INDIANA UNIVERSITY

ANNUAL REPORT 2019–2020

OFFICE OF THE VICE PRESIDENT FOR DIVERSITY, EQUITY, AND MULTICULTURAL AFFAIRS

OUR PURPOSE

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs serves as a partner with each of IU's campuses to create a learning environment that advocates access, success, respect, equity, inclusiveness, and community for all.

OUR VISION

We strive to be a globally diverse university community where inclusive excellence is embraced, fostered, and celebrated and faculty, staff, and students are inspired to achieve their full potential.

Dear Friends and Colleagues,

As we reflect on this year for the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA), we do so amid an unprecedented time for higher education.

Protests in the wake of the murder of George Floyd by Minneapolis police and the disproportionate impact of COVID-19 on Black Americans have renewed critical conversations about structural inequities in this country. At OVPDEMA, we denounce all forms of bigotry, hate and racism, and we will continue to do so. As we always have, we believe that *every* individual's contributions and perspectives must be valued and respected. When this happens, we can provide learning experiences that mirror the globally connected world today's students will inherit.

One immediate—and urgently needed—initiative undertaken this year involved creating the Pandemic Health Disparities Fund to address the COVID-19 pandemic's impact on African American and Hispanic communities. With an investment of $1 million from the Office of the President, the fund focused on a broad range of wellness needs for students on all IU campuses.

Another major effort to address social injustice and advocate diversity and inclusivity is the newly established Racial Justice Research Fund. Jointly supported by OVPDEMA and the Vice President for Research, this fund provides multiple start-up grants of up to $15,000 each for research by IU faculty on issues of racial equity and justice, workshops, and other race-related matters.

In the midst of COVID-19, many of the programs that OVPDEMA oversees quickly pivoted online. While the pandemic altered the format, the mission of our cultural centers and community partnerships to inform, educate, and advocate remained intact.

This annual report provides only a snapshot into the work that OVPDEMA and other offices across Indiana University are doing to create globally diverse and welcoming campuses—places celebrating every student and whose voice is recognized and heard.

The programs and partnerships discussed on the following pages are worth noting for their ability to make a difference on our campuses this year and the promise and potential they hold in the months and years ahead. We look forward to the future as we embrace these challenging times with a renewed commitment to delivering equity, diversity, and social mobility for all.

James C. Wimbush, Ph.D.
Indiana University
Vice President for Diversity, Equity, and Multicultural Affairs
Dean of The University Graduate School
Johnson Chair for Diversity and Leadership

TABLE OF CONTENTS

Data for Change **2**

Interpreting the Data **3**

Indiana University Data **4**
- Campuswide 4
- IU Bloomington 6
- IUPUI 8
- IU East 10
- IU Kokomo 12
- IU Northwest 14
- IU South Bend 16
- IU Southeast 18
- IU School of Medicine 20

Indiana University Campus Reports **22**
- IU Bloomington 22
- IUPUI 24
- IU East 26
- IU Kokomo 28
- IU Northwest 30
- IU South Bend 32
- IU Southeast 34
- IU Police Department 36

OVPDEMA Strategic Plan Initiatives **38**
- Indiana University Bicentennial 38
- An Anti-Racist Agenda 38
- IU Pandemic Health Disparities Fund 39
- Career Resources 39
- Giving Back, Doing Good Works 40
  - Black Philanthropy Circle 40
  - Queer Philanthropy Circle 40

OVPDEMA Community Resources **41**
- Community & School Partnerships 41
- Diversity Education 41

OVPDEMA Academic and Scholarship Programs **42**
- 21st Century Scholars Program 42
- Academic Support Center 43
- Groups Scholars Program 43
- Hudson & Holland Scholars Program 44
- Mentoring Services & Leadership Development 44
- Overseas Studies & Scholarship Program 45
- Adam W. Herbert Presidential Scholars Program 45

OVPDEMA Cultural Connections **46**
- African American Arts Institute 46
  - African American Choral Ensemble 46
  - African American Dance Company 47
  - IU Soul Revue 47
- Asian Culture Center 48
- First Nations Educational & Cultural Center 48
- La Casa/Latino Cultural Center 49
- LGBTQ+ Culture Center 49
- Neal-Marshall Black Culture Center 50

University Office Partnerships **51**
- Student Veterans 51
- Office of Disability Services 51

Leadership **52**
- OVPDEMA Administration 52
- Indiana University Chief Diversity Officers 52
- OVPDEMA Directors 53

In monitoring and evaluating our minority enrollment progress, a disambiguated view is used throughout the report. This view assigns students who identify as two or more races to one racial category based upon an institutionally defined trumping order (African American, Asian, Native American, Pacific Islander). Other outcomes data (i.e. retention and graduation rates) do not use a disambiguated view. Viewing disambiguated data is important because it allows the university to gain a more accurate representation of the diversity of our student body. It also provides a method to approximate the single-race categories that pre-date the 2010 federal change in race/ethnicity definitions allowing for historical comparisons.

Opportunity for All

This year has been a challenging time for higher education. The onset of the coronavirus dramatically changed the definition of college for hundreds of thousands of students as they relocated to different living and learning situations.

For many students, this new landscape exploited the fragility of their lives, creating additional struggles and exacerbating systemic barriers that have long been in place. The realities of COVID quickly ushered in new hurdles, including academic, financial, and social, as students tried to navigate a new normal.

The downturn in the economy only added to these challenges. Students who depended on jobs to pay for tuition or internships to jumpstart their careers soon found themselves without either.

Then came the murder of George Floyd on May 25, 2020, at the hands of Minneapolis police officers. His death sparked a global movement, as people throughout the country and the world mobilized together in protests for racial justice and an end to police brutality.

These events and others have renewed important conversations about social justice and inequality of opportunity. At Indiana University, we are committed to listening, learning, unlearning, and educating ourselves and our communities about access to opportunity, equality, and social justice.

The use of data played a key role in this work—and in identifying missed opportunities and suggested action steps on what we can and will do to improve the pathways of students traditionally underserved in higher education.

The newly created Racial Justice Research Fund represents a centerpiece of this work. Jointly supported by the Office of the Vice President for Research and the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA), the fund provides grants for IU faculty, connects researchers, hosts an ongoing "Racial Justice Research Workshop" series, and much more.

To date, the university has supported 31 research projects exploring racial justice issues through the fund. This includes the pandemic's impact on Black-owned businesses, a partnership with school districts to encourage racial justice youth activism, and a storytelling initiative to heal racial trauma.

"We are all members of an educational community, and as such, we must always, as part of the very core of what we do, face the challenges inherent in understanding and evaluating the ideas, assertions and arguments that come from varied perspectives,

traditions, disciplines, and beliefs, as we pursue our fundamental mission of searching for knowledge and truth," says Indiana University President Michael A. McRobbie. "This initiative provides a way to engage some of IU's best researchers in tackling these vital problems at this pivotal time in our nation's history."

The information presented in this report offers further insight into the Racial Justice Research Fund and many other efforts that IU and individual campuses are employing to promote racial equity, create interventions for success, and help all students achieve their educational dreams.

2019–2020 Diversity Annual Report

Enrollment

- Fall, September 2, 2019, total domestic degree-seeking student census data.
- For IU-specific data, the individuals in the official census category of "Two or More Races" have been assigned to individual race categories according to the following "trumping" rule: African American, Asian, Native American, Pacific Islander. These assignments do not affect the Latino/Hispanic and minority total figures.
- Total, domestic known: all minority plus White. Excludes international and unknown in both the numerator and the denominator.
- Source for state and service regions: U.S. Census Bureau, 2014 Census by state, population aged 18-24. The "Two or More Races" category in the official Census data cannot be assigned to individual races, as IU-specific data are.

Retention Rates

- Retention reports track full-time first-year or beginners from the first to the second year. Does not include transfers.
- Include degree-seeking undergraduates enrolled in the fall term who either matriculated in that fall term or any previous summer sessions.
- Campus average includes all students who were re-enrolled in the subsequent fall semester or had received a degree.
- Both IU and campus data are based on Domestic Minority—African American, Latino/Hispanic, Asian American, Native American, Pacific Islander, "Two or More Races."
- Academic unit data based on student record flags for these programs, e.g. Hudson & Holland Scholars Program, Groups Scholars Program, etc.
- In order to protect student privacy, retention rates are not shown if there are 10 or fewer students in the initial cohort for any specific category or subcategory.
- Retention race/ethnic groupings do not include the reassignment of "Two or More Races" to the single-race category.

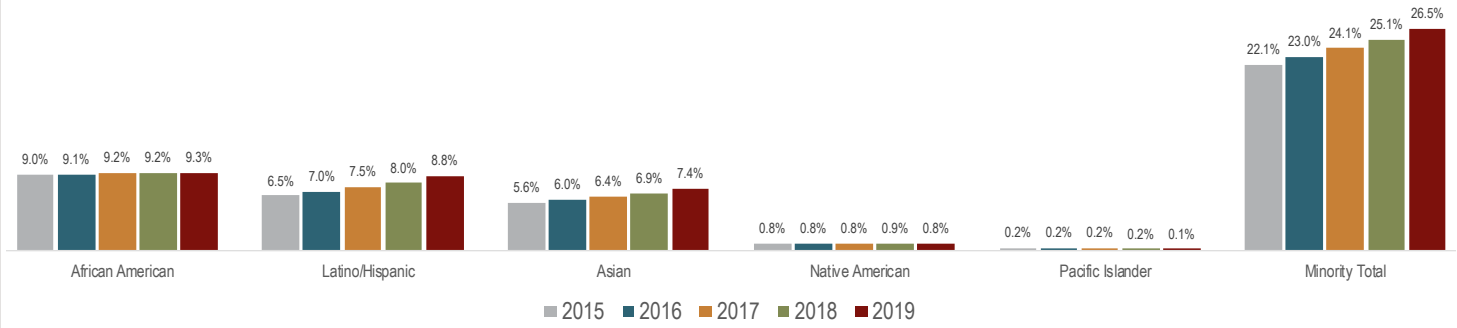
Graduation Rates

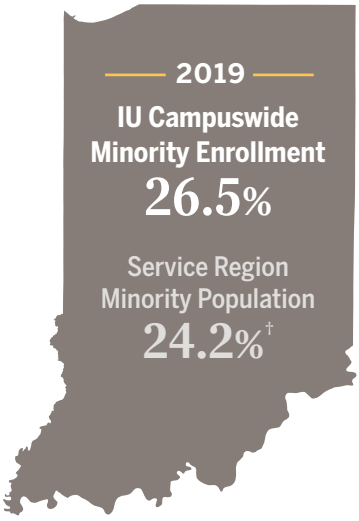
- Graduation rates for full-time undergraduate students based upon their year of entry into the university. Cohorts are "tracked" for six years (up to August 31 of the sixth year). Degree completions are measured by the accepted federal guideline of 150 percent of program length (1.5 years for certificates, three years for associates, and six years for baccalaureates).
- The graduation rate population is defined as full-time beginner, degree-seeking students who began in the fall semester or either of the preceding summer sessions. The graduation rate data covers the cohort years of 2009-2013.
- Academic unit data based on student record flags for these programs, e.g. Hudson & Holland Scholars Program, Groups Scholars Program, etc.
- In order to protect student privacy, graduation rates are not shown if there are 10 or fewer students in the initial cohort for any specific category or subcategory.
- Graduation rate race/ethnic groupings do not include the reassignment of "Two or More Races" to the single-race categories.

Tenured and Tenure Track Faculty

- The data for each year comes from the university census file for that academic year, collected on October 1 of each year. As employment data is changing daily, this is the only way to ensure using consistent numbers for longitudinal analysis.
- The faculty numbers include all tenure track faculty regardless of their administrative appointment.
- Based on full-time designation only.
- Faculty who identify as "Two or More Races" are assigned to one racial category based upon an institutionally developed trumping order (African American, Asian, Native American, Pacific Islander).

IU Campuswide Enrollment of Minority Students





† Indiana University's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

Please note: There may be extreme fluctuations in retention and graduation rates for select IU campuses. In some instances, this is the result of small cohorts of 10 or fewer students.

Record Minority Growth

"College for all" isn't just a tagline at Indiana University; it's the mission of everyone and every office. With a focus on improving college access for underserved communities, Indiana University continued to reach enrollment milestones for Latino/Hispanic and Asian American students. Some of this growth is due to IU's Bicentennial Campaign. Underserved students now constitute 26.5 percent of IU's degree-seeking population. This progress is well above Indiana's underrepresented population of 24.2 percent.

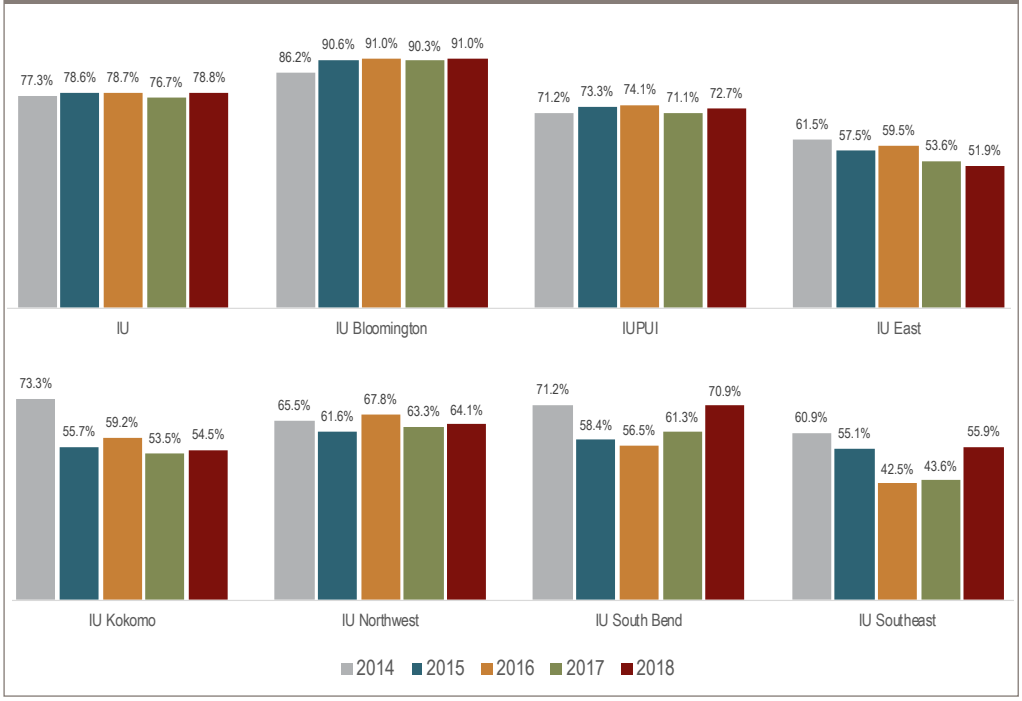
IU Campuswide Tenured and Tenure Track Faculty

	2005	2018	Percentage Change*
African American	104	151	45%
Native American	9	13	44%
Hispanic	86	127	48%
Asian/Pacific Islander	309	458	48%
Total Faculty of Color	**508**	**749**	47%
White	2,454	2,239	-9%

Diversifying the Faculty

Efforts to diversify Indiana University's faculty and staff are moving at a rapid pace. Investments in enhanced training, recruiting programs, and new diversity committees have resulted in a 47-percent increase in the number of minorities who now comprise the university's tenured and tenure track faculty as of 2018.

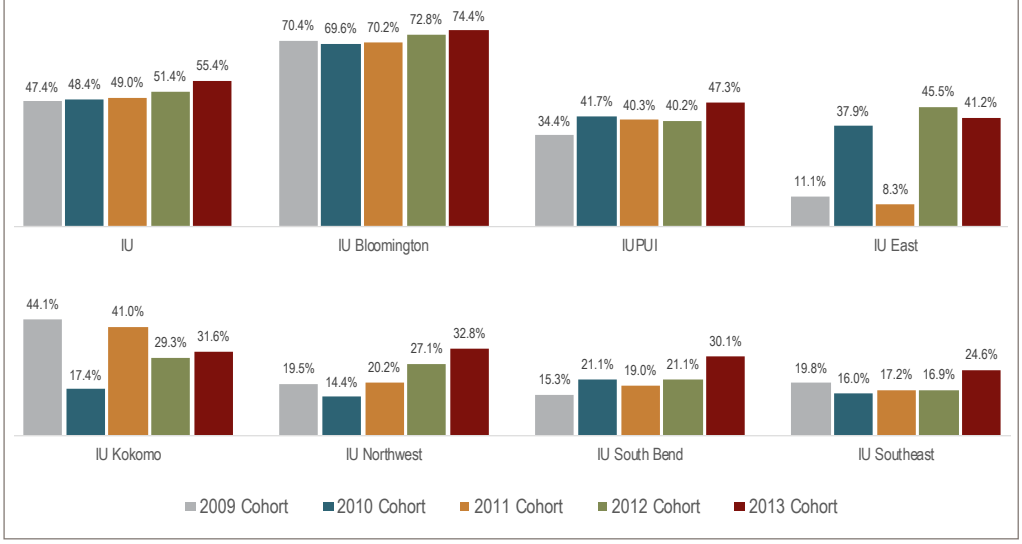
IU Campuswide Minority Retention Rates



A New Workforce

The pandemic has upended the working lives of people in Indiana and across the country. Jobs are changing, and new skills required for the work of the future. Indiana University believes rigorous academic programs, scholarships, leadership opportunities, and other efforts play a key role in equipping students with the skills they need for well-paying jobs and satisfying careers. This year, several campuses saw improved retention figures for underserved students, with retention rates for full-time beginners at IU reaching 78.8 percent in 2018, an increase from 76.7 percent in 2017.

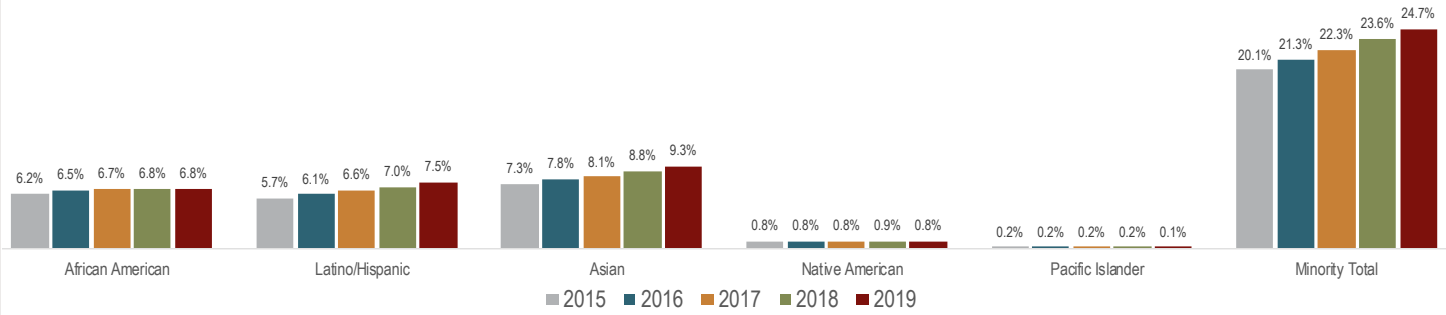
IU Campuswide Minority 6-Year Graduation Rates

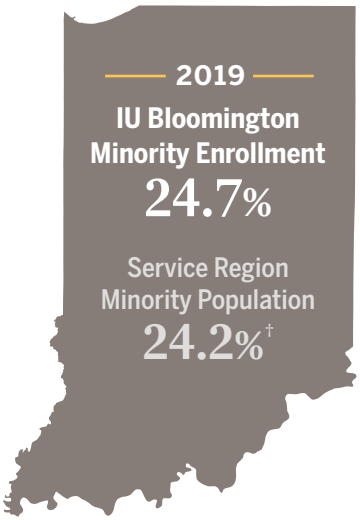


Reaching the Finish Line

Indiana University continues to help students not only access higher education but also earn their degree through special programming, support services, and partnerships. The results of this work can be seen in the numbers: IU saw six-year minority graduation rates reach 55.4 percent for the 2013 cohort of students, a significant increase from 51.4 percent in the previous year.

IU Bloomington Enrollment of Minority Students





† IU Bloomington's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

⁎ In order to protect student privacy, retention and graduation rates are not shown if there are 10 or fewer students in the initial cohort for any specific category or subcategory.

A Focus on Diversity Growth

The IU Bloomington campus is experiencing record numbers of Hispanic/Latino, African American, and Asian American students, with a new total this year of more than 9,000 underrepresented students—the most of any IU campus and a doubling of this number since 2007. In 2019, the campus achieved an enrollment rate for underserved populations of 24.7 percent, an increase from 23.6 percent in 2018 and above Indiana's service region total of 24.2 percent.

