exposure to graduate school and faculty life in an intensive summer research experience with faculty mentors. The goal of the program is to increase the number of underrepresented students who pursue academic careers by enhancing their preparation for graduate study through intensive research experiences with faculty mentors.	1,2,13	Ongoing scholarship program	No. Students served, 14 students, 10 mentors (2 mentors mentored 2 students)		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
T-35 Short Term Training Program, IU School of Medicine	The purpose of T35 is to successfully train minority undergraduate, graduate, and medical students for careers in biomedical research. T35 at IUPUI and the Indiana University School of Medicine is an in-depth, hands-on summer research program designed to encourage outstanding minority students to pursue graduate study and ultimately academic careers in biomedical research.	1,7,10	Ongoing program	No. Students served, 6 students 6 mentors.	Will fund 22 students in 2006	Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator
Indiana University Cancer Center Summer Research Program (IUC SRP)	The goal of the Indiana University Cancer Center Summer Research Program (IUC SRP) is to expose promising underrepresented high school and undergraduate students to biomedical research in the basic, clinical and population sciences, and to actively promote careers in cancer research. The purpose of the IUC SRP is to engage the scientific curiosity and promote potential cancer research careers of program participants and to have participants to take full advantage of community outreach and research capabilities of the National Cancer Institute-supported Cancer Centers. Ensure continuity in training and mentoring of students interested in biomedical and behavioral science careers; Establishment of a pipeline for minority trainees seeking careers in biomedical research; Recruitment and retention of underrepresented medical and graduate students, residents, and faculty.	1,2,13	Ongoing summer program	No. Students served, 12 students, 12 mentors 4 year old program, received renewed funding in 2005		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
Early Warning & Administrative Withdrawal System, University College	Class rosters are distributed to instructors after census. The rosters allow instructors to indicate problems that he/she is encountering with students listed on the roster by checking a box on the roster. Checkboxes include attendance problems and/or poor performance. Courses participating in the Administrative Withdrawal policy can also request a certain student, meeting pre-established withdrawal criteria, be withdrawn from the course. Students are sent letters indicating the instructor's responses and a possible course of action. A student that receives an Administrative Withdrawal letter is given directions as to how he/she may remain in the course, but the final decision is the instructor's.	1	Semesterly	15,000-17,000 students served per academic year.		Larry Hill, Academic Advisor, University College

<p>Indiana University School of Medicine Bridges to the Doctorate (BDDP)</p>	<p>The primary purpose of the Bridges to the Doctorate program is to provide research training in biomedical sciences to talented graduate minority institutional students seeking masters and doctorate degrees. The "Bridges to the Doctorate" program seeks to increase the number of underrepresented ethnic faculty members at medical and graduate schools. The foundation of the program, funded by the National Institutes of Health, is to train students in the biomedical sciences. The Bridges to the Doctorate Degree Program (BDDP) is a three-year program sponsored by the National Institute of General Medical Sciences. BDDP enables Jackson State University and Indiana University School of Medicine (IUSOM) to offer collaborative graduate research training programs in specific biomedical areas which impact upon basic science research and diseases that exhibit high mortality rates in blacks and other minorities. Students spend summers at the IU School of Medicine working in research laboratories. After successfully completing degree requirements at JSU, students will complete the doctorate at IUSOM. BDDP students gain exposure to a wide-range of basic science, translational, and clinical research activities; continually interact with and learn from other students, clinical and post-doctoral fellows, and faculty; and attend weekly workshops and deal with issues related to gaining admission to graduate school and the professorate.</p>	<p>1,2,7,10</p>	<p>Ongoing Summer program</p>	<p>No. Students served, 6 students, 6 mentors; three year old program, received renewed funding in 2005</p>		<p>Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office</p>
<p>SLA (Structured Learning Assistance Program)University College/Academic Schools</p>	<p>To offer all students the opportunity to improve their study and learning skills is the premise behind the Structured Learning Assistance Program. This hour per week directed study and practice SLA session model combines study and learning skills with content background enhancement and collaborative learning to support students enrolled in high risk-for-failure "gateway" courses. Selected courses require students to attend peer-mentor-guided study sessions focused on learning the content of the course while also empowering students to become more independent learners. Directed weekly study sessions attached to "gateway" courses.</p>	<p>1,13</p>	<p>Weekly</p>	<p>1854 students served/16,037 student visits Participants, DFW rate=21% ABC rate=79% Av .GPA=2.58 Non-participants, DFW rate=35%, ABC rate=46%, Av. GPA=1.46. Course, DFW rate= 27%, ABC rate=64%, Av. GPA=2.28</p>		<p>Mark Minglin, University College</p>

Nina Scholars Program	<p>The Nina Mason Pulliam Charitable Trust established the Nina Mason Pulliam Legacy Scholars program in tribute to the life and values of Nina Mason Pulliam. The Nina Scholars program is currently available to students at IUPUI, Ivy Tech State College, Maricopa Community College in AZ and Arizona State University. This program provides a unique opportunity where students from disadvantaged backgrounds can obtain the resources and financial support needed in order to successfully complete their college education. This program covers full tuition, fees and books and includes a \$2,500 annual living allowance and lap-top computer. A cohort of five students is selected each year as scholarship recipients. The Nina Scholars Program is committed to providing academic support and resources to students who have traditionally had difficulty gaining access to higher education. : The Nina Scholars Program serves students who must meet at least one of the following criteria: a returning student who is 25 years of age or older who has dependents in the family unit; a college-age youth or adult with physical disabilities; or an incoming freshman between the ages of 18-25 who has been raised in the child welfare system and has no form of financial support.</p>	1	Ongoing scholarship program	<p>The Nina Scholars Program has 95% retention Two multi-program longitudinal evaluations are conducted each year by investigators from IUPUI and ASU. The program currently serves 20 scholars. The program adds 5 new scholars per academic year.</p>		Charlie Johnson, University College
IUPUI Upward Bound	<p>Currently the IUPUI Upward Bound Program provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families, and high schools students from families in which neither parent holds a bachelors degree. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of post secondary education.</p>	1,13	Annually in the summer	<p>Based on our survey 45 out of 48 seniors graduated from high school 45 applied to a post secondary institution 39 were accepted to postsecondary institution. 140 students are served per academic year.</p>		Nathan Harris, Director Upward Bound

Learning Communities	A learning community is a first-year seminar linked to a gateway course designed to address transitional needs, introduce students to campus resources and expectations, and help them form connections to campus. The course is taught by an instructional team that combine members' expertise to help first-year students make a successful transition to higher education. Purpose: Academic support of students, learning community, social integration/cultural support, curriculum innovations, career exploration, intrusive advising, peer mentoring, faculty/staff mentoring.	1,7,13	Ongoing academic year	Assessment efforts include end-of-the-semester student evaluations, ongoing committee assessment of the goals and objectives of the course template; institutionally collected and adjusted data on the impact of the program including GPAs and retention statistics as compared to similar students who did not enroll in a learning community. 2,500 students served per academic year.		Gayle Williams and Barbara Jackson, University College
Supporting the Work Needs of Students: A New Key to Retention, University College	Research has shown that on-campus student employment aids student retention. Human Resources Administration and University College's Career Center are collaborating to enhance the on-campus/near-campus work environment. The goal is for students to find ample opportunity to work on-campus, to understand the advantages of on-campus work, and to have an added advantage of working in an area related to the degree.	1,13	Ongoing			Bridget Maguire, HR/ Career Center Liaison

<p>Reinstated students program University College</p>	<p>These are students who have been dismissed from IUPUI and have applied for reinstatement to the university. Students first must file a written petition for reinstatement with the Reinstatement Coordinator. A letter is sent to students which indicate workshops or other requirements that students must complete as part of the process for re-admittance. An initial interview is scheduled with an advisor in which students are encouraged to talk about the challenges they face as they attempt to re-enter an academic program. The advisor and student determine which workshop and/or other requirements would be needed to continue the reinstatement process. After students complete the requirements, a second interview is scheduled with an advisor. At that time, it is decided if the student is ready to resume their studies. If so, the advisor and student set up a Reinstatement Contract which outlines specific requirements the student must complete during the semester. Students remain on academic checklist until they raise their cumulative GPA to 2.0 or above. As long as students remain on reinstatement probation, they must see an advisor before registering for the next semester of classes. This allows more interaction between advisors and students so that any problems or issues can be dealt with before registering.</p>	<p>1</p>	<p>Ongoing</p>	<p>A comprehensive Assessment Plan for the Advising Center has been developed to assess the effectiveness of student learning outcomes associated with advising; part of a formal program review scheduled for spring 2006. A Web survey has been administered but results are pending; focus groups conducted in fall along with pre-post surveys as well as survey of advisors; based on results and formal external review recommendations , action plans will be developed and assessed. # of students served: Fall 2004: 139 students were admitted as reinstated</p>		<p>Chris Maroldo, Coordinator, Academic Success Programs and Assessment University College Advising Center</p>
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				students for spring 2005 semester Spring 2005: 112 students will be admitted for fall 2005 semester		
New Student Orientation	To facilitate the transition of new students into the institution; prepares new students for IUPUI's educational opportunities; and initiates the integration of new students into the intellectual, cultural, and social climate of the institution.	1,13	Selected dates in summer/fall/spring	A quantitative and qualitative scan-tron survey collected at the end of each orientation by the orientation leaders Between 5,000 - 5,200 students and around 2,000 guests and family members are served per academic year.		Andrea Engler, Director of New Student Orientation
Student Support Services, University College	Federally funded retention program for first generation or low income students. Create community that offers extra support to retain students through graduation. Includes 1 st year student peer mentoring, tutoring, skill and personal growth workshops, cultural and social activities, academic, personal, career and financial counseling.	1,13	Ongoing academic year	2003-2004 Retention Rates: 83% Freshmen rate 83%. African American male rate 89%. 300 students served per academic year.		Barbara Browning, University College
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

<p>Community Work-Study Program, University College</p>	<p>The IUPUI Community Work-Study Program uses work-study funds to place IUPUI students in nine community sites (i.e., public schools, community centers) through the America Reads and America Counts Programs as literacy and math tutors for children from preschool through eighth grade. The student tutors work both one-on-one and in small groups with children on activities that help nurture the development of literacy and mathematical skills, as well as children's confidence. The student tutors are required to participate in an orientation and monthly trainings to help them develop the necessary skills to work effectively with children on skill acquisition. Training topics include but are not limited to understanding different student curriculum, learning styles, diversity, working in the community, and professionalism. In 2004-05, 89 college students provided 19,186 hours of free tutoring to 493 youth.</p>	<p>1,13</p>	<p>Academic year program</p>	<p>End of year survey provided to each college tutor. Students reported that their involvement had helped them develop personally (96%), professionally (86%), and academically (75%). Significantly, 96% stated that their involvement increased their "interest in serving the community in the future". 89 students served per academic year.</p>		<p>Libby Laux, University College</p>
<p>Underserved Medicine Hispanic/Latino Health Mentoring Program, IU School of Medicine</p>	<p>Recently established as a response to the students increased interest in underserved populations and Hispanic/Latino Health, this program provides medical students interested in serving the Hispanic/Latino community and underserved populations in general with an opportunity to have a one-to-one discussion once a month about related topics such as cultural competence in caring for the Hispanic/Latino community, health disparities, available community resources, medical Spanish and assistance in the preparation of health education materials and presentations as well as guidance for their future career and professional development.</p> <p>The program provides students with a platform to exercise and polish their leadership skills through planning and implementation of outreach and service activities and prepares them to advise incoming Hispanic/Latino and other students with similar interests about the many resources and opportunities available for academic support, mental and physical well-being and leadership skills development.</p>	<p>1,7,10, 13</p>	<p>Once/month</p>	<p>4 students per year enrolled</p>		<p>Dr. Javier Sevilla-Martir, IU School of Medicine</p>

Critical Inquiry	Critical inquiry is a one credit hour course attached to a discipline based course. The CI course is designed to help students succeed in the linked course and develop collegiate-level, transferable skills. Students learn to read and understand dense text materials, to critically evaluate information and ideas, and to communicate an understanding of course materials through written and oral processes. They become familiar with collegiate reading and writing skills including the ability to annotate, summarize, and paraphrase material. The critical inquiry instructor works closely with the faculty member in the discipline. Collaborative learning is emphasized.	1	Academic year course	Assessment efforts include end-of-the-semester-student evaluations; faculty workshops where information is shared; ongoing committee assessment of the goals and objectives of the course; focus groups with faculty and students; institutionally collected and adjusted data on the impact of the program including GPAs and retention statistics as compared to similar students who did not enroll in Critical Inquiry courses.		Gayle Williams and Barbara Jackson, University College
Care for the Underserved Elective, IU School of Medicine	This special month-long experience emphasizes high quality care for underserved populations, health disparities, cultural competence and medical Spanish while gaining clinical experience in a full-spectrum Family Medicine practice in a community health center setting. Course is 50% clinical, 20% research, 20% lecture and 10% library. Selected research topics related to underserved populations, health disparities and/or Hispanic/Latino health issues are presented on the last Thursday of the course.	7,9,10	Month long course, academic year	An average of 4 students per year enrolled in this elective course.		Dr. Javier Sevilla-Martir, IU School of Medicine

Society of Latinos Activities, IU School of Medicine	Established in 2002, SOL seeks to inform the student body and encourage participation in educational opportunities that further clinical training, Spanish-speaking skills and understanding healthcare disparities in the Latino community. Dr. Javier Sevilla provides faculty support and guidance in the organization of educational and community service and outreach activities. SOL offers a variety of community educational activities and outreach efforts. Currently SOL students: Offer a smoking cessation program in Spanish for the fast growing Hispanic/Latino community of Indianapolis. This program is on-going and qualifies as fulfillment of competency level III in communication and/or social/community context awareness. Participate in Hispanic Health Fairs throughout Indianapolis offering medical interpretation services and providing health education to the community. Visit schools and community organizations through the “Doctors Back to School” program to help young minority children realize they, too, can follow the same path and have a career in medicine. Provide mentoring and support opportunities for incoming Hispanic/Latino students as well as the planning of scientific and recreational activities	1,13	Ongoing	Average of 4 health fairs per year		Dr. Javier Sevilla-Martir, IU School of Medicine
International students at IUPUI: Recruitment and Retention	The Director of International Recruitment and Retention at IUPUI makes two to four recruiting trips each year representing IUPUI at educational fairs and at high school visits in countries around the world, with a special focus on Latin America, the Middle East, and East and Southeast Asia. The Purdue School of Engineering and Technology actively recruits, most particularly in Southeast Asia but also in Turkey and India. Each trip involves between four and six U.S. education fairs and as many high school visits as time allows. Prospective students are given an international viewbook and other information on IUPUI, and are asked to fill out prospective student information cards detailing their contact information and degree objectives. Communications with these prospective students are initiated within days of the encounters abroad with copies to the relevant departments.	1,4	Ongoing	Approximately 4,000 prospective students and nearly 1,000 enrolled students		Patricia Biddinger, Director of International Recruitment and Retention, Office of International Affairs
Minority Law Day	Program to provide information about the necessary qualifications to be a successful candidate for law school. Helps to dispel some myths, held by people of color about law school and the admissions process, ultimately leading to more minority applicants and graduates from IU-Indianapolis School of Law	1	Occurs annually in November			Patricia Kinney, Indiana University School of Law-Indianapolis

