



INDIANA UNIVERSITY

## ANNUAL REPORT 2018–2019

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 another exciting year at the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA), we do so at a particularly special time. As of July 2019, Indiana University officially kicked off the celebration of its Bicentennial. This special event, which recognizes 200 years of excellence at IU, serves as a momentous occasion to look back at the history of this great institution. In doing so, we acknowledge the many milestones of Indiana University's first 200 years and envision more exciting opportunities in the years to come.

Over the past two centuries, we have worked diligently to build a university where people from all backgrounds can succeed. At times, this progress has unfolded quickly; in other instances, success has not come quickly enough. That is why we are more committed than ever to being a truly diverse university that advocates access, success, respect, equity, inclusiveness, and community for all.

The achievements made by OVPDEMA in the 2018-2019 academic year only add to this commitment. We continue to make headway in our work to ensure every student experiences a welcoming and inclusive campus climate. We expanded our partnerships and collaborations with the community, businesses, and others to provide out-of-classroom learning experiences. And we launched several exciting programming efforts to help faculty members exchange best-in-class innovations and information to enhance teaching and learning.

You will read about some of these efforts in this year's annual report. The stories that follow illustrate the progress made by all of Indiana University's campuses, as well as OVPDEMA's cultural and academic centers. In learning about these exciting updates, I hope you see that our commitment to diversity and inclusion is indeed growing and thriving.

We look forward to the future—and to inspiring new generations of students and others to do as the pioneering founders of IU did 200 years ago: use education as the spark that illuminates the possibilities of one's potential.

A handwritten signature in black ink that reads "James C. Wimbush". The signature is fluid and cursive.

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

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In monitoring and evaluating our minority enrollment progress, a disambiguated view is used throughout the report. This view assigns students whom identify as two or more races to one racial category based upon an institutionally defined trumping order (African American, Asian, American Indian, 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.

## Using Data to Illuminate Student Success

Over the past 10 years, more higher education leaders have recognized the potential of using data to enhance the student experience and to drive policies and supports aimed at improving student outcomes.

Indiana University has long believed in the power of data to boost access, retention, and degree completion. Indeed, learning analytics exist everywhere on the campuses of Indiana University. Information on student demographics, enrollment, financial aid, scholarships, curriculum, surveys—all are used to inform and empower professors, deans, researchers, administrators, advisors, and others.

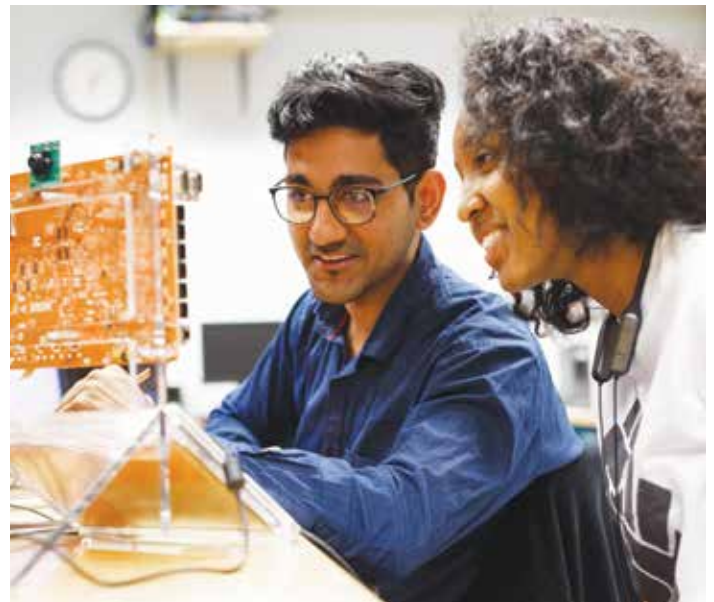
Located on the IU Bloomington campus, the Center for Learning Analytics and Student Success (CLASS) advances the widespread use of big data to help faculty conduct actionable scholarly research on student learning and outcomes.

One of the many efforts facilitated by CLASS is the Learning Analytics Fellows Program. The purpose of this program is to ensure that faculty members from a cross-section of disciplines can contribute their perspectives on how learning analytics are shaped and used throughout Indiana University. The program supports many faculty-driven research projects—all of which incorporate the use of data to better understand and improve student engagement, retention, and success.

As of June 2018, the Learning Analytics Fellows program had 42 participating fellows from 22 disciplines who had employed a myriad of methods to study student demographics, performance, and preparedness. Participants used this information to analyze 110,000 students' individual paths on the way to graduation. Thus far, 33 research projects have culled information from a total of 3.8 million student records.

In March 2018, several IU faculty members were recognized at the *Conference on Learning Analytics and Knowledge* in Sydney, Australia, for their contributions to the field.

The following month, the Center for Learning Analytics and Student Success served as host to the inaugural learning analytics summit. Called *Framing the Future of Learning Analytics and Student Success Summit*, the gathering brought together more than 80 staff members and administrators from more than 20 universities to share ideas and discuss best practices for using data analytics to help students be more successful in college.



Moving forward, Indiana University will continue to explore the many ways in which data can help us better understand teaching and learning. More than simply crunching numbers, our goal is to deepen the relationships behind the numbers—across campuses and among faculty and staff. As an institution of higher learning, data has the ability to change lives and provide students and others with a more robust pathway to their future.

### 2018–2019 Diversity Annual Report

#### Enrollment

- Fall, August 31, 2018, 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, American Indian, 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

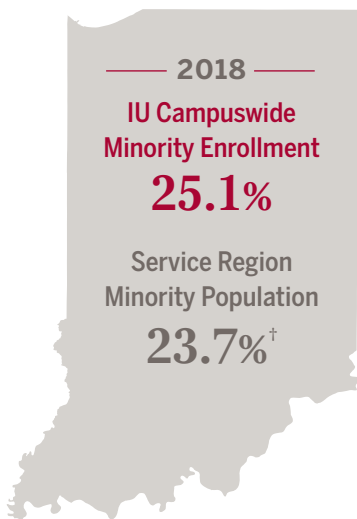
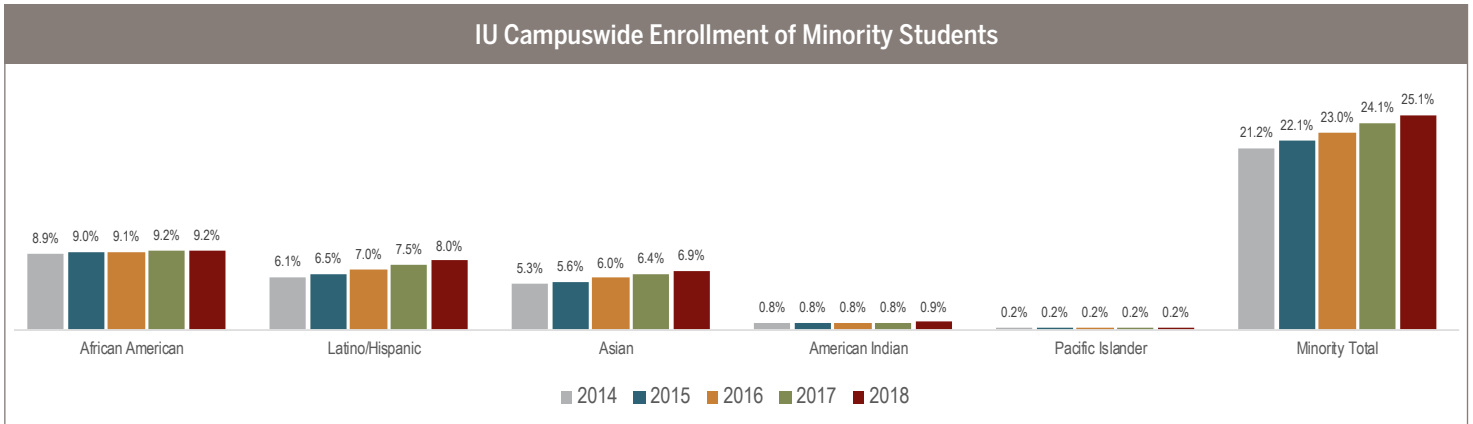
- Retention reports track full-time first-year or beginners from the first to the second year. Does not include transfers.
- Includes degree-seeking undergraduates enrolled in the fall term who either matriculated in that fall term or in any one of the previous summer sessions.
- Campus average includes all students who were re-enrolled in the subsequent fall semester or had received a degree.
- Both IU and campus data is based on Domestic Minority—African American, Latino/Hispanic, Asian American, American Indian, 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 2008-2012.
- 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 which is collected on October 1 of each year. As employment data is changing daily this is the only way to ensure the use of 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, American Indian, Pacific Islander).



### Minority Enrollment Growth Rises

Minority enrollment at Indiana University continues on an upward trajectory with the university setting records for the number of Latino/Hispanic and Asian American students. Some of this growth is a reflection of IU's Bicentennial strategic plan, which prioritizes diversity and student success. Minority students now constitute 25.1 percent of IU's degree-seeking population.

### IU Campuswide Tenured and Tenure Track Faculty

	2005	2017	Percentage Change
African American	104	154	48%
Native American	9	11	22%
Hispanic	86	117	36%
Asian/Pacific Islander	309	482	56%
<b>Total Minority</b>	<b>508</b>	<b>764</b>	<b>50%</b>
White	2,454	2,316	-6%

† Indiana University's minority enrollment goal is to mirror its service region goal for the minority 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.

### A Diverse Faculty

As universities around the country struggle to diversify their faculty, Indiana University is achieving impressive inroads. A number of initiatives are responsible for this success, including investments in professional training and support, diversity hiring programs, strategic recruitment, collaborations with the community, and more. In fall 2005, 508 individuals in IU's tenured and tenure track faculty were members of underrepresented populations. By 2017, the number had increased to 764, a 50-percent increase.

# DIVERSITY BY THE NUMBERS

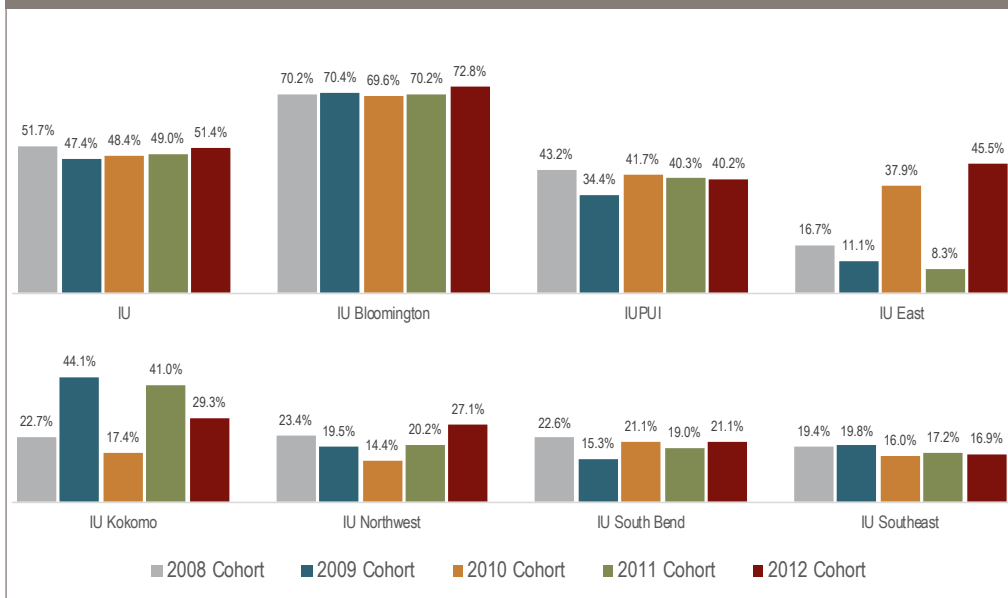
## IU Campuswide Minority Retention Rates



## Preparing for a Complex World

Today's students will inherit an entirely different world of work. That's why student success is a priority throughout Indiana University. Academic programs, funding opportunities, dedicated faculty, and more contribute to this work. These efforts are leading to improved retention rates for minorities at several IU campuses, while others have more work to do. Taken as a whole, however, minority retention rates at IU for full-time beginners reached 76.7 percent in 2017.