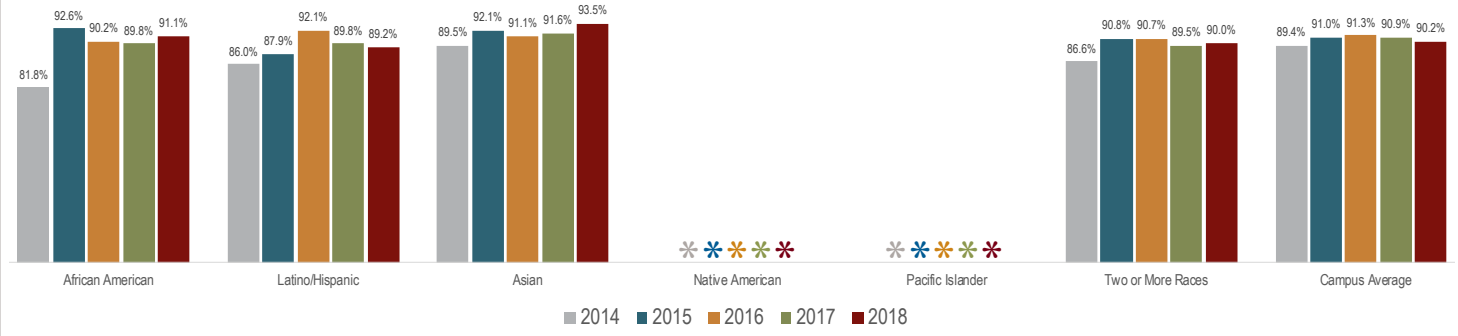
IU Bloomington Tenured and Tenure Track Faculty

	2005	2018	Percentage Change*
African American	52	63	21%
Native American	5	4	-20%
Hispanic	42	71	69%
Asian/Pacific Islander	92	167	82%
Total Faculty of Color	**191**	**305**	60%
White	1,101	1,030	21%

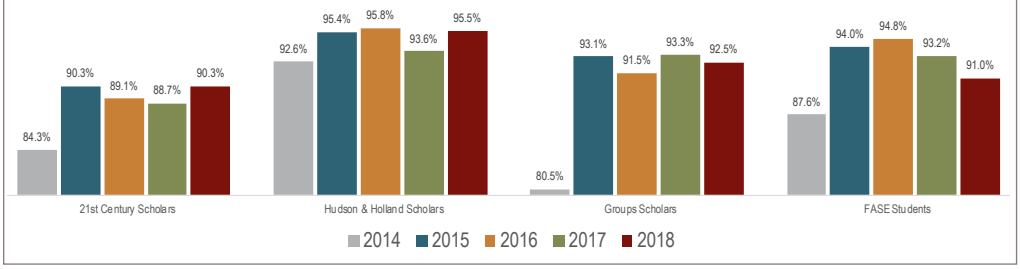
Redoubling Diversity Efforts

Diversity is the foundation of excellent teaching and learning. IU Bloomington continues to enhance its efforts to recruit and retain a more diverse faculty through outreach programs, mentoring, and professional development. As a result, the number of minority tenured and tenure track faculty members at IU Bloomington has grown from 191 in 2005 to 305 in 2018, an increase of 60 percent.

IU Bloomington Minority Retention Rates



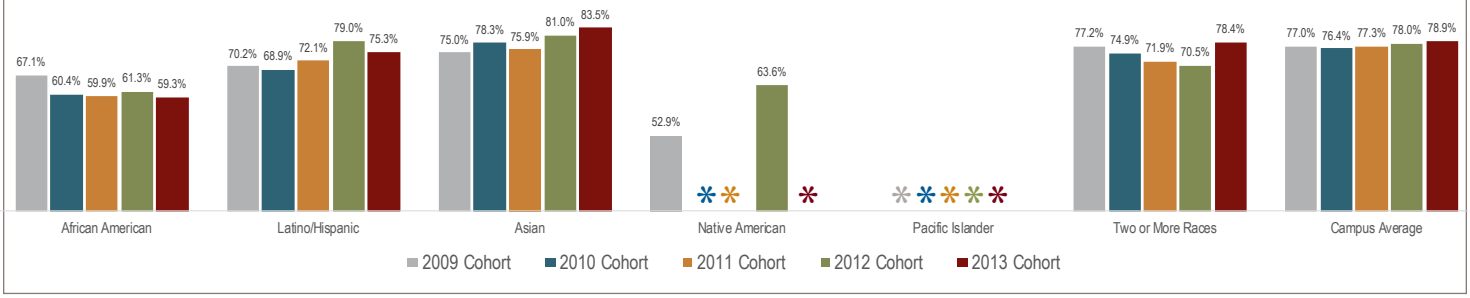
IU Bloomington OVPDEMA Academic Program Retention Rates



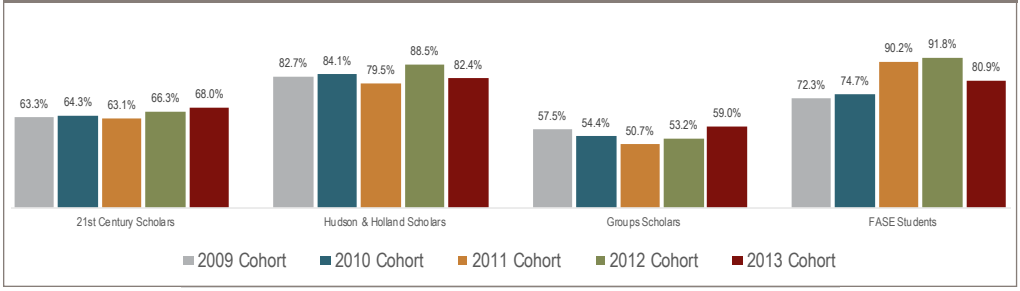
Encouraging Student Success

Many programs support students throughout their college experience—and each effort is designed to keep them engaged and enthusiastic about their learning. One of these programs, 21st Century Scholars, saw impressive retention rates of 90.3 percent in 2018 on the IU Bloomington campus.

IU Bloomington Minority 6-Year Graduation Rates



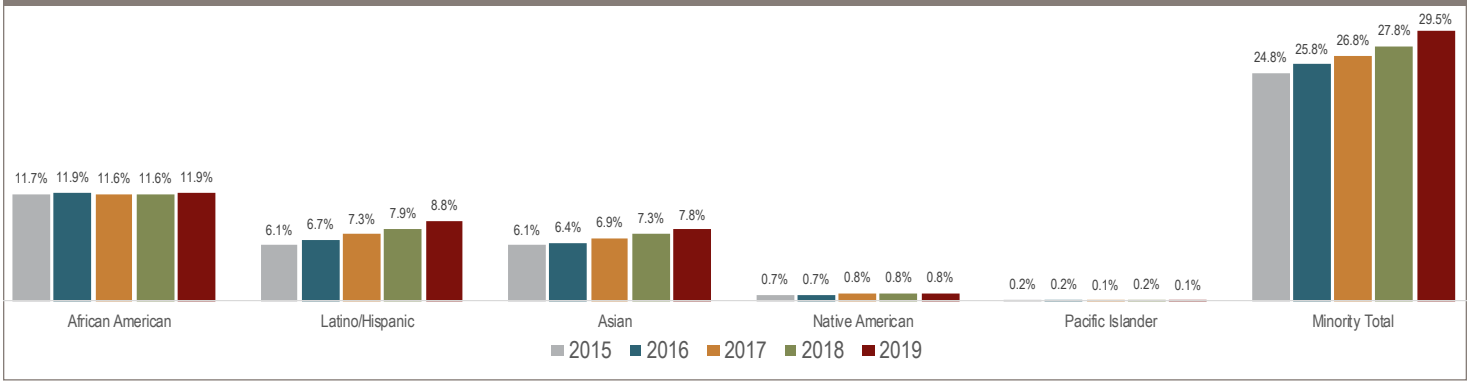
IU Bloomington OVPDEMA Academic Program Average 6-Year Graduation Rates



Tackling the Completion Challenge

Now more than ever, students need postsecondary training for today's jobs. In 2009, the cohort six-year graduation rate for Asian students was 75 percent. By 2012, this figure had increased to 83.5 percent. Several academic programs on the Bloomington campus also increased their 2013 six-year graduation rates, as well.

IUPUI Enrollment of Minority Students



2019

IUPUI Minority Enrollment
29.5%

Service Region Minority Population
32.1%†

† IUPUI's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

⁎ In order to protect student privacy, retention and graduation rates are not shown if there are 10 or fewer students in the initial cohort for any specific category or subcategory.

You Belong Here

IUPUI firmly believes that a college degree is a gateway to a better future. This means helping all students, and especially those who are traditionally underrepresented in higher education and from marginalized backgrounds, achieve their college aspirations. This year, IUPUI set new minority enrollment records, increasing from 27.8 percent in 2018 to 29.5 percent in 2019.

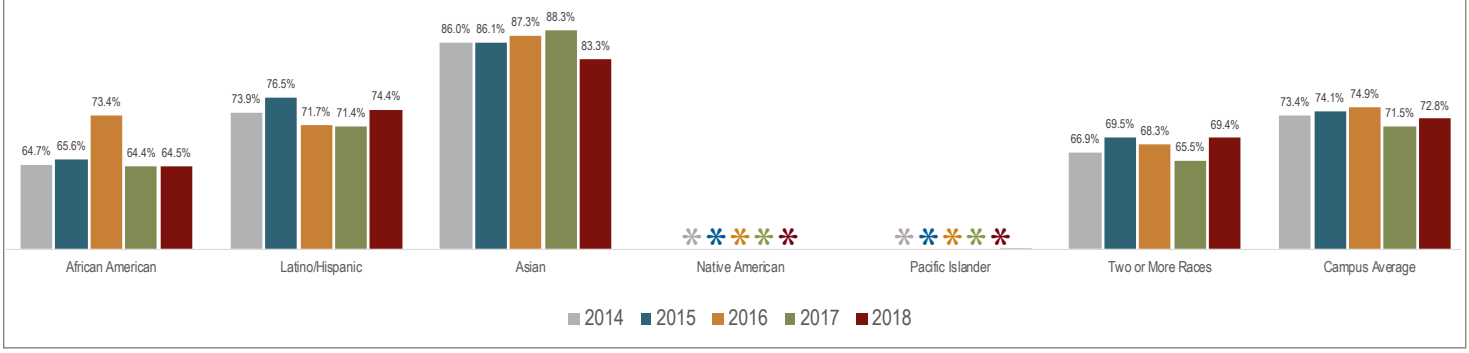
IUPUI Tenured and Tenure Track Faculty

	2005	2018	Percentage Change*
African American	32	60	88%
Native American	3	4	33%
Hispanic	32	44	38%
Asian/Pacific Islander	163	222	36%
Total Faculty of Color	**230**	**330**	43%
White	908	823	-9%

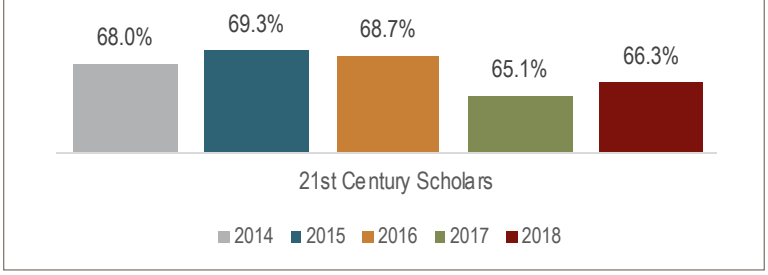
A Commitment to Support

Diversity is at the core of IUPUI's culture. IUPUI has won the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine eight years in a row. Efforts to enhance the diversity of its faculty are key to this and other recognition. This work also has enabled IUPUI to boost its tenured and tenure track minority faculty from 230 in 2005 to 330 in 2018—an increase of 43 percent.

IUPUI Minority Retention Rates



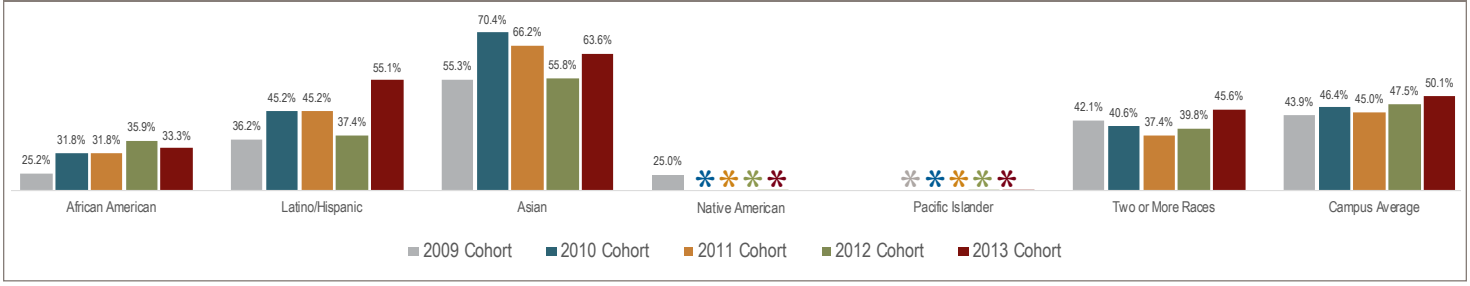
IUPUI 21st Century Scholars Program Retention Rates



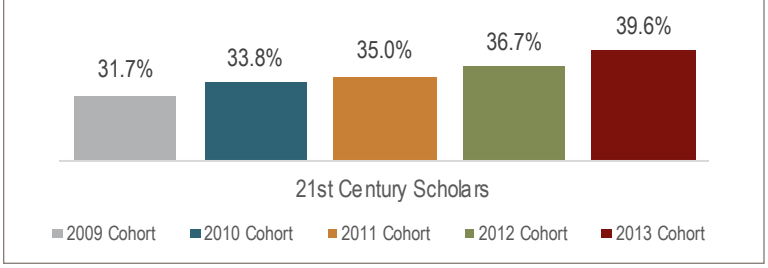
Support for Success

College can be challenging, which is why IUPUI offers an array of academic enrichment programs and resources designed to keep students motivated and inspired. In 2019, IUPUI saw retention rates for its Latino/Hispanic population reach 74.4 percent, while retention rates for African Americans rose to 64.5 percent.

IUPUI Minority 6-Year Graduation Rates



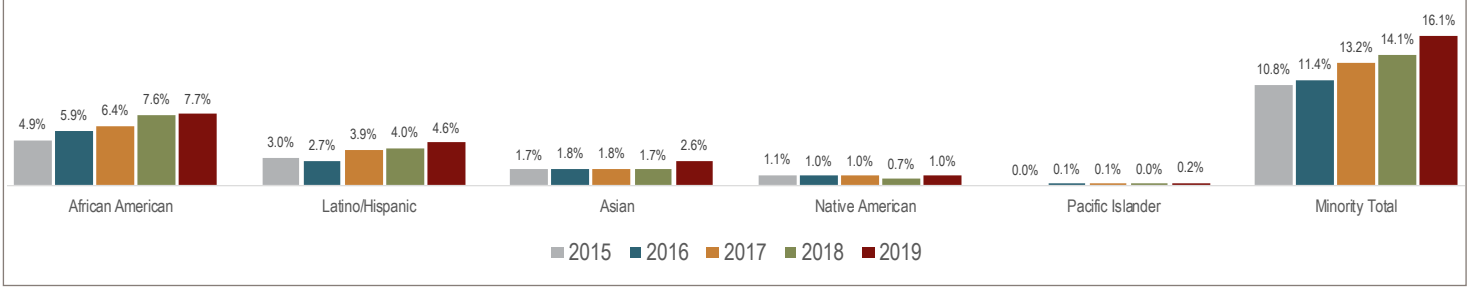
IUPUI 21st Century Scholars Program Average 6-Year Graduation Rates



Excel Through College

IUPUI is focused on student success—and on making sure students graduate with a degree or credential. This mission is supported by dedicated counseling services, faculty mentoring programs, academic networks, scholarships, and more. These efforts are showing a dramatic impact in terms of degree attainment for several key student populations. The 2013 cohort six-year graduation rate for Latinos and Hispanics increased from 37.4 percent to 55.1 percent. Moreover, the 2013 cohort six-year graduation rate for the 21st Century Scholars Program reached a record high of 39.6 percent.

IU East Enrollment of Minority Students



2019

IU East Minority Enrollment

16.1%

Service Region Minority Population

8.9%†

† IU East's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

Delivering on Its Promise

IU East continues to focus on building a campus that embraces diversity, values differences, and emphasizes opportunities for underserved student populations to thrive and excel. This work clearly is making a difference. Underrepresented students' enrollment rose to 16.1 percent in 2019, which is well above the service region's minority population total of 8.9 percent.

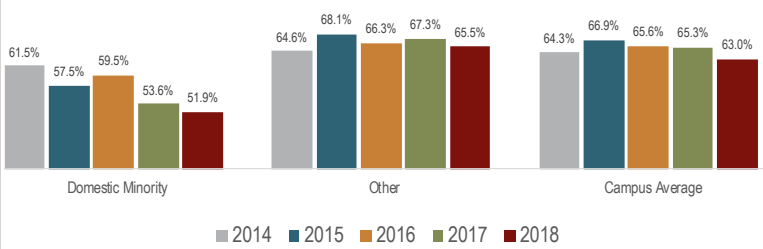
IU East Tenured and Tenure Track Faculty

	2005	2018
African American	1	2
Native American	1	2
Hispanic	0	0
Asian/Pacific Islander	5	8
Total Faculty of Color	**7**	**12**
White	46	54

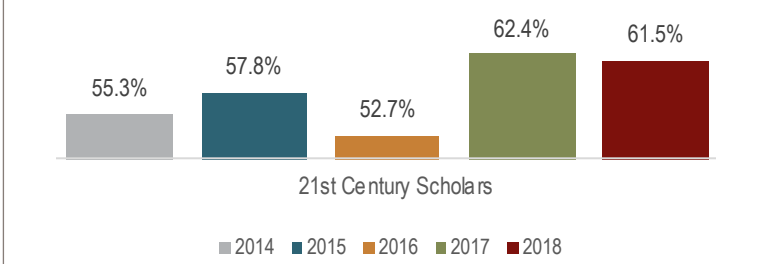
A Diverse and Growing Campus

Higher education should reflect the experiences, perspectives, and values of a multitude of people. Nowhere is this more critical than in the men and women who impart knowledge to students. In 2005, IU East had seven tenured and tenure track minority faculty members. By 2018, that number had grown to 12.

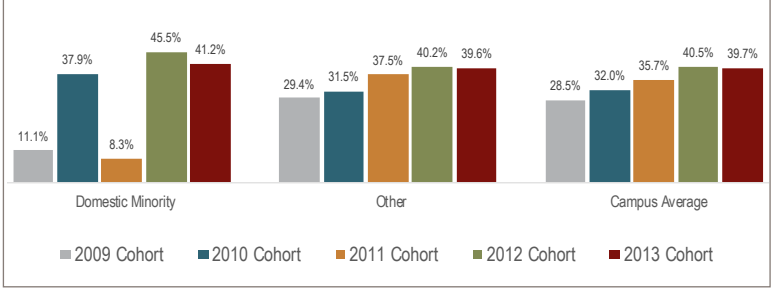
IU East Minority Retention Rates



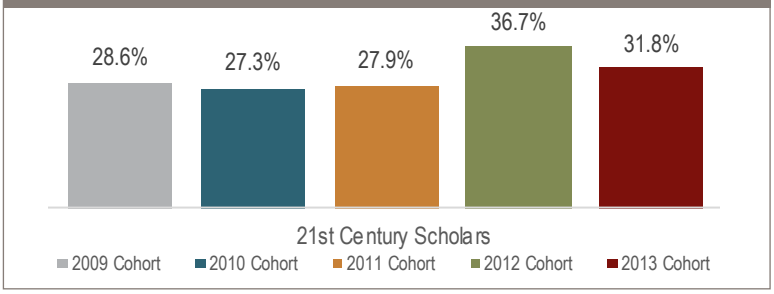
IU East 21st Century Scholars Program Retention Rates



IU East Minority 6-Year Graduation Rates



IU East 21st Century Scholars Program Average 6-Year Graduation Rates



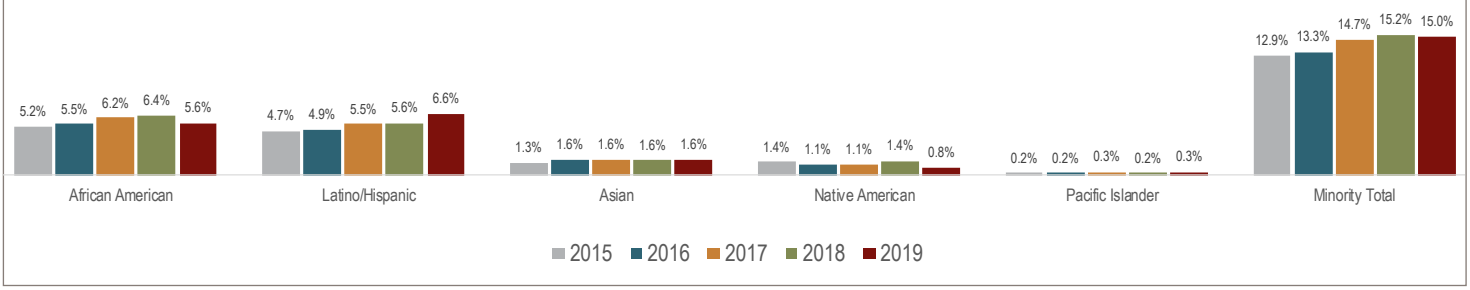
Keeping Students Engaged and Focused

There are many programming efforts and resources that IU East employs to help students persist in their studies. This includes academic scholarship programs such as 21st Century Scholars, nationwide internship opportunities, an award-winning service-learning program, targeted academic interventions, one-on-one advising, and more.