<p>Students on academic probation, University College (STAR)</p>	<p>University College students who have cumulative GPAs below 2.0 receive a letter stating they have been placed on academic probation and are in danger of dismissal if their cumulative GPA remains below a 2.0 for a second consecutive semester. Students on first-time probation receive a probation letter outlining specific steps they must follow, including directions to download, print and complete an Academic Self-Assessment Exercise from the Advising Center website and bring to their advising session. The student and advisor use this instrument to discuss the challenges they felt contributed to their probation status. Students are also required to see an academic advisor before being allowed to register for the next semester classes. During the advisor contact meeting, the advisor assists the student with completing an Academic Probation Contract which stipulates certain conditions for the student to be allowed to continue their studies. A new voluntary intervention program called STAR (Students Taking Academic Responsibility) was piloted during spring semester 2005 to assist students who expressed interest in receiving extra help and support. Primarily a mentoring program designed to assist each student to formulate and implement an individual action plan, STAR targets only those students with a 0.0-1.7 CGPA or express an interest in getting help for choosing a major/career path and recommended by their advisor.</p>	<p>1</p>	<p>Ongoing</p>	<p>The STAR Program was a pilot project for spring semester 2005. Fifteen students were originally interviewed and recommended to participate. Of those fifteen, ten met with me on a consistent weekly basis. Of those ten, seven students were able to continue their studies for fall semester, three were dismissed. With the STAR Program expanding for fall semester to include more students, and in particular reinstated students, along with collaboration with the above mentioned resources and personnel, more formal assessment will be done.</p>		<p>Chris Maroldo, Coordinator, Academic Success Programs and Assessment University College Advising Center</p>
<p>The IUSD Urban Pre-Dental Club</p>	<p>Pre-Dental and Dental hygiene student group. Pre-Dental/Dental hygiene students feel connected to the campus, while performing service activities and learning more about the dental profession.</p>	<p>1,13</p>	<p>Ongoing</p>			<p>Traci Adams, IU School of Dentistry</p>

<p>Global Health and International Medicine Special Elective: Honduras, IU School of Medicine</p>	<p>This 1-week, 4-week or 8-week elective in Honduras provides a quality international health experience for students regardless of where there are in their medical training. Experience includes practicing medicine in a resource poor setting, public health training, cross cultural exposure and language immersion. The goals of the program are to enhance students' understanding of the needs of recent immigrants to the US from Latin America, improve their Spanish and strengthen clinical skills. Students begin their experience by working hand-in-hand with local physicians on a week-long medical brigade providing care to young children and the elderly in remote communities. Students then have the option of attending a language-immersion training program where they will live with Honduran families, attend language school and work in a public hospital. Those students feeling comfortable with the Spanish skills can choose to work in a variety of clinical settings: with a private physician; in the university hospital; in a private hospital that does community outreach or a combination of all three.</p>	<p>4,7,9,10,13</p>	<p>One/Four week program, academic year</p>	<p>Average of six students per year enrolled in special elective</p>		<p>Dr. Javier Sevilla-Martir, IU School of Medicine</p>
<p>International Peer Mentoring Program</p>	<p>New students coming to the United States from other countries can often feel overwhelmed. They need to speak in a language that is foreign to them, and navigate around a large campus and city that they are not familiar with. In addition, they can often feel very lonely, not knowing how to meet others and make friends in their new environment. A mentor is a person who helps to ease the stress that a new student feels when they arrive at IUPUI. They help to make the new student feel welcome at IUPUI, and help build the confidence needed to succeed academically and socially. Happiness and adjustment in the first year are closely linked with a student's desire to continue in their program, so the mentoring role is of great importance!</p>	<p>1,4</p>	<p>Ongoing</p>	<p>66 mentees since Fall 2004</p>		<p>Sandra Kao, Assistant Director for Student Services, Office of International Affairs</p>
<p>IUPUI Summer Academy</p>	<p>University College established a summer bridge program in August 2001. Participation in Bridge is free for the students, who spend eight days in August on the campus preparing for their first semester. An instructional team of faculty members, academic advisors, student mentors, and librarians help the participants get a "jump start" on their fall semester courses, including individualized instruction in mathematics, writing, and computer usage. Bridge participants have the opportunity to get to know members of the faculty, their academic advisors, and other new students in their schools. They explore course requirements and career opportunities associated with their majors. And they learn to study effectively and become knowledgeable about academic policies and procedures. Beginning in the summer 2006, First Generation Scholars will be required to participate in a bridge section.</p>	<p>1,13</p>	<p>Annually, summer</p>	<p>A variety of means are employed to evaluate the initiative including student evaluations, faculty assessment, focus groups, tracking of GPA and retention rates. Several tables are available. 172 students served annually.</p>		<p>Gayle Williams and Barbara Jackson, University College</p>

Performance Indicator: Retain and Graduate a Diverse Student Body

Campus Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
To Mexico with Love	A 4 week language and culture immersion program in Cuernavaca Mexico. Builds fluency in Spanish, develops understanding of Latino culture, and provides service within a Mexican community.	4,13	Occurs annually in the summer			Michelle Verduzco, Director, Campus & Community Life
Beyond Belief: The Importance of Religious Diversity in Today's World	Advances and contributes to the academic mission of the Univ. by providing co-curricular experience related to the understanding and awareness of diverse perspectives and experiences around the world. Contributed to participants understanding of the world, and offered ways to open participants minds to religious diversity as well as teaching interactive strategies that can be used to open minds of people that participants interact with.	13	11/10/2004			Michelle Verduzco, Director, Campus & Community Life
Cross-Cultural Counseling- Counselors in Training	Develops clinical skills for counselors in training. Counselors engage in weekly training sessions, which are devoted to the area of diversity and cross-cultural work. Develops skills in counselors to assist them in working with diverse students, faculty, and staff.	7	Ongoing			Julie Lash, Associate Director, Counseling and Psychological Services
Nina Mason Pulliam Legacy Scholars program	Supports and develops the successes of students who face some of the most significant barriers in education and in life. Promotes community service for the scholars, to contribute their time and talent to the Indianapolis community and to honor the legacy of its benefactress. The average cumulative GPA of these lower income students who come from foster care backgrounds, who have physical disabilities, or who are adults with dependents is 3.17. The program boasts a 95% retention rate and an 80% graduation rate since its inception. More than 50% of Nina Scholars are African-American or Hispanic. 75% of our graduates are African-American.	1	Ongoing			Charlie Johnson, Nina Scholars Program Advisor, University College
Promoting and Celebrating Diversity with Food	Promote and celebrate diversity with members of student-athlete learning community. Freshman and sophomore rates of retention for this learning community are higher than other IUPUI students and for student-athletes who are not enrolled in this learning community	1,7	Ongoing			Drew Appleby, Psychology Department
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Louis Stokes Alliances for Minority Participation (LSAMP)	Program offers summer and academic year student research enrichment and support, including: support and mentoring in science, engineering, mathematics and technology courses. The Louis Stokes Alliances for Minority Participation (LSAMP) is aimed at strengthening minority participation in science, technology, and engineering and mathematics fields.	1,13	Ongoing			Kim Nguyen, School of Science
Diversity Research Scholars Program (DSRP)	Program that is a performance based scholarship that pays full tuition and fees at the in-state rate plus provides a book stipend to qualified applicants. A major goal of the DSRP Program is to attract talented African American, Hispanic, ethnic minorities and any Indiana student who contributes to the diversity of IUPUI. Performance evidence from 1997 to 2005 shows that the program and Director activities have made an impact in recruitment, retention and graduation of African American, American Indian and Hispanic students at IUPUI. DSRP references can be found throughout the IUPUI web sites in annual reports of participating schools as performance indicator related to diversity. Examples are found at http://www.planning.iupui.edu/committees/climate/humandev.html	1,13	Ongoing			Marchusa Huff, School of Nursing
Cultural Enrichment Programming	Programming involves and engages students, faculty and staff in cultural exploration; provides opportunities for the IUPUI community to explore social issues; gives voices to cultural groups on campus	13	2-4 times per week throughout each semester	Program evaluations are completed by participants after some programs Average attendance = 20 Range= 2-60		Jennifer Jacobs, Campus & Community Life
Democracy Plaza	Engages students, faculty and staff in dialogue surrounding current issues of social justice	13	2 times per month (on average)	Average attendance= 50 Range= 15-150	Further define the role of Dem. Plaza programming on campus; utilize connections with faculty and community leaders to enhance conversations	Michelle Verduzco, Director, Campus & Community Life

My Brother's Keeper (speaker series)	Provide a forum for discussion/presentation issues focused on civic engagement	13	2-3 times per semester	No Average Attendance=100 Range= 20-400		Michelle Verduzco, Director, Campus & Community Life
Pop Culture Diversity series	Create opportunity for students to discuss and engage in topics that are current "buzzwords." This semester, topics include free speech on campus, the Facebook and hip-hop.	13	3 times per semester	No Average Attendance=30 Range= 4-60	Identify additional issues through student feedback and create additional programming	Jennifer Jacobs, Campus & Community Life
Religious/Spiritual Diversity Lunch series	Help the IUPUI begin to embrace conversations around religion and spirituality	13	4 times per semester	No Average Attendance=35	Utilize faith-based student organizations to continue line of programming	Jennifer Jacobs, Campus & Community Life
Martin Luther King Jr. Dinner Banquet	Celebrate the work of Dr. King and provide opportunity for community and scholarship	13	Annually	No 2006 Attendance=786	Continue the tradition of partnering with academic schools to bring featured dinner speaker; expand school participation outside the IU School of Medicine	Jennifer Jacobs, Campus & Community Life
International House: International living on campus	International House is campus housing for international and domestic students interested in living in a cross-cultural environment. Since 1990, it has been home to nearly 800 students from over 100 countries. International House hosts a weekly Culture Hour to facilitate dialogues about international events and cross-cultural issues.	4,12, 13	Ongoing	68% Undergraduate/3 2% Graduate students 2005 occupancy rate = 98%; above campus		Jill Jean-Baptiste, Office of International Affairs, Housing & Residence Life

				housing average. 44 students served in 2004– 2005		
The Third Millennium Philanthropy & Leadership Initiative	Illuminating the path to fully inclusive philanthropic leadership. The Third Millennium Philanthropy & Leadership Initiative is designed to facilitate access to, and equip women and people of color for, leadership roles in philanthropy, as well as to attract and cultivate succeeding generations of philanthropic leaders. Outcomes: 1. Elevated the visibility and participation of individuals and organizations from communities of color, women and youth., 2. Integrated learning about leadership development, particularly as they relate to communities of color, women and youth, into the literature and practices of the larger field., 3. Integrated, implemented and exemplified effective practices in leadership development and inclusiveness of our target audience in the staffing and programs of the Center on Philanthropy., 4. Built partnerships between the Center on Philanthropy’s academic program and other organizations and institutions to promote leadership development and inclusiveness of out target audience.	1,2,3,9, 13	Newly initiated	N/A		Larry Smith, Associate Director, Center on Philanthropy
Steering Committee for People with Disabilities	Committee that works with complainants, investigates situations and to follows up with the complainants on the results of the investigation regarding physical access. If there is a code violation, resolve the problem administratively by moving the function in situations where it is not feasible to alter the facility, or, by making physical changes. If a person requests adaptations for their particular needs that are different from code requirements, work with the person to reach some satisfactory solution. An Access subcommittee also exists.	6	Ongoing	Yes, Progress has been made towards completion of objectives in the transition plan mainly through a) correcting physical barrier issues when doing a renovation of the space, and, 2) ceasing to use space that we could not feasibly make physically accessible		Emily Wren, Assistant Vice Chancellor for Facilities, Campus Facilities Services

**Performance Indicator: Engage students, through the Curriculum and Co-curriculum, in Learning about Their Own and Other Culture and Belief Systems
School Based:**

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Summer Research Opportunities Program (SROP)	The purpose of SROP is to offer outstanding undergraduates an opportunity to receive first-hand exposure to graduate school and faculty life in an intensive summer research experience with faculty mentors. The goal of the program is to increase the number of underrepresented students who pursue academic careers by enhancing their preparation for graduate study through intensive research experiences with faculty mentors.	1,2,13	Ongoing scholarship program	Info forthcoming		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
T-35 Short Term Training Program, IU School of Medicine	The purpose of T35 is to successfully train minority undergraduate, graduate, and medical students for careers in biomedical research. T35 at IUPUI and the Indiana University School of Medicine is an in-depth, hands-on summer research program designed to encourage outstanding minority students to pursue graduate study and ultimately academic careers in biomedical research.	1,7,10	Ongoing program	No. Students served, 6 students 6 mentors.	Will fund 22 students in 2006	Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator
Indiana University Cancer Center Summer Research Program (IUC SRP)	The goal of the Indiana University Cancer Center Summer Research Program (IUC SRP) is to expose promising underrepresented high school and undergraduate students to biomedical research in the basic, clinical and population sciences, and to actively promote careers in cancer research. The purpose of the IUC SRP is to engage the scientific curiosity and promote potential cancer research careers of program participants and to have participants to take full advantage of community outreach and research capabilities of the National Cancer Institute-supported Cancer Centers. Ensure continuity in training and mentoring of students interested in biomedical and behavioral science careers; Establishment of a pipeline for minority trainees seeking careers in biomedical research; Recruitment and retention of underrepresented medical and graduate students, residents, and faculty.	1,2,13	Ongoing summer program	No. Students served, 12 students, 12 mentors 4 year old program, received renewed funding in 2005		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
ICM1 Spanish Integrated Curriculum, IU School of Medicine	An innovative program in collaboration with the school of languages, that provides a cultural awareness/competence curriculum with emphasis on the Hispanic/Latino community based on the ICM-1 content. Students have the opportunity to learn Spanish grammar and medical Spanish as part of an integrated language curriculum as we cover the ICM-1 course content to help them to achieve a lower intermediate proficiency level in Spanish in both production and receptive skills (speaking, writing, listening and reading). Students will also have the option to pursue DELE certification (Diploma of Spanish as a Foreign Language) at the end of four years. Special activities are offered to students as opportunities to learn and apply principles of culture, Spanish, grammar and Medical Spanish providing immersion experiences in culture and language.	1,10	Academic year course	8 students per year x 2 have been enrolled. Approximately 10% of each incoming class applies for a spot in the special section. MECA grant obtained.		Dr. Javier Sevilla- Martir, IU School of Medicine