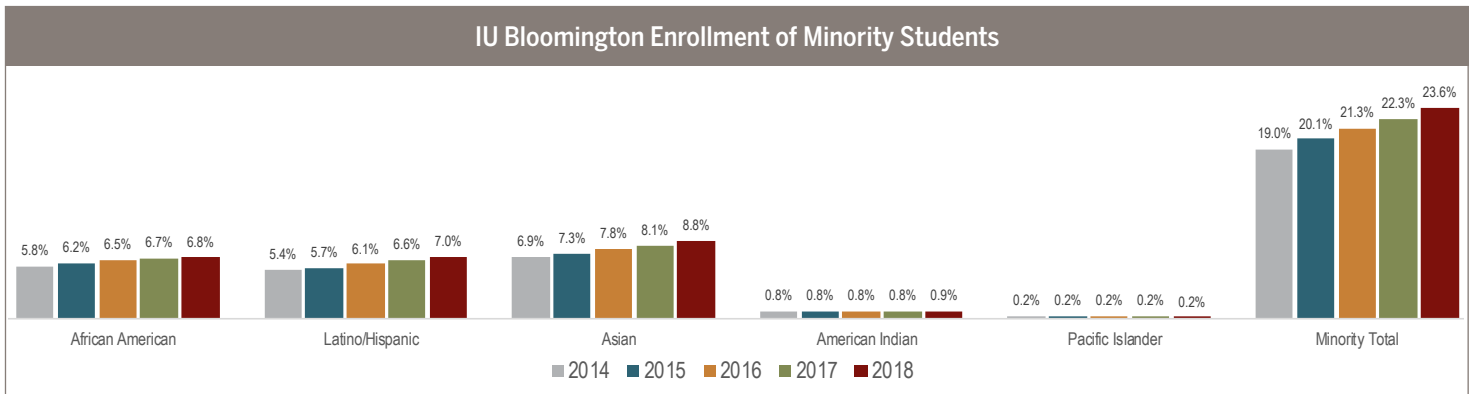
## IU Campuswide Minority 6-Year Graduation Rates



## Degree Completion Challenge

Ensuring access to college is only one part of the higher education equation. Getting students across the finish line remains the final and most critical leg of the journey. To that end, Indiana University has embarked on a number of initiatives aimed at improving the graduation pathway for students. And this work is paying off. IU saw six-year minority graduation rates reach 51.4 percent for the 2012 cohort, an increase from the previous three years.





— 2018 —

**IU Bloomington  
Minority Enrollment  
23.6%**

Service Region  
Minority Population  
**23.7%<sup>†</sup>**

### A More Focused Minority Enrollment Agenda

Education and training beyond high school are central to one’s upward mobility. And IU Bloomington is committed to ensuring every student has the opportunity to make this happen. The campus has achieved steady minority enrollment growth over the years, increasing from 19 percent in 2014 to 23.6 percent in 2018. This progress brings the school just shy of the state of Indiana’s minority population total of 23.7 percent.

### IU Bloomington Tenured and Tenure Track Faculty

	2005	2017	Percentage Change
African American	52	65	25%
Native American	5	3	-40%
Hispanic	42	66	57%
Asian/Pacific Islander	92	174	89%
<b>Total Minority</b>	<b>191</b>	<b>308</b>	<b>61%</b>
White	1,101	1,068	-3%

<sup>†</sup> IU Bloomington’s minority enrollment goal is to mirror its service region goal for the minority 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.

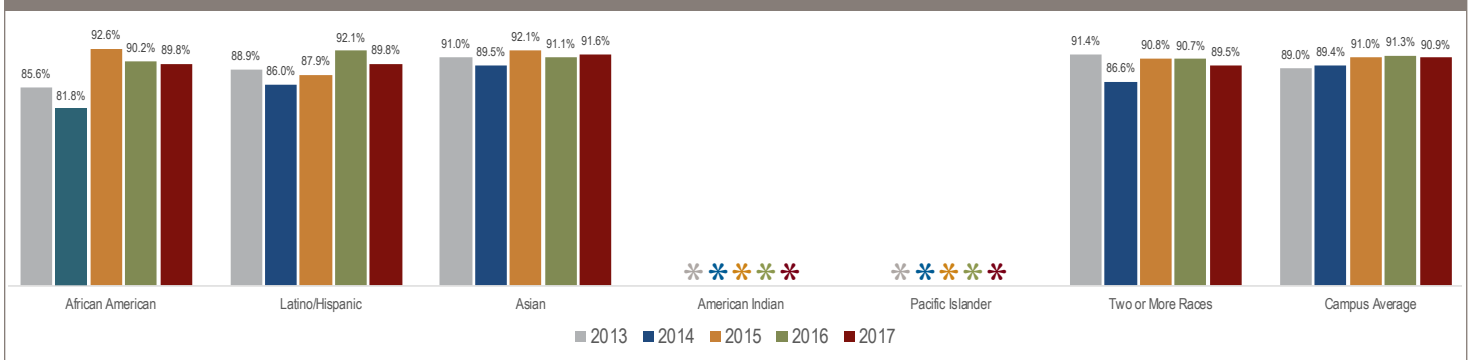
### Attracting and Retaining Diverse Faculty

A diverse college faculty is the hallmark of a university that values excellent teaching and learning. When students see themselves reflected in those who teach in classrooms or mentor in programs, they are all that more inspired to believe in their own potential. IU Bloomington continues to enhance 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 308 in 2017. This represents an increase of 61 percent.

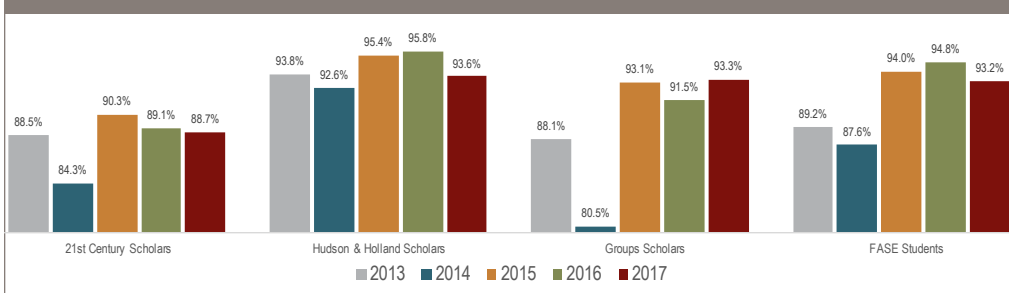


# DIVERSITY BY THE NUMBERS

## IU Bloomington Minority Retention Rates



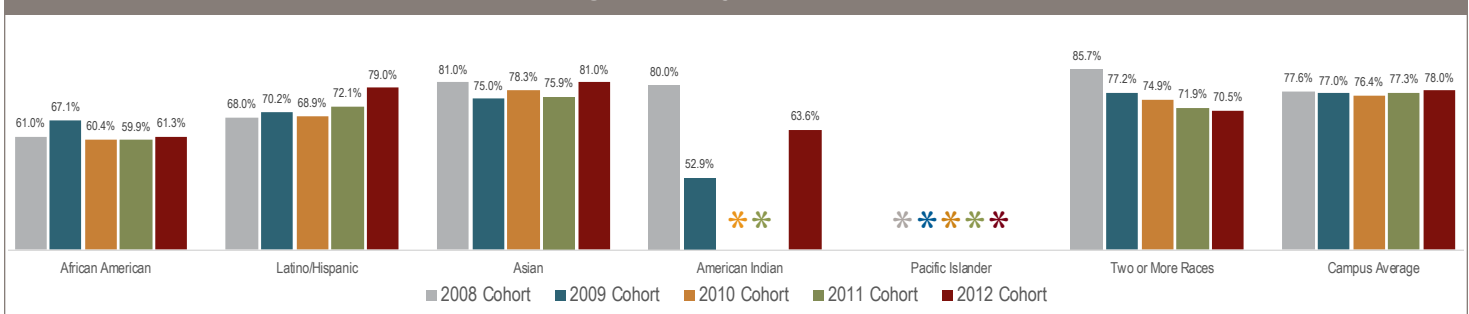
## IU Bloomington OVPDEMA Academic Program Retention Rates



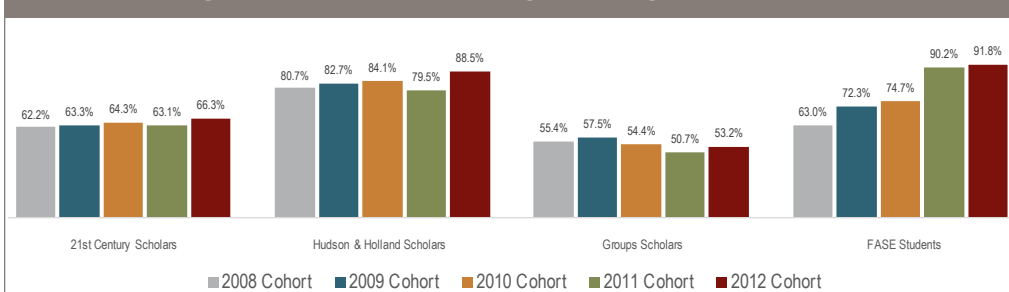
### Keeping Students on Track

For students to be successful—to persist in and complete college—they must be supported by programs, resources, and guidance. Efforts such as the Groups Scholars Program play an important role in this process at IU Bloomington. This particular program saw retention rates of 93.3 percent in 2017.

## IU Bloomington Minority 6-Year Graduation Rates



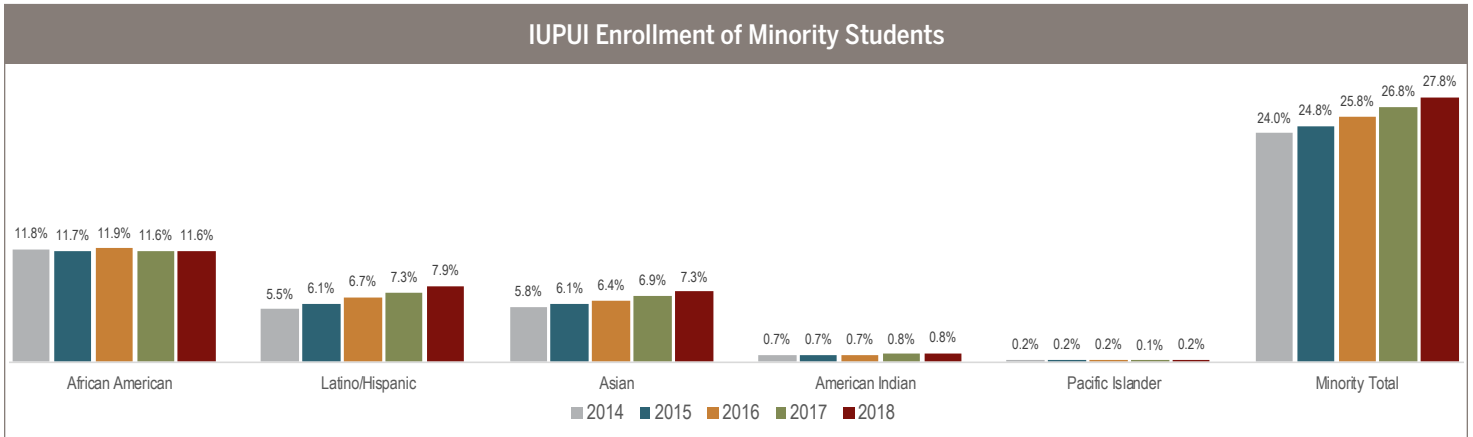
## IU Bloomington OVPDEMA Academic Program Average 6-Year Graduation Rates



### Completion Remains the Goal

IU Bloomington continues to make strides in getting more minority students to and through college. Latinx educational success is particularly noteworthy. In 2008, the cohort six-year graduation rate for Latino/Hispanic students was 68 percent. By 2012, this figure had successfully reached 79 percent. Moreover, all academic programs increased their 2012 six-year graduation rates.





**2018**

**IUPUI**  
**Minority Enrollment**  
27.8%

Service Region  
 Minority Population  
31.9%<sup>†</sup>

### College for All

Higher education has long been a path to economic security, and this is especially true for low-income students, first-generation college students, and students from marginalized backgrounds. Ensuring all qualified students have access to college is central to IUPUI's mission. Through student support programs, institutional leadership, need-based funding, and more, IUPUI is setting new minority enrollment records: The campus saw increases from 24 percent in 2014 to 27.8 percent in 2018.