Pathways to Completion

Using multiple approaches to help students break through barriers, whether financial or academic, is key to ensuring they successfully complete their education journey and are prepared for the world beyond college. IU East has a number of strategies in place to encourage degree completion. The six-year minority graduation rate for the 2013 cohort reached a record 41.2 percent, a dramatic improvement from 8.3 percent in 2011.

IU Kokomo Enrollment of Minority Students



2019

IU Kokomo Minority Enrollment

15.0%

Service Region Minority Population

16.6%†

† IU Kokomo's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

Bringing the World to Indiana

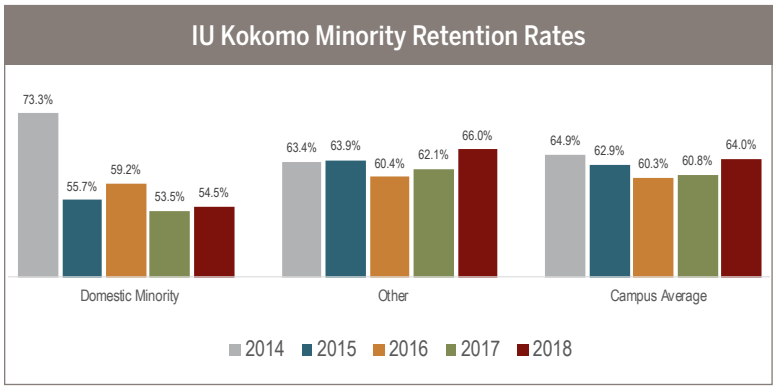
IU Kokomo firmly believes that learning from people with different backgrounds, values, and perspectives is an essential part of the college experience. This focus on diversity has resulted in several milestones. The campus continues to see an increase in overall enrollment in both undergraduate and graduate programs. The enrollment of underrepresented students remains steady at approximately 15 percent. And the campus continues to attract more students through focused recruitment events within the service region, including special events for parents of students from disadvantaged backgrounds.

IU Kokomo Tenured and Tenure Track Faculty

	2005	2018
African American	1	4
Native American	0	0
Hispanic	1	0
Asian/Pacific Islander	4	4
Total Faculty of Color	**6**	**8**
White	54	48

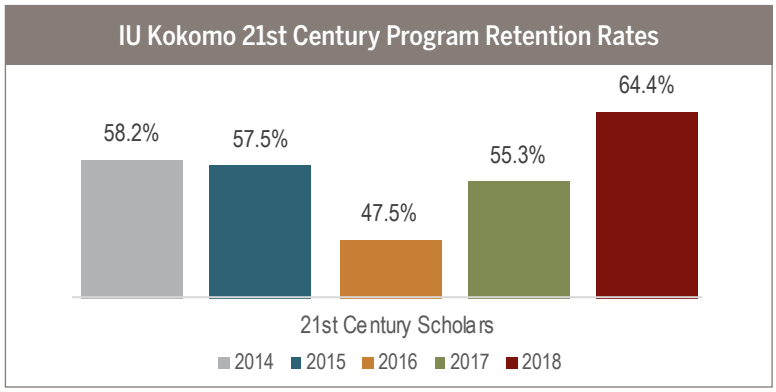
Taking Measure of Faculty Diversity

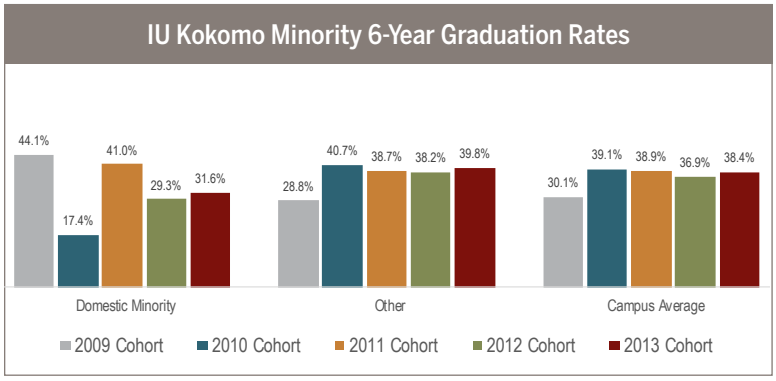
Faculty members from diverse backgrounds bring a much-needed range of experiences and talent to the classroom. IU Kokomo continues to diversify its faculty through programs that align with its campus equity goals. This year, IU Kokomo has eight tenured and tenure track minority faculty members.



From Access to Success

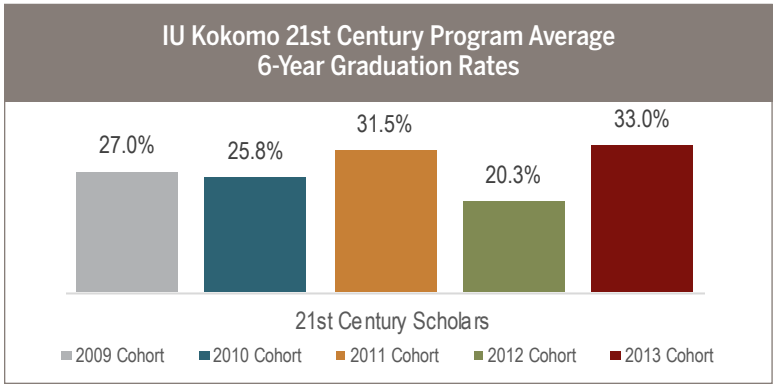
Retention rates of underserved students experienced considerable improvement in 2019, thanks in part to IU Kokomo's "Success Coaches." These individuals work with first-year students, transfer students, returning adult students, students facing academic or personal challenges or any student who wants the benefit from professional guidance and support. This assistance was instrumental in the 21st Century Scholars Program reaching its highest retention rate in the past nine years: 64.4 percent. Meanwhile, overall retention rates rose to 54.5 percent in 2018, an increase from 53.5 percent in 2017.



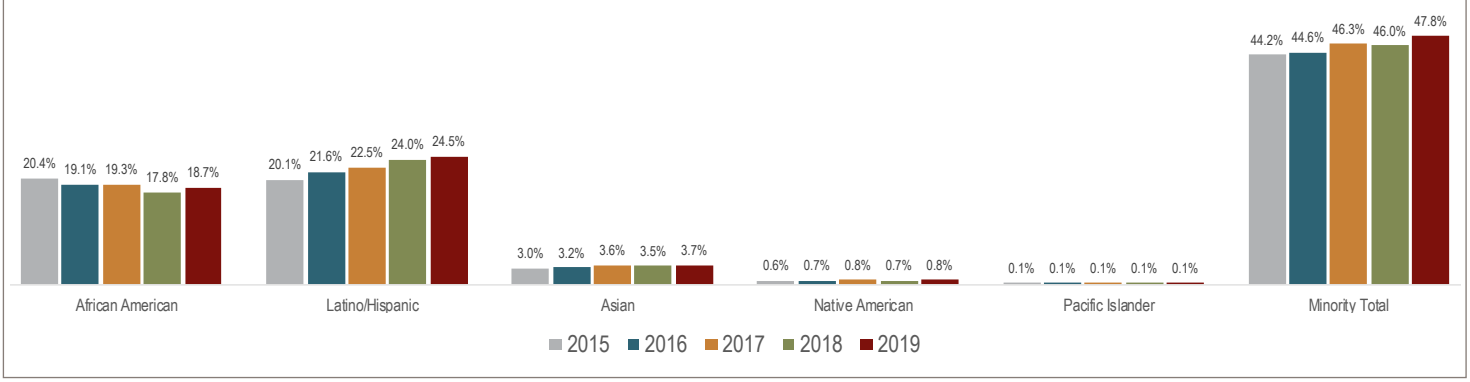


Rising to the Challenge

IU Kokomo is indeed making strides when it comes to degree completion. Freshman learning communities, experiential education programs, academic advising, and more all play a role in giving students at IU Kokomo an engaged and enriched learning experience. These opportunities and others helped the campus achieve a six-year minority graduation rate for the 2013 cohort of 31.6 percent, which is an increase from 29.3 percent in 2012.



IU Northwest Enrollment of Minority Students



2019

IU Northwest Minority Enrollment

47.8%

Service Region Minority Population

40.3%†

† IU Northwest's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

An Equity Agenda

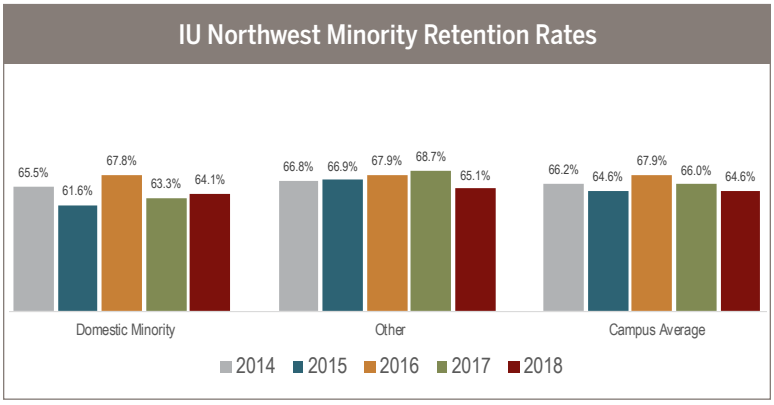
Increasing access to higher education opportunities is the No. 1 priority for IU Northwest. The most diverse of all IU campuses, IU Northwest's student body is nearly 25 percent Hispanic and almost 19 percent African American. In fact, Hispanic/Latino enrollment for the fall 2020 class was more than 25 percent. This focus on diversity resulted in record minority enrollment rates this year, increasing from 46 percent in 2018 to 47.8 in 2019. The improvement is particularly noteworthy as it is far above the service region's minority population goal of 40.3 percent.

IU Northwest Tenured and Tenure Track Faculty

	2005	2018
African American	6	11
Native American	0	0
Hispanic	5	6
Asian/Pacific Islander	12	16
Total Faculty of Color	**23**	**33**
White	95	68

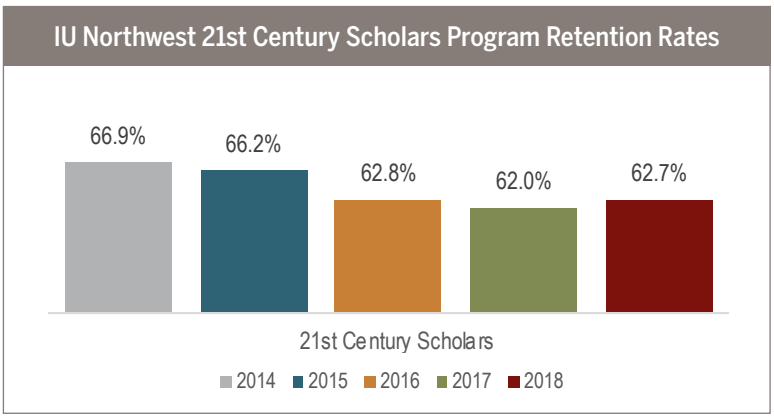
Real-World Teaching and Learning

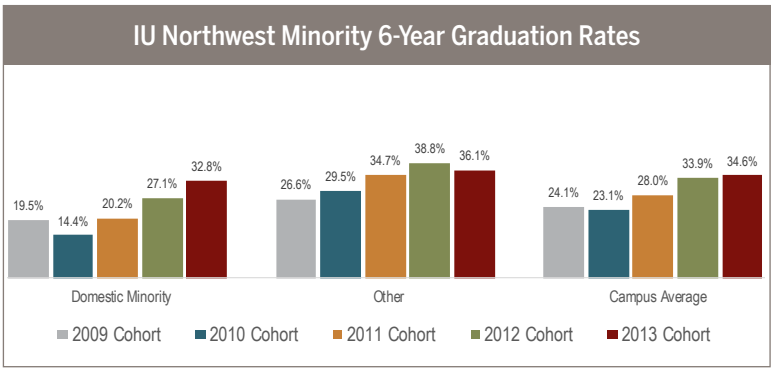
IU Northwest believes a diverse college campus must promote real-world teaching and learning. Several initiatives assist in this process, including the Diversity Advisory Council (DAC) and enhanced recruitment efforts. Additional efforts to address a pressing local need for qualified K-12 teachers within the region include a partnership between Indiana University Northwest's School of Education and the Gary Community School Corporation (GCSC). Specifically, teachers working in Gary schools on an emergency permit can enroll in a special program to become fully licensed teachers in 18-24 months.



A Partner in Success

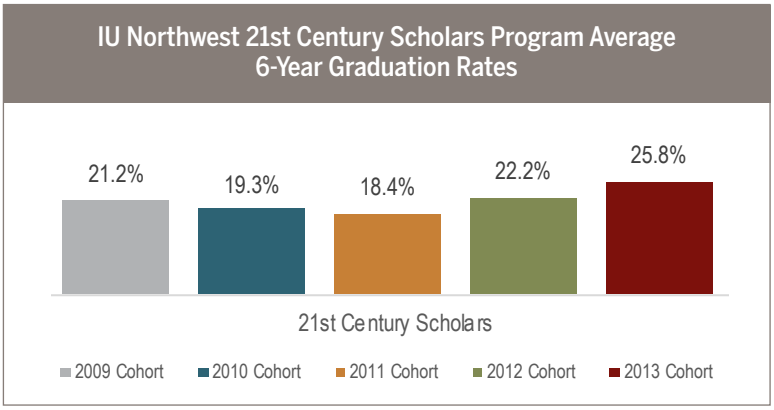
IU Northwest is a partner in its students' success. Academic supports, community collaborations, student organizations, and dedicated faculty members are instrumental in making sure every student who sets foot on campus realizes his or her potential. The result of this work can be seen in the school's retention rates of 64.1 percent. Moreover, programs such as 21st Century Scholars saw an increase in its retention rate in 2018 to 62.7 percent. This is an increase from 62 percent in 2017.



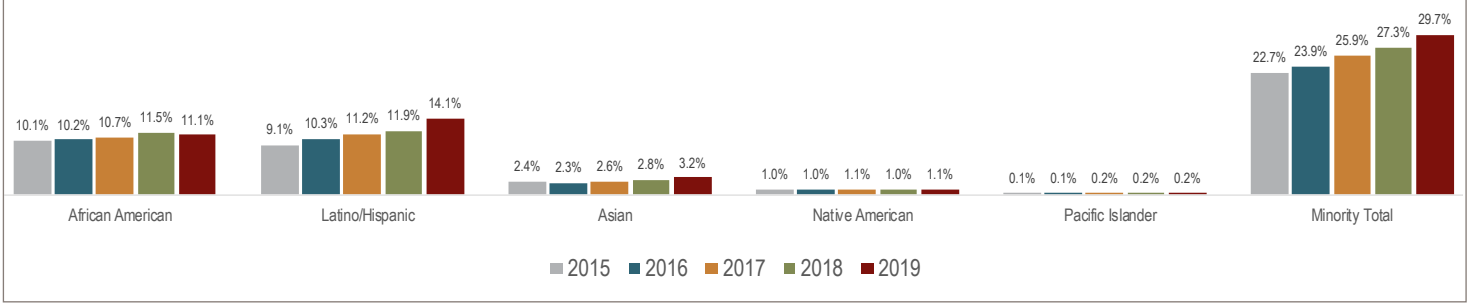


Fueling Brighter Tomorrows

Timely degree completion is an ongoing goal at IU Northwest. Students are equipped with the tools and resources they need to be successful from the time they arrive on campus until they graduate. This concentrated focus on student support resulted in underrepresented six-year graduation rates of 32.8 percent for the 2013 cohort, an impressive gain from 27.1 percent in 2012. Also notable: The 21st Century Scholars saw a boost in its 2013 cohort six-year graduation rate to 25.8 percent, an increase from the 2012 cohort's rate of 22.2 percent.



IU South Bend Enrollment of Minority Students



2019

IU South Bend Minority Enrollment

29.7%

Service Region Minority Population

24.8%†

† IU South Bend's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

Something for Everyone

Teamwork and a commitment to opening doors to opportunity for deserving students who are often underserved in higher education have been instrumental to IU South Bend's minority enrollment progress. The campus achieved new records in 2019, with enrollment rates of 29.7 percent. This outpaced the service region's minority population total of 24.8 percent.

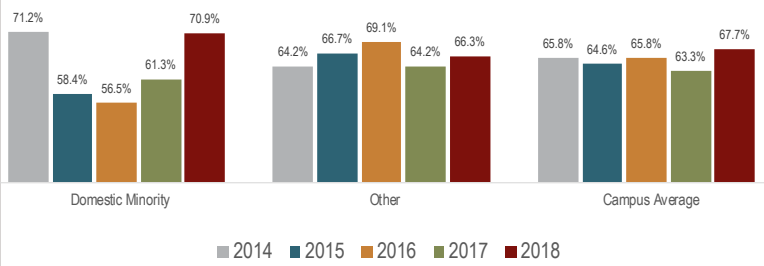
IU South Bend Tenured and Tenure Track Faculty

	2005	2018
African American	7	5
Native American	0	1
Hispanic	5	4
Asian/Pacific Islander	22	26
Total Faculty of Color	**34**	**36**
White	139	115

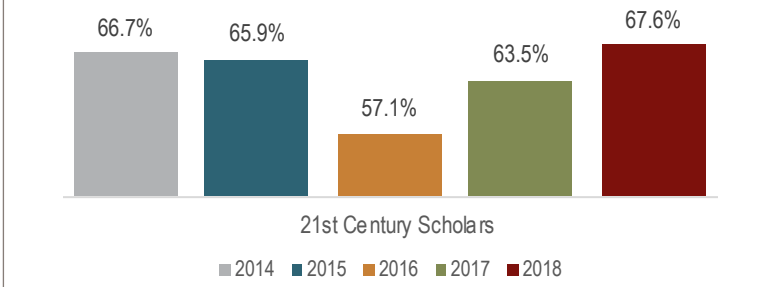
Growing Faculty Diversity

IU South Bend strives to provide experiences that enable students to flourish academically, personally, and professionally. Studies show that a diverse faculty can assist in this process. In particular, this diversity can positively impact retention rates among underrepresented student populations. Targeted training and new diversity-related programs have resulted in 36 minorities who now comprise the tenured and tenure track faculty as of 2018, up from 34 in 2005.