Care for the Underserved Elective, IU School of Medicine	This special month-long experience emphasizes high quality care for underserved populations, health disparities, cultural competence and medical Spanish while gaining clinical experience in a full-spectrum Family Medicine practice in a community health center setting. Course is 50% clinical, 20% research, 20% lecture and 10% library. Selected research topics related to underserved populations, health disparities and/or Hispanic/Latino health issues are presented on the last Thursday of the course.	7,9,10	Month long course, academic year	An average of 4 students per year enrolled in this elective course.		Dr. Javier Sevilla-Martir, IU School of Medicine
Global Health and International Medicine Special Elective: Honduras, IU School of Medicine	This 1-week, 4-week or 8-week elective in Honduras provides a quality international health experience for students regardless of where there are in their medical training. Experience includes practicing medicine in a resource poor setting, public health training, cross cultural exposure and language immersion. The goals of the program are to enhance students' understanding of the needs of recent immigrants to the US from Latin America, improve their Spanish and strengthen clinical skills. Students begin their experience by working hand-in-hand with local physicians on a week-long medical brigade providing care to young children and the elderly in remote communities. Students then have the option of attending a language-immersion training program where they will live with Honduran families, attend language school and work in a public hospital. Those students feeling comfortable with the Spanish skills can choose to work in a variety of clinical settings: with a private physician; in the university hospital; in a private hospital that does community outreach or a combination of all three.	4,7,10,13	One/Four week program, academic year	Average of six students per year enrolled in special elective		Dr. Javier Sevilla-Martir, IU School of Medicine
Underserved Medicine Hispanic/Latino Health Mentoring Program, IU School of Medicine	Recently established as a response to the students increased interest in underserved populations and Hispanic/Latino Health, this program provides medical students interested in serving the Hispanic/Latino community and underserved populations in general with an opportunity to have a one-to-one discussion once a month about related topics such as cultural competence in caring for the Hispanic/Latino community, health disparities, available community resources, medical Spanish and assistance in the preparation of health education materials and presentations as well as guidance for their future career and professional development. The program provides students with a platform to exercise and polish their leadership skills through planning and implementation of outreach and service activities and prepares them to advise incoming Hispanic/Latino and other students with similar interests about the many resources and opportunities available for academic support, mental and physical well-being and leadership skills development.	7,10,13	Once/month	4 students per year enrolled		Dr. Javier Sevilla-Martir, IU School of Medicine
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Global Health and International Medicine Student Interest Group, IU School of Medicine	The principal purpose of the International Medicine Student Interest Group is to encourage global thinking and participate in international medical education and increase awareness of global health care needs. Dr. Javier Sevilla serves as one of the faculty advisors for the group, whose main focus has been to establish an elective rotation for clinical experiences as well as immersion in culture and language in Latin American that will enhance the students understanding of the needs of recent immigrants and better serve the Hispanic/Latino community in Indianapolis.	7,10	Meet quarterly			Dr. Javier Sevilla-Martir, IU School of Medicine
Hispanic/ Latino Care, IU School of Medicine	Bilingual and bicultural faculty physicians provide care at inner-city community health centers to a large group of recent immigrant Hispanic/Latino families with limited or no English proficiency.	7,10				Dr. Javier Sevilla-Martir, IU School of Medicine
Annual Hispanic and Latino Health Care Summit, IU School of Medicine	The Department of Family Medicine and Clarian Health partners sponsored the second annual Hispanic/ Latino Health Summit in Indianapolis a state wide event.	10,13	Annual event	170attendees first year.300attendees second year.		Dr. Javier Sevilla-Martir, IU School of Medicine
Title VI: Internationalizing the Professional Undergraduate Curriculum	Faculty in Education, Engineering, and Social Work are collaborating with faculty in parallel disciplines in Indonesia to develop assignments that will enable students at both IUPUI and Gadjah Mada University in Yogyakarta to work collaboratively on class projects. In working together via videoconferencing and e-mail, IUPUI students learn about the discipline they're studying as it is practiced and learned in another culture, as well as learning about another culture—a rare opportunity in some professional schools whose curricula don't always allow for many electives. Because this project does not require students to travel or invest in any technology, it is accessible to all IUPUI students in the disciplines that offer it, including students with disabilities, family responsibilities, and challenging economic circumstances.	4,7	Two-year grant; courses offered each fall and spring in Education, Engineering, and Social Work	Spring 2006; assessment will be ongoing. Students served, 60 Spring 2006; 200+ by end of Spring 2007		Hilary Kahn, Director of International Curriculum, Office of International Affairs

Bahasa Indonesia: Communicating with Colleagues	Language training is integral to the collaboration with Gadjah Mada University in Indonesia, resulting in the following new foreign language courses: Bahasa Indonesia I is currently underway in Spring 2006; Bahasa Indonesia II is planned for Fall 2006; and Bahasa Indonesia for Special Purposes I and II will be offered thereafter.	4,7	One section each fall and spring	Course Evaluations, 4 students and 4 faculty/staff in first section offered.		Tuty Herlina, Engineering and Technology
Learning Outcomes: American Council on Education. A Responsive Curriculum: International Learning Goals for IUPUI's Many Schools and Diverse Study Body	IUPUI was also selected to participate in the American Council on Education's 2004–2005 Internationalization Laboratory, which assists a limited number of universities to find new ways to integrate international learning throughout the undergraduate experience. Through its participation, a faculty committee developed principles of international learning, and they are now moving into the process of sharing these principles with the campus and weaving them into campus initiatives and the curriculum.	4,7	Internationalization Laboratory 2004–2005; Discussion of Learning Objectives ongoing.	TBD; anticipated integration into e-Portfolio		Susan Sutton, Associate Dean of International Programs, International Affairs
Global Crossroads: IUPUI's Portal to Diversity	The Global Crossroads Laboratory, which will be completed in Summer 2006, will contain "next-generation" videoconferencing and audio equipment that will optimize face-to-face communications with international locations. Two solutions will be available: 1) H.323 protocol using Polycom equipment, and 2) Access Grid using software from inSORs. By providing a seamless and integrated videoconferencing experience, as well as data collaboration, this state-of-the-art technology will support international learning, dialogue, and partnership.	4,7	Ongoing beginning Fall 2006	TBD Approximately 150 students and 50 faculty and staff the first semester open—the laboratory will support all faculty and staff engaged in the Title VI grant, Global Dialogues courses, and other international partnerships.		Hilary Kahn, Director of International Curriculum, Office of International Affairs

Project Perception: Dissolving stereotypes	In the past year, IUPUI students have used e-mail and electronic chatrooms to become “e-pals” with peers in Kyrgyzstan, Lebanon, and Kenya. The goal is to bring out and to discuss preconceived ideas and stereotypes and then, through dialogue, to break down the differences and to develop tolerance for ambiguity and diversity. Students in both classes ask each other questions and correct misconceptions by explaining their respective cultures—for example, a student from Moi University in Kenya wanted to know if Americans really dance naked, and an IUPUI student asked those from the University of Saint Joseph in Beirut, Lebanon if everyone there uses camels as transportation. This led to interesting and eye-opening discussions about how we perceive others and how others perceive us! Project Perception is being expanded as a curricular tool in Fall 2006 because it is so powerful and yet so inexpensive and accessible to IUPUI students.	4,7	Ongoing	Course Evaluations and student essays	Expanding to other courses Fall 2006	Hilary Kahn, Director of International Curriculum, Office of International Affairs
Overseas study	<p>Students who study abroad take courses overseas and apply the credits they earn to their degree at IUPUI. The Study Abroad office supports and involves students who have historically not been well-represented in study abroad by actively recruiting minorities and offering scholarships for students with financial need. Programs are available for a week, a summer, a semester, or an entire academic year all over the world. When students return to campus, they become part of the internationalization and diversity of IUPUI by sharing their experiences with fellow students both formally and informally.</p> <p>11 new programs approved by the Overseas Advisory Committee during 2004–2005. Number of students served: Using the definition of study abroad put forth by the U.S. report on international education, Open Doors, 308 IUPUI students participated in a study abroad program. Of these, 120 students participated in an internship or a service program abroad.</p> <p>IUPUI students went to 32 countries in 2004–2005, and 38 students from other universities participated in IUPUI Study Abroad programs.</p> <p>247 IUPUI students studied in programs administered and managed completely by IUPUI, and 67 students studied under programs sponsored by other institutions (including IU Bloomington).</p>	1,4,13	Ongoing, students can study abroad for a summer course, a semester, or a year	10% increase in number of students from 2003–2004 to 2004–2005		Stephanie Leslie, Director of Study Abroad, Office of International Affairs

National and International Conferences: Diversity in Research, Scholarship, and Creative Activity	IUPUI has hosted several important conferences focused on international education, most recently the International Service Learning conference titled Engaging the World: Developing a Campus-Wide Approach to Service-Learning (http://www.iupui.edu/news/releases/060214_service_learning.htm). One hundred ten participants attended from 50 colleges and universities across the nation. The Office of International Affairs Received a Collaborative Training Grant from NAFSA (Association of International Educators) to coordinate and run an international conference on the role of interactive video for international education (IVIE) to be held October 5-7, 2006 at IUPUI (co-sponsored by OIA, UITS, and CTL). IUPUI also Assisted International Center of Indianapolis in receiving officials from the U.S. Department of State connected to the International Visitor Program Hosted U.S. State Dept. Briefing on International Exchange Programs in collaboration with Senator Lugar's Office and the Office of Citizen Exchange, International Center of Indianapolis. Finally, IUPUI hosts a new International Research/International Speaker series titled Engaging the World: International Research sponsored by the Office of International Affairs and the IU Center for Bioethics in which faculty and guests have opportunities to discuss their international research.	4,13	Ongoing	TBD		Hilary Kahn, Director of International Curriculum, Office of International Affairs
Society of Latinos Activities, IU School of Medicine	Established in 2002, SOL seeks to inform the student body and encourage participation in educational opportunities that further clinical training, Spanish-speaking skills and understanding healthcare disparities in the Latino community. Dr. Javier Sevilla provides faculty support and guidance in the organization of educational and community service and outreach activities. SOL offers a variety of community educational activities and outreach efforts. Currently SOL students: Offer a smoking cessation program in Spanish for the fast growing Hispanic/Latino community of Indianapolis. This program is on-going and qualifies as fulfillment of competency level III in communication and/or social/community context awareness. Participate in Hispanic Health Fairs throughout Indianapolis offering medical interpretation services and providing health education to the community. Visit schools and community organizations through the "Doctors Back to School" program to help young minority children realize they, too, can follow the same path and have a career in medicine. Provide mentoring and support opportunities for incoming Hispanic/Latino students as well as the planning of scientific and recreational activities	1,7,10,13	Ongoing	Average of 4 health fairs per year		Dr. Javier Sevilla-Martir, IU School of Medicine

Performance Indicator: Engage students, through the Curriculum and Co-curriculum, in Learning about Their Own and Other Culture and Belief Systems

Campus Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/F requency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
To Mexico with Love	A 4 week language and culture immersion program in Cuernavaca Mexico. Builds fluency in Spanish, develops understanding of Latino culture, and provides service within a Mexican community.	4,13	Occurs annually in the summer			Michelle Verduzco, Director, Campus & Community Life
International Culture Hour	Provides a forum for international and cross-cultural exchange. Fosters international and cross-cultural understanding across the IUPUI campus. Students are able to learn about different countries and cultures while interacting with students from all around the world.	13	Occurs weekly			Jill Jean-Baptiste, Housing and Residence Life
Beyond Belief: The Importance of Religious Diversity in Today's World	Advances and contributes to the academic mission of the Univ. by providing co-curricular experience related to the understanding and awareness of diverse perspectives and experiences around the world. Contributed to participants understanding of the world, and offered ways to open participants minds to religious diversity as well as teaching interactive strategies that can be used to open minds of people that participants interact with.	13	11/10/2004			Michelle Verduzco, Director, Campus & Community Life
Cross-Cultural Counseling- Counselors in Training	Develops clinical skills for counselors in training. Counselors engage in weekly training sessions, which are devoted to the area of diversity and cross-cultural work. Develops skills in counselors to assist them in working with diverse students, faculty, and staff.	7	Ongoing			Julie Lash, Associate Director, Counseling and Psychological Services
"It's a Deaf, Deaf World"	Interactive program intended to give hearing participants an experience of what it is like to live in a "Deaf World" Participants gain an understanding of what it is like to live in a world where the primary mode of communication is not their own. Participants gain an appreciation of deaf students, faculty and staff on campus, thus increasing the awareness of disability.	13	Occurs annually in the fall and spring semesters			Pam King, Director, Adaptive Education Services
Building Grass Roots for Civic Engagement	The mission of the Democracy Plaza is to establish a free and equal setting where open discussion, written expression, debates, and meaningful discourse can take place in the spirit of fair play and the exchange of ideas. Provides students, faculty, and staff with an opportunity to express, speak, and hear diverging thoughts surrounding social, political, economic, and religious issues relevant to the campus, city, state, country, and world.	13	Ongoing			Jaime Nieto Jimenez and Michelle Verduzco, Campus & Community Life

Shades of Brilliance	College encouragement program designed primarily for African American, Latino/ Hispanic American, Asian American and Native American students. The main outcome of this program is to encourage minority students to pursue post secondary education. More specifically we introduce these students to IUPUI as a viable option for meeting their career/ education goals. We also use this program to promote scholarship and academic support programs designed to support diverse student populations.	1,13	Annually in the Fall			Kimberly Stewart-Brinston, Enrollment Services
Diversity Research Scholars Program (DSRP)	Program that is a performance based scholarship that pays full tuition and fees at the in-state rate plus provides a book stipend to qualified applicants. A major goal of the DSRP Program is to attract talented African American, Hispanic, ethnic minorities and any Indiana student who contributes to the diversity of IUPUI. Performance evidence from 1997 to 2005 shows that the program and Director activities have made an impact in recruitment, retention and graduation of African American, American Indian and Hispanic students at IUPUI. DSRP references can be found throughout the IUPUI web sites in annual reports of participating schools as performance indicator related to diversity. Examples are found at http://www.planning.iupui.edu/committees/climate/humandev.html	1,13	Ongoing			Marchusa Huff, School of Nursing
Cultural Enrichment Programming	Programming involves and engages students, faculty and staff in cultural exploration; provides opportunities for the IUPUI community to explore social issues; gives voices to cultural groups on campus	13	2-4 times per week throughout each semester	Program evaluations are completed by participants after some programs Average attendance=20 Range= 2-60		Jennifer Jacobs, Campus & Community Life
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Democracy Plaza	Engages students, faculty and staff in dialogue surrounding current issues of social justice	13	2 times per month (on average)	Average attendance=50 Range = 15-150	Further define the role of Dem. Plaza programming on campus; utilize connections with faculty and community leaders to enhance conversations	Michelle Verduzco, Director, Campus & Community Life
My Brother's Keeper (speaker series)	Provide a forum for discussion/presentation issues focused on civic engagement	13	2-3 times per semester	No Average attendance= 100 Range = 20-400		Michelle Verduzco, Director, Campus & Community Life
Pop Culture Diversity series	Create opportunity for students to discuss and engage in topics that are current "buzzwords." This semester, topics include free speech on campus, the Facebook and hip-hop.	13	3 times per semester	No Average attendance=30 Range= 4-60	Identify additional issues through student feedback and create additional programming	Jennifer Jacobs, Campus & Community Life
Religious/Spiritual Diversity Lunch series	Help the IUPUI begin to embrace conversations around religion and spirituality	13	4 times per semester	No Average attendance=35	Utilize faith-based student organizations to continue line of programming	Jennifer Jacobs, Campus & Community Life

Martin Luther King Jr. Dinner Banquet	Celebrate the work of Dr. King and provide opportunity for community and scholarship	13	Annually	No 2006 Attendance=786	Continue the tradition of partnering with academic schools to bring featured dinner speaker; expand school participation outside the IU School of Medicine	Jennifer Jacobs, Campus & Community Life
International House: International living on campus	International House is campus housing for international and domestic students interested in living in a cross-cultural environment. Since 1990, it has been home to nearly 800 students from over 100 countries. International House hosts a weekly Culture Hour to facilitate dialogues about international events and cross-cultural issues.	4,12, 13	Ongoing	68% Undergraduate/3 2% Graduate students 2005 occupancy rate = 98%; above campus housing average. 44 students served in 2004–2005		Jill Jean-Baptiste, Office of International Affairs, Housing & Residence Life
International Culture Hour	Provides a forum for international and cross-cultural exchange. Fosters international and cross-cultural understanding across the IUPUI campus. Students are able to learn about different countries and cultures while interacting with students from all around the world.	13	Occurs weekly on Fridays	Attendance increased from an average of 30 participants each week in Fall 2004 to an average of 45 participants each week in Spring 2005		Jill Jean-Baptiste, Office of International Affairs and Housing and Residence Life