### IUPUI Tenured and Tenure Track Faculty

	2005	2017	Percentage Change
African American	32	58	81%
Native American	3	3	0%
Hispanic	32	38	19%
Asian/Pacific Islander	163	221	36%
<b>Total Minority</b>	<b>230</b>	<b>320</b>	<b>39%</b>
White	908	852	-6%

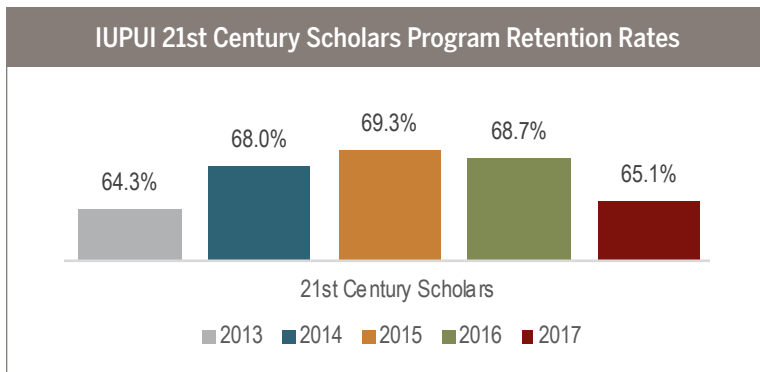
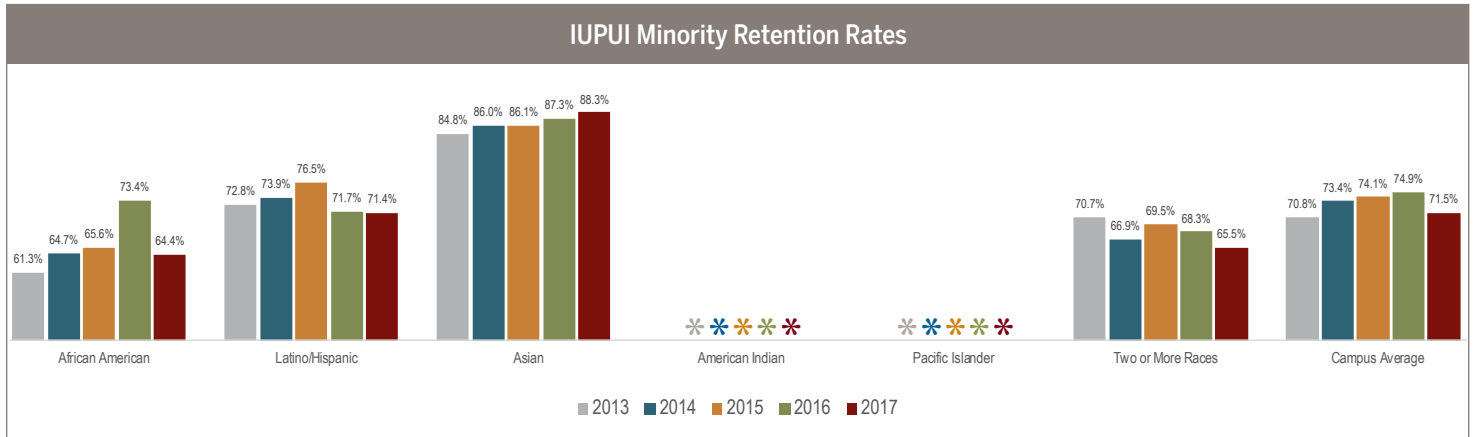
† IUPUI's minority enrollment goal is to mirror its service region goal for the minority population of citizens 18-24 years of age.

\* 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 Growing and Equitable Campus

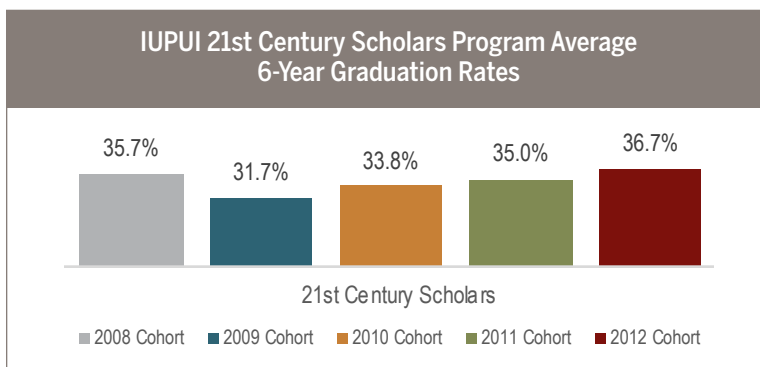
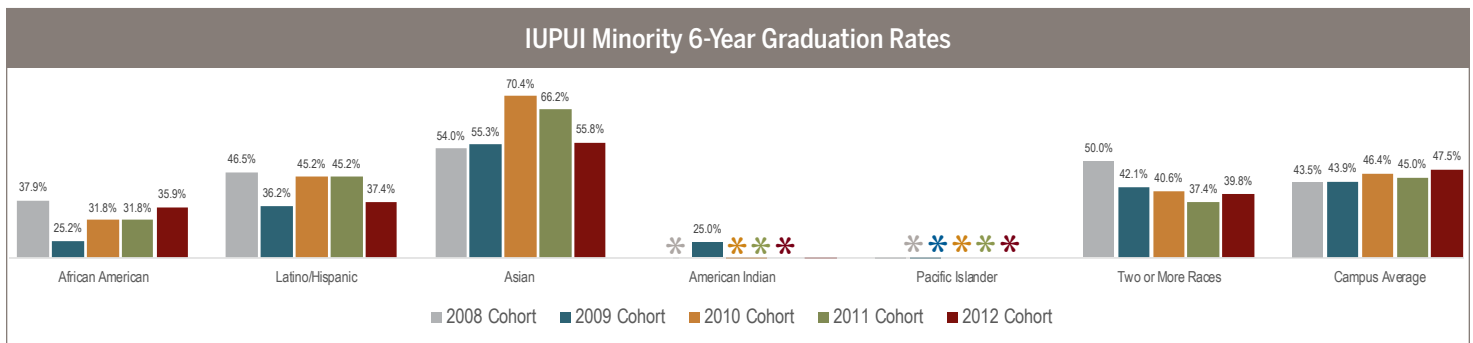
Diversity is a vital part of the campus culture at IUPUI. This includes a diverse faculty. With a continued emphasis on training, recruitment, and support, IUPUI has increased its tenured and tenure track minority faculty from 230 in 2005 to 320 in 2017—an increase of 39 percent.

# DIVERSITY BY THE NUMBERS



## Reimagining the Student Experience

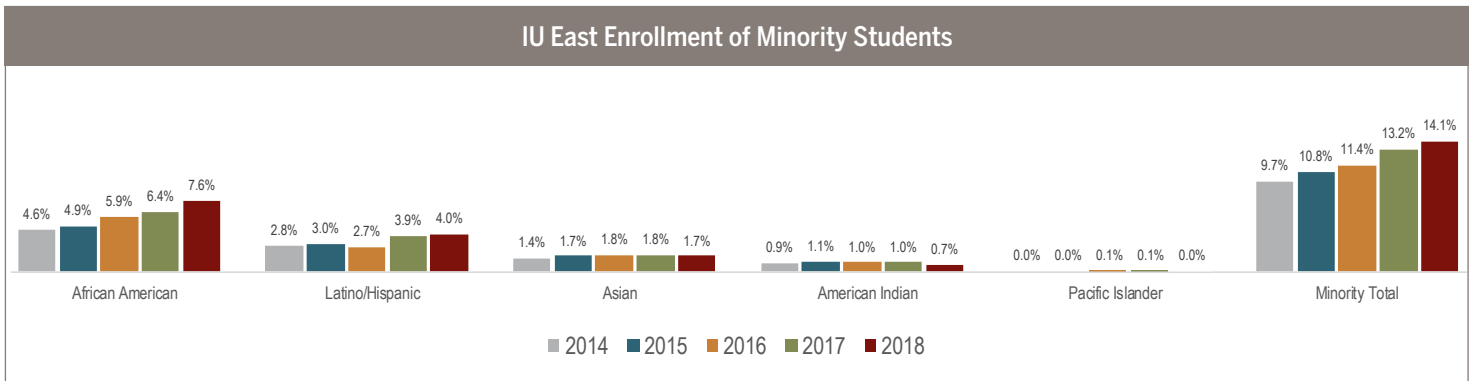
At IUPUI, a supportive network of academic programs and resources helps students persist in their educational goals. This support is particularly key to keeping first-generation and other underrepresented students on track to a degree or credential. In 2017, IUPUI saw minority retention rates for its Latino/Hispanic population reach 71.4 percent, while retention rates for Asian students rose to 88.3 percent.



## Defying the Odds

IUPUI approaches degree completion on multiple fronts. This includes dedicated counseling services, peer-to-peer and faculty mentoring, enrichment programs, academic networks, and scholarships. These and other efforts are making a difference in terms of degree attainment: The 2012 cohort six-year graduation rate for African Americans increased to 35.9 percent. Meanwhile, the 2012 cohort six-year graduation rate for the 21st Century Scholars Program reached a record high of 36.7 percent.





**2018**

**IU East  
Minority Enrollment**

**14.1%**

**Service Region  
Minority Population**

**8.3%<sup>†</sup>**

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

### Keeping the Promise

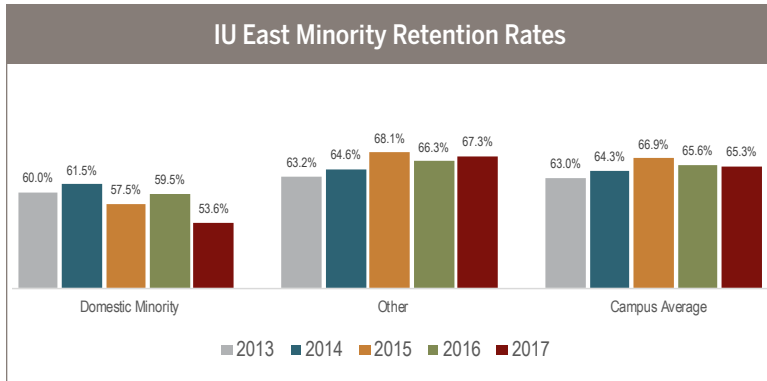
Today's workforce demands a post-high school education involving a college degree or credential. IU East continues to emphasize programs and processes that elevate opportunities for minorities and other underrepresented student populations. This concentrated focus has successfully boosted minority enrollment for the entire campus, increasing it to 14.1 percent in 2018. This is well above the service region minority population of 8.3 percent.

IU East Tenured and Tenure Track Faculty		
	2005	2017
African American	1	3
Native American	1	2
Hispanic	0	1
Asian/Pacific Islander	5	9
<b>Total Minority</b>	<b>7</b>	<b>15</b>
White	46	55

### Diversifying the Faculty

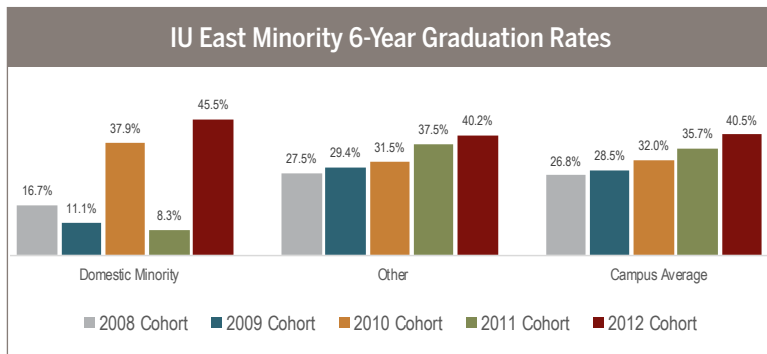
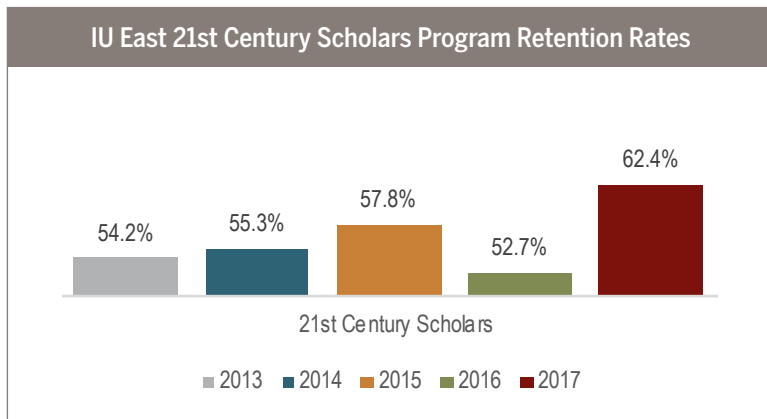
IU East believes a true learning campus is one that reflects the many perspectives and values of the students it serves. This applies to faculty, as well. IU East continues to make strides in this area. In 2005, the campus had seven tenured and tenure track minority faculty members. By 2017, that number had grown to 15.