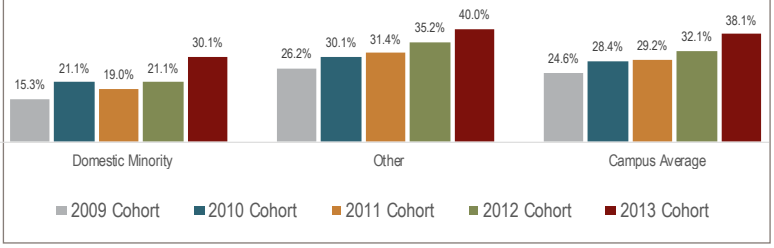
IU South Bend Minority Retention Rates



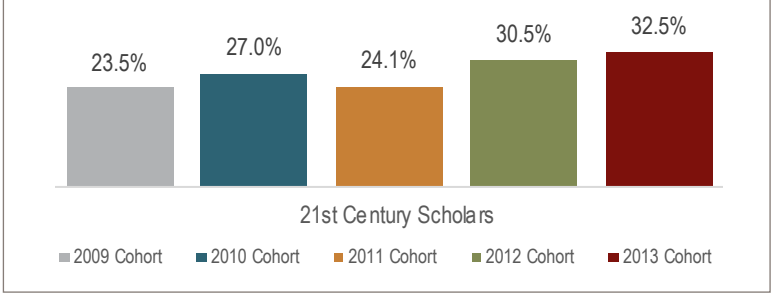
IU South Bend 21st Century Scholars Program Retention Rates



IU South Bend Minority 6-Year Graduation Rates



IU South Bend 21st Century Scholars Program Average 6-Year Graduation Rates



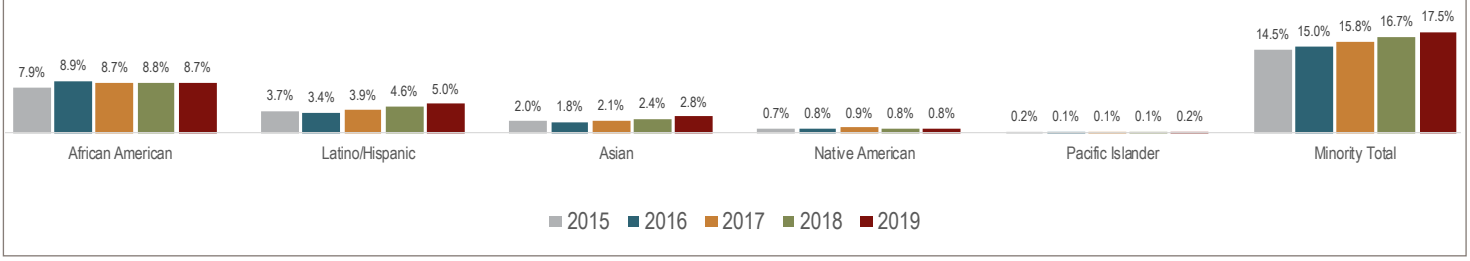
Spotlight on Success

Student success is the foundation of everything at IU South Bend. That is why the campus established the IU South Bend Academic Centers for Excellence (ACE) and the Titan Success Center (TSC), two efforts that allow students to develop the skills and strategies necessary for success in college and beyond. These efforts, as well as other support programs, have made important inroads in persistence rates at IU South Bend. In 2018, minority retention rates were 70.9 percent. This is a dramatic increase from 61.3 percent in 2017. Retention rates in IU South Bend's 21st Century Scholars were equally impressive: a record 67.6 percent in 2018.

You Can Do It

Students at IU South Bend are encouraged to believe in their potential. Through various academic support programs, mentoring, and leadership opportunities, IU South Bend works hard to keep students on the right path to earning their degree. This work is gaining momentum. The six-year minority graduation rate for the 2013 cohort increased to 30.1 percent, up from 21.1 percent in the prior year.

IU Southeast Enrollment of Minority Students



2019

IU Southeast Minority Enrollment

17.5%

Service Region Minority Population

13.6%†

† IU Southeast's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

We Are in This Together

Student demographics are continually changing. IU Southeast recognizes these new dimensions and has taken intentional steps to create programs and services that address the needs of today's students. This work is making headway to improve the enrollment of students traditionally underserved in higher education. In 2019, IU Southeast saw enrollment rates for underrepresented students reach 17.5 percent, which is significantly higher than the service region's population of 13.6 percent.

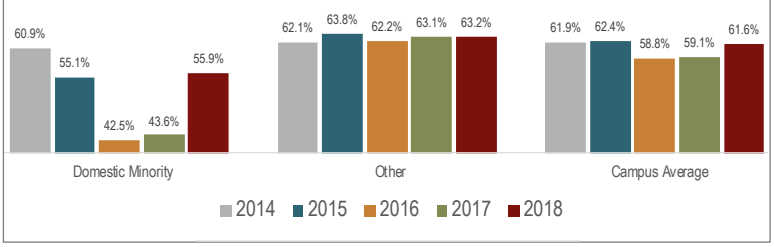
IU Southeast Tenured and Tenure Track Faculty

	2005	2018
African American	5	6
Native American	0	2
Hispanic	1	2
Asian/Pacific Islander	11	15
Total Faculty of Color	**17**	**25**
White	111	101

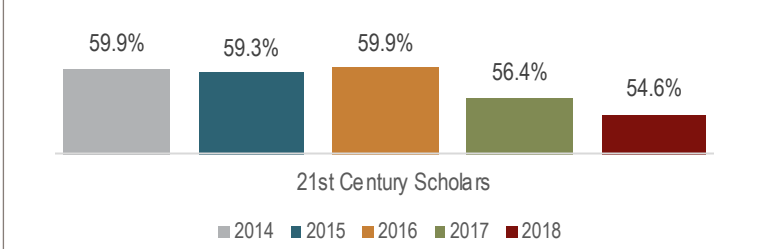
Faculty Diversity in the 21st Century

IU Southeast employs a very targeted approach to further the diversity of its faculty. An academic affairs diversity coordinator promotes various diversity efforts, working with International Programs and Women and Gender Studies, advocating research in diversity through faculty fellowships, and planning a triennial Diversity & Inclusivity symposium hosted at IU Southeast, and supporting other events, training, and cross-campus communications. From 2005 to 2018, IU Southeast has grown its underrepresented tenured and tenure track faculty from 17 to 25.

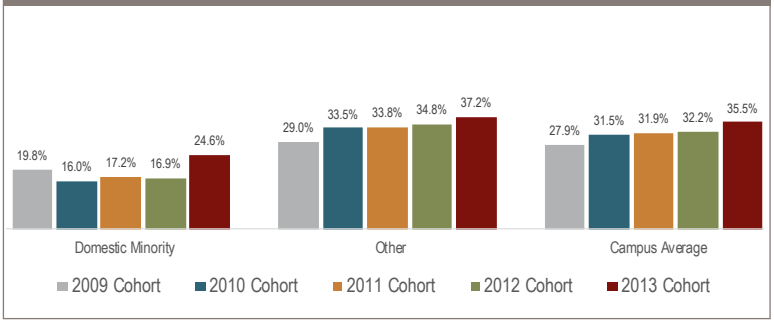
IU Southeast Minority Retention Rates



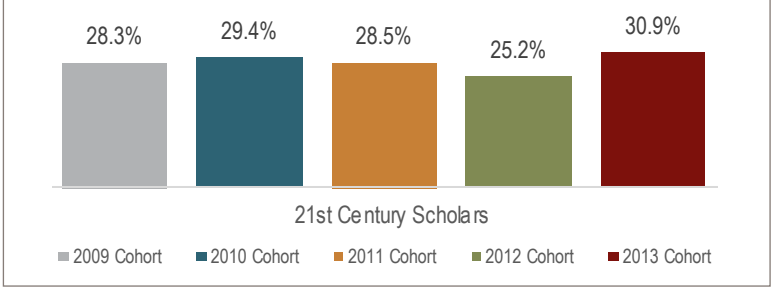
IU Southeast 21st Century Scholars Program Retention Rates



IU Southeast Minority 6-Year Graduation Rates



IU Southeast 21st Century Scholars Program Average 6-Year Graduation Rates



Every Student Matters

What keeps college students coming back to continue their studies? It's a question that leaders of IU Southeast continually ask themselves. There is no one answer. Improved retention rates are the result of many efforts, including supplemental instruction, scholarships, academic interventions, and cultural activities. First-generation and underserved students, in particular, often benefit the most from these kinds of supports. In 2018, minority retention rates at IU Southeast saw a dramatic improvement to 55.9 percent, an increase from 43.6 percent in 2017.

Moving the College Completion Needle

For many students, getting to college is only half the challenge. Completing their education and securing a degree or credential is the final leg of the journey. IU Southeast addresses the degree attainment challenge on multiple fronts. This includes pro-active advising that is integrated to support success during and after undergraduate study, as well as programs specifically designed for first-generation and underrepresented populations. These and other efforts boosted the six-year minority graduation rate for the 2013 cohort to 24.6 percent, a significant improvement from the 2012 cohort rate of 16.9 percent.

2019

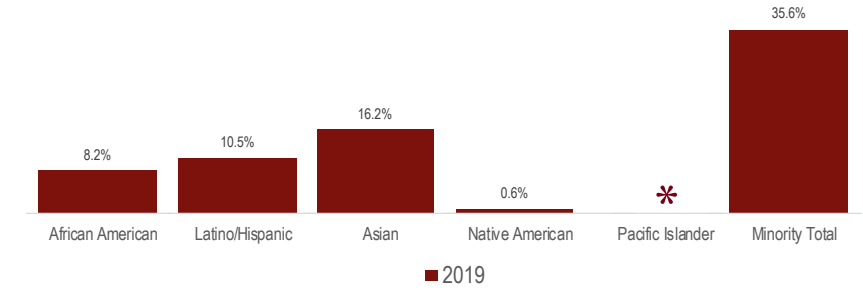
IU School of Medicine Minority Enrollment

35.6%

Service Region Minority Population

24.2%†

IU School of Medicine[1] Enrollment of Minority Students



† IU School of Medicine's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

* In order to protect student privacy, retention and graduation rates are not shown if there are 10 or fewer students in the initial cohort for any specific category or subcategory.

1 Includes IU School of Medicine and graduate School of Medicine students.

IU School of Medicine Tenured and Tenure Track Faculty

	2018
African American	10
Native American	1
Hispanic	17
Asian/Pacific Islander	112
Total Faculty of Color	**140**
White	369

Bridging the Diversity Gap

A diverse medical and scientific workforce is essential to addressing the rapidly changing demographics of today's communities. The Indiana University School of Medicine has embarked on a number of efforts focusing on the racial, ethnic, and gender disparities that exist in the field of medicine. These initiatives are designed to build a pipeline of talented and diverse healthcare professionals and scientists from recruitment and retention programs to conferences and summer immersion experiences.

Inspiring Choices

In his book, *Black Man in a White Coat,* Damon Tweedy examines the complex ways in which both Black doctors and patients must navigate the difficult and often contradictory terrain of race and medicine. As Tweedy transforms from student to practicing physician, he discovers how often race influences his encounters with patients.

Tweedy's story illustrates the challenges facing many Black and Hispanic students who pursue a career in the medical profession today. Despite some progress, people of color continue to be underrepresented. According to 2018 figures from the Association of American Medical Colleges (AAMC), White doctors make up 56 percent of the physician workforce, with Asian doctors at 17 percent. Just under 6 percent are Hispanic doctors. By comparison, 5 percent are Black doctors.

And the disparity matters. Research shows that Black patients have better outcomes when they see Black physicians.

As part of its diversity and equity work, Indiana University is trying to impact the existing racial imbalances in the healthcare workforce.

Fostering the Next Generation of Minority Scientists

A student-focused initiative is underway at IUPUI that aims to change the face of neuroscience research. Literally.

The lack of diversity in neuroscience graduate programs and advanced positions is a substantial challenge. Few minorities and females are established in those programs and positions, and there is an equally low percentage of underrepresented undergraduate students preparing to study neuroscience.

Three School of Science faculty members and an assistant dean in the IUPUI Graduate Office have set out to change this reality, landing a $1.2 million National Institutes of Health grant to fund the Neuroscience Experience and Undergraduate Research Opportunities (NEUROP) program at IUPUI.

Specifically, NEUROP will increase exposure of undergraduate underrepresented minority students to neuroscience research and enhance opportunities for underrepresented graduate students to cutting-edge research and professional skills training. The goal, according to the program's creators, is to foster the next generation of minority scientists.

Launched this fall, NEUROP reaches out to undergraduates with a bridge program and a first-year science seminar that introduces students to neuroscience. The program also provides paid research opportunities, making it possible for students to conduct research in lieu of a paid job off-campus.

Prescribe It Forward

It all started with a tweet on April 20, 2020.

Jordan Saunders, a second-year medical student at the Indiana University School of Medicine, posted a message offering to help underrepresented students with the application process to medical school. Because of COVID-19, many students at the IU School of Medicine and around the country had been pulled out of their clinical rotations and were searching for ways to use their time to help others.

The response to Saunders' tweet was immediate, garnering 69 retweets, 300 likes, and more than 40 direct messages. A few days later, Aaron Gilani, a third-year IU School of Medicine student, reached out to Saunders with an idea.

Within 24 hours, Gilani drafted an entire website that outlined a national mentoring program. Over the next month, with help from Saunders and two other IU School of Medicine students, Alexandra Jostes and Eric Galante, "Prescribe It Forward" was born.

Prescribe It Forward aims to help medical school students envision themselves as future doctors. As part of this work, the program provides free mentorship and other support for medical school applicants who need guidance as they embark on the journey to becoming medical students. The group's primary focus is to serve students who are underrepresented in medicine, including underrepresented minorities, first-generation, LGBTQIA+, and other disadvantaged applicants.

Within two months, Prescribe It Forward had recruited 515 mentors across 39 states and connected them with 575-plus students.

"We are trying to change the culture behind medical school admissions and create a culture of inclusivity that doesn't focus on quantitative metrics. Our vision is to provide a one-stop-shop for mentorship in medicine that is free forever," says Gilani, who now serves as executive director of the organization.

Equity for All

As one of the nation's leading research universities, IU Bloomington not only values the multiple perspectives that diversity adds to the learning environment, it depends on diversity to achieve excellence in research and innovation.

This commitment to diversity has not gone unnoticed. In 2019, IU Bloomington was again recognized by *INSIGHT Into Diversity* magazine with the Higher Education Excellence in Diversity (HEED) Award. In addition to winning the HEED Award for the fifth consecutive year, IU Bloomington earned *INSIGHT Into Diversity's* highest distinction, the Diversity Champion Award. This recognition is typically awarded to only a handful of colleges and universities around the nation each year. It is the fourth year IU Bloomington has received the honor.

As noted by the magazine, numerous diversity-related efforts were responsible for IU Bloomington's recognition. These include the 21st Century Scholars Pre-College Academy, which provides resources and vital information about the 21st Century Scholarship to pre-college families across the state; the "Getting You into IU" program, a multi-day recruitment effort that brings underrepresented and minority prospective Ph.D. and M.F.A. applicants to IU Bloomington to learn about various programs; hiring workshops that help search committees identify and block unconscious bias so that they are better able to attract diverse applicant pools using evidence-based best practices; and building relationships with student leaders and organizations around campus climate.

An Eye to a More Diverse Future

IU Bloomington is indeed becoming more diverse each year, the result of both large-scale demographic changes in Indiana and institutional efforts to recruit, support, and graduate more first-generation and underrepresented students. IU Bloomington successfully increased its minority enrollment growth to 24.7 percent in 2019, which is above the service region minority population of 24.2 percent.

"IU Bloomington values the educational benefit of diversity in the learning environment, and we are pleased that the student body continues to become more diverse. The 2019 incoming class included 1,450 underrepresented students. IU Bloomington has seen this number increase by more than 50 percent since 2013," notes David B. Johnson, vice provost for enrollment management.

A diverse college faculty is a vital part of the work at IU Bloomington to improve the education trajectory for underserved students. Since 2017, each school on the IU Bloomington campus has undertaken diversity planning specific to its unit. The college and the schools have developed diversity plans that serve as strategic roadmaps for achieving greater diversity, equity, and inclusion. The plans incorporate a mission statement, best practices for recruitment and retention, and measures of accountability. As "living documents," these plans are designed to be revisited and updated as contexts, needs, and priorities evolve.

Campus investments like this have been instrumental in growing the number of minority tenured and tenure track faculty members at IU Bloomington from 191 in 2005 to 305 in 2018. This represents an increase of 60 percent.

Campus Connections

A diverse and inclusive campus climate creates a sense of belonging that, in turn, contributes to an individual's satisfaction, success, and retention. With this in mind, IU Bloomington supports events and programs that can bring community members together, advance the professional development of faculty, and engage individuals in networking and sharing experiences.

This year, 300-plus faculty participated in diversity celebrations cohosted by the Office of the Vice Provost for Diversity & Inclusion (OVPDI) and the College Office of Diversity and Inclusion. More than 150 faculty members attended OVPDI "Faculty Diversity Networking Luncheons" and 100-plus students took part in "Student Diversity Listening Luncheons" co-hosted by OVPDI and the Office of the Vice Provost for Student Affairs.

Looking toward the future, IU Bloomington recognizes that the work to embed diversity and equity into every corner of its campus community is an ongoing and continual process. We are indeed proud of our accomplishments to date, but we are even more excited by the opportunities that lie ahead.

Serving as Students 'Personal Driver'

Lisa Aguilar, an assistant professor of school psychology within the School of Education at Indiana University Bloomington, describes herself as an Indigenous scholar who spent her graduate and post-doctoral work working with tribal schools and Indigenous communities to create more culturally equitable schools.

Currently, much of her research focuses on Indigenous youth in schools and communities, multicultural competency training for graduate students and professionals, and academic interventions as a form of prevention and culturally responsive education.

"I feel like a lot of academics have a personal driver," Aguilar explains. "For me, it's my siblings—where I am vs. where they are. One of my brothers didn't graduate high school. Another one did and went to college for a year before deciding it wasn't for him. From them, I know that college is not for everyone; trade schools are not for everyone. And I want to help students as early as possible identify postsecondary aspirations that will benefit our communities and ourselves."

As part of her work, Aguilar hopes to create a multisite training program to provide training to students within the context of different tribal schools and communities. The goal of the effort is to attract Indigenous students to IU, help them pursue advanced degrees, obtain culturally responsive training, and take those skills back to their home communities.

Before IU, Aguilar worked with a small tribal school in Alaska as a school psychologist. Her plan was to gain experience before returning to a more research-focused mindset. However, the opportunity to work at IU was one she could not pass up.

"I'm new, just starting August 1," Aguilar says. "But IU has already been very supportive."

Needing Black, Indigenous, Person of Color faculty members, the School of Education brought Aguilar into the IU family as a strategic hire. Prominent members in her field of study, plus the school psychology program's commitment to social justice and diversity, became a deciding factor in her calling IU Bloomington home.

"When my partner and I were moving to Indiana, we were a little apprehensive. But after researching Bloomington and seeing IU's commitment to diversity, it put us at ease," she says.

Diversity Is in Our DNA

Now more than ever, improving access and support for students who face unique challenges in their pursuit of higher education is taking center stage at Indiana University-Purdue University Indianapolis (IUPUI). For some students, the pathway to higher education has never been without barriers. Trying to break through those barriers in the middle of a pandemic can seem like an almost insurmountable task.

With targeted approaches to improving college access and innovative efforts to create more inclusive practices, IUPUI is finding new ways to support students, celebrate differences, and ensure progress to a degree or credential.

One of these initiatives came to life following this summer's protests for racial justice. Specifically, IUPUI Chancellor Nasser Paydar called for the formation of the IUPUI Action Committee to develop additional initiatives to enhance the university's anti-racism programs. Comprised of students, staff, faculty, and administrators, the committee recommended multi-pronged, long-term initiatives that enable change, adaptation, and growth over time.

The initiatives themselves focus on acknowledging IUPUI's historical legacy; anti-racist hiring; recruitment, retention, and academic practices; education and training for staff, faculty, and administrators; engaging the IUPUI campus and Indianapolis communities; student and community education; and more. Some of these efforts have already started; others will begin soon, and some will require additional preparation.

Freedom Schools

Community partnerships are essential to IUPUI's work to promote diversity and equity. One of these efforts is the IUPUI Freedom School.

In partnership with Indianapolis Public Schools, the Freedom School aims to help children at Ernie Pyle Elementary (IPS School 90) excel and believe in their ability to make a difference within themselves and their families, schools, and communities. Specifically, for six weeks in the summer, 50 elementary students begin each day interacting with "Servant Leader Interns" (SLIs) from the IUPUI School of Education. Students read books that reflect their life experiences, discuss social issues and, most important, discover the joy of learning because it is relevant to them.

IUPUI students benefit, as well. They garner firsthand experience in community engagement and learn what it is like to teach social justice and anti-racist issues to younger students.

IUPUI's Freedom School was first established in 2018 at George Buck Elementary (IPS School 94) in partnership with Indianapolis Public Schools under the direction of Tambra Jackson, associate professor and interim dean of the School of Education, and Leslie Etienne, Freedom School project director, visiting professor, and interim director of the Africana Studies Program.

The program moved to the Ernie Pyle School in 2019, where it was held in summer 2020.

A Community Conversation

For more than 50 years, the IUPUI campus has called Indiana Avenue—the historic center of Indianapolis's African American culture—home. This year, a new play called *The Price of Progress* by IUPUI's Vernon A. Williams honors this important legacy and the rich history along historic Indiana Avenue.

Initially conceived as a way to commemorate IUPUI's 50th anniversary, the play's continual performances have allowed it to become a means for the campus and the community to engage in meaningful conversation about their past, present, and future.