Performance Indicator: Contribute to the Climate for Diversity in Indianapolis, Central Indiana, and the Entire State

School Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/F requency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Minority Law Day	Program to provide information about the necessary qualifications to be a successful candidate for law school. Helps to dispel some myths, held by people of color about law school and the admissions process, ultimately leading to more minority applicants and graduates from IU-Indianapolis School of Law	1	Occurs annually in November			Patricia Kinney, Indiana University School of Law-Indianapolis
T-35 Short Term Training Program, IU School of Medicine	The purpose of T35 is to successfully train minority undergraduate, graduate, and medical students for careers in biomedical research. T35 at IUPUI and the Indiana University School of Medicine is an in-depth, hands-on summer research program designed to encourage outstanding minority students to pursue graduate study and ultimately academic careers in biomedical research.	1,7,10	Ongoing program	No. Students served, 6 students 6 mentors.	Will fund 22 students in 2006	Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator
Indiana University Cancer Center Summer Research Program (IUC SRP)	The goal of the Indiana University Cancer Center Summer Research Program (IUC SRP) is to expose promising underrepresented high school and undergraduate students to biomedical research in the basic, clinical and population sciences, and to actively promote careers in cancer research. The purpose of the IUC SRP is to engage the scientific curiosity and promote potential cancer research careers of program participants and to have participants to take full advantage of community outreach and research capabilities of the National Cancer Institute-supported Cancer Centers. Ensure continuity in training and mentoring of students interested in biomedical and behavioral science careers; Establishment of a pipeline for minority trainees seeking careers in biomedical research; Recruitment and retention of underrepresented medical and graduate students, residents, and faculty.	1,2,13	Ongoing summer program	No. Students served, 12 students, 12 mentors 4 year old program, received renewed funding in 2005		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
Indiana University School of Medicine Bridges to the Doctorate (BDDP)	The primary purpose of the Bridges to the Doctorate program is to provide research training in biomedical sciences to talented graduate minority institutional students seeking masters and doctorate degrees. The "Bridges to the Doctorate" program seeks to increase the number of underrepresented ethnic faculty members at medical and graduate schools. The foundation of the program, funded by the National Institutes of Health, is to train students in the biomedical sciences. The Bridges to the Doctorate Degree Program (BDDP) is a three-year program sponsored by the National Institute of General Medical Sciences. BDDP enables Jackson State University and Indiana University School of Medicine (IUSOM) to offer collaborative graduate research training programs in specific biomedical areas which impact upon basic science	1,2,7,10	Ongoing Summer program	No. Students served, 6 students, 6 mentors; three year old program, received renewed funding in 2005		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office

	research and diseases that exhibit high mortality rates in blacks and other minorities. Students spend summers at the IU School of Medicine working in research laboratories. After successfully completing degree requirements at JSU, students will complete the doctorate at IUSOM. BDDP students gain exposure to a wide-range of basic science, translational, and clinical research activities; continually interact with and learn from other students, clinical and post-doctoral fellows, and faculty; and attend weekly workshops and deal with issues related to gaining admission to graduate school and the professorate.					
ICM1 Spanish Integrated Curriculum, IU School of Medicine	An innovative program in collaboration with the school of languages, that provides a cultural awareness/competence curriculum with emphasis on the Hispanic/Latino community based on the ICM-1 content. Students have the opportunity to learn Spanish grammar and medical Spanish as part of an integrated language curriculum as we cover the ICM-1 course content to help them to achieve a lower intermediate proficiency level in Spanish in both production and receptive skills (speaking, writing, listening and reading). Students will also have the option to pursue DELE certification (Diploma of Spanish as a Foreign Language) at the end of four years. Special activities are offered to students as opportunities to learn and apply principles of culture, Spanish, grammar and Medical Spanish providing immersion experiences in culture and language.	1,10	Academic year course	8 students per year x 2 have been enrolled. Approximately 10% of each incoming class applies for a spot in the special section. MECA grant obtained.		Dr. Javier Sevilla-Martir, IU School of Medicine
Care for the Underserved Elective, IU School of Medicine	This special month-long experience emphasizes high quality care for underserved populations, health disparities, cultural competence and medical Spanish while gaining clinical experience in a full-spectrum Family Medicine practice in a community health center setting. Course is 50% clinical, 20% research, 20% lecture and 10% library. Selected research topics related to underserved populations, health disparities and/or Hispanic/Latino health issues are presented on the last Thursday of the course.	7,9,10	Month long course, academic year	An average of 4 students per year enrolled in this elective course.		Dr. Javier Sevilla-Martir, IU School of Medicine
Global Health and International Medicine Special Elective: Honduras, IU School of Medicine	This 1-week, 4-week or 8-week elective in Honduras provides a quality international health experience for students regardless of where there are in their medical training. Experience includes practicing medicine in a resource poor setting, public health training, cross cultural exposure and language immersion. The goals of the program are to enhance students' understanding of the needs of recent immigrants to the US from Latin America, improve their Spanish and strengthen clinical skills. Students begin their experience by working hand-in-hand with local physicians on a week-long medical brigade providing care to young children and the elderly in remote communities. Students then have the option of attending a language-immersion	4,7,10	One/Four week program, academic year	Average of six students per year enrolled in special elective		Dr. Javier Sevilla-Martir, IU School of Medicine

	training program where they will live with Honduran families, attend language school and work in a public hospital. Those students feeling comfortable with the Spanish skills can choose to work in a variety of clinical settings: with a private physician; in the university hospital; in a private hospital that does community outreach or a combination of all three.					
Underserved Medicine Hispanic/Latino Health Mentoring Program, IU School of Medicine	<p>Recently established as a response to the students increased interest in underserved populations and Hispanic/Latino Health, this program provides medical students interested in serving the Hispanic/Latino community and underserved populations in general with an opportunity to have a one-to-one discussion once a month about related topics such as cultural competence in caring for the Hispanic/Latino community, health disparities, available community resources, medical Spanish and assistance in the preparation of health education materials and presentations as well as guidance for their future career and professional development.</p> <p>The program provides students with a platform to exercise and polish their leadership skills through planning and implementation of outreach and service activities and prepares them to advise incoming Hispanic/Latino and other students with similar interests about the many resources and opportunities available for academic support, mental and physical well-being and leadership skills development.</p>	7,10,13	Once/month	4 students per year enrolled		Dr. Javier Sevilla-Martir, IU School of Medicine
Society of Latinos Activities, IU School of Medicine	<p>Established in 2002, SOL seeks to inform the student body and encourage participation in educational opportunities that further clinical training, Spanish-speaking skills and understanding healthcare disparities in the Latino community. Dr. Javier Sevilla provides faculty support and guidance in the organization of educational and community service and outreach activities. SOL offers a variety of community educational activities and outreach efforts. Currently SOL students:</p> <p>Offer a smoking cessation program in Spanish for the fast growing Hispanic/Latino community of Indianapolis. This program is on-going and qualifies as fulfillment of competency level III in communication and/or social/community context awareness.</p> <p>Participate in Hispanic Health Fairs throughout Indianapolis offering medical interpretation services and providing health education to the community.</p> <p>Visit schools and community organizations through the “Doctors Back to School” program to help young minority children realize they, too, can follow the same path and have a career in medicine.</p> <p>Provide mentoring and support opportunities for incoming Hispanic/Latino students as well as the planning of scientific and recreational activities</p>	1,7,10,13	Ongoing	Average of 4 health fairs per year		Dr. Javier Sevilla-Martir, IU School of Medicine

Global Health and International Medicine Student Interest Group, IU School of Medicine	The principal purpose of the International Medicine Student Interest Group is to encourage global thinking and participate in international medical education and increase awareness of global health care needs. Dr. Javier Sevilla serves as one of the faculty advisors for the group, whose main focus has been to establish an elective rotation for clinical experiences as well as immersion in culture and language in Latin American that will enhance the students understanding of the needs of recent immigrants and better serve the Hispanic/Latino community in Indianapolis.	1,10,13	Meet quarterly			Dr. Javier Sevilla-Martir, IU School of Medicine
Medical Spanish Series, IU School of Medicine	In an effort to assist learning Spanish as a second language and increase the number of faculty prepared to provide high quality care for the increasing Hispanic/Latino population of Indianapolis, a medical Spanish were started as faculty development activities provided for faculty and interested staff.	2,7,9,10				Dr. Javier Sevilla-Martir, IU School of Medicine
Underserved Medicine Fellowship, IU School of Medicine	Throughout the year-long Leadership in Underserved Medicine Fellowship, participants receive lectures/discussions on health disparities, barriers to health care access, cultural competence in caring for the Hispanic / Latino community, chronic diseases and other selected topics	7,10	Year long fellowship			Dr. Javier Sevilla-Martir, IU School of Medicine
Community Forum on Latino/Hispanic Health, IU School of Medicine	This innovative program brings together the Underserved Medicine Fellows and community-based health care providers serving Indiana's Hispanic/Latino population. Guest speakers provide lectures and discussions on a variety of topics related to vulnerable populations. Readings on selected topics are disseminated and discussed. Community-based and academic-based providers use this as an opportunity to touch base with each other.	7,10,13				Dr. Javier Sevilla-Martir, IU School of Medicine
Hispanic/ Latino Care, IU School of Medicine	Bilingual and bicultural faculty physicians provide care at inner-city community health centers to a large group of recent immigrant Hispanic/Latino families with limited or no English proficiency.	10,13				Dr. Javier Sevilla-Martir, IU School of Medicine
Annual Hispanic and Latino Health Care Summit, IU School of Medicine	The Department of Family Medicine and Clarian Health partners sponsored the second annual Hispanic/ Latino Health Summit in Indianapolis a state wide event.	10,13	Annual event	170attendees first year. 300attendees second year.		Dr. Javier Sevilla-Martir, IU School of Medicine
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Global Crossroads: IUPUI's Portal to Diversity	The Global Crossroads Laboratory, which will be completed in Summer 2006, will contain "next-generation" videoconferencing and audio equipment that will optimize face-to-face communications with international locations. Two solutions will be available: 1) H.323 protocol using Polycom equipment, and 2) Access Grid using software from inSORs. By providing a seamless and integrated videoconferencing experience, as well as data collaboration, this state-of-the-art technology will support international learning, dialogue, and partnership.	4,7	Ongoing beginning Fall 2006	TBD Approximately 150 students and 50 faculty and staff the first semester open— the laboratory will support all faculty and staff engaged in the Title VI grant, Global Dialogues courses, and other international partnerships.		Hilary Kahn, Director of International Curriculum, Office of International Affairs
Project Perception: Dissolving stereotypes	In the past year, IUPUI students have used e-mail and electronic chatrooms to become "e-pals" with peers in Kyrgyzstan, Lebanon, and Kenya. The goal is to bring out and to discuss preconceived ideas and stereotypes and then, through dialogue, to break down the differences and to develop tolerance for ambiguity and diversity. Students in both classes ask each other questions and correct misconceptions by explaining their respective cultures—for example, a student from Moi University in Kenya wanted to know if Americans really dance naked, and an IUPUI student asked those from the University of Saint Joseph in Beirut, Lebanon if everyone there uses camels as transportation. This led to interesting and eye-opening discussions about how we perceive others and how others perceive us! Project Perception is being expanded as a curricular tool in Fall 2006 because it is so powerful and yet so inexpensive and accessible to IUPUI students.	4,7	Ongoing	Course Evaluations and student essays	Expanding to other courses Fall 2006	Hilary Kahn, Director of International Curriculum, Office of International Affairs

Developing Strategic Core Partnerships	<p>In keeping with plans for internationalizing the campus, IUPUI will develop a set of core international partnerships for IUPUI, affiliations that serve as incubators for curriculum internationalization, faculty research and professional collaboration, and student/faculty diversification. Through a broad-based process, five to ten universities will initially be designated Strategic Partners; the actual number will depend on continuous review and strategic campus priorities.</p> <p>Strategic Partners will be universities or consortia of universities outside the U.S. with which multiple IUPUI units are involved and long-term, sustainable relationships are being built. They may also be international organizations with global reach within specific areas of strategic importance to IUPUI, such as health care, leadership development, education, and so forth. The selection of these Partners will also reflect university and community interests, critical regions of the world, and potential to enhance international learning, research, and engagement. Strategic Partnerships will create platforms on which new activities build upon previous ones. The end result will be knowledge and familiarity with the partner university, its faculty, students, and home country that spreads across the IUPUI campus.</p>	4,7	Ongoing	TBD		Susan Sutton, Associate Dean of International Programs, International Programs
Community outreach	Locally, the Office of International Affairs works with the International Center of Indianapolis, the Nationalities Council, many of the national consuls based in Indianapolis, and a variety of local businesses and agencies involved in international work. The office also promotes the World Health Organization's Millennium Development Goals and supports faculty and staff in developing global health projects.	13	Ongoing	TBD		Susan Sutton, Associate Dean of International Programs, International Affairs
International students at IUPUI: Recruitment and Retention	The Director of International Recruitment and Retention at IUPUI makes two to four recruiting trips each year representing IUPUI at educational fairs and at high school visits in countries around the world, with a special focus on Latin America, the Middle East, and East and Southeast Asia. The Purdue School of Engineering and Technology actively recruits, most particularly in Southeast Asia but also in Turkey and India. Each trip involves between four and six U.S. education fairs and as many high school visits as time allows. Prospective students are given an international viewbook and other information on IUPUI, and are asked to fill out prospective student information cards detailing their contact information and degree objectives. Communications with these prospective students are initiated within days of the encounters abroad with copies to the relevant departments.	1,4	Ongoing	Approximately 4,000 prospective students and nearly 1,000 enrolled students		Patricia Biddinger, Director of International Recruitment and Retention, Office of International Affairs

Performance Indicator: Contribute to the Climate for Diversity in Indianapolis, Central Indiana, and the Entire State