# DIVERSITY BY THE NUMBERS



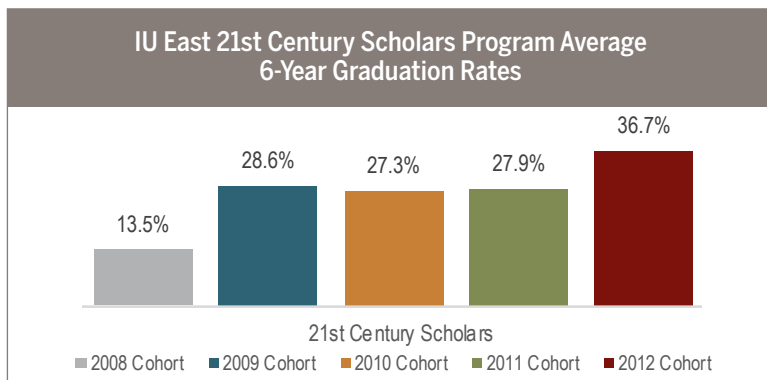
## Persistence With a Purpose

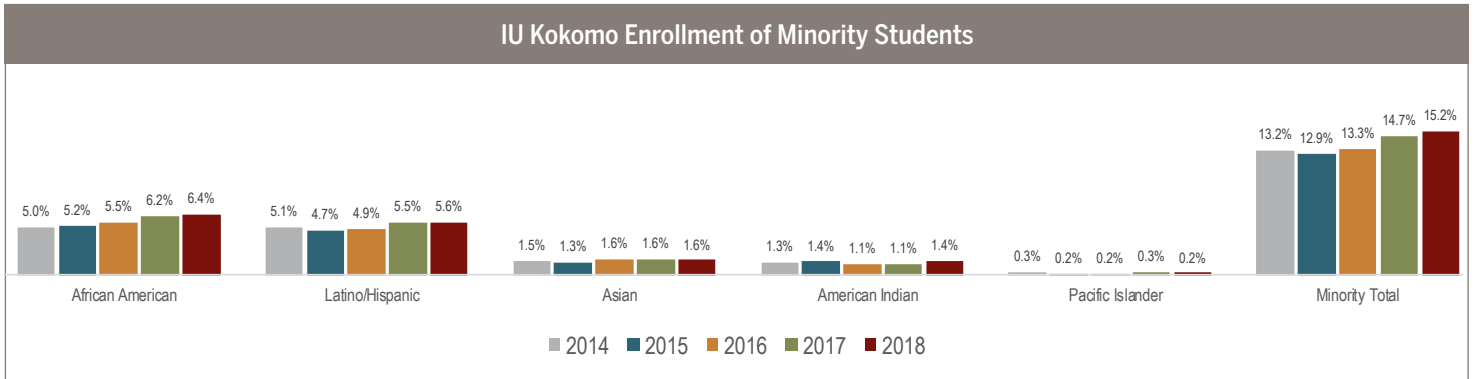
Mentoring efforts, targeted outreach and advising, strategic use of data, and one-on-one interventions all help IU East students persist in their studies and remain on track to complete their degree or credential. The 21st Century Scholars Program is particularly helpful in terms of retention success. In 2017, the program's retention rates reached a record 62.4 percent. This is a solid increase from 52.7 percent in 2016.



## Core Reforms That Work

Students who are first in their family to attend college often face unique barriers in their pursuit of a degree. IU East has a number of core strategies to encourage and help these and other minority undergraduate students to and through their college experience. This support is working. The six-year minority graduation rate for the 2012 cohort reached a record 45.5 percent. This is up from 8.3 percent in the previous year.





**2018**

**IU Kokomo  
Minority Enrollment  
15.2%**

Service Region  
Minority Population  
**16.4%**<sup>†</sup>

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

### Strategies for Inclusive Learning

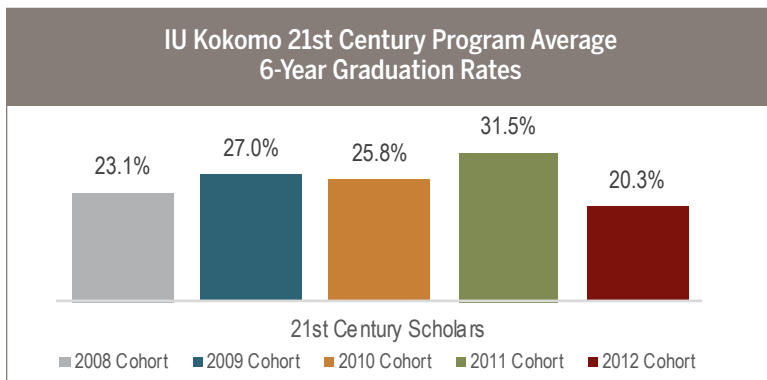
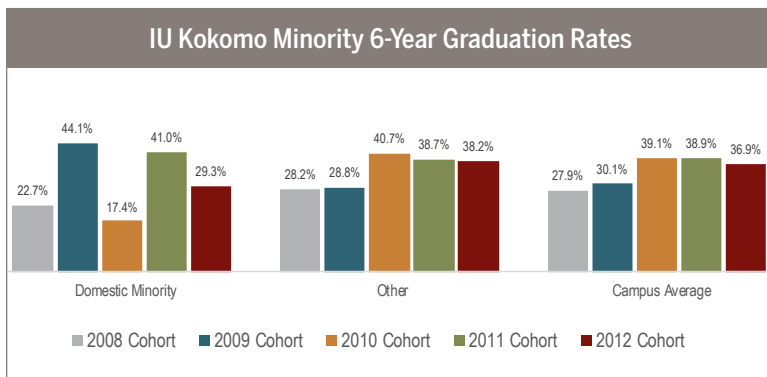
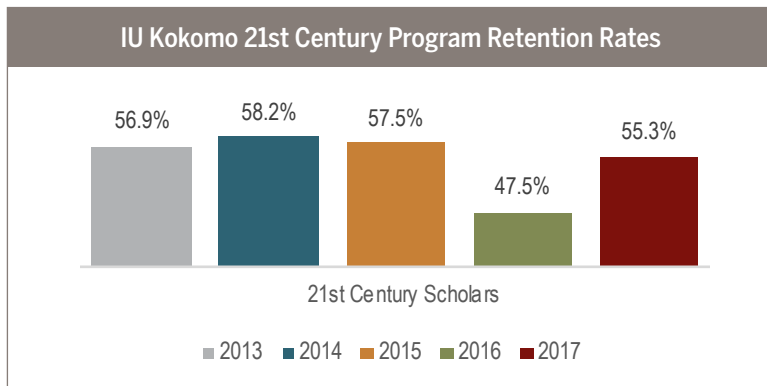
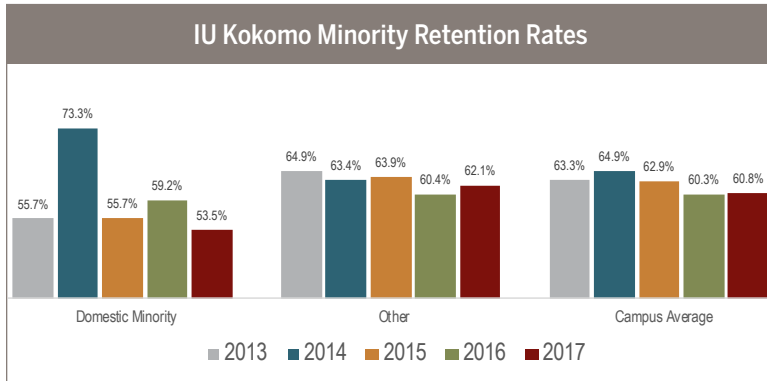
In fall 2018, Indiana University Kokomo saw the largest freshman class in its campus history. This included significant growth in student diversity. Minority students represented 15.2 percent of the overall student body, as compared to 14.7 percent in the previous year. Enrollment for Latino/Hispanic students also set enrollment records at 5.6 percent, as did African American students at 6.4 percent.

IU Kokomo Tenured and Tenure Track Faculty		
	2005	2017
African American	1	4
Native American	0	0
Hispanic	1	0
Asian/Pacific Islander	4	10
<b>Total Minority</b>	<b>6</b>	<b>14</b>
White	54	52

### Making Diversity Happen

Academic excellence begins with a talented pipeline of committed faculty and staff. IU Kokomo continues to explore ways to improve the diversity of its faculty with programs, policies, and procedures designed to boost campus equity goals. Several of these initiatives are showing promise. IU Kokomo enhanced the number of tenured and tenure track minority faculty from six in 2005 to 14 in 2017.

# DIVERSITY BY THE NUMBERS



## Engaged Learners Are Committed Learners

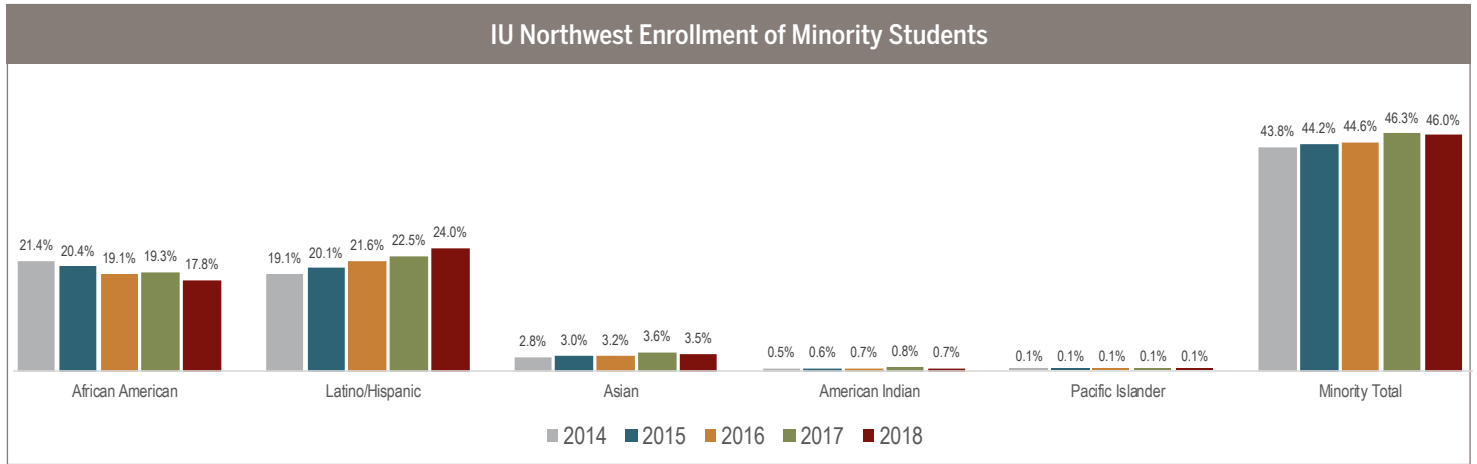
Retention success is essential to positioning IU Kokomo as a learning campus that meets the needs of not only students, but also the region it serves. This entails giving students learning experiences that allow them to engage and explore.

At IU Kokomo, this work includes programs and campus partnerships that connect students to academic resources, scholars programs, out-of-classroom opportunities, and freshman learning communities. Programs such as 21st Century Scholars are showing positive results. In 2017, retention rates reached 55.3 percent, a significant increase from 47.5 percent in the previous year.

## Raising the Bar

With one-on-one support and teaching from inspired, accomplished, and dedicated faculty, IU Kokomo is raising the bar when it comes degree completion. As part of this process, new majors and programs are constantly being evaluated and refined to guide students into the most promising jobs and industries of the future.





**2018**

**IU Northwest  
Minority Enrollment**

**46.0%**

Service Region  
Minority Population

**39.6%<sup>†</sup>**

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

### Equity for All

Increasing minority enrollment continues to be a priority for IU Northwest. A focus on creating access for all students has enabled the campus to achieve record minority enrollment rates, increasing this enrollment from 43.8 percent in 2014 to 46 percent in 2018. The improvement is particularly noteworthy as it is well above the service region minority population goal of 39.6 percent.

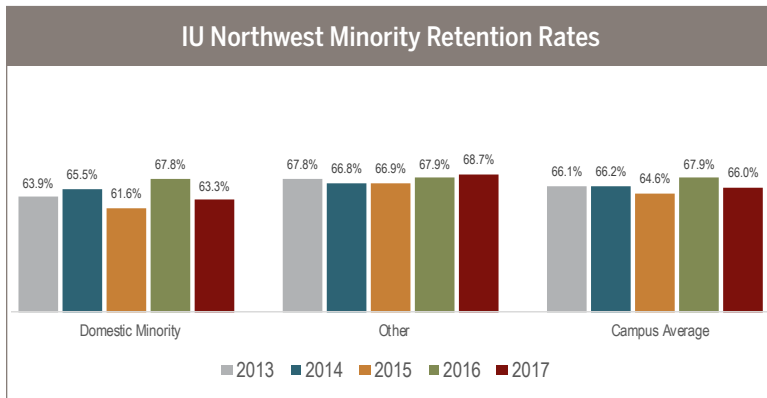
IU Northwest Tenured and Tenure Track Faculty		
	2005	2017
African American	6	11
Native American	0	0
Hispanic	5	6
Asian/Pacific Islander	12	18
<b>Total Minority</b>	<b>23</b>	<b>35</b>
White	95	65

### Teaching and Learning Excellence

A diverse faculty plays an integral role in advancing student success. At IU Northwest, many initiatives serve to enhance the diversity of faculty. This includes the school's search and screening process, which entails the use of equity advisors to ensure fair and non-discriminatory recruitment efforts. The protocol is considered an industry best practice and key to supporting IU Northwest's ability to grow its minority tenured and tenure track faculty from 23 to 35 between 2005 and 2017.