"It was an educational process for everyone involved, from the actors to the dancers to the writers to the tech people," says Williams, who works as a communication and community engagement strategist for IUPUI. "When you go to this play, you literally have a two-hour crash course on what Indiana Avenue was all about."

The two-hour, two-act show begins with the 19th-century origins of the Indiana Avenue neighborhood. It moves through several decades with music and dance from each era, as well as photographic stills and video. The second act explores the 50-year evolution of IUPUI.

The Price of Progress premiered at the IUPUI Campus Center Theater in March and was staged again in October as the Indy Fringe Onyx Festival's headline show.

Inclusion for All

IUPUI continues to work diligently to be the kind of university where people from all backgrounds are valued and celebrated. The past year, in which we witnessed countless protests in the aftermath of the murder of George Floyd plus the impact of COVID-19 on African Americans and Latinos, reminds us once again why our mission of community for all is so relevant and vital.

IUPUI's diversity efforts were again recognized by *INSIGHT Into Diversity* magazine with a HEED Award. Notably, IUPUI is one of only a few universities in the country to be recognized with this honor each year since it was established in 2012.

Numerous efforts were responsible for IUPUI's inclusion among this year's HEED recipients, including:

The White Racial Literacy Program. This effort, which began in the 2018-2019 academic year, provides an educational environment and reflective opportunity for White people within the IUPUI community to unpack misconceptions and misinformation about structural racism. Often, racist acts and thoughts are fueled by stereotypes, implicit bias, and lack of knowledge. This project aims to enhance the racial literacy knowledge of participants and help them realize that racial equity efforts should and must include all individuals.

The Diversity Lecture Series. Free lectures with prominent speakers and thought leaders offer students, faculty, and the Indianapolis community unique learning opportunities and critical conversations on anti-racism, equity, and diversity.

The Annual Tunnel of Oppression. IUPUI is in its eighth year of bringing this award-winning program to campus. The effort includes powerful, raw stories designed to shed light on important topics and current events surrounding injustices and oppression.

While this academic year has indeed been an unprecedented and challenging one, it also has redefined the concept of teaching and learning. More important, it has revealed the depth and power of a shared commitment to helping students succeed. Moving forward, IUPUI embraces this belief and the spirit of this campus as we strive to make it a better place for everyone.

Part of Something Bigger

Khalilah Shabazz, assistant vice chancellor for student diversity, equity, and inclusion at IUPUI, often refers to herself as the undergraduate who never left campus.

"I went to school at IUPUI and got my bachelor's degree in psychology," Shabazz says. "After I graduated, I came back in six months as a scholarship coordinator and was later promoted to the assistant director of the scholarship office."

In that position, Shabazz helped underrepresented, first-generation, and low-income students secure financial and academic support. It was during this time that Shabazz discovered a passion for the retention side of her work. As she continued to move into different positions at IUPUI, she made sure that students of color found a sense of community through diversity education, workshops, and similar programs.

Today, as assistant vice chancellor, Shabazz does this work on a much larger scale.

"I work with students as someone present and accessible to support their experiences," she says. "I also work with academic schools and programs to help them better understand students' experiences and how they can put action behind words to improve these students' lives."

According to Shabazz, her true connection with IUPUI began late in her junior year.

"I started school with a child, and I was worried that I wouldn't be able to have a traditional college experience," she says. "It wasn't until late in the second semester of my junior year that I realized how I could utilize the campus to support my journey."

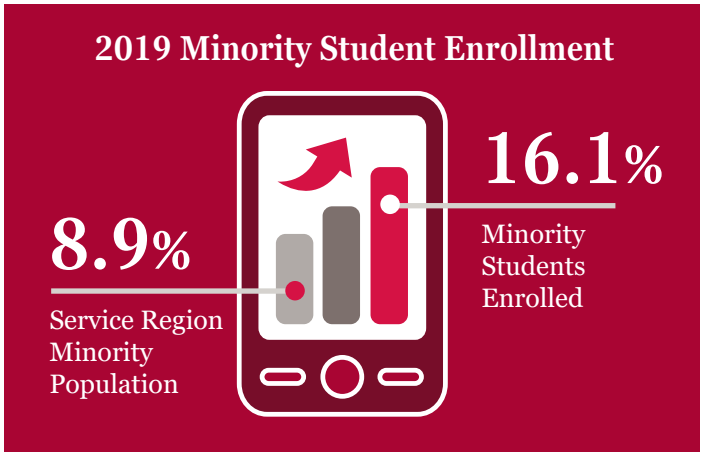
This realization was a pivotal moment for Shabazz—and it planted the seed on how she could best give back to the campus and students.

"I realized the vast resources this campus has, but how few students actually take advantage of those resources," Shabazz says. "I make it my priority to improve that reality and to ensure students who look like me know those opportunities can be for them."

A Promise Kept

The workforce of today—and tomorrow—will require employees who possess competencies typically associated with a college degree or credential. For many graduates and current workers, this may mean acquiring new training and skills. IU East continues to adapt to these changing workforce needs with programs and processes that provide opportunities and flexibility.

Students who attend IU East find a learning community that represents a myriad of student demographics. The institution has taken very deliberate actions to promote student success and diversity, with programming designed to keep students engaged and enthusiastic about their education. This emphasis has boosted the enrollment of underrepresented students for the entire campus, increasing it to 16.1 percent in 2019. This is well above the service region minority population of 8.9 percent.



Several high-impact supports are responsible for this improvement, as well as revamped programs that engage students in various stages throughout their college experience. This includes:

The Pre-Orientation Program. This program assists new students in their transition to IU East. Through a series of presentations and activities, students are introduced to integral support services and resources and given opportunities to network with fellow IU East students, faculty, staff, and alumni.

Mentoring Program. In a collaboration with Academic Affairs, this new mentoring program aims to connect new students with their peers and helps them develop positive strategies for excelling academically and personally through their undergraduate career and beyond.

Community Dialogues on Race. By partnering with community organizations, IU East will host a series of citywide dialogues on race relations. This initiative highlights the city's ongoing commitment to combating discrimination and strengthening understanding among residents.

Other equity highlights of 2019 include a revised admissions process at the IU East School of Nursing and Health Sciences. As a way to facilitate a more fair and neutral assignment of factors, the school's new holistic admissions will consider applicants' past experiences and personal attributes in addition to academic metrics in admissions decisions. These changes intend to develop a more diverse class—one that is uniquely suited for the challenges of becoming a nursing student today.

The first "Celebration of Women's Luncheon" also kicked off this year as part of the Women's History Month program. This now-annual event celebrates the accomplishments and contributions of women to society.

Lastly, a collaborative event with the National Association for the Advancement of Colored People (NAACP) called "Panel Discussion: Stories of Resistance, Persistence, and Empowerment from the Civil Rights Era" highlighted the activism of local community members during the Civil Rights Movement in Indiana and beyond.

Advocating Diversity and Social Justice

IU East is indeed making major strides in growing its diversity and advocating for social justice. Its active LGBTQS+ community was highlighted in the winter 2019 issue of the school's campus magazine, *Radius*. In addition to LGBTQS+ students sharing their personal stories, the magazine features Dr. Denise Bullock and Melissa Blankenship, who are married and longtime supporters of the LGBTQS+ community.

Diversity-related events and celebrations are a mainstay of the IU East culture. First awarded in 1992, the Chancellor's Medallion is the highest honor presented by the chancellor. Acknowledging individuals who give freely of their talents to promote human welfare and community well-being and serve as exemplary role models for students and alumni through their integrity, leadership, and commitment, Tom Williams received the 2019 Chancellor's Medallion in November.

Another IU East outstanding individual recognized this year includes first-generation college student Eric Mejia. In February, Mejia received the Richard J. Wood Student Community Commitment Award from Indiana Campus Compact. The award continues Dr. Wood's legacy as an advocate of students as "stewards to the community."

Driven by his faith and a desire to help others, Mejia credits the influence of "Corazon Latino" in his middle school years as helping to establish a foundation he still builds on today as a college student.

Mejia is active in the IU East Center for Service Learning, where he serves as the program coordinator for two tutoring programs—Indiana Kids and Math Counts. He also works as the treasurer for the Circle K International Club, a service group that partners with two Kiwanis Clubs in Richmond.

In his freshman year at IU East, Mejia traveled to various Richmond schools to help students with math and assist with 21st Century Scholars at IU East.

Mejia has worked with many other programs, including "IU East New Student Orientation and Amigos Summer Camp," service opportunities like "Bingo Night for Riley Hospital for Children," fundraisers LifeStream, the Home Fires Campaign with the Red Cross, and many more.

Wherever he goes, it's clear he will give it his all, says Ann Tobin, community liaison for the IU East Center. "Eric is motivated by being able to help people in the role of a mentor and leader and to helping them to overcome language barriers, discover their talents and skills, excel in their education, and make goals and plans for their futures."

Perseverance Pays Off

For Tara Hodson, a 30-year journey came to a bittersweet ending in May. After beginning her college journey in 1990, Hodson earned her bachelor's degree online from Indiana University East.

Hodson's college trajectory has been challenging. She prevailed, thanks in large part, to support from IU East.

"It wasn't possible for me to finish until I returned online," Hodson explains. "I made several attempts, but it was too challenging due to my hearing loss, work, and family demands. It's gratifying to finally finish what I started so long ago."

Before enrolling in IU East, Hodson entered college as an English major. For the next eight years, she was a part-time student. She welcomed her second child, a daughter, in 2003.

It would be another six years before Hodson officially returned to school, inspired by her son, Kaven, as he began his college journey. She enrolled at Ivy Tech Community

College, changed her major, and completed an associate of applied science in software development in 2017.

But Hodson wanted more—and IU East offered her that chance.

"IU East was the first campus willing to work with my complicated transcript," Hodson recalls.

She enrolled in IU East's online degree completion program in communication studies. The two-year program met Hodson's needs as a working parent, proving to be a better fit academically than a traditional, in-person classroom.

In 2019, Hodson served as a Summer Research Scholar. She chose her research project, "Successful Communication Strategies for the Hard of Hearing in the Workplace," because of her own hearing loss. Her research focused on strategies to increase workplace inclusion for hard-of-hearing/deaf employees.

Today, Hodson credits the faculty at IU East for her college success.

"They gave me the support I needed to develop confidence in my abilities to succeed academically," Hodson notes.

But Hodson isn't finished. She plans to pursue her master's degree online beginning in the fall of 2020.

"Friends and family questioned why I wanted to complete my degree after so many failed attempts. But it's worth it. It's never too late to accomplish your goals," she proudly says.

We're All in This Together

As IU Kokomo strives to build a campus environment that mirrors the diverse world in which we live, the institution continues to re-examine what it is doing—and what it can improve upon—to serve all students, faculty, staff, and others who call the Indiana campus home.

People from all backgrounds and nationalities shape IU Kokomo. The school has developed specific programs and initiatives designed to inspire and keep them motivated to address their varied educational needs.

This work has resulted in several milestones. IU Kokomo continues to see an increase in overall enrollment in both undergraduate and graduate programs. Enrollment of underrepresented students remains steady at approximately 15 percent. And the campus continues to attract a more diverse undergraduate student body through focused recruitment events within the service region, including special initiatives and programming for parents of low-income and underserved students.

Retention rates of students traditionally underrepresented in higher education have increased over the last year, thanks in part to an effort called "Success Coaches." These individuals work with first-year students, transfer students, returning adult students, students facing academic or personal challenges or any student who wants professional guidance and support. This assistance was instrumental in improvements associated with the 21st Century Scholars Program, which reached its highest retention rate in the past nine years of 64.4 percent in 2018. This is just above the overall campus average.

21st Century Scholars Program

64.4%

2018 Retention Rates
up from 55.3%
in 2017

The graduation rates of underrepresented students also increased slightly in 2019-2020. Again, greater utilization of Success Coaches and the intentional efforts on the part of faculty and deans to encourage current students to register and persist in the academic goals played a key role in this increase. Graduation rates for 21st Century Scholars increased by almost 13 percent in the last year.

Every Student Matters

Diversity and equity represent the cornerstone of IU Kokomo's work to serve students. From training and programming initiatives to scholarships to the creation of a multicultural center, leaders at IU Kokomo aim to cultivate a diverse, inclusive environment that supports equal access, participation, and representation on campus.

This diversity work has not gone unnoticed. The 2019 recipients of the Chancellor's Diversity Excellence Award include Kate Aguilar, coordinator for Student Life and Campus Diversity, and Dr. Rosalyn Davis, clinical associate professor in Psychology. Both women were recognized for promoting diversity, equity, and inclusion through training and programming initiatives on the Kokomo campus.

IU Kokomo's most recent diversity initiative is the creation of the Latinos Unidos: Hispanic Center. The center provides a safe zone for students—regardless of immigration status—to meet new friends, find resources for academic support, celebrate Latino culture, and more. J.R. Pico serves as director of the center, and Christine Taff is the associate director.

In addition to providing support, guidance, and mentoring to current IU Kokomo students, Pico and Taff also work with the Office of Admissions to coordinate recruitment events for prospective Hispanic/Latino students and their parents. Their efforts have resulted in a retention rate that is nearly five percent higher for first-year Hispanic/Latino students than the campus' overall first-year class.

Latinos Unidos is one part of the newly created Multicultural Center, which opened its doors in the fall of 2020. The campus also plans to add a Black Student Center and an LGBTQ+ Student Center as part of this initiative.

Additionally, the campus is launching the Diversity, Faculty, and Staff Affinity Group in the fall semester. The goal of the organization is to provide support and advocacy for its members, promote recruitment and retention of diverse faculty and staff, and offer educational and training opportunities.

"At IU Kokomo, we believe that academic excellence begins with a diverse community of faculty, staff, and students and an array of diverse courses, programs, and services. Together, we can step boldly into our region and make a difference," says IU Kokomo Chancellor Susan Sciame-Giesecke.

'We Take Diversity And Inclusion Very Seriously'

Rosalyn Davis and Kate Aguilar know the importance of diversity. They live and breathe it every day.

Davis is the clinical associate professor, faculty diversity liaison, and director of the Mental Health Counseling Program at IU Kokomo. Aguilar serves as the coordinator of Student Life and Campus Diversity, Diversity and Inclusion practitioner, and adjunct faculty. Both have spent their professional lives working with students of different racial and ethnic backgrounds.

Davis and Aguilar implement programming designed to address diversity-related issues and celebrate the different cultures of students, staff, and faculty.

"One of our initiatives is to roll out Safezone Training," Davis explains. "We've also presented a town hall called *"Community Conversations"* on the African American community that addresses matters of race, and we're getting ready to do others on voting and the LGBTQ+ and Hispanic community."

Because of COVID-19, many of these events are now virtual. But the spirit and commitment by Davis and Aguilar to create critical conversations about diversity, social justice, and equity continues to resonate with students, staff, and faculty.

"We have a responsibility to provide students with knowledge about diverse cultures and experiences, including their own. We also want to make them aware of their ability to take action and effect change," Aguilar notes.

Helping Students Flourish

IU Northwest is the result of growth and change that began in 1921 when the university offered its first formal classes in Lake County as part of a program sponsored by the Gary Public School System. Under various names and in various locations, the school has been meeting the higher education needs of northwest Indiana ever since.

Today, students who attend the IU Northwest campus come from all backgrounds and experiences. This diversity defines IU Northwest—and contributes to ensuring students, faculty, and staff with different perspectives and cultures come together to learn from one another.

Efforts to increase recruitment, retention, and graduation rates are at the heart of IU Northwest's work to promote a culture where students become engaged in their learning. From new student orientation to retention programs for underserved students, IU Northwest has created a campus environment that supports, guides, and ensures students meet and exceed their educational goals.

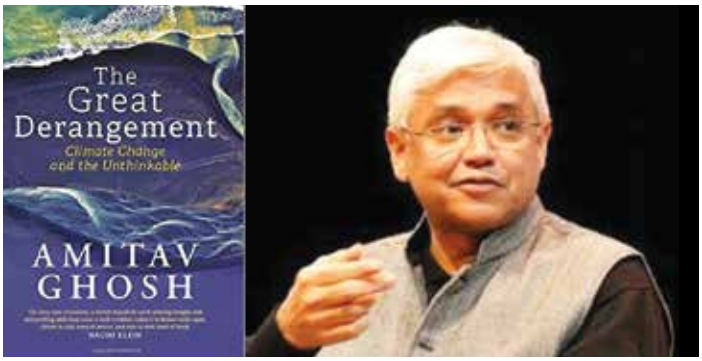
The numbers reflect this support. Retention rates for underserved students continue to thrive, with second-year figures for 21st Century Scholars climbing to 62.7 percent for the 2019 academic year. In addition, the TRIO program received funding for another five years, which will support campus efforts to provide academic advising, tutoring, academic skill-building workshops, financial literacy education, and scholarship and grant aid awards for qualified student participants.

Shared Experiences

When it comes to teaching and learning, IU Northwest believes students should be front and center. Collaboration is essential, and community involvement serves as an important teaching tool.

With this in mind, Indiana University Northwest's work in the community is deep and wide. For example, the *One Book, One Campus, One Community* reading program is intended to build an intellectual and social rapport among students, staff, faculty and community members through the collective experience of reading, thinking about, and discussing challenging ideas and themes about important social issues, especially those surrounding diversity.

This year's selected book, *The Great Derangement: Climate Change and the Unthinkable,* was particularly timely given the extreme nature of today's weather and the environmental changes taking place throughout the world. Written by acclaimed novelist Amitav Ghosh, the book shows that the history of the carbon economy is a



tangled global story with many contradictory and counterintuitive elements. For students, staff, and others, the reading project facilitates a shared learning experience—and one that invites important conversations across different fields of interest.

A Community of Diverse Learners

A "sense of belonging" is often used to describe what many students crave when it comes to college. For underserved and first-generation students, this is particularly critical in that they often face a lack of self-esteem, family support, and other challenges.

IU Northwest helps students find their place on campus through support, resources, and programming. Introduced to countless opportunities from day one, students thrive academically and learn about and celebrate diversity, equity, and multicultural affairs.

With a 2019 student body that is nearly 25 percent Hispanic (and more than 25 percent in fall 2020) and nearly 19 percent African American, IU Northwest is the most diverse of all Indiana University campuses. This year, IU Northwest announced the designation as a Hispanic-Serving Institution (HSI) by the U.S. Department of Education's Office of Postsecondary Education. It is the only public comprehensive institution of higher education in Indiana with this designation.

Because of this eligibility, IU Northwest will be able to apply for grants and other means of financial support to improve access and persistence for students who need it most.

Meeting Future Challenges

Student success is contingent on the dedication and innovativeness of faculty members committed to high-impact student learning. To that end, IU Northwest continued to make progress this year with new programs and new staff appointments.

In a first for the region, IU Northwest offers a new bachelor's degree program in neuroscience. The degree prepares students to attend professional schools, such as medical, dental, or pharmacy school, as well as graduate programs in neuroscience or biomedical sciences. For students who instead opt to enter the workforce upon graduation, this new program ensures they are ready for work in the life sciences and health science professions, including laboratory or medical technicians. Other possibilities include science writer, medical and health services manager, and sales and marketing professional.

Other "firsts" for the year involve the IU Northwest School of Business and Economics (AACSB). After an intense peer-review process, the AACSB received an extension of its AACSB International accreditation, a designation earned by only 5 percent of the world's schools offering business degrees at the bachelor's level or higher. This is the third time the AACSB has been reaccredited since its initial accreditation in 2005.

Additional highlights for this year include faculty honors. This year, 12 IU Northwest faculty members received summer fellowships within a number of disciplines to conduct research; 10 received Grant-in-Aid research awards; and nine received Trustee's Teaching awards for their academic scholarship and performance.

Finally, Ken Iwama became the new chancellor of the Indiana University Northwest campus. Iwama succeeded William J. Lowe, who served as IU Northwest chancellor for 10 years.

In accepting the position as the next chancellor of IU Northwest, Iwama called the campus "a special place."

"I look forward to focusing my indefatigable excitement and energy to fulfill the promise of higher education excellence and opportunity, which is a hallmark of the great regional campuses of Indiana University," Iwama said.

Growing and Becoming a Leader

Laila Nawab credits her time at IU Northwest for helping her become the person she is today.

Originally from northwest Indiana, Nawab graduated from high school in 2016 and looked for a college that was both close to home and where she could thrive academically. Although shy and hesitant during her freshman year, she found confidence by fully embracing IU Northwest and all it had to offer.

"The academic side of the school was always great for me," Nawab says. "The small classes and the one-on-one time and personal connections with my professors were amazing. But it wasn't until the second year that I started getting involved with all the different student organizations on campus. Rather than just commuting, it made my college experience a more authentic one."