Campus Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/F requency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Partnering for Promotion: Supporting Underrepresented Faculty in the P&T Process	To encourage women and minority faculty to continue in their promotion and tenure process, to support these faculty, and to ultimately increase the number of women and minority faculty especially at full rank.	2	Series of workshops held monthly	Response to the programs have been very good. Evaluations indicate from participants indicate the programs have been very helpful and supportive.		Kathleen Grove, Office for Women
Collaboration	Advance diversity within IUPUI by collaborating with campus units. Partnerships across campus can help leverage the positive efforts made by individual units, strengthening the fabric of diversity campus wide.	2,13	Ongoing			Ellen Poffenberger, Human Resources Administration
Training and Organization Development Programs	Training and development area of HRA provides training opportunities. Facilitates services and programs efforts to foster diversity, inclusiveness, collaboration, and respect within the work and learning culture.	2,13	Ongoing			Ellen Poffenberger, Human Resources Administration
Retention Strategies	Collaboration with other campus units to ensure a staff survey is conducted so that employee attitudes and satisfaction can be assessed. Enhanced climate for diversity on campus, retainment of highly talented, diverse, engaged workforce.	2,3	Conducted at various intervals	Staff survey response rates equal 70%.		Ellen Poffenberger, Human Resources Administration
IUPUI Interfaith Prayers for Peace	Commemorate the September 11 th , 2001 tragedy. Event is intentionally inclusive of varied backgrounds, allowing individuals with identified faith backgrounds to speak in prayer and hope for peace and provide an educational component for others who may not share their same faith, thus increasing awareness.	13	Occurs annually as part of Weeks of Welcome programm ing			Michelle Verduzco, Director, Campus & Community Life
Conference for Indiana Association of Collegiate Registrars and Admissions Officers	Presentation entitled “Beyond ADA 504... What Do We Know... What Do We Not Know” Session focused on bringing people from various racial, ethnic, and abilities, and identified myths that prevent them from developing an understanding of differences and how to engage one another for the greater good of students. Increase in serving students with disabilities, retaining them, and helping them graduate.	13	10/24/2003			Pam King, Director, Adaptive Education Services

System-Wide Diversity Conference	Day long conference for all Indiana Universities to increase diversity awareness. Provide the opportunity for students, faculty, and staff who are advancing diversity at Indiana University to come together, network, and learn about diversity initiatives happening around the campuses.	2,13	4/22/2005			Holly Holliday-Jones, Office of Student Life & Diversity
Building Names Project	Approach to naming the buildings that comprise the new housing community that opened in 2004. The project has increased the community's understanding of IUPUI's diverse history, and has improved the relationship between the campus and the adjacent off campus community.	12,13	2004			Karen Whitney, Vice Chancellor for Student Life & Diversity and Dean of Students
Nina Mason Pulliam Legacy Scholars program	Supports and develops the successes of students who face some of the most significant barriers in education and in life. Promotes community service for the scholars, to contribute their time and talent to the Indianapolis community and to honor the legacy of its benefactress. The average cumulative GPA of these lower income students who come from foster care backgrounds, who have physical disabilities, or who are adults with dependents is 3.17. The program boasts a 95% retention rate and an 80% graduation rate since its inception. More than 50% of Nina Scholars are African-American or Hispanic. 75% of our graduates are African-American.	1	Ongoing			Charlie Johnson, Nina Scholars Program Advisor, University College
Shades of Brilliance	College encouragement program designed primarily for African American, Latino/Hispanic American, Asian American and Native American students. The main outcome of this program is to encourage minority students to pursue post secondary education. More specifically we introduce these students to IUPUI as a viable option for meeting their career/ education goals. We also use this program to promote scholarship and academic support programs designed to support diverse student populations.	1,13	Annually in the Fall			Kimberly Stewart-Brinston, Enrollment Services
Special Session in Spanish at Campus Day	Multicultural Outreach has partnered with La Plaza to host their Tu Futuro sessions at the Spring Campus Day. The program provides Latino students with information regarding the importance of a college education, what it takes to be admitted to a college and how to fund a college education. IUPUI is then able to provide students who attend with specific information on our academic programs, admission requirements and scholarship opportunities.	1,13				Kimberly Stewart-Brinston, Enrollment Services
IUPUI Spanish Hotline	Prospective students and their families that are not native English speakers can receive information regarding enrollment at IUPUI. Provides Spanish speaking prospective students with the ability to call into Enrollment services to receive information about IUPUI.	1,13	Ongoing			Kimberly Stewart-Brinston, Enrollment Services

Freshman Application Guide & Spanish Brochure	The Spanish translation of the current IUPUI application guide and brochure about IUPUI programs and services in addition to enrollment steps in both Spanish and English. Allows Spanish speaking prospective students to access information about attending IUPUI in their native language.	1,13	Ongoing			Kimberly Stewart-Brinston, Enrollment Services
Hispanic America Reads	Provide one-on-one bilingual tutoring and homework help for community youth in kindergarten through sixth grade; create fun literacy activities, organize literacy celebrations, and host parent workshops; and offer employment & training opportunities for IUPUI work-study students as Reading Coaches. Helps community children improve their literacy skills in both Spanish & English and discover the joy of reading while proving IUPUI students with an opportunity to serve their community, utilize/practice their Spanish-speaking skills, and support their education.	1,13	Ongoing			Libby Laux, Center for Service and Learning
La Plaza-Tu Futuro	In collaboration with Enrollment Services (specifically Admissions and Multicultural Outreach) partners in offering a presentation to Latino students at Campus Day and/or EXPLORE IUPUI. To increase the number of Latino students who enroll in post-secondary education. A number of presentations are given to a variety of groups in the Latino community to motivate and assist high-school seniors and non-traditional students to apply for and enroll in colleges and/or universities.	1,13	Campus Day, EXPLORE IUPUI			Gloria Quiroz, Enrollment Services
Cultural Enrichment Programming	Programming involves and engages students, faculty and staff in cultural exploration; provides opportunities for the IUPUI community to explore social issues; gives voices to cultural groups on campus	13	2-4 times per week throughout each semester	Program evaluations are completed by participants after some programs Average attendance=20 Range=2-60		Jennifer Jacobs, Campus & Community Life
Democracy Plaza	Engages students, faculty and staff in dialogue surrounding current issues of social justice	13	2 times per month (on average)	Average attendance=50 Range=15-150	Further define the role of Dem. Plaza programming on campus; utilize connections with faculty and community leaders to enhance	Michelle Verduzco, Director, Campus & Community Life

					conversations	
My Brother's Keeper (speaker series)	Provide a forum for discussion/presentation issues focused on civic engagement	13	2-3 times per semester	No Average Attendance=100 Range = 20-400		Michelle Verduzco, Director, Campus & Community Life
The Third Millennium Philanthropy & Leadership Initiative	<p>Illuminating the path to fully inclusive philanthropic leadership. The Third Millennium Philanthropy & Leadership Initiative is designed to facilitate access to, and equip women and people of color for, leadership roles in philanthropy, as well as to attract and cultivate succeeding generations of philanthropic leaders. Outcomes: 1. Elevated the visibility and participation of individuals and organizations from communities of color, women and youth., 2. Integrated learning about leadership development, particularly as they relate to communities of color, women and youth, into the literature and practices of the larger field., 3. Integrated, implemented and exemplified effective practices in leadership development and inclusiveness of our target audience in the staffing and programs of the Center on Philanthropy., 4. Built partnerships between the Center on Philanthropy's academic program and other organizations and institutions to promote leadership development and inclusiveness of out target audience.</p>	1,2,3,9, 13	Newly initiated	N/A		Larry Smith, Associate Director, Center on Philanthropy
Steering Committee for People with Disabilities	<p>Committee that works with complainants, investigates situations and to follows up with the complainants on the results of the investigation regarding physical access. If there is a code violation, resolve the problem administratively by moving the function in situations where it is not feasible to alter the facility, or, by making physical changes. If a person requests adaptations for their particular needs that are different from code requirements, work with the person to reach some satisfactory solution. An Access subcommittee also exists.</p>	6	Ongoing	<p>Yes, Progress has been made towards completion of objectives in the transition plan mainly through a) correcting physical barrier issues when doing a renovation of the space, and, 2) ceasing to use space that we could not feasibly make physically accessible</p>		Emily Wren, Assistant Vice Chancellor for Facilities, Campus Facilities Services

Religious/Spiritual Diversity Lunch series	Help the IUPUI begin to embrace conversations around religion and spirituality	13	4 times per semester	No Average Attendance=35	Utilize faith-based student organizations to continue line of programming	Jennifer Jacobs, Campus & Community Life
Martin Luther King Jr. Dinner Banquet	Celebrate the work of Dr. King and provide opportunity for community and scholarship	13	Annually	No 2006 Attendance=786	Continue the tradition of partnering with academic schools to bring featured dinner speaker; expand school participation outside the IU School of Medicine	Jennifer Jacobs, Campus & Community Life
IUPUI Goes to Town	Develop a relationship between IUPUI students and the Indianapolis community through exposure to cultural and sporting events in the city	13	5 times per semester (on average)	No	Expand participating community vendors and increase student participation	Jennifer Jacobs, Campus & Community Life
International Culture Hour	Provides a forum for international and cross-cultural exchange. Fosters international and cross-cultural understanding across the IUPUI campus. Students are able to learn about different countries and cultures while interacting with students from all around the world.	13	Occurs weekly on Fridays	Attendance increased from an average of 30 participants each week in Fall 2004 to an average of 45 participants each week in Spring 2005		Jill Jean-Baptiste, Office of International Affairs and Housing and Residence Life
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

**Performance Indicator: Enhance Diversity in Research, Scholarship, and Creative Activity
School Based:**

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Louis Stokes Alliances for Minority Participation (LSAMP)	Program offers summer and academic year student research enrichment and support, including: support and mentoring in science, engineering, mathematics and technology courses. The Louis Stokes Alliances for Minority Participation (LSAMP) is aimed at strengthening minority participation in science, technology, and engineering and mathematics fields.	1,13	Ongoing			Kim Nguyen, School of Science
Summer Research Opportunities Program (SROP)	The purpose of SROP is to offer outstanding undergraduates an opportunity to receive first-hand exposure to graduate school and faculty life in an intensive summer research experience with faculty mentors. The goal of the program is to increase the number of underrepresented students who pursue academic careers by enhancing their preparation for graduate study through intensive research experiences with faculty mentors.	1,2,13	Ongoing scholarship program	No. Students served, 14 students, 10 mentors (2 mentors mentored 2 students)		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
T-35 Short Term Training Program, IU School of Medicine	The purpose of T35 is to successfully train minority undergraduate, graduate, and medical students for careers in biomedical research. T35 at IUPUI and the Indiana University School of Medicine is an in-depth, hands-on summer research program designed to encourage outstanding minority students to pursue graduate study and ultimately academic careers in biomedical research.	1,7,10	Ongoing program	No. Students served, 6 students 6 mentors.	Will fund 22 students in 2006	Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator
Indiana University Cancer Center Summer Research Program (IUC SRP)	The goal of the Indiana University Cancer Center Summer Research Program (IUC SRP) is to expose promising underrepresented high school and undergraduate students to biomedical research in the basic, clinical and population sciences, and to actively promote careers in cancer research. The purpose of the IUC SRP is to engage the scientific curiosity and promote potential cancer research careers of program participants and to have participants to take full advantage of community outreach and research capabilities of the National Cancer Institute-supported Cancer Centers. Ensure continuity in training and mentoring of students interested in biomedical and behavioral science careers; Establishment of a pipeline for minority trainees seeking careers in biomedical research; Recruitment and retention of underrepresented medical and graduate students, residents, and faculty.	1,2,13	Ongoing summer program	No. Students served, 12 students, 12 mentors 4 year old program, received renewed funding in 2005		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
Medical Spanish Series, IU School of Medicine	In an effort to assist learning Spanish as a second language and increase the number of faculty prepared to provide high quality care for the increasing Hispanic/Latino population of Indianapolis, a medical Spanish were started as faculty development activities provided for faculty and interested staff.	2,7,9,1 0				Dr. Javier Sevilla- Martir, IU School of Medicine

Underserved Medicine Hispanic/Latino Health Mentoring Program, IU School of Medicine	Recently established as a response to the students increased interest in underserved populations and Hispanic/Latino Health, this program provides medical students interested in serving the Hispanic/Latino community and underserved populations in general with an opportunity to have a one-to-one discussion once a month about related topics such as cultural competence in caring for the Hispanic/Latino community, health disparities, available community resources, medical Spanish and assistance in the preparation of health education materials and presentations as well as guidance for their future career and professional development. The program provides students with a platform to exercise and polish their leadership skills through planning and implementation of outreach and service activities and prepares them to advise incoming Hispanic/Latino and other students with similar interests about the many resources and opportunities available for academic support, mental and physical well-being and leadership skills development.	7,10,13	Once/month	4 students per year enrolled		Dr. Javier Sevilla-Martir, IU School of Medicine
Global Health and International Medicine Student Interest Group, IU School of Medicine	The principal purpose of the International Medicine Student Interest Group is to encourage global thinking and participate in international medical education and increase awareness of global health care needs. Dr. Javier Sevilla serves as one of the faculty advisors for the group, whose main focus has been to establish an elective rotation for clinical experiences as well as immersion in culture and language in Latin American that will enhance the students understanding of the needs of recent immigrants and better serve the Hispanic/Latino community in Indianapolis.	7,10	Meet quarterly			Dr. Javier Sevilla-Martir, IU School of Medicine
Underserved Medicine Fellowship, IU School of Medicine	Throughout the year-long Leadership in Underserved Medicine Fellowship, participants receive lectures/discussions on health disparities, barriers to health care access, cultural competence in caring for the Hispanic / Latino community, chronic diseases and other selected topics	7,10,13	Year long fellowship			Dr. Javier Sevilla-Martir, IU School of Medicine
Community Forum on Latino/Hispanic Health, IU School of Medicine	This innovative program brings together the Underserved Medicine Fellows and community-based health care providers serving Indiana's Hispanic/Latino population. Guest speakers provide lectures and discussions on a variety of topics related to vulnerable populations. Readings on selected topics are disseminated and discussed. Community-based and academic-based providers use this as an opportunity to touch base with each other.	7,10,13				Dr. Javier Sevilla-Martir, IU School of Medicine
Bahasa Indonesia: Communicating with Colleagues	Language training is integral to the collaboration with Gadjah Mada University in Indonesia, resulting in the following new foreign language courses: Bahasa Indonesia I is currently underway in Spring 2006; Bahasa Indonesia II is planned for Fall 2006; and Bahasa Indonesia for Special Purposes I and II will be offered thereafter.	4,7	One section each fall and spring	Course Evaluations, 4 students and 4 faculty/staff in first section offered.		Tuty Herlina, Engineering and Technology

Community outreach	Locally, the Office of International Affairs works with the International Center of Indianapolis, the Nationalities Council, many of the national consuls based in Indianapolis, and a variety of local businesses and agencies involved in international work. The office also promotes the World Health Organization's Millennium Development Goals and supports faculty and staff in developing global health projects.	13	Ongoing	TBD		Susan Sutton, Associate Dean of International Programs, International Affairs
Global Crossroads: IUPUI's Portal to Diversity	The Global Crossroads Laboratory, which will be completed in Summer 2006, will contain "next-generation" videoconferencing and audio equipment that will optimize face-to-face communications with international locations. Two solutions will be available: 1) H.323 protocol using Polycom equipment, and 2) Access Grid using software from inSORs. By providing a seamless and integrated videoconferencing experience, as well as data collaboration, this state-of-the-art technology will support international learning, dialogue, and partnership.	4,7	Ongoing beginning Fall 2006	TBD Approximately 150 students and 50 faculty and staff the first semester open— the laboratory will support all faculty and staff engaged in the Title VI grant, Global Dialogues courses, and other international partnerships.		Hilary Kahn, Director of International Curriculum, Office of International Affairs
Annual Hispanic and Latino Health Care Summit, IU School of Medicine	The Department of Family Medicine and Clarian Health partners sponsored the second annual Hispanic/ Latino Health Summit in Indianapolis a state wide event.	10,13	Annual event	170attendees first year. 300attendees second year.		Dr. Javier Sevilla- Martir, IU School of Medicine
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