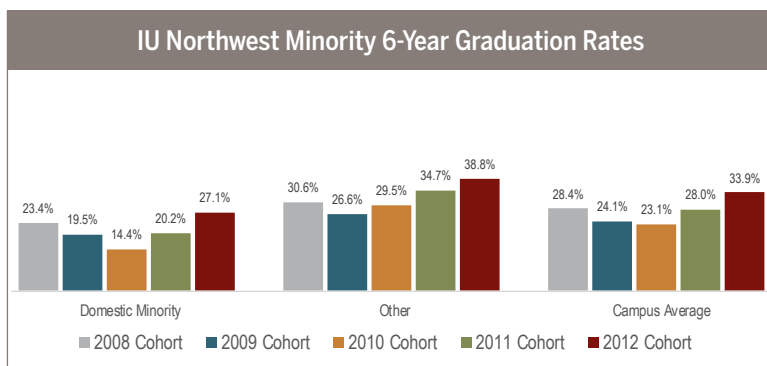
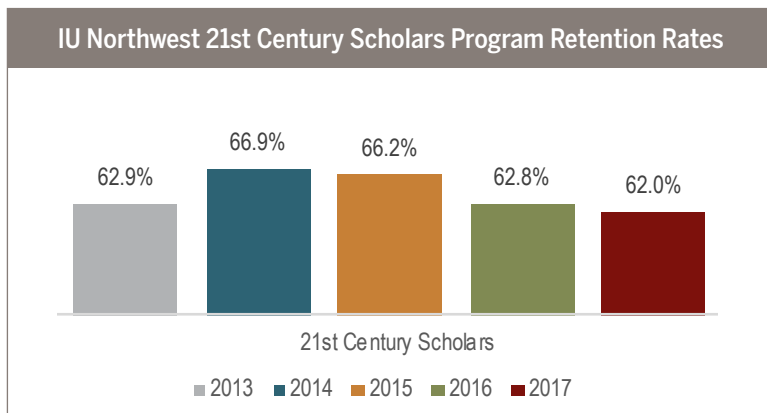


# DIVERSITY BY THE NUMBERS



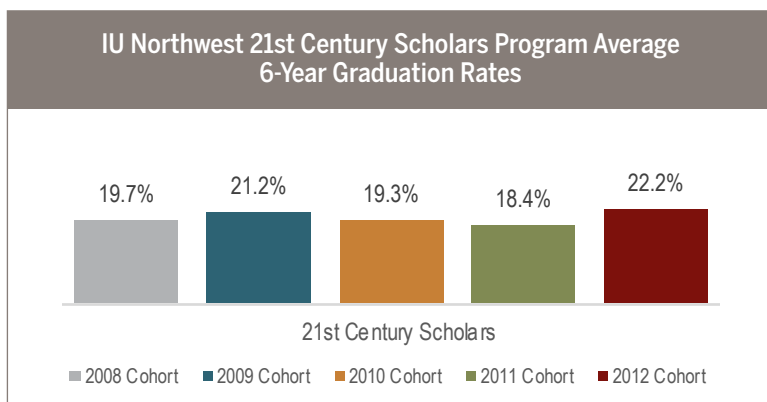
## Building Student Success Pathways

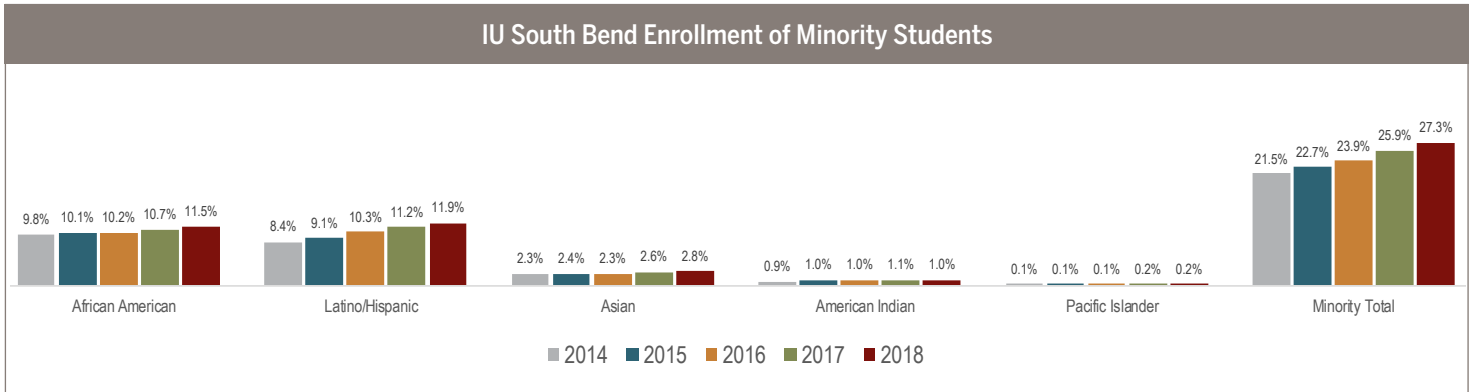
Academic resources, mentoring programs, and campus partnerships are instrumental to ensuring that all students—and particularly those who have historically been underserved by higher education—remain on track to their degree at IU Northwest. The result of this work can be seen in the retention rates of programs such as 21st Century Scholars. In 2017, the program's 2017 minority retention rate reached 63.3 percent, up from 61.6 percent in 2015.



## Reaching the Finish Line

IU Northwest's work to promote timely degree completion begins the moment students set foot on campus. Through new initiatives, programs, and a revised strategic plan, students are equipped with the tools and knowledge they need to grow and thrive. As a result of this emphasis on student success, minority six-year graduation rates reached 27.1 percent for the 2012 cohort, an impressive gain from 20.2 percent in 2011.





**2018**

**IU South Bend  
Minority Enrollment**

**27.3%**

Service Region  
Minority Population

**24.5%<sup>†</sup>**

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

### Opening Doors to Opportunities

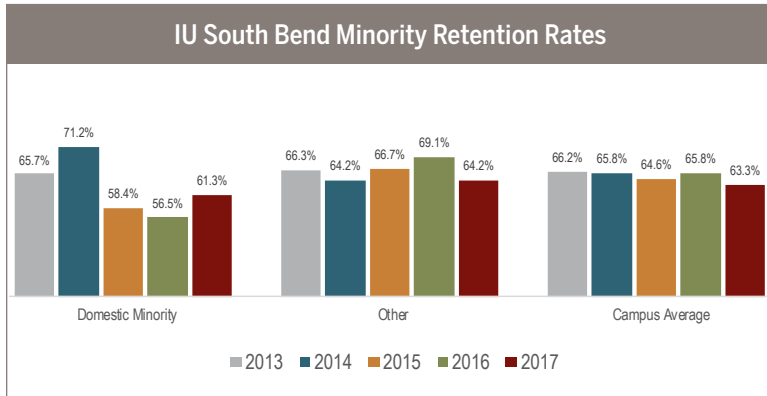
When it comes to helping underrepresented student populations access their college dreams, IU South Bend is making important progress. The campus achieved new milestones in 2018, with a record minority enrollment of 27.3 percent. This outpaced the service region minority population total of 24.5 percent.

IU South Bend Tenured and Tenure Track Faculty		
	<b>2005</b>	<b>2017</b>
African American	7	7
Native American	0	1
Hispanic	5	4
Asian/Pacific Islander	22	30
<b>Total Minority</b>	<b>34</b>	<b>42</b>
White	139	121

### Student Success Begins With Faculty

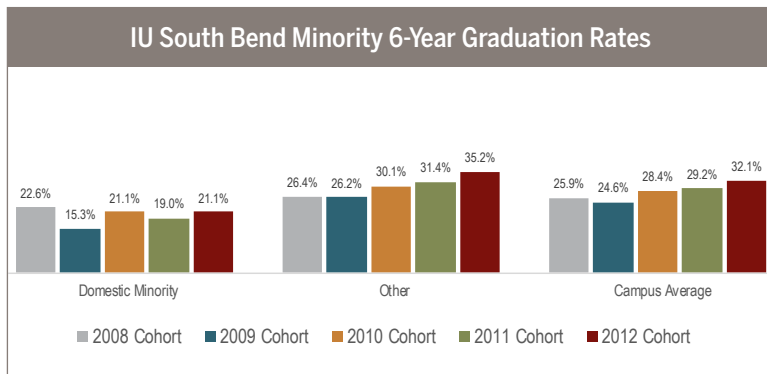
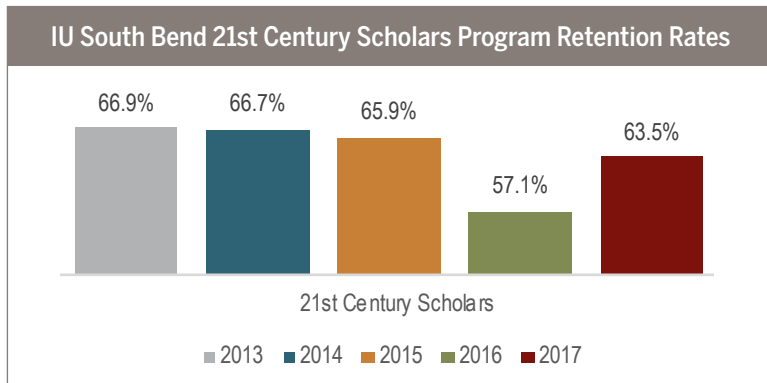
Efforts to diversify IU South Bend's faculty and staff are moving at a rapid pace. Training, recruiting programs, and new diversity committees have resulted in 42 minorities who comprise the tenured and tenure track faculty as of 2017, up from 34 in 2005.

# DIVERSITY BY THE NUMBERS



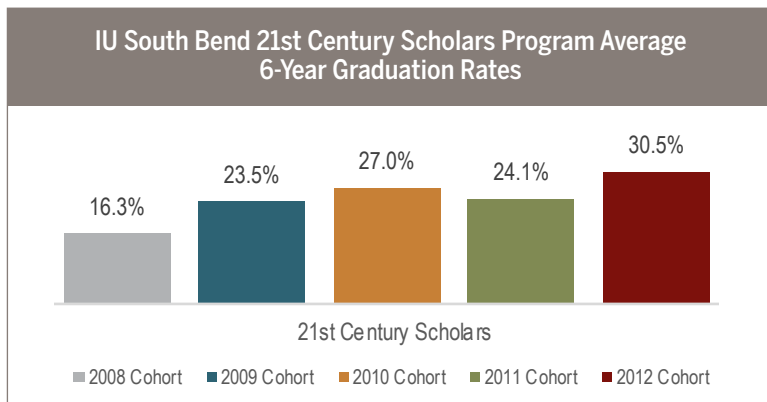
## Empowering the Future

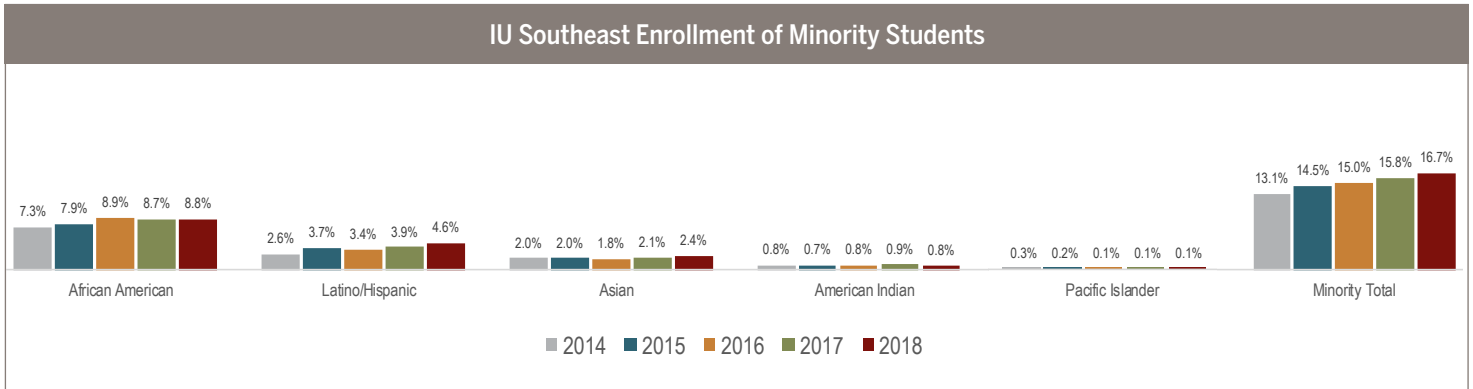
IU South Bend's emphasis on student success has translated into new academic programs, interventions targeting at-risk students, emergency scholarships and funding, pre-college support, and more. These and other efforts are making headway when it comes to retention and persistence success. In 2017, minority retention rates were 61.3 percent, an increase from 56.5 percent in 2016.