Nawab majored in chemistry, with a minor in Spanish and math. Receiving multiple scholarships and grants, including a Best Freshman in Chemistry and Best Student in Physical Chemistry during her junior year, Nawab attributes these honors to her professors, who she says offered unconditional support throughout her education.

"They were great," Nawab says. "They answered any questions I had and helped make the process so much easier to understand. It allowed me to gain a lot of connections, plus countless opportunities."

Extracurriculars included joining the student alumni association and the Muslim Student Association before taking part in the student activities board. Nawab says she found enjoyment and fulfillment in various leadership positions and student government—both of which allowed her to gain confidence in her ability to lead. That

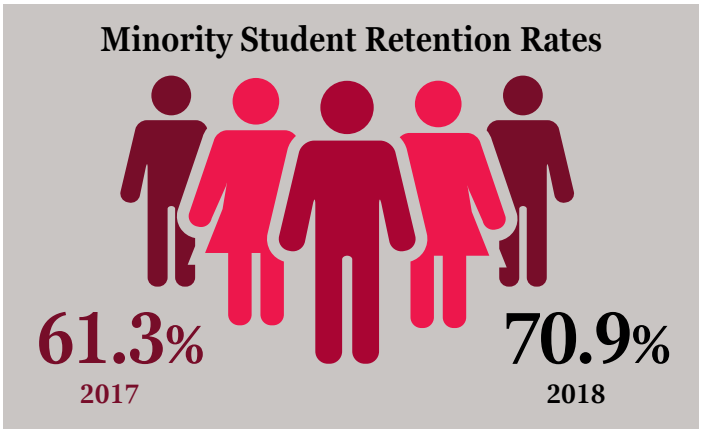
confidence inspired her to become president of the student government in her senior year.

"I was able to represent the school in so many different ways, both at the university and national levels for student government," Nawab notes. "Being a part of so many student organizations allowed me to grow and become more comfortable doing public speaking and being just more outgoing in general."

Partners in the Future

As the largest regional campus of Indiana University, IU South Bend's history is a mix of tradition and innovation. Indiana University first began teaching classes in South Bend in 1916 at Central High School located downtown. Since then, every decade has seen growth in the student body and new facilities, including student housing.

Today, more than 5,000 students attend IU South Bend and can choose from nearly 100 undergraduate and 20 graduate degree programs. Part of the school's growth can be attributed to its intentional focus on diversity and student success. This emphasis has translated into new academic programs, efforts to assist underserved students, emergency financial aid, and more. This support is paying off. In 2018, minority retention rates were 70.9 percent, an increase from 61.3 percent in 2017.



Indeed, when it comes to helping underrepresented students reach their college goals, IU South Bend is a proud partner. The campus achieved new milestones in 2019, with a record minority enrollment of 29.7 percent. This outpaced the service region minority population total of 24.8 percent.

Moreover, the incoming class for this fall semester saw a record number of Hispanic students and a record high retention rate of last year's beginning class.

Enrollment of Hispanic students in the incoming class increased seven percent over last year as the campus welcomed 191 Hispanic students to campus. This was 22 percent of the entire beginning class and a new record.

Minority graduation rates, too, saw record highs in the 2019-2020 academic year. The six-year minority graduation rate for the 2013 cohort increased to 30.1 percent, up from 21.1 percent in the prior year.

"These positive and record-breaking trends in our enrollment signal the continued interest and impact of IU South Bend in the Michiana region," notes Chancellor Susan Elrod. "We know that our high-quality programs have the power to transform lives by allowing students to study where they work and live, and to do so at an affordable price."

Creating Community Catalysts

As a regional public university, Indiana University South Bend's student population largely comes from the local community. Students at IU South Bend see themselves as catalysts for positive change.

Amber Owens, a junior majoring in biology, is one of those students—and actively using her voice to stand up for what's just and right.

"Nothing has really changed with me being a college student in the current climate of fighting against racial inequality because this has always been my life," explains Owens. "What has changed compared to my younger self is now I have learned to use my voice and stand up for what I believe in."

Owens is a Research Scholar in the Louis Stokes Alliances for Minority Participation (LSAMP) program at IU South Bend. Provided by the National Science Foundation (NSF), the program is dedicated to diversifying the science, technology, engineering, and mathematics (STEM) workforce, a field in which minority populations are historically underrepresented. Owens plans to further her education to help others by becoming a medical professional. After she earns her biology undergraduate degree, she says graduate school is in her future.

"I am just not sure what part of medicine I want to work in, but I am looking at careers such as a nurse practitioner or physician assistant," says Owens.

In the meantime, Owens has big goals. She hopes to achieve all As this fall despite some of her classes being online. She also wants to get more involved on campus if conditions surrounding COVID-19 improve. However, one thing is certain. Owens says she will remain dedicated to her activism and make a difference.

"I have a voice and I can make a change. I strongly believe that Black lives matter and will continue to fight against inequality," she proudly says.

Civil Rights Heritage Center

In June, IU South Bend's Civil Rights Heritage Center received a highly competitive federal grant of approximately $50,000 from the Institute of Museum and Library Services. The funding will support the transformation of the center's existing African American Landmark Tour using 20 historically significant landmarks to help reveal to the public a complete picture of the African American historical narrative in the Midwest.

"Ten years ago, one of the Civil Rights Heritage Center's greatest accomplishments was saving and widely sharing the history of the building we operate out of and now own—a formerly segregated South Bend swimming pool," says CRHC director Dr. Darryl Heller.

"Now, we can elevate more places rich with the history of the African American experience in our city and share the stories of those places with today's generation."

Under Heller's leadership, the project will integrate archival materials from CRHC collections into the tour and add technology to facilitate public discourse. A team of CRHC staff, faculty, and students will also add a participatory "Join The Conversation" feature, allowing visitors to respond to relevant topics embedded within the landmarks' history via social media.

The project aims to rebuild a more deeply engaging and accessible tour that turns the city into a living history museum for lifelong learning.

A Voice for the Voiceless

In April 2015, Nancy "Estephanie" Magana lost her best friend to a violent crime. She chose to honor her memory by returning to school and re-enrolling at IU South Bend in 2015.

Magana has since earned her bachelor's degree, as well as a Certificate in Paralegal Studies. She will receive her Certificate in International Studies in August of 2021.

After losing her friend to violence, Magana's career aspirations changed from architecture to law. She took it upon herself to help her community by interning at places that would positively change people's lives and involve the legal system. Her experience culminated in a desire to become a criminal and immigration attorney, seek justice for victims of violence, and provide a better life for immigrants.

Magana works hard and sets high expectations for herself, both academically and personally. During the final two years of college, Magana completed a six-credit hour internship with the city of South Bend in the office of former mayor Pete Buttigieg. In spring 2019, she participated in an internship with the Family Justice Center and later as a paralegal with Attorney Cecilia Lopez of the Monterrosa Law Group.

Two years ago, Magana accepted the role of vice president for the Latino Student Union and joined the National Society of Leadership and Success. She also co-led a new program within the Psychology Department that assists first-year psychology majors in successfully transitioning, both academically and socially, into college.

Magana served as a member of the Honors Program on campus and was inducted into the National Society of Leadership & Success. She is currently chief justice for the Student Government Association.

"I believe in fighting for what I want and, in this case, it was obtaining a higher education," Magana notes.

Building College Pathways

The face of today's college student is changing. Today's learners are increasingly diverse and come from every type of socioeconomic background, race, culture, and religion. They are working parents. Some are returning to school to finish the degree or credential they first started years or decades ago. They are often older and attend classes part time. And some combine college with the responsibilities of caring for a family.

IU Southeast is well acquainted with today's students—and has developed a number of initiatives designed for their unique learning needs. One of these efforts is Fresh Start.

Fresh Start helps so-called "comebackers"—returning college students—get back on track, preserve their credits, and earn their degree.

"Fresh Start puts students resuming their studies at IU Southeast—from any IU campus—on the same GPA footing as transfer students," says Jay McTyier, IU Southeast registrar. "As circumstances change, IU Southeast believes that nothing should stand in the way of a student seeking a degree, especially a student who has the determination to earn that degree."

Committed Faculty

Student success requires caring and conscientious professors and staff. This support is all the more enhanced when students can identify with people who look like them. To that end, IU Southeast continues to make strides in enhancing the diversity of its faculty and staff. This spring, James Joseph "Joey" Wilkerson joined IU Southeast as the new director of Staff Equity and Diversity and Title IX Deputy, succeeding Darlene Posey Young.

Wilkerson's arrival coincided with the closure of the campus due to COVID-19, but the IU Southeast community soon came to know him through a virtual town hall held on June 4. During the gathering, Wilkerson discussed the state of equity and diversity on campus, offered personal experiences and heartfelt insights, and shared resources to help people become more informed and engaged.

"I want IU Southeast to be known as a university that does diversity RIGHT," says Wilkerson. "I believe that starts at the top. We must see a diverse staff and faculty. That environment will attract a diverse student body. I want the idea of 'I feel welcomed, valued, and supported' to be a phrase that students say when they discuss IU Southeast as a college they wish to attend."

This commitment to diversity and inclusion is evident throughout the IU Southeast campus community—from creating equity-related initiatives on campus to outside acknowledgment for its diversity work. This year, Professor Donna Albrecht was awarded the 2020 Chancellor's Diversity Award as recognition for her efforts to build community and strengthen diversity awareness on the IU Southeast campus. These initiatives included the "Listening to Communities" events, the "Family Engagement Summit," and the "STEM Institute for Teachers of English Language Learners."

Other diversity-related initiatives include the appointment of Professor Sau Hou Chang from the School of Education to faculty diversity and inclusivity coordinator.

Hou Chang joined Indiana University Southeast in 2007 and became a professor of education in 2018. In her new role, she will direct activities of the Academy for Diversity and Inclusive Education (ADIE); facilitate communications among faculty on matters of diversity and inclusiveness; and create, promote, and assist other units or programs with initiatives to foster a diverse and inclusive campus.

An Anti-Racist, Globally Focused Campus

In October, as part of the Common Experience series, IU Southeast welcomed LGBTQ+ rights activist Judy Shepard to campus for a lecture on human rights. Shepard's son, Matthew, was tortured and murdered in 1998 because of his sexuality. Today, Shepard fights for equality with projects highlighting tolerance and social justice.

Other notable events this year included January's internship initiative for people with physical disabilities. The event represented the first collaboration between IU Southeast and the

Gregory S. Fehribach Center at the Eskenazi Health Foundation in Indianapolis, where students were placed in full-time, paid internships in positions correlating with their academic majors.

Also, this year was the 21st annual *Indiana Latinx Leadership Conference* on February 29. This year marked the first time for IU Southeast to host the conference. Chancellor Ray Wallace welcomed 226 attendees representing 16 counties in Indiana and two in Kentucky. Enrollment in the conference has increased by nearly 65 percent in the past decade.

In other developments, IU Southeast has been selected as one of 10 institutions to participate in the "Global Civic Literacy initiative." Designed to help students increase their knowledge of today's increasingly global society and how it influences the lives of everyday citizens, the project is a collaboration of the American Association of State Colleges and Universities (AASCU) and the Council on Foreign Relations, whose World101 multimedia resource library provides the framework for the initiative. Over the next year, faculty and student affairs staff members from each institution will work together to develop campus curricular and co-curricular activities that utilize World101 to build global-civic literacy.

Finally, Assistant Professor Sureen Asim founded the Muslim Student Association (MSA). The association held its inaugural meeting in November. The idea for the MSA began when Asim noticed an increase in students seeking a place on the IU Southeast campus for Muslims to pray and gather together. Asmi hopes the new association serves to raise awareness for Muslim students while addressing their social and religious needs.

Knowledge Is Power

Jennifer Ortiz likes to define herself as a scholar-activist or a "scholarvist."

"A scholarvist is very prominent among Black academics—particularly within the Black feminist circles," says Ortiz, an assistant professor of criminology and criminal justice at IU Southeast.

"The word responds to the idea of academics living in their ivory towers, disconnected from the people they study and who need our help the most. I see being a scholarvist as breaking down that wall between academia and people—and using knowledge and power to help."

Ortiz adopted the term scholarvist during her Ph.D. program but worked within these ideals before hearing the word. In addition to working as president of the New Albany Indiana Human Rights Commission, Ortiz's work involves the study of punishment within the criminal justice system, from trial to reentry.

"Because I had these letters behind my name, people reacted to my opinion differently," Ortiz explains. "I decided that if I've got the power, I'm going to use it to help those who are least able to help themselves. I believe in representing—or at least helping—the most marginalized among us."

Ortiz was responsible for bringing the the *Indiana Latinx Leadership Conference* to IUS. "We have almost 250 Latinx students who don't have a place on campus," Ortiz notes. "We don't have a La Casa or Latinx cultural center at IUS. But having the *Lantix Conference* meant a lot to them."

This scholarvist approach also influences her work at IUS. Over the summer, Ortiz revamped her classes so that 25 percent of the courses focused on issues of diversity and race. She also conducted implicit bias and diversity training for new faculty.

"I decided to feature race and inequality more prominently in my courses in direct response to the current social climate in our society," Ortiz says. "It's important to bring social issues into the classroom and to help mold students into better citizens."

Broadening the Definition of Diversity

George Floyd's last moments of life at the hands of Minneapolis police sparked outrage and protests across the country, including in Indianapolis and Bloomington.

Indiana University has made important strides to enhance efforts related to social justice, diversity, and inclusion. In just over a decade, the size of IU's minority student body has nearly doubled to now mirror the racial composition of the state of Indiana

But more work and more action must be done. And one area of concentration includes expanding the diversity and inclusion training within the IU Police Department (IUPD).

To that end, Wayne James holds a new position in the IUPD—assistant vice president and deputy superintendent for law enforcement operations, diversity, and community engagement. Since 2019, James has served as deputy superintendent for regional law enforcement and IUPD's first chief diversity officer.

In his new role, James will oversee the police chiefs on all seven IU campuses, broadening the focus on diversity and inclusion within IUPD and strengthening IUPD's connection to the larger campus community on issues of social justice and equity.

Says John Applegate, IU executive vice president for university academic affairs: "This change allows the IUPD to collaborate even more closely with OVPDEMA. IUPD aims to be a model of a progressive, inclusive law enforcement agency, and Wayne James' stronger connection to OVPDEMA enhances our ability to fulfill that mission."

James will also coordinate IUPD's outreach with the entire university, enhancing partnerships with all of the diverse communities served by IUPD.

Throughout his tenure at the IUPD, James has brought a strong commitment to diversity and progressive training and tactics in law enforcement. He led IUPD's 2018 de-escalation and training commission to revamp officers' training, adding cutting-edge training modules in implicit bias awareness, de-escalation, mental health first aid, and procedural justice.

Putting Words Into Action

IUPD's De-escalation and Training Commission, created in 2017, issued its final report in October 2019 with significant progress made in putting many of the recommendations outlined in place. Specifically, IUPD trainers attended *Police Executive Research Forum (PERF) Integrating Communications, Assessment, and Tactics (ICAT)* training to become qualified instructors on decision-making, crisis recognition and response, tactical communications and negotiations, and operational safety tactics.

The IU Police Academy curriculum also is being adjusted to incorporate *ICAT* and annual in-service training for all IUPD officers. In addition, IUPD personnel participated in a national symposium hosted by *PERF* in January to learn more about effective communications, de-escalation, and best practices from peer campus law enforcement agencies on de-escalation training.

In other developments this year, every sworn officer of the IUPD now has a new skill: mental health first aid training. Specifically, all officers are now required to take a course in mental health first aid, which helps them address volatile situations with someone who may be having a mental health crisis. New training for IU Police Academy recruits and full-time officers also is helping them peacefully diffuse situations with someone who may be upset and uncooperative.

New Community Connections

This year also saw the creation of the Police Chief Community Advisory Board. Designed to serve as a resource and connection between the IUPD and the community, the board includes students, faculty, staff, and others representing student organizations, cultural centers, and community members with diverse backgrounds.

More than being a resource to enhance public safety, the new board aims to build a bridge of understanding and trust so that board members can effectively represent the campus community needs to the IUPD.

Another milestone took place in August this year with the 47th class of the IU Cadet Officer Program and the graduation of 45 new officers following training during the coronavirus pandemic.

The cadet program, which began in 1972, is a two-year program that allows IU students to become part-time police officers for IUPD. Students apply to be a cadet in their sophomore year, work as a cadet their junior year with no legal authority, then go through IUPA the summer before their senior year.

A Lasting Imprint

As a third-year law student at the McKinney School of Law at IUPUI, Molly Connor strives to make sure that what she does has staying power. Connor is an Indiana University student trustee, appointed by Gov. Holcomb in 2019; her goal is to ensure student advocacy remains sustainable long after students leave IU.

"Advocacy takes several years to be sustainable," Connor says. "When you think about an institution like IU, students—who are usually here four to five years—are a small blip in comparison. So I want to make sure that anything I work on has legs."

Recently, Connor worked with Assistant Vice President and Deputy Superintendent for Regional Law Enforcement Operations, Diversity and Community Engagement Officer Wayne James on student advocacy within the Indiana University Policy Department (IUPD).

"After the murders of George Floyd and Breonna Taylor Wayne, James and I connected. During our conversations, we talked about how changes at IUPD should be done from an institutional level, instead of a campus level, for consistency and transparency across the entire Indiana University system."

Those conversations have led to the start of meaningful change. Many of the new student positions created—including an IUPD student liaison who will communicate student needs and concerns to the IUPD—will be available on each campus. Additionally, Community Advisor Boards will be established and comprised of student leaders, culture center directors, staff, and community members. According to Connor, these boards will act similarly to civilian advisor boards found in many cities and serve as a community forum between the community and the IUPD.

"I have been in the IU system for six years," Connor notes. "In my role as student trustee, I am tasked with understanding the university from a 50,000-foot view. Any challenge that I undertake is viewed from the lens of making my impact felt for IU students who will arrive on campus long after I'm gone."

Partners for Progress

Collaboration is key to positive change. This became more apparent than ever following events this year of racial unrest and a global pandemic. To address these and many other issues, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) works in collaboration with numerous campus partners and community organizations on efforts to improve diversity, equity, and social justice and to create campus environments that support and embrace everyone. Below are just a few highlights from the past year.

Indiana University Bicentennial

One thousand four hundred and fifty projects. Sixty-six months of planning, implementation, and execution. Eight priorities. One university.

The numbers illustrate the enormous scale of Indiana University's Bicentennial Strategic Plan, which began on July 1, 2019, and continued through June 2020. The numbers also represent the collective efforts by multiple offices across IU to build campus communities of diversity and inclusion further.

The overwhelming success of the Bicentennial Campaign has, in part, led to significant improvements in IU's diversity work.

To begin, the Bicentennial was instrumental in providing record student financial aid this year. Through several signature projects of the IU Office of the Bicentennial, including the "Bridging the Visibility Gap" project, "Bicentennial Publication and Media Series," "IU Historical Marker Program," "Bicentennial Oral History Project," and "Bicentennial Traveling Exhibit," IU is able to share a complete historical narrative of the university that is inclusive of the people whose stories deserve to be told and whose impact has not always been truly validated.

In planning and celebrating the Bicentennial, IU unveiled new portraits in honor of Carrie Parker, IU's first female African American student, and world-renowned opera singer Camilla Williams, the first African American voice professor at IU's Jacobs School of Music now showcased alongside the portrait of Elinor "Lin" Ostrom, the first woman to win the Nobel Prize in economics.

In October, a marker was installed in New Albany, Indiana, to honor Lyda Radford, the first student to enroll at the IU Southeast campus. Radford was an African American schoolteacher from Kentucky who came to Indiana after having been denied access to graduate education in her home state.

An Anti-Racist Agenda

George Floyd's murder, coupled with the onset of a worldwide pandemic and its subsequent impact on the African American community, are powerful reminders of the responsibility an institution such as Indiana University has to ensure its campuses are places where differences are valued and where people of every race, ethnicity, and gender identity find a sense of belonging.

IU has made great strides over the years to enhance programs, policies, and practices relating to social justice, diversity, and inclusion. But there is much more work to be done.

With this in mind, Indiana University is ramping up its efforts to further equity and inclusion throughout the university community. In June, IU Bloomington Provost and Executive Vice President Lauren Robel and Vice President for Diversity, Equity and Multicultural Affairs James Wimbush announced that Provost Professor Lemuel W. Watson, formerly dean of the Indiana University School of Education in Bloomington, would spearhead a major new set of anti-racist initiatives at the university.

That same month, IU announced the creation of the Racial Justice Research Fund. Developed in partnership with OVPDEMA, the fund provides seed funding for projects from across IU that address the systemic conditions fostering racism throughout the country.