<p>Title VI: Internationalizing the Professional Undergraduate Curriculum</p>	<p>Faculty in Education, Engineering, and Social Work are collaborating with faculty in parallel disciplines in Indonesia to develop assignments that will enable students at both IUPUI and Gadjah Mada University in Yogyakarta to work collaboratively on class projects. In working together via videoconferencing and e-mail, IUPUI students learn about the discipline they're studying as it is practiced and learned in another culture, as well as learning about another culture—a rare opportunity in some professional schools whose curricula don't always allow for many electives. Because this project does not require students to travel or invest in any technology, it is accessible to all IUPUI students in the disciplines that offer it, including students with disabilities, family responsibilities, and challenging economic circumstances.</p>	<p>4,7</p>	<p>Two-year grant; courses offered each fall and spring in Education, Engineering, and Social Work</p>	<p>Spring 2006; assessment will be ongoing. Students served, 60 Spring 2006; 200+ by end of Spring 2007</p>		<p>Hilary Kahn, Director of International Curriculum, Office of International Affairs</p>
<p>Developing Strategic Core Partnerships</p>	<p>In keeping with plans for internationalizing the campus, IUPUI will develop a set of core international partnerships for IUPUI, affiliations that serve as incubators for curriculum internationalization, faculty research and professional collaboration, and student/faculty diversification. Through a broad-based process, five to ten universities will initially be designated Strategic Partners; the actual number will depend on continuous review and strategic campus priorities.</p> <p>Strategic Partners will be universities or consortia of universities outside the U.S. with which multiple IUPUI units are involved and long-term, sustainable relationships are being built. They may also be international organizations with global reach within specific areas of strategic importance to IUPUI, such as health care, leadership development, education, and so forth. The selection of these Partners will also reflect university and community interests, critical regions of the world, and potential to enhance international learning, research, and engagement. Strategic Partnerships will create platforms on which new activities build upon previous ones. The end result will be knowledge and familiarity with the partner university, its faculty, students, and home country that spreads across the IUPUI campus.</p>	<p>4,7</p>	<p>Ongoing</p>	<p>TBD</p>		<p>Susan Sutton, Associate Dean of International Programs, International Programs</p>

<p>National and International Conferences: Diversity in Research, Scholarship, and Creative Activity</p>	<p>IUPUI has hosted several important conferences focused on international education, most recently the International Service Learning conference titled Engaging the World: Developing a Campus-Wide Approach to Service-Learning (http://www.iupui.edu/news/releases/060214_service_learning.htm). One hundred ten participants attended from 50 colleges and universities across the nation. The Office of International Affairs Received a Collaborative Training Grant from NAFSA (Association of International Educators) to coordinate and run an international conference on the role of interactive video for international education (IVIE) to be held October 5-7, 2006 at IUPUI (co-sponsored by OIA, UITS, and CTL). IUPUI also Assisted International Center of Indianapolis in receiving officials from the U.S. Department of State connected to the International Visitor Program Hosted U.S. State Dept. Briefing on International Exchange Programs in collaboration with Senator Lugar's Office and the Office of Citizen Exchange, International Center of Indianapolis. Finally, IUPUI hosts a new International Research/International Speaker series titled Engaging the World: International Research sponsored by the Office of International Affairs and the IU Center for Bioethics in which faculty and guests have opportunities to discuss their international research.</p>	<p>4,13</p>	<p>Ongoing</p>	<p>TBD</p>		<p>Hilary Kahn, Director of International Curriculum, Office of International Affairs</p>
<p>Indiana University School of Medicine Bridges to the Doctorate (BDDP)</p>	<p>The primary purpose of the Bridges to the Doctorate program is to provide research training in biomedical sciences to talented graduate minority institutional students seeking masters and doctorate degrees. The "Bridges to the Doctorate" program seeks to increase the number of underrepresented ethnic faculty members at medical and graduate schools. The foundation of the program, funded by the National Institutes of Health, is to train students in the biomedical sciences. The Bridges to the Doctorate Degree Program (BDDP) is a three-year program sponsored by the National Institute of General Medical Sciences. BDDP enables Jackson State University and Indiana University School of Medicine (IUSOM) to offer collaborative graduate research training programs in specific biomedical areas which impact upon basic science research and diseases that exhibit high mortality rates in blacks and other minorities. Students spend summers at the IU School of Medicine working in research laboratories. After successfully completing degree requirements at JSU, students will complete the doctorate at IUSOM. BDDP students gain exposure to a wide-range of basic science, translational, and clinical research activities; continually interact with and learn from other students, clinical and post-doctoral fellows, and faculty; and attend weekly workshops and deal with issues related to gaining admission to graduate school and the professorate.</p>	<p>1,2,7,10</p>	<p>Ongoing Summer program</p>	<p>No. Students served, 6 students, 6 mentors; three year old program, received renewed funding in 2005</p>		<p>Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office</p>

Performance Indicator: Enhance Diversity in Research, Scholarship, and Creative Activity
Campus Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Partnering for Promotion: Supporting Underrepresented Faculty in the P&T Process	To encourage women and minority faculty to continue in their promotion and tenure process, to support these faculty, and to ultimately increase the number of women and minority faculty especially at full rank.	2,3	Series of workshops held monthly	Response to the programs have been very good. Evaluations indicate from participants indicate the programs have been very helpful and supportive.		Kathleen Grove, Office for Women
International Conference on Education, National Conference on Race and Ethnicity	Presentation entitled “Juggling Accommodations: An Urban University’s Struggle to Find Balance Between Offering Services and Avoiding Institutional Racism.” Participants learned to identify facts and myths of institutional racism, need for services for students with disabilities, and how to educate the campus and faculty to increase awareness about the multilayer aspects of diversity and disability.	13	2004/2005			Pam King, Director, Adaptive Education Services
Cultural Enrichment Programming	Programming involves and engages students, faculty and staff in cultural exploration; provides opportunities for the IUPUI community to explore social issues; gives voices to cultural groups on campus	13	2-4 times per week throughout each semester	Program evaluations are completed by participants after some programs Average attendance=20 Range=2-60		Jennifer Jacobs, Campus & Community Life
Democracy Plaza	Engages students, faculty and staff in dialogue surrounding current issues of social justice	13	2 times per month (on average)	Average attendance = 50 Range=15-150	Further define the role of Dem. Plaza programming on campus; utilize connections with faculty and community leaders to enhance conversations	Michelle Verduzco, Director, Campus & Community Life

Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet
My Brother's Keeper (speaker series)	Provide a forum for discussion/presentation issues focused on civic engagement	13	2-3 times per semester	No Average attendance=100 Range=20-400		Michelle Verduzco, Director, Campus & Community Life
Pop Culture Diversity series	Create opportunity for students to discuss and engage in topics that are current "buzzwords." This semester, topics include free speech on campus, the Facebook and hip-hop.	13	3 times per semester	No Average attendance=30 Range=4-60	Identify additional issues through student feedback and create additional programming	Jennifer Jacobs, Campus & Community Life
Religious/Spiritual Diversity Lunch series	Help the IUPUI begin to embrace conversations around religion and spirituality	13	4 times per semester	No Average attendance = 35	Utilize faith-based student organizations to continue line of programming	Jennifer Jacobs, Campus & Community Life
Martin Luther King Jr. Dinner Banquet	Celebrate the work of Dr. King and provide opportunity for community and scholarship	13	Annually	No 2006 Attendance=786	Continue the tradition of partnering with academic schools to bring featured dinner speaker; expand school participation outside the IU School of Medicine	Jennifer Jacobs, Campus & Community Life
IUPUI Goes to Town	Develop a relationship between IUPUI students and the Indianapolis community through exposure to cultural and sporting events in the city	13	5 times per semester	No	Expand participating community	Jennifer Jacobs, Campus &

			(on average)		vendors and increase student participation	Community Life
The Third Millennium Philanthropy & Leadership Initiative	<p>Illuminating the path to fully inclusive philanthropic leadership. The Third Millennium Philanthropy & Leadership Initiative is designed to facilitate access to, and equip women and people of color for, leadership roles in philanthropy, as well as to attract and cultivate succeeding generations of philanthropic leaders. Outcomes: 1. Elevated the visibility and participation of individuals and organizations from communities of color, women and youth., 2. Integrated learning about leadership development, particularly as they relate to communities of color, women and youth, into the literature and practices of the larger field., 3. Integrated, implemented and exemplified effective practices in leadership development and inclusiveness of our target audience in the staffing and programs of the Center on Philanthropy., 4. Built partnerships between the Center on Philanthropy's academic program and other organizations and institutions to promote leadership development and inclusiveness of out target audience.</p>	1,2,3,9, 13	Newly initiated	N/A		Larry Smith, Associate Director, Center on Philanthropy

Performance Indicator: Recruit, Develop, and Support Diverse Faculty and Staff

School Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Summer Research Opportunities Program (SROP)	The purpose of SROP is to offer outstanding undergraduates an opportunity to receive first-hand exposure to graduate school and faculty life in an intensive summer research experience with faculty mentors. The goal of the program is to increase the number of underrepresented students who pursue academic careers by enhancing their preparation for graduate study through intensive research experiences with faculty mentors.	1,2,13	Ongoing scholarship program	No. Students served, 14 students, 10 mentors (2 mentors mentored 2 students)		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office
T-35 Short Term Training Program, IU School of Medicine	The purpose of T35 is to successfully train minority undergraduate, graduate, and medical students for careers in biomedical research. T35 at IUPUI and the Indiana University School of Medicine is an in-depth, hands-on summer research program designed to encourage outstanding minority students to pursue graduate study and ultimately academic careers in biomedical research.	1,7,10	Ongoing program	No. Students served, 6 students 6 mentors.	Will fund 22 students in 2006	Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator
Indiana University School of Medicine Bridges to the Doctorate (BDDP)	The primary purpose of the Bridges to the Doctorate program is to provide research training in biomedical sciences to talented graduate minority institutional students seeking masters and doctorate degrees. The "Bridges to the Doctorate" program seeks to increase the number of underrepresented ethnic faculty members at medical and graduate schools. The foundation of the program, funded by the National Institutes of Health, is to train students in the biomedical sciences. The Bridges to the Doctorate Degree Program (BDDP) is a three-year program sponsored by the National Institute of General Medical Sciences. BDDP enables Jackson State University and Indiana University School of Medicine (IUSOM) to offer collaborative graduate research training programs in specific biomedical areas which impact upon basic science research and diseases that exhibit high mortality rates in blacks and other minorities. Students spend summers at the IU School of Medicine working in research laboratories. After successfully completing degree requirements at JSU, students will complete the doctorate at IUSOM. BDDP students gain exposure to a wide-range of basic science, translational, and clinical research activities; continually interact with and learn from other students, clinical and post-doctoral fellows, and faculty; and attend weekly workshops and deal with issues related to gaining admission to graduate school and the professorate.	1,2,7,1 0	Ongoing Summer program	No. Students served, 6 students, 6 mentors; three year old program, received renewed funding in 2005		Dr. Gwendolyn L. Johnson, Assistant Dean/SROP Coordinator, IUPUI Graduate Office

Underserved Medicine Fellowship, IU School of Medicine	Throughout the year-long Leadership in Underserved Medicine Fellowship, participants receive lectures/discussions on health disparities, barriers to health care access, cultural competence in caring for the Hispanic / Latino community, chronic diseases and other selected topics	7,10,13	Year long fellowship			Dr. Javier Sevilla-Martir, IU School of Medicine
Medical Spanish Series, IU School of Medicine	In an effort to assist learning Spanish as a second language and increase the number of faculty prepared to provide high quality care for the increasing Hispanic/Latino population of Indianapolis, a medical Spanish were started as faculty development activities provided for faculty and interested staff.	2,7,9,10				Dr. Javier Sevilla-Martir, IU School of Medicine
Community Forum on Latino/Hispanic Health, IU School of Medicine	This innovative program brings together the Underserved Medicine Fellows and community-based health care providers serving Indiana's Hispanic/Latino population. Guest speakers provide lectures and discussions on a variety of topics related to vulnerable populations. Readings on selected topics are disseminated and discussed. Community-based and academic-based providers use this as an opportunity to touch base with each other.	7,10,13				Dr. Javier Sevilla-Martir, IU School of Medicine
Global Crossroads: IUPUI's Portal to Diversity	The Global Crossroads Laboratory, which will be completed in Summer 2006, will contain "next-generation" videoconferencing and audio equipment that will optimize face-to-face communications with international locations. Two solutions will be available: 1) H.323 protocol using Polycom equipment, and 2) Access Grid using software from inSORs. By providing a seamless and integrated videoconferencing experience, as well as data collaboration, this state-of-the-art technology will support international learning, dialogue, and partnership.	4,7	Ongoing beginning Fall 2006	TBD	Approximately 150 students and 50 faculty and staff the first semester open—the laboratory will support all faculty and staff engaged in the Title VI grant, Global Dialogues courses, and other international partnerships.	Hilary Kahn, Director of International Curriculum, Office of International Affairs

Community outreach	Locally, the Office of International Affairs works with the International Center of Indianapolis, the Nationalities Council, many of the national consuls based in Indianapolis, and a variety of local businesses and agencies involved in international work. The office also promotes the World Health Organization's Millennium Development Goals and supports faculty and staff in developing global health projects.	13	Ongoing	TBD		Susan Sutton, Associate Dean of International Programs, International Affairs
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Performance Indicator: Recruit, Develop, and Support Diverse Faculty and Staff

Campus Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Partnering for Promotion: Supporting Underrepresented Faculty in the P&T Process	To encourage women and minority faculty to continue in their promotion and tenure process, to support these faculty, and to ultimately increase the number of women and minority faculty especially at full rank.	2,3	Series of workshops held monthly	Response to the programs have been very good. Evaluations indicate from participants indicate the programs have been very helpful and supportive.		Kathleen Grove, Office for Women
Collaboration	Advance diversity within IUPUI by collaborating with campus units. Partnerships across campus can help leverage the positive efforts made by individual units, strengthening the fabric of diversity campus wide.	2,13	Ongoing			Ellen Poffenberger, Human Resources Administration
Training and Organization Development Programs	Training and development area of HRA provides training opportunities. Facilitates services and programs efforts to foster diversity, inclusiveness, collaboration, and respect within the work and learning culture.	2,13	Ongoing			Ellen Poffenberger, Human Resources Administration
Retention Strategies	Collaboration with other campus units to ensure a staff survey is conducted so that employee attitudes and satisfaction can be assessed. Enhanced climate for diversity on campus, retainment of highly talented, diverse, engaged workforce.	2,3	Conducted at various intervals	Staff survey response rates equal 70%.		Ellen Poffenberger, Human Resources Administration
Recruitment Strategies	To ensure that protected classes of applicants are afforded equal opportunity to apply, interview and fill available staff positions at IUPUI. Increased awareness of resources available to support more diverse hiring practices, and ultimately increase the pool of diverse candidates for open positions at IUPUI.	2,3	Ongoing			Ellen Poffenberger, Human Resources Administration
Diversity Corps	A pioneer group of staff and faculty that decided to serve as diversity consultants to academic and administrative departments. Our focus is collaboration, communication, and consulting on campus. To help individuals, departments, programs, and schools meet IUPUI goals for enhancing and celebrating diversity.	2,13	Ongoing			Monica Medina, School of Education
Latino Faculty & Staff Association	Group of Latino faculty and staff Hold two yearly events to welcome Latino faculty, staff and students to campus	2,13				Maria Pabon Lopez, School of Law