## Creating a Completion Culture

Getting students to college isn't enough. We have to keep them there. IU South Bend is doing just that, using programs and proven practices to keep students on the path to their degree or credential. This work has proven instrumental. The six-year minority graduation rate for the 2012 cohort increased to 21.1 percent, up from 19 percent in the prior year.





**2018**

**IU Southeast  
Minority Enrollment**

**16.7%**

**Service Region  
Minority Population**

**12.9%<sup>†</sup>**

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

### Leaders of Tomorrow

The college student of today is likely to be far different than students of just five years ago. Many students are now financially independent, working full or part time, and raising a family. IU Southeast recognizes these changing demographics and is addressing them with targeted initiatives to meet specific learning needs. These strategies are showing signs of progress: In 2018, minority enrollment reached 16.7 percent, significantly higher than the service region goal of 12.9 percent.

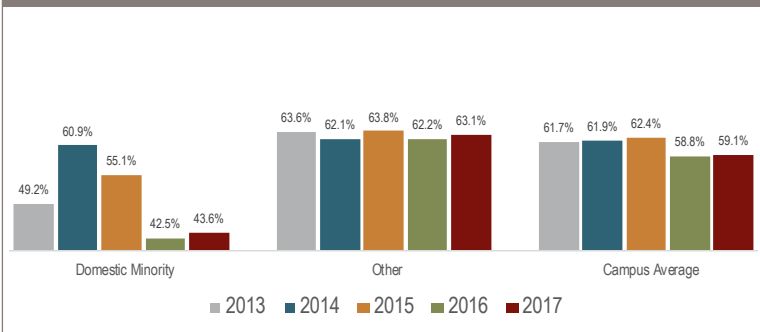
IU Southeast Tenured and Tenure Track Faculty		
	2005	2017
African American	5	6
Native American	0	2
Hispanic	1	2
Asian/Pacific Islander	11	20
<b>Total Minority</b>	<b>17</b>	<b>30</b>
White	111	103

### Someone Who Looks Like Me

A diverse faculty has a vital role in student success for minorities and underrepresented students. At IU Southeast, several ongoing programs are designed to promote equity and diversity among faculty members. This includes the Academy of Diversity and Inclusive Education (ADIE), whose mission is to support teaching, research, and service. The results of these efforts are reflected in the numbers. From 2005 to 2017, IU Southeast has grown minority tenured and tenure track faculty from 17 to 30, a 76-percent increase.

## DIVERSITY BY THE NUMBERS

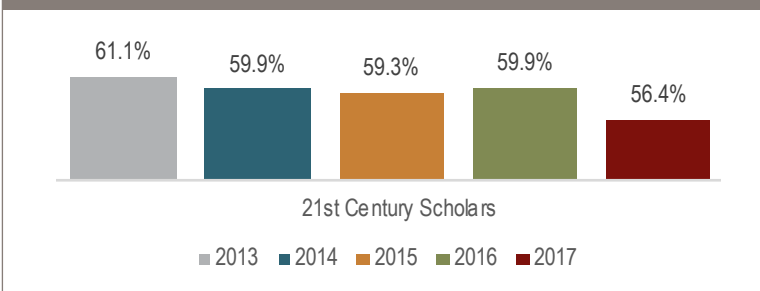
### IU Southeast Minority Retention Rates



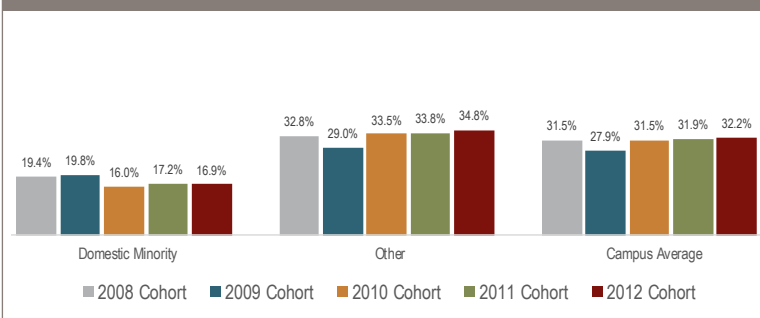
### Student Connections and Success

IU Southeast remains steadfast in its commitment to advance student success through innovative programs, mentoring efforts, and cultural clubs and organizations. Students, especially those who are first-generation or minorities, often need such support and resources to help them persist to a degree or credential. In 2017, minority retention rates rose to 43.6 percent, an increase from 42.5 percent in 2016.

### IU Southeast 21st Century Scholars Program Retention Rates



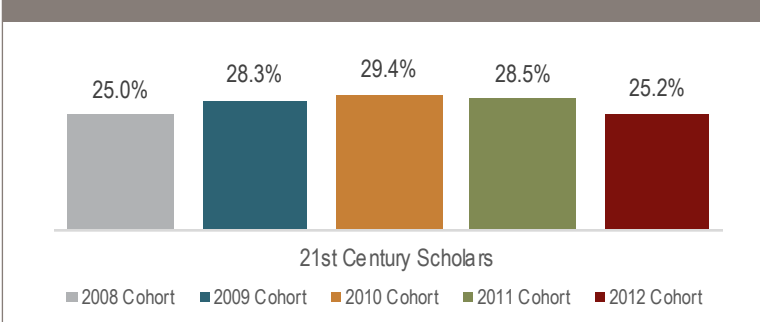
### IU Southeast Minority 6-Year Graduation Rates



### An Eye Toward the Future

There are many barriers that can prevent college students from completing their education journey: financial constraints, academic issues, and family challenges. IU Southeast strives to address these issues with a holistic support system that includes counselors, faculty, staff, and peer mentors, among other resources.

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



## Achieving Diversity Milestones

Over the years, there has been a dramatic shift in the changing demographics of college campuses in terms of race, gender, gender identification, religion, and other factors. Such diversity enriches the college experience, providing opportunities for students and others to learn and grow from the knowledge and values of others.

Indiana University strives to be a global beacon for diversity and inclusiveness. For the 2018-2019 year, IU welcomed the largest beginner class in its history and the largest number of minority students. For the second consecutive year, the institution set records for incoming beginner student populations with 15,909 students, including record classes at IU Bloomington of 8,097 students.



This year's enrollment also includes record numbers of Hispanic/Latino and Asian American students. The total number of minority students at IU Bloomington is more 8,748—the most of any IU campus and representing more than a 50-percent increase since 2007.

IU Bloomington's efforts to improve the college trajectory for minority students has not gone unnoticed. In 2018, the campus once again received the Higher Education Excellence in Diversity Award from *Insight Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education.

This is the fourth year IU Bloomington has been honored as a HEED Award recipient. The award is the only national honor recognizing U.S. colleges and universities that demonstrate a strong commitment to diversity and inclusion through their innovative programs and outreach, hiring practices for faculty and staff, and student recruitment, retention, and completion.

In addition to winning the HEED Award, IU Bloomington earned *Insight Into Diversity's* highest distinction: the Diversity Champion. As one of only 13 institutions to receive this honor, IU Bloomington was recognized for developing successful strategies and programs that serve as models of diversity excellence for other institutions.

As noted by the magazine, several of IU Bloomington's stand-out accomplishments related to diversity include evaluating new ways to engage with students, faculty and staff; using research to build diverse and inclusive environments on campus; improving recruitment and retainment of a diverse faculty; creating diversity plans for all 16 degree-granting colleges and schools on its campus; and establishing a new framework of associate vice provosts to engage in diversity and inclusion work at all levels of the university.

## Pathway to Achievement

Founded in 1820, IU Bloomington serves as the flagship campus of Indiana University. During the past two centuries, the Bloomington campus has become known as a place where innovative ideas and unexpected collaborations take learning to a new level. The educational experiences provided change the futures of students—and the fabric of the communities in which they will one day live and work.

When it comes to opening the doors of opportunity for students, IU Bloomington stands out. At the same time, we know that many students, particularly those who are the first in their family to attend college, may find themselves overwhelmed with academic and personal challenges. The Academic Support Center (ASC) can help.

From the first day of classes, the ASC provides a critical connection to campus resources for students by encouraging their academic success, integrating them into campus life, and creating a support system so that they excel in college and beyond.

Students who visit the ASC are able to take advantage of free tutoring spaces for learning, technology resources, peer coaching, workshops, and much more—all of which can be easily accessed via convenient locations in cultural centers, in three campus residence halls, and in the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) academic programs.

The ASC is integral to OVPDEMA's goal of creating opportunities for students to learn from others with different backgrounds, values, and perspectives. In doing so, the learning process is enhanced and students can connect to experiences that extend far beyond the confines of a classroom.

Leslie Robinson serves as the “face” behind the ASC. Among her many responsibilities, Robinson is a valuable resource for students and parents who need information and guidance about academics and professional enrichment at IU Bloomington. Robinson also collaborates with other campus partners to offer support services such as workshops, weekly programs, satellite tutoring, and more.



The impact of the ASC on student success can be seen in the numbers: 9,000-plus ASC sessions are delivered annually by 60 tutors working in the ASC and various satellite locations.

### Advancing Equity

As part of its work to attract diverse faculty applicant pools, the Office of the Vice Provost for Diversity and Inclusion holds a number of faculty hiring workshops each year. These initiatives

play an important role in helping committees identify and block unconscious bias, as well as provide best practices in terms of recruitment. The office also works closely with schools on the IU Bloomington campus to help move their diversity plans forward.

In addition, the group organizes events to help faculty, staff, and students connect with one another and create a sense of community. Last year, more than 100 faculty members took part in diversity-related luncheons. The gatherings provide space for networking, mentorship, and conversation. More than 150 faculty and staff also attended the inaugural “Diversity Celebration,” co-hosted with the College of Arts and Sciences’ Office of Diversity and Inclusion.

As it looks to the future, IU Bloomington will continue its work to increase diversity, engagement, inclusion, and respect for everyone. This work is not only vital to the students being served, but also to the community and our democracy. Every individual has a role to play in this process of bringing about greater equity and understanding.

### Paying It Forward

Growing up in the projects of Brooklyn, New York, Tislam Swift did not always have the same opportunities as many of his classmates at Indiana University. Now a student in IU Bloomington’s doctoral program in voice, Swift recalls coming to IU with concerns that his musical training would fail to measure up to other students who had enrolled in classes from a very young age. His worries were compounded by the need to work a part-time job to cover the cost of a degree—a reality that forced him to split his energies between his education and the job required to pay for it.

That changed when Swift received an emergency scholarship from the LGBTQ+ Alumni Association. After meeting with Doug Bauder, director of the LGBTQ+ Culture Center—which is a program of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA)—Swift

was encouraged to apply for the scholarship. Upon receiving it, he was able to concentrate on his studies without the worry of taking on a part-time job.

“[The scholarship] meant that I could stay in school and continue my work, both on campus and beyond, and potentially be both a professional musician and a social justice advocate,” Swift says.

Swift continues to study voice today as he carries out his work as a graduate assistant at the Neal-Marshall Black Culture Center. In addition to pursuing social justice initiatives through the center, Swift remains involved in work that supports the Black community across campus, including the Black Graduate Student Association and Alpha Phi Alpha Fraternity, Inc. These efforts, he says, are instrumental in paying forward the support he received to the next generation of IU students.



“Scholarships like [the emergency scholarship] are important because they create opportunities for students identifying with marginalized groups. It gives them access to resources to help them succeed and prosper at institutions like IU,” Swift says.



## A Dedication to Transformation

Known as Indiana's premier urban public research university, Indiana University-Purdue University Indianapolis (IUPUI) believes in the power of transformation. Academics, of course, are essential to this process. IUPUI offers more than 350 undergraduate, graduate, and professional programs. Equally important, however, is a commitment to diversity—and creating a campus where everyone is welcomed and valued.

The Welcoming Campus Initiative is at the heart of this focus on diversity and equity. Launched three years ago, the effort serves as a springboard for transforming IUPUI into a more equitable and inspiring destination for faculty, staff, students, and visitors.

Through taskforces, focus groups, and town hall meetings, the Welcoming Campus Initiative serves to address the question, "How can we change IUPUI for the better?" The answers attained are providing the impetus for a number of diversity-related projects throughout the campus—all of them laser focused on making IUPUI the kind of learning campus that embraces individuals from all walks of life.



## Celebrating Differences

IUPUI has a long history of supporting "affinity" groups that serve faculty, staff, students, and alumni. Many of these groups were initially formed in response to social justice needs and issues specifically expressed by marginalized student populations.

In 2018-2019, IUPUI celebrated several affinity-related graduation ceremonies for students who identified with a particular culture or group. This included veterans, Asian Americans, Latina/os, Black, LGBTQ+ individuals, and Indigenous students. The events that transpired had their own unique traditions and rituals, but they all reflect IUPUI's commitment to diversity and to building an inclusive campus.