Initially, the fund will support grants for IU faculty, connect researchers, and provide an ongoing "Racial Justice Research Workshop" series.

"I am extremely pleased to see the breadth and caliber of the research proposals submitted addressing racial inequity and social injustice," says Wimbush. "This research will further IU's work in creating diverse, equitable, and inclusive communities at home and across our nation."

IU Pandemic Health Disparities Fund

One of the most immediate—and urgently needed—steps Indiana University has taken to address the COVID-19 pandemic and its disproportionate impact on African American and Hispanic communities is the creation of the IU Pandemic Health Disparities Fund.

Launched with an initial investment of $1 million, the fund will:

- Actively recruit, train, and retain a diverse and culturally competent counseling staff;
- Partner with regional agencies and service providers to offer alternative counseling options;
- Promote mental health and well-being for students of color as a university-wide priority; and
- Provide monies for the fundamental necessities of vulnerable students (access to food, housing, utilities, technology, childcare, and employment).

Career Resources

At OVPDEMA, we believe one measure of a positive college experience is a rewarding career outcome. This year, IU further strengthened its career resources to help students develop interview and networking skills to assist them in launching a successful career.

On Saturday, January 25, 2020, OVPDEMA hosted a Career Fair Bootcamp to prepare students for the IU Diversity Career and Internship Fair on January 27. The bootcamp provided students with tools and tips on what to expect from the fair and how to research and interact with employers in attendance. Nearly 300 students attended the bootcamp, surpassing the predicted number of roughly 100-150 students. In total, the fair allowed 1,746 attendees to connect with 75 companies and 175 employee recruiters representing both corporate and not-for-profit sectors.

Giving Back, Doing Good Works

Black Philanthropy Circle

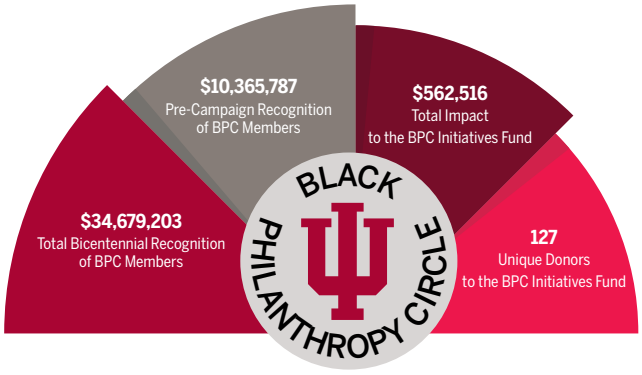
As the first institution in the nation to establish giving circles connected to higher education, Indiana University believes in the power of possibility—and what can transpire when people work together on a common goal. This is the premise of the Black Philanthropy Circle (BPC).

Created as an outgrowth of IU's Bicentennial and its 200 years of academic excellence, the BPC works in partnership with OVPDEMA to support programs, funding, and other opportunities to both boost recruitment, retention, and degree attainment efforts of Black students, as well as impact the quality of life for faculty and staff on each of IU's campuses.

This year, as part of its work to make a difference in underserved communities, the BPC received a proclamation from the Indiana Governor's Office to officially recognize the month of August as "Black Philanthropy Month."

To date, the BPC has raised more than $560,000 in its work to be a national exemplar in supporting the Black community in higher education.

"Perhaps now more than ever, this is an opportune moment in history to recognize the power of philanthropy—and how every person can indeed make a difference in the lives of others," says OVPDEMA's James Wimbush, co-chair of the BPC. "Philanthropy is truly what makes great universities like IU possible. And the Black Philanthropy Circle is an integral part of this work."



A Giving Solution for Change

Queer Philanthropy Circle

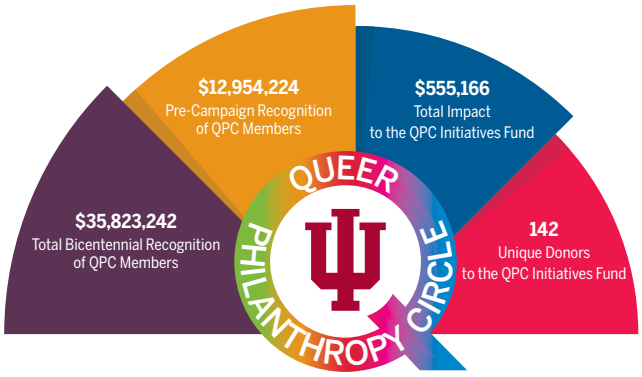
Regardless of race, ethnicity, sexual orientation, gender identity, or religious affiliation, every person deserves the chance to realize their potential. This belief is the foundation of the Queer Philanthropy Circle (QPC).

Driven by Indiana University's historical commitment to serve and support LGBTQ+ students and faculty, the QPC is the second affinity-giving circle established in partnership with OVPDEMA. The program, which also works with the IU Foundation, the LGBTQ+ Alumni Association, and other IU LGBTQ+ organizations, provides resources and other support to improve college access and success for LGBTQ+ students, as well as support for faculty and staff on IU's campuses.

Earlier this year, an anonymous member of the community made a $200,000 pledge to match donations to or memberships in the QPC.

That generous gift is being used as seed money to begin investing in queer priorities across Indiana University. More importantly, the contribution served as a dollar for dollar match as part of a fundraising campaign.

As a result of those and other efforts, more than $555,000 has been raised to help LGBTQ+ students grow, succeed, and thrive at Indiana University and beyond.



OVPDEMA Development Impact

Bringing the Best Out of Students, Faculty

Creating educational pipelines to college for underrepresented students involves collaboration with many community partners. A number of programs support this work, including those that are accomplished in collaboration and sponsorship within and across IU campuses, external organizations, and individuals. Community & School Partnerships and Diversity Education are two programs designed to put students and faculty on a pathway to success.

Community & School Partnerships

Community & School Partnerships (CSP) reached more than 3,500 pre-college students in the 2019-2020 academic year. By providing information, resources, access, and support, CSP worked to instill in students the importance of academic readiness and student success and foster students' aspirations of achieving a college degree.

This year, CSP enhanced awareness of its programming by ramping up its online presence and provided virtual engagement opportunities to both in-state and out-of-state families, including the 21st Century Scholars Pre-College Academy. An additional web-based opportunity is the new Virtual Visit option for community and school partners. Online visits feature a virtual tour of an IU campus, presentations from various campus partners, and a Q&A session with current IU students.

Through a partnership with Arsenal Tech High School and the Center for Leadership Development, CSP's "IU Bound Program" celebrated its first graduating class of students. Of the initial class of 11 students in 2016, eight completed four years in the program (a retention rate of 73 percent), with five committing to an Indiana University campus. In all, 51 Arsenal Tech students participated in IU Bound during the 2019-2020 academic year; the cumulative GPA of those students was 48 percent higher than that of Arsenal Tech's student body as a whole, demonstrating the success of the additional supports offered to these students.

As part of its "Passport to Your Future" college-readiness initiative, CSP developed a booklet to help pre-college students of all ages build essential life-skills. To date, 3,500+ passports have been distributed, including more than 3,000 in the past year alone. Several enhancements were made to the project in 2019, including the addition of online elements. Also, a series of videos called "Passport Pages" is in the works to highlight various competencies that students need to complete the booklet.

Diversity Education

Diversity education takes many forms at Indiana University, including facilitated discussions, workshops, guest speakers, and more. These efforts and others intend to foster an inclusive campus climate at Indiana University—and a place that encourages dialogue and interaction among faculty, staff, and students on issues related to equity, social justice, and intersectional diversity.

A central figure in this work is Monica Johnson, who assumed the new position of assistant vice president for diversity education and cross-cultural engagement earlier this year. Previously, Johnson served as the director of the Neal-Marshall Black Culture Center (NMBCC) for four years before assuming her new role. Gloria Howell, former assistant director of the NMBCC, now serves as the director.

In her new role, Johnson will serve as the university's diversity education strategist responsible for building consensus and leading cultural change on diversity, inclusion, and campus climate.

A Guiding Hand

Many students, especially low-income students and those who are the first in their families to attend college, need extra support and resources to ensure their college journey is a successful one. The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) provides a comprehensive network of academic resources, scholarships, and programs to assist in this process. Working in partnership with multiple offices on each of IU's campuses, these efforts help students build a bridge to achievement, while at the same time giving them the confidence to discover all they can be.

21st Century Scholars Program

Education has been called the great equalizer—but some students, particularly those from disadvantaged backgrounds, need extra financial and academic support. The 21st Century Scholars Program is designed to provide that help.

According to the "2020 Indiana College Equity Report" from the Indiana Commission for Higher Education, students in the 21st Century Scholars Program are far more likely to go to college than either their low- or higher-income peers—with 86 percent of scholars attending college, compared to 38 percent of lower-income and 68 percent of higher-income students. During the past academic year, more than $30.5 million scholarships were awarded to 3,000-plus scholars at Indiana University Bloomington alone.

Several events and efforts serve to educate students and parents about various 21st Century Scholars Program components. "New Student Orientation," group advising, and a mandatory "Career Kick-Off" event all enhanced the program's success during 2019-2020 and provided students a clearer understanding of the program and their role in it.

Last year, as part of an effort to improve retention of scholars, the 21st Century Scholars Program paired its resources with the "SMART Goal Program." Implemented to aid students in danger of losing their scholarship, the "SMART Goal Program" uses workshops, consistent communication with scholars, and parallel services through partner organizations to help keep students on track in the 21st Century Scholars Program.

These efforts continued to be refined, with increased programming around career development. This included workshops on relevant college topics such as transitioning to college from high school, understanding the 21st Century Scholarship and Covenant, living on a college budget, developing leadership skills, studying overseas, applying to graduate school, and more. This year, various services were revamped again for transition to a virtual environment.

Indeed, the personal support provided through 21st Century Scholars is an instrumental part of its success. Every 21st Century scholar has an academic and career advisor whose role is to be a personal college guide and ensure students are aware of the program's offerings. Such support has proven invaluable to scholars like DeAnthony Nelson.

"The best thing about being a 21st Century scholar is having this system of support behind you and having people here who want to help you succeed and graduate within four years," he says.

Academic Support Center

In its nearly 25-year history, the Academic Support Center (ASC) has brought together numerous programs that provide a range of academic support to students on the IU Bloomington campus. Collaboration is key—and involves multiple offices and departments both inside and outside of OVPDEMA. With this support, the ASC delivers tutoring, advising, and other programming in various campus locations, including residence halls, culture centers, and other OVPDEMA offices.

The arrival of COVID-19 presented new challenges for the ASC, necessitating the end of in-person tutoring and the addition of a virtual option/location for delivering academic support to students. By shifting to online tutoring during the spring 2020 semester, the ASC hopes to leverage various technologies for the 2020-2021 academic year.

Notable achievements for the 2019-2020 academic year include more than 6,000 student visits to the ASC; almost one-third of these visits were affiliated with other OVPDEMA programs such as 21st Century Scholars, FASE Mentoring, Groups Scholars, and Hudson & Holland Scholars.

As part of its collaborative network, the ASC maintains a long-standing relationship with the First Year Experience (FYE) Programs office. The FYE provides information about academic resources to incoming students and their families during New Student Orientation. In the summer of 2020, the ASC joined with the Student Academic Center and Writing Tutorial Services to revise a previously created informational and interactive sprint session into a video format for use during summer orientation.

To further support FYE's transition to a fully online orientation experience for new students, the ASC updated its website to include a Virtual Resource Center. It will continue to add content highlighting the program's shift to online academic support for the upcoming 2020-2021 academic year.

Groups Scholars Program

Since 1968, the Groups Scholars Program has been empowering students for success and making college more accessible and affordable to low-income learners at Indiana University Bloomington.

As part of the program, qualified students received financial assistance covering tuition and fees, books, and room and board for four years of their undergraduate education. This support is fully funded by Indiana University and supported by OVPDEMA. In addition, the Groups Scholars Program provides tutoring, academic advising, mentoring, and a sense of community to help scholars throughout their college journey.

This year, despite the obstacles presented by COVID-19, the Groups Scholars Program rendered several key achievements. The academic year began with the 2019 class having the highest four-year graduation rate in the history of the program at 51 percent, while also producing first-year graduation rates above that of the university.

In March, the office transitioned to an online environment while continuing to provide services to all students. Program advisor meetings and tutoring quickly pivoted to Zoom, and the Summer Experience Program transitioned to a virtual setting.

To better assist incoming students with high financial needs during this new normal, the program purchased laptops for 326 students attending the Summer Experience Program. WiFi issues also were addressed and remedied for students with spotty Internet access.

With the help of the Groups Scholars Alumni Association, an $18,000 grant from the IU Women's Philanthropy Leadership Circle was secured to help scholars with technology needs this year and moving forward.

The unplanned virtual environment did not deter students' success in the Groups Scholars Program. Scholars experienced a 92.5 percent persistence rate from the summer to the fall semester.

Hudson & Holland Scholars Program

The Hudson & Holland Scholars Program (HHSP) represents Indiana University's largest merit-based scholarship and support program. To date, Hudson & Holland has served more than 2,000 high-achieving underrepresented students. In 2019-2020, the program included a record freshman cohort of 578 scholars and a record number of 384 graduating seniors. Today, HHSP's retention rate is close to 96 percent, with graduation rates in the 82.4 percent range for six-year graduates.

Student involvement in "outside the classroom" activities and experiences represents an essential element of HHSP. In 2019-2020, these efforts were enhanced by expanding a pilot program collaboration between HHSP and Intensive Freshman Seminars (IFS). A total of 133 students enrolled in the effort this year; the long-term goal is to make IFS a program requirement for all incoming freshmen.

In February 2020, Mimi Attenoukon, Ph.D., was honored with the 2020 Staff Excellence in Mentoring Award from the IU Center of Excellence for Women & Technology. Both student leadership awards were given to Hudson & Holland scholars, Aish Thamba and Tara Aggarwal.

Moving forward, the HHSP has several plans on its agenda, including increasing the number of Black and Native American students, designing and implementing a "living-learning center" for HHSP scholars, and re-establishing the Hudson & Holland Scholars Advisory Council.

Mentoring Services & Leadership Development

Mentoring and leadership development opportunities offer a blueprint to the future, helping students envision their potential and teaching them the personal and academic skills they need to succeed.

Mentoring Services and Leadership Development (MSLD) connects students with mentors from around the university who, in turn, introduce students to programs emphasizing social, cultural, academic, leadership, and professional growth opportunities. MSLD sponsored 12 such programs this year, including two conference events.

Central to the success of Mentoring Services and Leadership Development is the Faculty and Staff for Student Excellence (FASE) program. This initiative pairs students from underserved backgrounds with peer mentors who offer guidance and support throughout students' college experience.

In 2019-2020, 333 freshmen were involved in the FASE Mentoring Program, along with 29 peer mentors.

Enriching events and rich programming help students and mentors alike reap the best experience possible in FASE. The program held 12 events this year, attracting 2,674 participants, including 1,744 participants who attended the IU Diversity Career and Internship Fair (IUDCIF). Attendees were associated with several OVPDEMA programs, such as the 21st Century Scholars Program, the Groups Scholars Program, and the Hudson & Holland Scholars Program. The hallmark gatherings for the year included the Classroom Secrets Faculty Panel, the FASE Etiquette Dinner, the Career Dinner Symposium, and the IUDCIF.

Efforts to expand the IU Diversity Career and Internship Fair resulted in higher student attendance levels, with approximately 75 corporate and non-profit agencies represented. Additionally, 331 students attended the IUDCIF Boot Camps during the fall and spring semesters.

Lastly, 25 FASE students attended the IUPUI National Mentoring Program. A team consisting of six FASE participants served as facilitators for the concurrent conference session entitled *Mentoring the Mentors: A Model of Student-Led Leadership and Engagement.* This well-attended session received positive feedback from those who attended. A total of 500 administrators and student leaders from across the nation participated in this event.

Overseas Studies & Scholarship Program

Created in 2013 as a partnership between OVPDEMA and the IU Bloomington Office of the Provost, the Overseas Studies & Scholarship Program (OSSP) gives students, many from underserved backgrounds, the opportunity to broaden their world views and experience different cultures firsthand.

Since its inception, the OSSP has provided 800 students with study-abroad scholarships. In other developments, $30,000 in funding was secured through the Office of Diversity and Inclusion so that the IU Bloomington campus could make a three-year annual commitment for 21st Century Covenant students to study abroad for summer programs. Additionally, in the 2019 academic year, the OSSP hosted, in partnership with other IU units, 20 study-abroad information sessions, panels, and workshops to promote study abroad that had total of 600-plus student attendees.

Because of COVID-19, IU suspended undergraduate study abroad programs for the spring and summer 2020 semesters. Other efforts, including a new custom study abroad program to Mexico in collaboration with the Center For Latin American & Caribbean Studies (CLACS), as well as a service-oriented study abroad program with the College of Arts and Sciences to Rwanda, also were postponed until next summer.

The 2019-2020 year was not without some bright spots, however. To reach more underrepresented students and encourage overseas study and scholarships, OSSP and various campus partners hosted an Embrace Diversity, Share Cultures Study Abroad fair and student panels during the IU International Education Week in November. Prior scholar travelers shared their experiences and educational workshops offered insight into the transformative power of overseas study during the fair. More than 300 students attended the 2019 fair.

In February 2020, IU Bloomington once again held its "Passport Caravan" program. A collaboration between IU Bloomington, the Office of the Vice Provost for Educational Inclusion and Diversity, OVPDEMA, and the Council on International Education Exchange (CIEE), the effort increases the number of low-income, first-generation, and underserved students studying abroad. Recognizing that one obstacle for these students is the lack of passport ownership, the event distributed free passports to more than 150 students.

Adam W. Herbert Presidential Scholars Program

The Herbert Presidential Scholars (HPS) Program provides top-achieving high school Indiana graduates a head start on reaching their college and career goals with a four-year renewable scholarship to attend IU Bloomington, IUPUI, or any regional campus. Founded by President Emeritus Adam W. Herbert and funded by a grant from the Lilly Endowment, Inc., the program welcomes more than 30 incoming IU freshmen every year.

The 2019 incoming cohort of the Herbert Presidential Scholars Program included 77 of Indiana's brightest young students. A total of 70 freshmen and returning scholars were welcomed at the annual banquet in January 2020, where scholars had the chance to learn more about the program, celebrate their success, and network with other scholars, faculty, and senior leaders across the university.

For students admitted to IU for fall 2020 and selected as Herbert Presidential Scholars, the program rolled out the inaugural "Scholar Orientation Series" to support incoming first-year students in their transition from high school to college. The webinar series took place over the summer and provided new scholars with information on the HPS program, as well as a variety of college-related topics.

Preserving & Promoting Black Culture

The pandemic altered lives and performances for the African American Arts Institute (AAAI) this year, forcing the cancellation of events and courses reconfigured for an online format.

Despite these unforeseen circumstances, many stand-out achievements took place. To begin, student enrollment in the three ensemble courses—the African American Choral Ensemble (AACE), the African American Dance Company (AADC), and the IU Soul Revue—increased by approximately 10 percent.

In honor of AAAI's 45th anniversary, a photo archive project was launched to store, scan, and digitize thousands of photographs collected throughout the AAAI's history. The project included a photo exhibit, with a selection of printed photographs displayed at the Neal-Marshall Black Culture Center's 50th-anniversary luncheon.

The 26th annual Potpourri of the Arts in November 2019 attracted the largest audience in its history, with 1,622 patrons and special host and acclaimed Rock and Roll Hall of Fame musician MC Bootsy Collins. In partnership with Community & School Partnerships, 173 pre-college students from Bloomington and Indianapolis schools attended this special concert.

Another highlight this year: the trip by AADC director Stafford C. Berry Jr. and seven AADC students to Philadelphia to attend the *32nd annual International Association of Blacks in Dance (IABD)* conference. With the support of scholarships from OVPDEMA, students networked with dance professionals, auditioned for programs and positions with leading dance companies, participated in classes and panel discussions, and attended performances.

Finally, for the first time in 22 years, the "AADC's Annual Dance Workshop" was held in Bloomington and Indianapolis. On March 6, a class with the Dayton Contemporary Dance Company and a West African Bantaba with Stafford C. Berry Jr. was offered at the Indianapolis Movement Arts Collective.

The following day, classes in West African, hip hop/street dance aesthetics, Umfundalai technique, and contemporary were held in the NMBCC. The Annual Showcase and Artist Panel Discussion also premiered in NMBCC's Grand Hall.