Cultural Enrichment Programming	Programming involves and engages students, faculty and staff in cultural exploration; provides opportunities for the IUPUI community to explore social issues; gives voices to cultural groups on campus	13	2-4 times per week throughout each semester	Program evaluations are completed by participants after some programs Average attendance=20 Range=2-60		Jennifer Jacobs, Campus & Community Life
Democracy Plaza	Engages students, faculty and staff in dialogue surrounding current issues of social justice	13	2 times per month (on average)	Average attendance = 50 Range=15-150	Further define the role of Dem. Plaza programming on campus; utilize connections with faculty and community leaders to enhance conversations	Michelle Verduzco, Director, Campus & Community Life
My Brother's Keeper (speaker series)	Provide a forum for discussion/presentation issues focused on civic engagement	13	2-3 times per semester	No Average attendance=100 Range=2-400		Michelle Verduzco, Director, Campus & Community Life
Religious/Spiritual Diversity Lunch series	Help the IUPUI begin to embrace conversations around religion and spirituality	13	4 times per semester	No Average attendance=35	Utilize faith-based student organizations to continue line of programming	Jennifer Jacobs, Campus & Community Life
Martin Luther King Jr. Dinner Banquet	Celebrate the work of Dr. King and provide opportunity for community and scholarship	13	Annually	No 2006 Attendance=786	Continue the tradition of partnering with academic schools to bring featured dinner speaker; expand school participation	Jennifer Jacobs, Campus & Community Life

					outside the IU School of Medicine	
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet
The Third Millennium Philanthropy & Leadership Initiative	Illuminating the path to fully inclusive philanthropic leadership. The Third Millennium Philanthropy & Leadership Initiative is designed to facilitate access to, and equip women and people of color for, leadership roles in philanthropy, as well as to attract and cultivate succeeding generations of philanthropic leaders. Outcomes: 1. Elevated the visibility and participation of individuals and organizations from communities of color, women and youth., 2. Integrated learning about leadership development, particularly as they relate to communities of color, women and youth, into the literature and practices of the larger field., 3. Integrated, implemented and exemplified effective practices in leadership development and inclusiveness of our target audience in the staffing and programs of the Center on Philanthropy., 4. Built partnerships between the Center on Philanthropy's academic program and other organizations and institutions to promote leadership development and inclusiveness of out target audience.	1,2,3,9, 13	Newly initiated	N/A		Larry Smith, Associate Director, Center on Philanthropy
Steering Committee for People with Disabilities	Committee that works with complainants, investigates situations and to follows up with the complainants on the results of the investigation regarding physical access. If there is a code violation, resolve the problem administratively by moving the function in situations where it is not feasible to alter the facility, or, by making physical changes. If a person requests adaptations for their particular needs that are different from code requirements, work with the person to reach some satisfactory solution. An Access subcommittee also exists.	6	Ongoing	Yes, Progress has been made towards completion of objectives in the transition plan mainly through a) correcting physical barrier issues when doing a renovation of the space, and, 2) ceasing to use space that we could not feasibly make physically accessible		Emily Wren, Assistant Vice Chancellor for Facilities, Campus Facilities Services

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Performance Indicator: Engage the Campus Community in Global Issues and Perspectives

School Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Global Health and International Medicine Special Elective: Honduras, IU School of Medicine	This 1-week, 4–week or 8-week elective in Honduras provides a quality international health experience for students regardless of where there are in their medical training. Experience includes practicing medicine in a resource poor setting, public health training, cross cultural exposure and language immersion. The goals of the program are to enhance students’ understanding of the needs of recent immigrants to the US from Latin America, improve their Spanish and strengthen clinical skills. Students begin their experience by working hand-in-hand with local physicians on a week-long medical brigade providing care to young children and the elderly in remote communities. Students then have the option of attending a language-immersion training program where they will live with Honduran families, attend language school and work in a public hospital. Those students feeling comfortable with the Spanish skills can choose to work in a variety of clinical settings: with a private physician; in the university hospital; in a private hospital that does community outreach or a combination of all three.	4,7,9,1 0,13	One/Four week program, academic year	Average of six students per tear enrolled in special elective		Dr. Javier Sevilla- Martir, IU School of Medicine
Society of Latinos Activities, IU School of Medicine	Established in 2002, SOL seeks to inform the student body and encourage participation in educational opportunities that further clinical training, Spanish-speaking skills and understanding healthcare disparities in the Latino community. Dr. Javier Sevilla provides faculty support and guidance in the organization of educational and community service and outreach activities. SOL offers a variety of community educational activities and outreach efforts. Currently SOL students: Offer a smoking cessation program in Spanish for the fast growing Hispanic/Latino community of Indianapolis. This program is on-going and qualifies as fulfillment of competency level III in communication and/or social/community context awareness. Participate in Hispanic Health Fairs throughout Indianapolis offering medical interpretation services and providing health education to the community. Visit schools and community organizations through the “Doctors Back to School” program to help young minority children realize they, too, can follow the same path and have a career in medicine. Provide mentoring and support opportunities for incoming Hispanic/Latino students as well as the planning of scientific and recreational activities	1,7,10, 13	Ongoing	Average of 4 health fairs per year		Dr. Javier Sevilla- Martir, IU School of Medicine

Global Health and International Medicine Student Interest Group, IU School of Medicine	The principal purpose of the International Medicine Student Interest Group is to encourage global thinking and participate in international medical education and increase awareness of global health care needs. Dr. Javier Sevilla serves as one of the faculty advisors for the group, whose main focus has been to establish an elective rotation for clinical experiences as well as immersion in culture and language in Latin American that will enhance the students understanding of the needs of recent immigrants and better serve the Hispanic/Latino community in Indianapolis.	7,10	Meet quarterly			Dr. Javier Sevilla-Martir, IU School of Medicine
Title VI: Internationalizing the Professional Undergraduate Curriculum	Faculty in Education, Engineering, and Social Work are collaborating with faculty in parallel disciplines in Indonesia to develop assignments that will enable students at both IUPUI and Gadjah Mada University in Yogyakarta to work collaboratively on class projects. In working together via videoconferencing and e-mail, IUPUI students learn about the discipline they're studying as it is practiced and learned in another culture, as well as learning about another culture—a rare opportunity in some professional schools whose curricula don't always allow for many electives. Because this project does not require students to travel or invest in any technology, it is accessible to all IUPUI students in the disciplines that offer it, including students with disabilities, family responsibilities, and challenging economic circumstances.	4,7	Two-year grant; courses offered each fall and spring in Education, Engineering, and Social Work	Spring 2006; assessment will be ongoing. Students served, 60 Spring 2006; 200+ by end of Spring 2007		Hilary Kahn, Director of International Curriculum, Office of International Affairs
Bahasa Indonesia: Communicating with Colleagues	Language training is integral to the collaboration with Gadjah Mada University in Indonesia, resulting in the following new foreign language courses: Bahasa Indonesia I is currently underway in Spring 2006; Bahasa Indonesia II is planned for Fall 2006; and Bahasa Indonesia for Special Purposes I and II will be offered thereafter.	4,7	One section each fall and spring	Course Evaluations, 4 students and 4 faculty/staff in first section offered.		Tuty Herlina, Engineering and Technology
Learning Outcomes: American Council on Education. A Responsive Curriculum: International Learning Goals for IUPUI's Many Schools and Diverse Study Body	IUPUI was also selected to participate in the American Council on Education's 2004–2005 Internationalization Laboratory, which assists a limited number of universities to find new ways to integrate international learning throughout the undergraduate experience. Through its participation, a faculty committee developed principles of international learning, and they are now moving into the process of sharing these principles with the campus and weaving them into campus initiatives and the curriculum.	4,7	Internationalization Laboratory 2004–2005; Discussion of Learning Objectives ongoing.	TBD; anticipated integration into e-Portfolio		Susan Sutton, Associate Dean of International Programs, International Affairs

Global Crossroads: IUPUI's Portal to Diversity	The Global Crossroads Laboratory, which will be completed in Summer 2006, will contain "next-generation" videoconferencing and audio equipment that will optimize face-to-face communications with international locations. Two solutions will be available: 1) H.323 protocol using Polycom equipment, and 2) Access Grid using software from inSORs. By providing a seamless and integrated videoconferencing experience, as well as data collaboration, this state-of-the-art technology will support international learning, dialogue, and partnership.	4,7	Ongoing beginning Fall 2006	TBD Approximately 150 students and 50 faculty and staff the first semester open the laboratory will support all faculty and staff engaged in the Title VI grant, Global Dialogues courses, and other international partnerships.		Hilary Kahn, Director of International Curriculum, Office of International Affairs
Developing Strategic Core Partnerships	In keeping with plans for internationalizing the campus, IUPUI will develop a set of core international partnerships for IUPUI, affiliations that serve as incubators for curriculum internationalization, faculty research and professional collaboration, and student/faculty diversification. Through a broad-based process, five to ten universities will initially be designated Strategic Partners; the actual number will depend on continuous review and strategic campus priorities. Strategic Partners will be universities or consortia of universities outside the U.S. with which multiple IUPUI units are involved and long-term, sustainable relationships are being built. They may also be international organizations with global reach within specific areas of strategic importance to IUPUI, such as health care, leadership development, education, and so forth. The selection of these Partners will also reflect university and community interests, critical regions of the world, and potential to enhance international learning, research, and engagement. Strategic Partnerships will create platforms on which new activities build upon previous ones. The end result will be knowledge and familiarity with the partner university, its faculty, students, and home country that spreads across the IUPUI campus.	4,7	Ongoing	TBD		Susan Sutton, Associate Dean of International Programs, International Programs

Community outreach	Locally, the Office of International Affairs works with the International Center of Indianapolis, the Nationalities Council, many of the national consuls based in Indianapolis, and a variety of local businesses and agencies involved in international work. The office also promotes the World Health Organization's Millennium Development Goals and supports faculty and staff in developing global health projects.	13	Ongoing	TBD		Susan Sutton, Associate Dean of International Programs, International Affairs
National and International Conferences: Diversity in Research, Scholarship, and Creative Activity	IUPUI has hosted several important conferences focused on international education, most recently the International Service Learning conference titled Engaging the World: Developing a Campus-Wide Approach to Service-Learning (http://www.iupui.edu/news/releases/060214_service_learning.htm). One hundred ten participants attended from 50 colleges and universities across the nation. The Office of International Affairs Received a Collaborative Training Grant from NAFSA (Association of International Educators) to coordinate and run an international conference on the role of interactive video for international education (IVIE) to be held October 5-7, 2006 at IUPUI (co-sponsored by OIA, UITS, and CTL). IUPUI also Assisted International Center of Indianapolis in receiving officials from the U.S. Department of State connected to the International Visitor Program Hosted U.S. State Dept. Briefing on International Exchange Programs in collaboration with Senator Lugar's Office and the Office of Citizen Exchange, International Center of Indianapolis. Finally, IUPUI hosts a new International Research/International Speaker series titled Engaging the World: International Research sponsored by the Office of International Affairs and the IU Center for Bioethics in which faculty and guests have opportunities to discuss their international research.	4,13	Ongoing	TBD		Hilary Kahn, Director of International Curriculum, Office of International Affairs
Project Perception: Dissolving stereotypes	In the past year, IUPUI students have used e-mail and electronic chatrooms to become "e-pals" with peers in Kyrgyzstan, Lebanon, and Kenya. The goal is to bring out and to discuss preconceived ideas and stereotypes and then, through dialogue, to break down the differences and to develop tolerance for ambiguity and diversity. Students in both classes ask each other questions and correct misconceptions by explaining their respective cultures—for example, a student from Moi University in Kenya wanted to know if Americans really dance naked, and an IUPUI student asked those from the University of Saint Joseph in Beirut, Lebanon if everyone there uses camels as transportation. This led to interesting and eye-opening discussions about how we perceive others and how others perceive us! Project Perception is being expanded as a curricular tool in Fall 2006 because it is so powerful and yet so inexpensive and accessible to IUPUI students.	4,7	Ongoing	Course Evaluations and student essays	Expanding to other courses Fall 2006	Hilary Kahn, Director of International Curriculum, Office of International Affairs

Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet
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Performance Indicator: Engage the Campus Community in Global Issues and Perspectives

Campus Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
To Mexico with Love	A 4 week language and culture immersion program in Cuernavaca Mexico. Builds fluency in Spanish, develops understanding of Latino culture, and provides service within a Mexican community.	4,13	Occurs annually in the summer			Michelle Verduzco, Director, Campus & Community Life
International Culture Hour	Provides a forum for international and cross-cultural exchange. Fosters international and cross-cultural understanding across the IUPUI campus. Students are able to learn about different countries and cultures while interacting with students from all around the world.	13	Occurs weekly on Fridays	Attendance increased from an average of 30 participants each week in Fall 2004 to an average of 45 participants each week in Spring 2005		Jill Jean-Baptiste, Office of International Affairs and Housing and Residence Life
International Conference on Education, National Conference on Race and Ethnicity	Presentation entitled “Juggling Accommodations: An Urban University’s Struggle to Find Balance Between Offering Services and Avoiding Institutional Racism.” Participants learned to identify facts and myths of institutional racism, need for services for students with disabilities, and how to educate the campus and faculty to increase awareness about the multilayer aspects of diversity and disability.	13	2004/2005			Pam King, Director, Adaptive Education Services
System-Wide Diversity Conference	Day long conference for all Indiana Universities to increase diversity awareness. Provide the opportunity for students, faculty, and staff who are advancing diversity at Indiana University to come together, network, and learn about diversity initiatives happening around the campuses.	2,13	4/22/2005			Holly Holliday-Jones, Office of Student Life & Diversity
Building Grass Roots for Civic Engagement	The mission of the Democracy Plaza is to establish a free and equal setting where open discussion, written expression, debates, and meaningful discourse can take place in the spirit of fair play and the exchange of ideas. Provides students, faculty, and staff with an opportunity to express, speak, and hear diverging thoughts surrounding social, political, economic, and religious issues relevant to the campus, city, state, country, and world.	13	Ongoing			Jaime Nieto Jimenez and Michelle Verduzco, Campus & Community Life
Diversity Corps	A pioneer group of staff and faculty that decided to serve as diversity consultants to academic and administrative departments. Our focus is collaboration, communication, and consulting on campus. To help individuals, departments, programs, and schools meet IUPUI goals for enhancing and celebrating diversity.	2,13	Ongoing			Monica Medina, School of Education

La Plaza-Tu Futuro	In collaboration with Enrollment Services (specifically Admissions and Multicultural Outreach) partners in offering a presentation to Latino students at Campus Day and/or EXPLORE IUPUI. To increase the number of Latino students who enroll in post-secondary education. A number of presentations are given to a variety of groups in the Latino community to motivate and assist high-school seniors and non-traditional students to apply for and enroll in colleges and/or universities.	1,13	Campus Day, EXPLORE IUPUI			Gloria Quiroz, Enrollment Services
Cultural Enrichment Programming	Programming involves and engages students, faculty and staff in cultural exploration; provides opportunities for the IUPUI community to explore social issues; gives voices to cultural groups on campus	13	2-4 times per week throughout each semester	Program evaluations are completed by participants after some programs		Jennifer Jacobs, Campus & Community Life
Democracy Plaza	Engages students, faculty and staff in dialogue surrounding current issues of social justice	13	2 times per month (on average)		Further define the role of Dem. Plaza programming on campus; utilize connections with faculty and community leaders to enhance conversations	Michelle Verduzco, Director, Campus & Community Life
My Brother's Keeper (speaker series)	Provide a forum for discussion/presentation issues focused on civic engagement	13	2-3 times per semester	No		Michelle Verduzco, Director, Campus & Community Life
Pop Culture Diversity series	Create opportunity for students to discuss and engage in topics that are current "buzzwords." This semester, topics include free speech on campus, the Facebook and hip-hop.	13	3 times per semester	No	Identify additional issues through student feedback and create additional programming	Jennifer Jacobs, Campus & Community Life