One of these gatherings is the lavender graduation for LGBTQ+ students. The color lavender has an important connection to LGBTQ+ history. Once tied to concentration camps to designate LGBTQ+ political prisoners in Nazi Germany, the LGBTQ+ civil rights movement took these symbols of hatred and combined them to make symbols and color of pride and community.

Today, lavender graduations serve as an alternative to traditional ceremonies, enabling LGBTQ+ students to openly celebrate their achievements without fear of retribution or being outed to friends and family.

This year's lavender graduation had the largest number of participants in its 10-year history. Members from IU's Alumni Association attended the event, which landed on the front page of *Diverse Issues in Higher Education*. The magazine is the only publication dedicated exclusively to minority issues in higher education.

Another diversity initiative is IUPUI's work with mandatory Implicit/Unconscious Bias Training. Executive-level faculty are now required to take the two-hour workshop, plus online tests through Harvard University's website. The idea is to raise awareness about implicit bias and facilitate action to help IUPUI with its diversity goals.

Designed and facilitated by the Indianapolis nonprofit group, the Peace Learning Center, the workshops took place in early February. Participants included staff, faculty, and graduate students from the Lilly Family School of Philanthropy, the School of Social Work, and at least 10 other schools or departments on the IUPUI campus. Before, during, and one month after the workshops, participants are invited to provide feedback and share personal experiences.

Other ongoing diversity efforts at IUPUI include the continuation of *Embrace* magazine, which serves as a complement to the *Annual Diversity Report*. Specifically, the magazine adds a face to the diversity numbers through stories about those working to make IUPUI more inclusive. Beyond storytelling, the magazine serves



as an important tool for recruiting students, staff and faculty, fundraising, celebrating accomplishments, and sharing the IUPUI story with the surrounding community.

Another notable diversity effort is APLU INCLUDES (Inclusion Across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science). The initiative is a National Science Foundation-sponsored project designed to expand the diversity of STEM faculty.

The project's first phase aims to provide APLU's membership

of more than 230 public universities and university systems with promising practices that broaden student participation in STEM programs, foster career pathways toward STEM, and offer tools to effectively recruit, hire, and retain STEM faculty from underrepresented groups.

"Moving forward, our work will continue to instill diversity into our institution's consciousness and reinforce it with equity and excellence through policies, practices, and programs," says IUPUI Chancellor Nasser Paydar.

## A Story of Perseverance

First-generation college students often stumble when they begin their higher education journey. Without the benefit of family members with college experience, many encounter unanticipated barriers at every turn: college readiness, financial stability, low academic self-esteem, and difficulty adjusting to college life. Any one of these challenges can impact a first-generation student's chances of postsecondary success.

Yoriana Gallegos knows this reality firsthand. As the first in her family to be born in the United States, her parents couldn't answer questions or calm her fears about college. She didn't know where to turn.

"Because I am a first-generation college student, the path and actions I took to get to college were very different for me," recalls Gallegos, a 21st Century Scholar.

Gallegos' father had been granted citizenship under the Obama administration, but when her mother applied in 2016, she was told to return to Mexico to complete the necessary paperwork. She was later barred from re-entering the United States. It would be two long years before she could reunite with her family.

Instead of focusing on school, Gallegos had to help her father pay bills and care for her

younger siblings. The sudden change in family dynamics affected her mental health and challenged her academic progress—two things her family and community deemed taboo to discuss, Gallegos says.

"I always had to seek help from someone on the outside, and that's something I want to help others with," Gallegos says. "I want them to come to me and ask for help because I know it's very hard for people to have this courage."

Gallegos persevered, however. In her second year at IUPUI, she became the public relations chair for the Latino Student Association. This year, she serves as the organization's president. More than offering a way to connect with other first-generation students on campus, the club introduced her to the AXIS program.

AXIS is an eight-month leadership initiative to help the next generation of Latino graduates prepare for the professional world. Supported by the Indianapolis Mayor's Office and the Indiana Latino Expo, the program targets Latinos ages 21 to 28.

As part of the effort, students are introduced to prominent civic and business leaders who also are Latinos or heavily involved in the Latino community. This includes



Indiana University graduate and State Representative Earl Harris Jr.

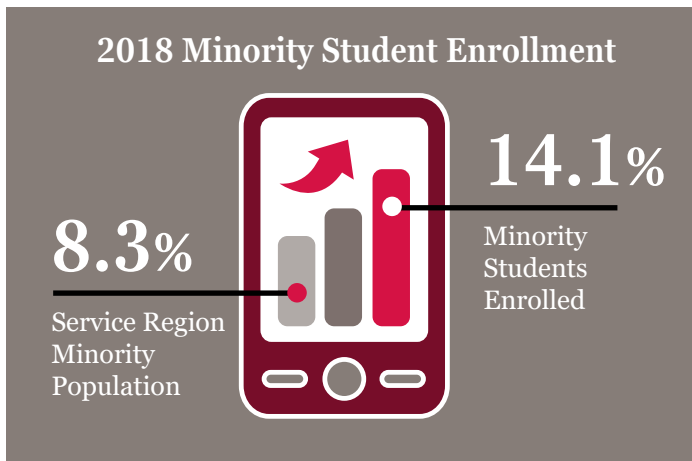
Now that her family is back together, Gallegos hopes to secure an internship in immigration law with the network she has built through the AXIS program. Her ultimate goal, she says, is to one day speak on behalf of those who are unable to speak for themselves.

"A lot of the people I met in the AXIS program told us you have to get out of your comfort zone and not just look for that Latino professional face, but to make connections with people who don't look like you. At the end of the day, you can't just stay in your Latino world," Gallegos says. "You have to reach out to those who are different from you, because that's where true unity comes from."

## An Intentional Approach to Student Success

Students at Indiana University East are part of a campus invested in their success. The goal is simple: help *every* student stay connected, on track, goal oriented, informed, and motivated.

This intentional approach to promote student success is followed by equally intentional efforts to create a dynamic learning community that embraces diversity and inclusion. Academic programs, career opportunities, emergency scholarships, and other supports are at the center of this work, so too are the professors, academic advisors, and faculty mentors who inspire, enrich, and inform the students who call IU East home.



Faculty and staff are a valuable part of what makes IU East special. The institution values their contributions and works hard to develop initiatives that support them. The newly developed diversity and inclusion plan is part of this commitment. The plan, which consists of a series of concrete action tasks designed to offer measurable markers of diversity progress, focuses on six areas. They are:

- Institutional leadership support
- Curricular and co-curricular programming
- Campus climate
- Serving our community
- Recruitment and retention of diverse employees
- Recruitment and retention of diverse students

## Doing the Work

For colleges and universities to remain vital, they must continually explore new ways of student learning. That means supporting the individuals who teach today's students. In this area, IU East has made several high-level changes. This includes the transition of the campus' Diversity Commission into a Diversity and Inclusion Committee comprised of a group of students, faculty, and staff who collaborate on programming and creating opportunities for diversity education on campus.

## Outreach for Change

With a strong guiding foundation from which to work, IU East launched several outreach programs in the 2018-2019 academic year to promote diversity and engage students. One of these efforts involved hosting 300 third-graders for a "Walk Into My Future" event on campus. As part of the initiative, which was held in partnership with the Randolph County Promise program, each attendee learned about the college experience and received a \$1,000 scholarship to IU East if they enrolled as part of the class of 2031.

Separately, 140 student participants garnered insight into college through the summer 2019 Third Grade Academy program, held in collaboration with the Every Child Can Read organization.

As in previous years, IU East continues to offer arts and cultural experiences, interactive learning opportunities, and campus-community connections as a way to highlight issues of race, culture and language, and economic inequities.

For example, the school enhanced its relationship with the local NAACP and co-hosted its annual dinner; brought the IU Soul Revue back to campus, which was enjoyed by 300 attendees; featured artist Vitus Shell in an exhibit and discussion program about "Picturing the Black Experience" that reached more than 500 people; held monthly discussions with representatives on the Diversity and Inclusion Committee; and involved 125 campus and community members in an "Implicit Bias" workshop co-hosted by The School of Social Work, the Diversity and Inclusion Committee, and Mindful Explorations.

Culture and language were further celebrated during Hispanic Heritage month activities in the fall, study-abroad experiences, and the Indiana Latino Expo.

## Creating Community, Nurturing Equity

The Center for Service-Learning continues to expand its academic outreach and supports for students who are traditionally underrepresented in higher education. With work-study funding and support from the Stamm Kochlein Family Foundation and Indiana Kids grants, IU East students mentored, tutored, and provided special programs for more than 200 youth in Wayne County in 2018-2019, 40 percent of whom were identified as Latinx, African American, or multi-racial.

Additionally, IU East hosted a number of events dedicated to the LGBTQ+ community, including poetry readings, film series, informational panels and discussions, a National Coming Out Day awareness program, and the creation of a new LGBTQ Community Archive. This archive, which will contain the oral histories of many local members of the LGBTQ+ community, will be expanded and enhanced in the future. In total, these and other programs engaged more than 200 campus and community members around discussions on LGBTQ+ issues and identity.

Economic inequities also were explored in 2018-2019 through the “One Book, Many Voices” campus community read. More than 150

individuals attended author Faith Fowler’s presentation for her book, *This Far By Faith*, as well as 50 campus and community participants who gathered with the author for the “Building Blocks: Community Action to End Homelessness” workshop.

Those in attendance represented local businesses, schools, faiths, and organizations serving youth, adults, and older adults. Each received a copy of Fowler’s book, *Tiny Homes in a Big City*, which documented the successful Detroit tiny homes community for previously homeless individuals. Discussions centered on innovative solutions to homelessness and challenges specific to the local community, with a particular emphasis on the approximately 100 homeless youth in Wayne County.

Looking to the future, IU East will continue to emphasize these community-building opportunities, as well as its diversity and inclusion plan and other efforts to provide transformative experiences for all.



## Looking Ahead

Nate Niehoff has many reasons to be boastful about his time at IU East.

Niehoff is a member of the Red Wolves basketball team. He graduated in May 2019 with a bachelor’s degree in business administration.

In basketball, Niehoff was a national NAIA scholar-athlete, scoring more than 1,000 points and solidifying an amazing career win total with the Red Wolves.

“The biggest thing in my four years is winning 110 basketball games,” Niehoff says. “Analysts say that 100 is fantastic. I’ll brag about that until the day I die.”

He also can boast about his post-basketball successes. After graduating, Niehoff immediately stepped into a full-time job as a credit analyst at Citizens State Bank in New Castle.



Niehoff credits his career success to his instructors, his interactions on campus, and an internship at First Bank Richmond.

“There is a lot of learning before getting into what I am doing,” he says.

As a student, Niehoff was well-known around campus after doing work-study with Campus Life and serving as an Admissions Ambassador and a member of the Student Activities Advisory Team (SAAT).

Niehoff comes from a family with a strong legacy at IU East. It was an easy choice to attend the institution because it feels like family on campus and on the court, he says.

As he reflects on his academic journey, Niehoff is grateful for his involvement with Campus Life and for the caring leadership of Director Rebeckah Hester and Assistant Director Amanda Vance.

“They got me involved,” he says. “They were like a stepping stone for connections on campus.”

## Celebrating Results

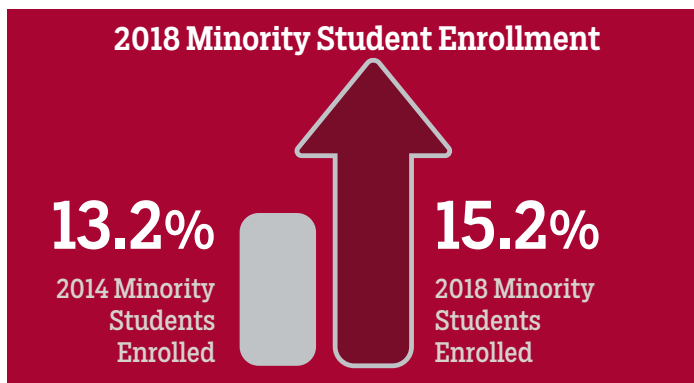
For the first 18 years of Indiana University Kokomo's existence, the Seiberling Mansion served as its campus and a way to provide access to a college education for people of north central Indiana.

While it moved to the current site on South Washington Street in 1965, the humble beginnings in a former residence have never been forgotten.

On Sept. 16, 2019, campus leaders placed a historical marker at the mansion as part of a commemoration of IU's Bicentennial and IU Kokomo's 75th anniversary.

Transformative changes continue to take place on IU's Kokomo's campus since its historic beginning in the Seiberling Mansion. Today's students are immersed in a diverse learning community where programming, professional enrichment, internships, and student groups and organizations are designed to inspire and inform and prepare them for both college and the real world.