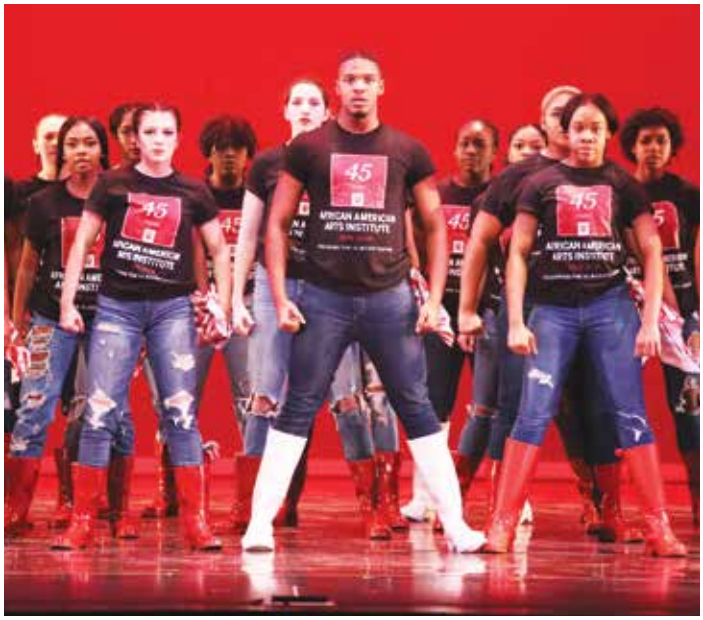
African American Choral Ensemble

One stand-out achievement for the African American Choral Ensemble entailed filming a WTIU Public Television documentary titled, *Amen! Music of the Black Church*. Scripted and directed by AACE director Raymond Wise in collaboration with WTIU, AACE performed sacred music that covered a range of musical genres before a live audience at Second Baptist Church in Bloomington on October 19, 2019. A documentary of the event premiered in April 2020.

On September 22, 2019, the Choral Ensemble traveled to Ferdinand, Indiana, to perform in the Sisters of St. Benedict Church's Sacred Music Series. Held at the Monastery Immaculate Conception, the performance received rave reviews from the church and community members who were in attendance.

The Choral Ensemble also performed at two remarkable events on January 20, 2020, for MLK Day: "An Afternoon With Viola Davis" and the "City of Bloomington MLK Birthday Celebration." On the morning of MLK Day at Assembly Hall, the AACE had a private meet and greet with actress Viola Davis. The choir then performed for thousands in attendance for Davis' honorary doctoral degree conferral and keynote speech. Davis later praised the choir for its outstanding performance, which energized and inspired the sold-out hall.

That evening, the Choral Ensemble performed in Bloomington at the Buskirk-Chumley Theater for its 16th consecutive year.



African American Dance Company

The African American Dance Company began its season with a performance during "CultureFest" for an audience of more than 3,000 incoming students. The event inspired nearly 40 students to later audition for the AADC, representing the company's most-attended audition to date.

On September 7, 2019, AADC director Stafford C. Berry Jr. presented *Kuadhimisha: A Black Culture Celebration* at Peoples Park in Bloomington, Indiana. AADC students and guest artists commemorated the site that once served as Bloomington's Black Market, where records, books, artwork, and African imports were sold.

The culminating event of the fall semester was the African American Dance Company Student Showcase, in which students performed choreographic works at the John Waldron Arts Center Auditorium.

In February, the Dance Company collaborated with Bill T. Jones/Arnie Zane Company, a world-renowned dance company based in New York City. Made possible with support from the IU Auditorium, AADC students received a masterclass and met with dancers and directors of the company.

Several students and AADC Director Stafford C. Berry Jr. worked with Bill T. Jones in his latest co-commission work, *What Problem?* They later performed with professional company dancers on the IU Auditorium stage in February. The AADC also provided lecture demonstrations at Highland Park Elementary School and Bloomington High School South during Black History Month.

IU Soul Revue

After the IU Soul Revue performed with Bootsy Collins at the Cincinnati Music Festival in July 2018, Collins expressed interest in a recording project. In collaboration with IU Soul Revue director James Strong and former IU Soul Revue horn coach and Jacobs School of Music alum Brennon Johns, Collins created a new arrangement of "Indiana Fight!!!" by Leroy C. Hinkle. Collins used elements of the Marching Hundred's recording, pairing it with a funk beat and funk interludes.

On February 17, 2019, Collins returned to IU Bloomington to record his new arrangement with members of the IU Soul Revue and Marching Hundred in the Jacobs School of Music studio. The Potpourri of the Arts in November 2019 marked the premiere of "Indiana Fight!!!," with a live performance by the AAAI's three ensembles.

Determined to create the best track possible, Collins returned to campus on December 6, 2019, for a final recording session with additional IU Soul Revue students. The track will release in 2020, with profits benefitting the Jacobs School of Music and the AAAI.

Following a one-year hiatus, the Soul Revue presented its *Soulful Holiday Concert* in Willkie Auditorium on December 12, 2019. The concert attracted nearly 200 attendees and collected hundreds of winter clothing items for the Wheeler Mission and its efforts to help Bloomington's homeless population.

On February 20, 2020, the Soul Revue performed a Black History Month concert at the University of Southern Indiana (USI) in Evansville, Indiana. The Revue's return performance was highly anticipated and well-received by the USI and Evansville community.

Welcome Home

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) supports six cultural centers on the IU Bloomington campus through programming, events, outreach, and advocacy. These centers—which include the Asian Culture Center, First Nations Educational & Cultural Center, La Casa/Latino Cultural Center, LGBTQ+ Culture Center, Neal-Marshall Black Culture Center, and African American Arts Institute—help students connect to their culture and heritage, while also serving as a vital educational resource to learn about and celebrate diversity, equity, and multicultural affairs.

Asian Culture Center

The Asian Culture Center (ACC) will remember the 2019-2020 academic year as a time of meaningful and historic "firsts." Important initiatives and programming put student voices front and center while keeping the campus accountable for issues relating to equity, diversity, and inclusion.

Many shining moments deserve recognition this year. Among them is the "Retracing Our Roots" event. The annual event includes an overnight retreat and workshop that brings together Asian American and Pacific Islander students. This year, the program included AAPIs from IUPUI and Purdue University. Shared experiences and small-group discussions helped students experience a sense of appreciation for their common heritage and solidarity with peers.

A key highlight of the year is the Asian Pacific American Thematic Community (APA-TC). Attending a university that lacks racial diversity can be isolating, especially because the gravity of the community is deeply ingrained in APA cultures. The creation of the APA-TC seeks to fill this gap. The APA-TC opened its doors in fall 2020 in Teter Residence Hall, with housing space for 50 students.

One of the most important efforts to take place during 2019-2020 entailed efforts by IU alumnus Eric Langowski and Associate Professor of History Ellen Wu, who urged the university to acknowledge and apologize for its ban on admitting Japanese American students between 1942 and 1945.

President McRobbie later issued three specific directives as part of the university's response, including additional research by IU Archives on the 12 Japanese American students denied admission to Indiana University, the commission of a plaque containing Indiana University's Statement of Regret, and the creation of a small committee of Indiana University faculty to plan an event on the details of the decision.

First Nations Educational & Cultural Center

The First Nations Educational & Cultural Center (FNECC) exists to ensure every Native American student at IU Bloomington has the opportunity to not only succeed but thrive in his or her academic pursuits. Through the FNECC, students have access to an extended network of resources and information that inspires, encourages, and empowers them for success.

This year, the FNECC continued to increase campus and community collaborations and extend its work with native communities across the Midwest. Involvement with programming and events sponsored by the Indiana Native American Indian Affairs Commission also gained momentum this year. In particular, representatives from the FNECC attended a "Native American Heritage Month Education Day" hosted at the Indiana State Museum. As part of the event, the FNECC connected with hundreds of Hoosier elementary school students, teachers, and parents.

Other statewide collaborations included events at the Eiteljorg Museum and Indian Market, Sycamore Land Trust, Fort Wayne History Center, and the Indiana Historical Bureau.

Additional year-end highlights include FNECC's work with university representatives on collaborative educational events such as the fourth annual "Big Ten Native Student Gathering." This event has become the largest intercollegiate gathering of Native American student organizations/cultural centers in the region. The 2019 conference in Bloomington saw the biggest attendance to date, with participants from Indiana University Bloomington, University of Illinois Urbana-Champagne, Northwestern University, University of Maryland, and the University of Wisconsin.

La Casa/Latino Cultural Center

Designed to ease the transition to college, La Casa/Latino Cultural Center provides academic support, tutoring, cultural activities, and a sense of belonging for Latino students on the Bloomington campus.

Educational and engagement opportunities are an integral component of La Casa, and this year was no exception. In collaboration with campus and community partners, local events, programs, and various outreach efforts offer members of the IU and Bloomington communities a way to celebrate diversity and cultural heritage, and learn about the history of Latinos.

One of these events is the annual *Indiana Latinx Leadership Conference*, which provides a venue to celebrate Latino students' uniqueness in a forum created by and for students. Student-led workshops cover a gamut of topics, from college readiness to financial literacy and leadership skills.

One of the conference's goals is to help Latinx students develop their leadership and professional development skills and provide opportunities to engage with other Latinx professionals, leaders, and students from across the country. As a result, students are able to strengthen their networking skills, advance their education or career goals, learn about job or internship opportunities, and connect with individuals who may share their background, concerns, or experiences.

Some 220 students attended this year's conference, *Dreaming Out Loud: Unifying the Future.*

LGBTQ+ Culture Center

Diversity and multiculturalism represent the strength of a college campus. Through the LGBTQ+ Culture Center, students find a safe and welcoming learning environment that provides resources and support to help them successfully reach their educational goals.

This academic year, the LGBTQ+ Culture Center proudly celebrated its 25th anniversary of advocacy, education, and support for individuals who once lived in the shadows. Events and festivities took place over the weekend of November 16 and 17. They included a dance party, a presentation by nationally renowned LGBTQ+ activist Shane Windmeyer, and a retirement party for the outgoing director of the LGBTQ+ Culture Center, Doug Bauder. More than 200 individuals attended these special celebrations

The LGBTQ+ Culture Center continues to receive strong support through its partnership with the LGBTQ+ Alumni Association and the newly launched Queer Philanthropy Circle (QPC). The Emergency Scholarships funded by the LGBTQ+ Alumni Association awarded close to $25,000 in emergency aid to LGBTQ+ students. In addition, the LGBTQ+ Alumni Association increased its five LGBTQ+ scholarships to eight in the spring of 2020.

Other highlights for the year include growing the LGBTQ+ Mentoring Program to 34 mentors and 38 mentees. The program plays an important role in the personal and academic success of LBGTQ+ students by connecting them with mentors who can help them with the challenges of college, as well as day-to-day life.

In January 2020, Bruce E. Smail joined the LGBTQ+ Culture Center as its new interim director and special assistant to the Vice president for diversity, equity, and multicultural affairs. His dual role includes leading the center and collaboratively building Vision 2030 for all five Culture Centers on the Bloomington campus.

Finally, Audrey Boudreau, a senior majoring in political science and economics at Indiana University Bloomington, was named the inaugural recipient of the Hannah Wilson Memorial Scholarship this year. The scholarship honors the legacy of Wilson, whose life was tragically taken two weeks from graduating. Wilson was a fierce ally of the LGBTQ+ community and volunteered at the LGBTQ+ Center during her time at IU.

Neal-Marshall Black Culture Center

Power. Progress. Promise. These three words symbolize the importance of the 2019-2020 academic year and the 50th anniversary of the Neal-Marshall Black Culture Center (NMBCC).

With a focus on serving as a home away from home for Black students and a resource for Black people in the broader community, the NMBCC marked a number of achievements this year. The "Black Table Talk" educational series, developed in honor of the 50th anniversaries of the NMBCC and the African American and African Diaspora Studies (AAADS) Department, featured three special events during the 2019-2020 academic year.

As part of these gatherings, Keith Parker—the second Black person elected to serve as IU student body president—was presented with a Bicentennial Medal in honor of his contributions to Indiana University. Parker also spoke with students and others about student activism and their role in driving positive change.

As a result of feedback from those who attended the series, "Black Table Talk" has become a signature program of the NMBCC.

In partnership with IU staff members, the NMBCC hosted a zoom webinar to explore the experiences of young Black professionals as they navigate national/international crises. Additionally, the panel discussed resources for personal, academic, and professional development. Nearly 1,000 people have viewed the panel discussion thus far.

Annually, the Neal-Marshall Black Culture Center brings the community together to celebrate "Juneteenth," the oldest nationally celebrated commemoration of the ending of slavery in the United States. Although the COVID-19 pandemic prevented in-person celebration of this special day, the moment was recognized nonetheless via a virtual "Juneteenth." The NMBCC offered a variety of virtual content throughout the day on its social media platforms, sharing words of hope and inspiration.

Improving Outcomes for Student Veterans

Student veterans represent a valuable asset to colleges and universities. Research shows that student veterans typically earn higher GPAs, possess needed technical and leadership skills, and bring unique perspectives that can enhance campus diversity.

At the same time, many veterans face unique challenges when transitioning from the frontlines to a college campus. This includes being older than their classroom counterparts or having physical disabilities. Many also struggle to understand the nuances of college life, including office hours and mentorships. At the same time, professors who teach student veterans may be unaware of additional resources to support their specific needs.

The Center for Veteran and Military Students at IU Bloomington is trying to address this disconnect. Headed by John Summerlot, the office has several efforts underway to better support student veterans. This includes "Task Force Hoosier," a program to improve relationships between students and faculty, coordinate support, and reduce barriers to a college degree. To date, the task force has focused on career advising and support, as well as creating and promoting resume workshops.

"Task Force Hoosier" is part of a larger three-year initiative called "Operation Hoosier Promise" that works to increase graduation rates for undergraduate student veterans.

"Operation Hoosier Promise" is one component of IU's work in the American Talent Initiative, a nationwide effort to provide academically talented low- and moderate-income students with access to colleges and universities with high graduation rates. IU joined the initiative in March 2018.

Another effort underway at the Center for Veteran and Military Students is Sarah Bassett's work to learn about the degree attainment barriers female veterans face.

Bassett, an outreach coordinator for the center and an Army veteran herself, has critical conversations with women and veteran students and conducts surveys to determine the specific supports these individuals need to finish their education.

After talking with some female veterans, Bassett says isolation tends to be a problem for women following their time in the military.

"They tend to be very self-sufficient and not highly likely to ask for help," she notes. "In the military, women had to be this way to avoid appearing weak in front of their male counterparts. We want to change that."

Support, Research, and More

All students provide a valuable contribution to the diversity of IU Bloomington. A diverse and inclusive institution ensures all aspects of campus life are accessible and available to everyone, including students and faculty with disabilities.

This year, a first-ever study conducted by IU Bloomington's Office of Disability Services and the Center on Education and Lifelong Learning offers important insight into issue and the impact of inclusion on academic outcomes for students with disabilities.

The study, which followed a cohort of Indiana students with disabilities from third through eighth grade, assessed the relationship between academic success and special education placement in high-, mixed- and low inclusive classrooms. By comparing the outcomes of students included in general education classrooms with similar students in separate special education classrooms, the report determined the impact of inclusion upon student state assessments.

"This is one of the first studies to find such conclusive evidence in favor of inclusion," explains Sandi Cole, co-author of the study and director of the Center on Education and Lifelong Learning.

"As schools and districts make decisions on how best to improve their outcomes for students with disabilities, these findings should inform key decisions in the school improvement process," Cole adds. "And, for educators and parents who struggle with making the right decision, this study provides greater certainty that inclusion has a strong relationship to academic achievement for students with disabilities."

OVPDEMA Administration

James C. Wimbush
Vice President
Dean of The University Graduate School
Johnson Chair for Diversity and Leadership
812-855-2739
jwimbush@iu.edu

Elizabeth Blevins
Assistant Vice President
Marketing and Communications
812-855-9772
eablevin@iu.edu

Wayne James - *former*
Assistant Vice President and
Deputy Superintendent
Law Enforcement Operations, Diversity
and Community Engagement
Chief Diversity Officer

Monica Johnson
Assistant Vice President
Diversity Education and Cross-Cultural
Engagement
812-856-5700
momgreen@indiana.edu

Gwen McCay
Director
Human Resources Administration
812-856-1942
gmccay@indiana.edu

Eric Mokube
Director
Financial and Budgetary Services
812-856-0678
eemokube@iu.edu

Joyce Q. Rogers
Interim Executive Vice President
for Development
Vice President for Development
and External Relations for Diversity,
Equity, and Multicultural Affairs
IU Foundation
812-855-4569
joycroge@indiana.edu

Yolanda Treviño
Assistant Vice President
Strategy, Planning, and Assessment
812-855-1594
ytrevino@iu.edu

Lemuel Watson
Associate Vice President
Provost Professor of Education
Kinsey Institute Faculty
Senior Scientist
812-856-5700
watsonlw@iu.edu

Indiana University Chief Diversity Officers

Indiana University and IU Bloomington
James C. Wimbush
Vice President for Diversity,
Equity, and Multicultural Affairs
Dean of The University Graduate School
Johnson Chair for Diversity and Leadership
812-856-5700
jwimbush@iu.edu

IUPUI
Karen L. Dace
Vice Chancellor
Diversity, Equity, and Inclusion
Chief Diversity Officer
317-278-3820
kdace@iupui.edu

IU East
Yemi Mahoney
Special Assistant to the Chancellor
Chief Diversity Officer
765-973-8474
ymahoney@iu.edu

IU Kokomo
Sarah Sarber
Chief of Staff
Affirmative Action Officer and
Title IX Deputy Coordinator
Chief Diversity Officer
765-455-9316
shawkins@iuk.edu

IU Northwest
James Wallace Jr.
Director
Diversity, Equity, and Multicultural Affairs
Chief Diversity Officer
219-980-6596
jamewall@iun.edu

IU Police Department
Wayne James - *former*
Assistant Vice President and
Deputy Superintendent
Law Enforcement Operations, Diversity
and Community Engagement
Chief Diversity Officer

IU South Bend

Laura Harlow
Director
Institutional Equity and Inclusive Excellence
Chief Diversity Officer
574-520-5536
lewhitne@iusb.edu

Monica Porter
Vice Chancellor and Dean of Students
Student Engagement and Success
Chief Diversity Officer
574-520-4252
moport@iusb.edu

IU Southeast

James Wilkerson
Director
Staff Equity and Diversity/Deputy
Title IX Coordinator
Chief Diversity Officer
812-941-2599
jjwilker@iu.edu

IU School of Medicine

Patricia Treadwell
Special Advisor to the Dean
Chief Diversity Officer
317-880-4696
ptreadwe@iu.edu

OVPDEMA Directors

Nicky Belle
Director
First Nations Educational & Cultural Center
812-855-1994
nbelle@indiana.edu

Stafford C. Berry Jr.
Director
African American Dance Company
812-855-6853
berryst@iu.edu

Lillian Casillas
Director
La Casa Latino Cultural Center
812-855-0174
mlcasill@indiana.edu

Melanie Castillo-Cullather
Director
Asian Culture Center
812-856-5361
mcullath@indiana.edu

Denvil Duncan
Faculty Chair
Hudson & Holland Scholars Program
812-855-7493
duncande@indiana.edu

Ochmaa Escue
Director
OVPDEMA Overseas Studies and Scholarships Program
812-856-1934
oescue@iu.edu

Vincent Isom
Director
21st Century Scholars Program
812-855-0276
visom@indiana.edu

Julia Jennings
Director
Community & School Partnerships
University-Wide Coordinator
Adam W. Herbert Presidential Scholars Program
812-855-5697
jenningj@iu.edu

Gloria Howell
Director
Neal-Marshall Black Culture Center
812-855-6476
glhowell@indiana.edu

Leslie Robinson
Director
Academic Support Center
812-855-7016
ljrobins@indiana.edu

Bruce Smail
Interim Director
LGBTQ+ Culture Center
Special Assistant to the Vice President
812-856-5700
bsmail@iu.edu

Patrick Smith
Executive Director
Mentoring Services & Leadership Development
812-855-3540
smithpd@indiana.edu

Mary Stephenson
Director
Groups Scholars Program
812-856-5585
mtourner@indiana.edu

James Strong Jr.
Director
IU Soul Revue
812-855-5828
jamestro@indiana.edu

Charles Sykes
Executive Director
African American Arts Institute
812-855-0350
csykes@indiana.edu

Raymond Wise
Director
African American Choral Ensemble
812-855-4487
wiser@indiana.edu

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

Maya Angelou

To learn more about diversity at IU, go to **diversity.iu.edu**.

Indiana University is an Affirmative Action/Equal Opportunity institution. Students who may need disability support services should visit the Disability Services for Students website at disabilityservices.indiana.edu or call 812-855-7578.
11/2020

Connect with us.

INDIANA UNIVERSITY