Religious/Spiritual Diversity Lunch series	Help the IUPUI begin to embrace conversations around religion and spirituality	13	4 times per semester	No	Utilize faith-based student organizations to continue line of programming	Jennifer Jacobs, Campus & Community Life
Martin Luther King Jr. Dinner Banquet	Celebrate the work of Dr. King and provide opportunity for community and scholarship	13	Annually	No	Continue the tradition of partnering with academic schools to bring featured dinner speaker; expand school participation outside the IU School of Medicine	Jennifer Jacobs, Campus & Community Life
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Performance Indicator: Student, Faculty, and Staff Perceptions of the Campus Climate for Diversity

School Based:

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
Global Health and International Medicine Special Elective: Honduras, IU School of Medicine	This 1-week, 4-week or 8-week elective in Honduras provides a quality international health experience for students regardless of where there are in their medical training. Experience includes practicing medicine in a resource poor setting, public health training, cross cultural exposure and language immersion. The goals of the program are to enhance students' understanding of the needs of recent immigrants to the US from Latin America, improve their Spanish and strengthen clinical skills. Students begin their experience by working hand-in-hand with local physicians on a week-long medical brigade providing care to young children and the elderly in remote communities. Students then have the option of attending a language-immersion training program where they will live with Honduran families, attend language school and work in a public hospital. Those students feeling comfortable with the Spanish skills can choose to work in a variety of clinical settings: with a private physician; in the university hospital; in a private hospital that does community outreach or a combination of all three.	7,10	One/Four week program, academic year	Average of six students per tear enrolled in special elective		Dr. Javier Sevilla- Martir, IU School of Medicine
Society of Latinos Activities, IU School of Medicine	Established in 2002, SOL seeks to inform the student body and encourage participation in educational opportunities that further clinical training, Spanish-speaking skills and understanding healthcare disparities in the Latino community. Dr. Javier Sevilla provides faculty support and guidance in the organization of educational and community service and outreach activities. SOL offers a variety of community educational activities and outreach efforts. Currently SOL students: Offer a smoking cessation program in Spanish for the fast growing Hispanic/Latino community of Indianapolis. This program is on-going and qualifies as fulfillment of competency level III in communication and/or social/community context awareness. Participate in Hispanic Health Fairs throughout Indianapolis offering medical interpretation services and providing health education to the community. Visit schools and community organizations through the "Doctors Back to School" program to help young minority children realize they, too, can follow the same path and have a career in medicine. Provide mentoring and support opportunities for incoming Hispanic/Latino students as well as the planning of scientific and recreational activities	1,7,10, 13	Ongoing	Average of 4 health fairs per year		Dr. Javier Sevilla- Martir, IU School of Medicine

Learning Outcomes: American Council on Education. A Responsive Curriculum: International Learning Goals for IUPUI's Many Schools and Diverse Study Body	IUPUI was also selected to participate in the American Council on Education's 2004–2005 Internationalization Laboratory, which assists a limited number of universities to find new ways to integrate international learning throughout the undergraduate experience. Through its participation, a faculty committee developed principles of international learning, and they are now moving into the process of sharing these principles with the campus and weaving them into campus initiatives and the curriculum.	4,7	Internationalization Laboratory 2004–2005; Discussion of Learning Objectives ongoing.	TBD; anticipated integration into e-Portfolio		Susan Sutton, Associate Dean of International Programs, International Affairs
Global Crossroads: IUPUI's Portal to Diversity	The Global Crossroads Laboratory, which will be completed in Summer 2006, will contain "next-generation" videoconferencing and audio equipment that will optimize face-to-face communications with international locations. Two solutions will be available: 1) H.323 protocol using Polycom equipment, and 2) Access Grid using software from inSORs. By providing a seamless and integrated videoconferencing experience, as well as data collaboration, this state-of-the-art technology will support international learning, dialogue, and partnership.	4,7	Ongoing beginning Fall 2006	TBD Approximately 150 students and 50 faculty and staff the first semester open—the laboratory will support all faculty and staff engaged in the Title VI grant, Global Dialogues courses, and other international partnerships.		Hilary Kahn, Director of International Curriculum, Office of International Affairs
Louis Stokes Alliances for Minority Participation (LSAMP)	Program offers summer and academic year student research enrichment and support, including: support and mentoring in science, engineering, mathematics and technology courses. The Louis Stokes Alliances for Minority Participation (LSAMP) is aimed at strengthening minority participation in science, technology, and engineering and mathematics fields.	1,13	Ongoing			Kim Nguyen, School of Science
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

Project Perception: Dissolving stereotypes	In the past year, IUPUI students have used e-mail and electronic chatrooms to become “e-pals” with peers in Kyrgyzstan, Lebanon, and Kenya. The goal is to bring out and to discuss preconceived ideas and stereotypes and then, through dialogue, to break down the differences and to develop tolerance for ambiguity and diversity. Students in both classes ask each other questions and correct misconceptions by explaining their respective cultures—for example, a student from Moi University in Kenya wanted to know if Americans really dance naked, and an IUPUI student asked those from the University of Saint Joseph in Beirut, Lebanon if everyone there uses camels as transportation. This led to interesting and eye-opening discussions about how we perceive others and how others perceive us! Project Perception is being expanded as a curricular tool in Fall 2006 because it is so powerful and yet so inexpensive and accessible to IUPUI students.	4,7	Ongoing	Course Evaluations and student essays	Expanding to other courses Fall 2006	Hilary Kahn, Director of International Curriculum, Office of International Affairs
Overseas study	<p>Students who study abroad take courses overseas and apply the credits they earn to their degree at IUPUI. The Study Abroad office supports and involves students who have historically not been well-represented in study abroad by actively recruiting minorities and offering scholarships for students with financial need. Programs are available for a week, a summer, a semester, or an entire academic year all over the world. When students return to campus, they become part of the internationalization and diversity of IUPUI by sharing their experiences with fellow students both formally and informally.</p> <p>11 new programs approved by the Overseas Advisory Committee during 2004–2005. Number of students served: Using the definition of study abroad put forth by the U.S. report on international education, Open Doors, 308 IUPUI students participated in a study abroad program. Of these, 120 students participated in an internship or a service program abroad.</p> <p>IUPUI students went to 32 countries in 2004–2005, and 38 students from other universities participated in IUPUI Study Abroad programs.</p> <p>247 IUPUI students studied in programs administered and managed completely by IUPUI, and 67 students studied under programs sponsored by other institutions (including IU Bloomington).</p>	1,4,13	Ongoing, students can study abroad for a summer course, a semester, or a year	11 new programs approved by the Overseas Advisory Committee during 2004–2005		Stephanie Leslie, Director of Study Abroad, Office of International Affairs

**Performance Indicator: Student, Faculty, and Staff Perceptions of the Campus Climate for Diversity
Campus Based:**

Commitments/Programs/ Activities	Description	Action Item #	Deadline/ Frequency	Is an assessment of the program taking place?	Future Plans or Goals	Lead Individual Responsible
To Mexico with Love	A 4 week language and culture immersion program in Cuernavaca Mexico. Builds fluency in Spanish, develops understanding of Latino culture, and provides service within a Mexican community.	4,13	Occurs annually in the summer			Michelle Verduzco, Campus & Community Life
Recruitment Strategies	To ensure that protected classes of applicants are afforded equal opportunity to apply, interview and fill available staff positions at IUPUI. Increased awareness of resources available to support more diverse hiring practices, and ultimately increase the pool of diverse candidates for open positions at IUPUI.	2,3	Ongoing			Ellen Poffenberger, Human Resources Administration
IUPUI Interfaith Prayers for Peace	Commemorate the September 11 th , 2001 tragedy. Event is intentionally inclusive of varied backgrounds, allowing individuals with identified faith backgrounds to speak in prayer and hope for peace and provide an educational component for others who may not share their same faith, thus increasing awareness.	13	Occurs annually as part of Weeks of Welcome programming			Michelle Verduzco, Director, Campus & Community Life
“It’s a Deaf, Deaf World”	Interactive program intended to give hearing participants an experience of what it is like to live in a “Deaf World.” Participants gain an understanding of what it is like to live in a world where the primary mode of communication is not their own. Participants gain an appreciation of deaf students, faculty and staff on campus, thus increasing the awareness of disability.	13	Occurs annually in the fall and spring semesters			Pam King, Director, Adaptive Education Services
System-Wide Diversity Conference	Day long conference for all Indiana Universities to increase diversity awareness. Provide the opportunity for students, faculty, and staff who are advancing diversity at Indiana University to come together, network, and learn about diversity initiatives happening around the campuses.	2,13	4/22/2005			Holly Holliday-Jones, Office of Student Life & Diversity
Building Names Project	Approach to naming the buildings that comprise the new housing community that opened in 2004. The project has increased the community’s understanding of IUPUI’s diverse history, and has improved the relationship between the campus and the adjacent off campus community.	12,13	2004			Karen Whitney, Vice Chancellor for Student Life & Diversity and Dean of Students
Freshman Application Guide & Spanish Brochure	The Spanish translation of the current IUPUI application guide and brochure about IUPUI programs and services in addition to enrollment steps in both Spanish and English. Allows Spanish speaking prospective students to access information about attending IUPUI in their native language.	1,13	Ongoing			Kimberly Stewart-Brinston, Enrollment Services

Cultural Enrichment Programming	Programming involves and engages students, faculty and staff in cultural exploration; provides opportunities for the IUPUI community to explore social issues; gives voices to cultural groups on campus	13	2-4 times per week throughout each semester	Program evaluations are completed by participants after some programs		Jennifer Jacobs, Campus & Community Life
Shades of Brilliance	College encouragement program designed primarily for African American, Latino/Hispanic American, Asian American and Native American students. The main outcome of this program is to encourage minority students to pursue post secondary education. More specifically we introduce these students to IUPUI as a viable option for meeting their career/ education goals. We also use this program to promote scholarship and academic support programs designed to support diverse student populations.	1,13	Annually in the Fall			Kimberly Stewart-Brinston, Enrollment Services
Special Session in Spanish at Campus Day	Multicultural Outreach has partnered with La Plaza to host their Tu Futuro sessions at the Spring Campus Day. The program provides Latino students with information regarding the importance of a college education, what it takes to be admitted to a college and how to fund a college education. IUPUI is then able to provide students who attend with specific information on our academic programs, admission requirements and scholarship opportunities.	1,13				Kimberly Stewart-Brinston, Enrollment Services
IUPUI Spanish Hotline	Prospective students and their families that are not native English speakers can receive information regarding enrollment at IUPUI. Provides Spanish speaking prospective students with the ability to call into Enrollment services to receive information about IUPUI.	1,13	Ongoing			Kimberly Stewart-Brinston, Enrollment Services
International Culture Hour	Provides a forum for international and cross-cultural exchange. Fosters international and cross-cultural understanding across the IUPUI campus. Students are able to learn about different countries and cultures while interacting with students from all around the world.	13	Occurs weekly on Fridays	Attendance increased from an average of 30 participants each week in Fall 2004 to an average of 45 participants each week in Spring 2005		Jill Jean-Baptiste, Office of International Affairs and Housing and Residence Life
Pop Culture Diversity series	Create opportunity for students to discuss and engage in topics that are current “buzzwords.” This semester, topics include free speech on campus, the Facebook and hip-hop.	13	3 times per semester	No	Identify additional issues through student feedback and create additional programming	Jennifer Jacobs, Campus & Community Life

Democracy Plaza	Engages students, faculty and staff in dialogue surrounding current issues of social justice	13	2 times per month (on average)		Further define the role of Dem. Plaza programming on campus; utilize connections with faculty and community leaders to enhance conversations	Michelle Verduzco, Director, Campus & Community Life
Martin Luther King Jr. Dinner Banquet	Celebrate the work of Dr. King and provide opportunity for community and scholarship	13	Annually	No	Continue the tradition of partnering with academic schools to bring featured dinner speaker; expand school participation outside the IU School of Medicine	Jennifer Jacobs, Campus & Community Life
My Brother's Keeper (speaker series)	Provide a forum for discussion/presentation issues focused on civic engagement	13	2-3 times per semester	No		Michelle Verduzco, Director, Campus & Community Life
Diversity Corps	A pioneer group of staff and faculty that decided to serve as diversity consultants to academic and administrative departments. Our focus is collaboration, communication, and consulting on campus. To help individuals, departments, programs, and schools meet IUPUI goals for enhancing and celebrating diversity.	2,13	Ongoing			Monica Medina, School of Education
Building Grass Roots for Civic Engagement	The mission of the Democracy Plaza is to establish a free and equal setting where open discussion, written expression, debates, and meaningful discourse can take place in the spirit of fair play and the exchange of ideas. Provides students, faculty, and staff with an opportunity to express, speak, and hear diverging thoughts surrounding social, political, economic, and religious issues relevant to the campus, city, state, country, and world.	13	Ongoing			Jaime Nieto Jimenez and Michelle Verduzco, Campus & Community Life
Annual Review of Performance Indicators/State of Diversity Report	The Diversity Cabinet's annual review of campus performance indicators and the development of an annual report on the state of diversity at IUPUI.	11	Annually			Diversity Cabinet

The Third Millennium Philanthropy & Leadership Initiative	Illuminating the path to fully inclusive philanthropic leadership. The Third Millennium Philanthropy & Leadership Initiative is designed to facilitate access to, and equip women and people of color for, leadership roles in philanthropy, as well as to attract and cultivate succeeding generations of philanthropic leaders. Outcomes: 1. Elevated the visibility and participation of individuals and organizations from communities of color, women and youth., 2. Integrated learning about leadership development, particularly as they relate to communities of color, women and youth, into the literature and practices of the larger field., 3. Integrated, implemented and exemplified effective practices in leadership development and inclusiveness of our target audience in the staffing and programs of the Center on Philanthropy., 4. Built partnerships between the Center on Philanthropy's academic program and other organizations and institutions to promote leadership development and inclusiveness of out target audience.	1,2,3,9, 13	Newly initiated	N/A		Larry Smith, Associate Director, Center on Philanthropy
Steering Committee for People with Disabilities	Committee that works with complainants, investigates situations and to follows up with the complainants on the results of the investigation regarding physical access. If there is a code violation, resolve the problem administratively by moving the function in situations where it is not feasible to alter the facility, or, by making physical changes. If a person requests adaptations for their particular needs that are different from code requirements, work with the person to reach some satisfactory solution. An Access subcommittee also exists.	6	Ongoing	Yes, Progress has been made towards completion of objectives in the transition plan mainly through a) correcting physical barrier issues when doing a renovation of the space, and, 2) ceasing to use space that we could not feasibly make physically accessible		Emily Wren, Assistant Vice Chancellor for Facilities, Campus Facilities Services