In 2018, fall enrollment at Indiana University Kokomo saw the largest beginner class in the school's history, along with a significant growth in student diversity. Incoming first-year students boasted an impressive class of 639, with credit hours exceeding 9,576. Minority students represented 15.2 percent of the overall student body, as compared to 6.9 percent in 2006. The campus also set overall enrollment records, with a 3.1-percent increase in numbers of students, along with a record-breaking 168 degree-seeking graduate students, a 32-percent increase from fall 2017.



The minority student population represents the highest number of non-White students at 424. Enrollment for Latino/Hispanic students (155) and African American students (179) also are records.

These records are no accident. They are the result of IU Kokomo's strategic focus on student success and diversity—and to the belief that every student matters. Guiding this commitment and the work that follows is part of the university's Campus Strategic Plan.

## Big, Bold Ideas

IU Kokomo's strategic plan aligns with a university-wide strategic plan aimed at 2020, the Bicentennial of Indiana University. To that end, IU Kokomo has made important strides in its campus plans over the past year. This includes increasing academic resources, adding additional online programs, expanding study-abroad opportunities and internships, and embedding more co-curricular activities in the classroom.

## Kokomo Experience and You

When students study at IU Kokomo, they reap the benefits of out-of-classroom experiences—the kind of field learning that presents the real world up close and personal. The experiences also are ones that impress employers.

The KEY (“Kokomo Experience and You”) is a four-year program of experiential education. Depending on a student's major, he or she might design a social media campaign for a community agency, help children in Guatemala, study fossils at the Field Museum in Chicago, present research at a national conference, pick up career advice from professionals in Chicago, or become immersed in art or writing on a retreat away from campus. In short, the world becomes a second classroom.

Mark Canada, executive vice chancellor of academic affairs, recently took a trip with several students and faculty to Yellowstone National Park in 2018 as part of a KEY experience. He describes the experience for students and adults alike as “life-changing.”

“The experience is both immersive and interdisciplinary—exactly the kind that provides all students with opportunities to engage in high-impact practices and transformative learning,” Canada says. “It includes not only trips such as this one, but also retreats, internships, undergraduate research, and service-learning opportunities.”

## Prepping Freshmen for Success

A group of students cheered as a blindfolded classmate swung the baseball bat, grazing the legs of a Minions piñata. They called out directions and applauded wildly when he finally broke it open, raining down candy.

You would never guess from the camaraderie that most of the students had only recently met.

They were among nearly 130 incoming IU Kokomo first-year students attending the KEY Summer Institute, a week-long program that prepares students for a successful transition from high school to college.

“Going into freshman year, I’m not scared anymore, I’m ready to dive in,” says Hayden Turner.

This feeling of belonging is one reason the campus hosts the Summer Institute as part of its Kokomo Experience and You (KEY) program, explains Christina Downey, associate vice chancellor for academic affairs.

“It helps new students build relationships with faculty and other students, learn to navigate all areas of campus independently, and discover the core services and skills they need to be successful,” Downey explains.

Students who participate in KEY are about 10 to 15 percent more likely to progress toward a degree. Part of this is motivation, according to Downey, but it also reflects the knowledge students gain from experiences such as KEY Summer Institute.



As part of the institute, freshmen also learn about the importance of their academic advisors, campus travel opportunities, managing demands and staying balanced, resolving challenges, and how to get a campus job, among other topics. Those who complete the week receive a student worker certification, which gives them an edge on gaining one of the highly sought-after campus jobs.

No year would be complete without acknowledging those who dedicate their time and talents to teach tomorrow’s leaders. Two of these individuals were recognized at Indiana University Kokomo’s annual Fall Convocation for distinction in teaching, community service, research, and diversity.

Rosalyn Davis, clinical associate professor of psychology, and Kate Aguilar, coordinator of student life and campus diversity, both were honored with the Chancellor’s Diversity Award.

Davis was pleased to have her work to make the campus more inclusive acknowledged. She serves as the faculty diversity liaison, and completed a campus climate survey. She also planned the first-ever “Juneteenth” celebration for IU Kokomo. The event is designed to commemorate the end of slavery in the United States.

Aguilar, who called the award “an incredible honor,” was noted for creating a minority mentoring program, establishing diversity scholarships, and bringing the *IU Latino Leadership Conference* to the IU Kokomo campus.

“I’m proud of the work our entire campus does around diversity and inclusion,” she says, “and honored to be a small part of it.”

## Graduate Honors Immigrant Parents

Before they became parents, José and Maria Aguilar made a hard choice. They left behind their family and farm in Mexico to give their future children a better life in the United States.

Because of that sacrifice—and the long hours they’ve worked at a Logansport pork processing plant—their daughter, Jocelyn Aguilar Castro, now teaches first graders after earning a degree in elementary education from Indiana University Kokomo.

Castro, who graduated in May and plans to pursue a master’s degree in the future, says



her commencement was an achievement for herself and her family.

“My parents worked hard with their hands so I could work with my brain, and achieve all of my dreams,” she says.

Castro has come a long way from her preschool days in Logansport, learning her first English by watching cartoons on television. Now a teacher at Logansport’s Landis Elementary School, Castro is passionate about being a role model to young students—

especially those who are Latino like her.

“I was that very same kid at one point,” she says. “My students can see from my example that *anything* is possible with hard work and commitment.”

## Paving a Path to Success

Home to a diverse group of students, faculty, and staff, IU Northwest aims to empower individuals to be active citizens who can apply the knowledge they gain to transform their communities and the world.

This sense of belonging is fueled by several core efforts to promote student success throughout university. Earlier this year, the institution submitted its application to the Student Success Academy with the Higher Learning Commission (HLC). Plans include a three-year commitment by Dean Mark Hoyert from the College of Arts and Sciences to head a team of faculty and staff to work with mentors and scholars from the HLC on ways to enhance student persistence and graduation rates.

Hoyert is a familiar name at IU Northwest—and instrumental in creating and leading programs and projects to enhance teaching and learning and, ultimately, student success. One of these efforts is the Pedagogical Innovation Groups (PIGs). PIGs first originated as part of the American Association of State Colleges and Universities' (AACSU) "Re-Imagining the First Year of College" project, an initiative focused on the implementation of innovative practices and programs by all five IU regional campuses to help first-year students succeed at IU.

Eleven PIGs had been formed by the end 2018, with 62 faculty participating. Together, members of the PIGs have investigated 38 different teaching techniques.

## Challenging Students to See Their Potential

The IU Northwest Council plays a pivotal role at IU Northwest as the main governance body for discussions and dissemination of information involving significant campus issues. This includes campus strategic planning and enrollment management.

The findings by different campus groups, as well as those from national publications, are discussed and debated by the Council. The Retention Strategies Group, for example, manages enrollment issues, devises strategies to deal with changing numbers, and evaluates and develops processes that affect the college experience. As part of its work over the past year, this group—which is cross-divisional/all-campus—has developed six strategies to improve retention. They are:

- Increase opportunities for financial assistance
- Expand and improve academic coaching/advising/mentoring
- Enhance curricular options to foster completion
- Encourage students to persist and provide opportunities for easy return

- Partner with the external community to create a network of support for student success
- Enhance the use of high-impact learning practices

## Helping Northwest Indiana Thrive

Two professors of the Indiana University Northwest School of Business and Economics—Subir Bandyopadhyay and Tin-Chun Lin—are the creators of a first-of-its-kind tool to measure the degree of confidence Northwest Indiana business owners and executives have for their companies' prospects.

Dubbed the Business Confidence Index, or BIZCONF, the resource is modeled after a similar tool created by professors at IU East and made possible by a Regional Economic Development (RED) grant from IU's Council for Regional Engagement and Economic Development (CREED). In addition to other indices such as the consumer price index, BIZCONF provides information on economic activity, inflation, and price to help professionals stay on top of business trends, but it is the only one designed to help local business owners zero in on the confidence level of their peers for the future of the region.

In July 2018, the professors surveyed 100 business owners and managers in Lake, Porter, and LaPorte counties about their business demographics, performance, and forecasts. According to Lin and Bandyopadhyay, the inaugural survey revealed several key highlights about the business forecast in the region. For instance, when comparing 2018 to 2019:

- 63 percent of respondents expect to experience growth in business activity;
- 40 percent expect to hire new employees;
- 43 percent expect to realize higher profits; and
- 71 percent expect to see a higher cost of doing business.

The results of the survey are serving as a baseline for future work.

## Equipping Students for the Future

As demand for talent increases in every profession, colleges are stepping up to equip students for the changing landscape of work. A course for business administration majors at IU Northwest is gaining a reputation among students and the local business community for its ability to convey real-world experience, forge quality mentor-mentee relationships, and unite campus neighbors with campus resources.

The course, "Marketing Strategies," is taught by Yllka Azemi. Far from an ordinary school project, the course requires students to assemble in groups and develop a marketing plan for a new product or service for an existing business. Students are paired

## Awards and Recognition

There are many reasons for IU Northwest to celebrate 2018-2019:

- ★ The 50th anniversary of the Black Studies Department and the Black Student Union as part of the *IU Bicentennial Education Conference*
- ★ Multiple recognitions from *Northwest Indiana Business* magazine's 'The Best in Business' online poll, including:
  - The best university to attain an MBA; it is the second year IU Northwest has received the honor
  - The best university online degree program
- ★ The No. 1 spot on the website, "Healthcare Administration Degree Programs," and its pick for the "40 Best Bachelor's Degrees in Health Information Management"
- ★ Inclusion on a Top 40 List of Actuarial Science programs in the U.S., taking the Number 28 spot in a ranking by *Online Accounting Degree Programs*
- ★ Named "best value" in Indiana for nursing programs by *Nursing Explorer*, a searchable database of nursing programs across the U.S.

with professionals from the community, with the final project culminating in a "competition" between students. Students say the opportunity to work directly with a local business owner offers lessons and experiences that go far beyond any found in a book or lecture.

## Education Behind Prison Walls

Another transformative learning collaboration at IU Northwest is the Inside-Out Prison Exchange Program. The effort takes place inside the Lake County Community Correctional Facility in Crown Point, Indiana. Students in the program include both incarcerated individuals and those who are enrolled in classes at IU Northwest.

Modeled after the Inside-Outside Prison Exchange Program at Temple University in Philadelphia, the IU Northwest program examines issues related to the re-entry of ex-offenders, rehabilitation, and social justice. Inside and outside students learn side-by-side. They work together on projects, read, participate in discussions, and write papers. The educational model also gives a real-life example of the power of education to transform someone from an ex-offender to a person who can think outside of his or her environment.

## Staying the Course

The path to college for 30-year-old Praniece Nicholson has been filled with challenges. A first-generation student, Nicholson battled chronic pain her entire life. In 2013, that pain forced her to withdraw from college in New York.

Unwilling to give up on her dream of becoming a psychologist, Nicholson forged on. With grit, determination, and faith in herself, she willed herself forward. In 2017, she began classes at Indiana University Northwest.

Shortly before registration, Nicholson lost two of her biggest cheerleaders with the death of her grandmother and stepfather. She credits the support and mentorships she received through IU Northwest as helping to fill the void and motivating her to keep going.

Nicholson has been on the Chancellor's List every semester at IU Northwest, graduating with a 4.0 cumulative GPA. She also has been inducted into Psi Chi, the National Honor Society for the field of psychology, and will soon be inducted into the Sigma Delta Pi, the National Collegiate Hispanic Honor Society.

As a first-generation student, Nicholson knows firsthand the challenges of trying to navigate college life on your own. Wanting to give back, Nicholson worked in Student Support Services as a mentor. She also became president of the Gen 1 Club, an organization designed specifically to help first-generation students with their college experience.

Nicholson graduated this May. She plans to enroll in IU Northwest's Nonprofit Management certificate program. After that,



she hopes to pursue a doctoral degree in child and adolescent or clinical community psychology. Regardless of which path she ultimately chooses, Nicholson is ready.

"I have gained friends for a lifetime and mentors," she notes. "These experiences equipped me with the tools and knowledge I need for the next phase of my journey."

## A Community Where You Belong

IU South Bend offers something for everyone, beginning with a welcoming campus and inclusive learning community. With its smaller campus, every student has the opportunity to experience college life to the fullest, in and out of the classroom. These experiences are enhanced with the support of dedicated and caring professors who bring out the best in students and nurture their potential.

While many students choose IU South Bend for its proximity to home, the university has a robust population of students who come from all over the world.

IU South Bend freshman Tahyia Rehman Alvi is one of those students. Alvi is from Karachi, Pakistan, but she always knew she wanted to pursue higher education in the United States. As she began researching options for American colleges and universities, IU South Bend stood out as a potential home away from home.



"I came from the Cambridge school system in Pakistan, and they really encouraged us to go outside of Pakistan for our higher studies. I did my research and found IU South Bend most interesting," explains Alvi. "Everything about it was attractive to me: It's smaller and less crowded and it's economical with good scholarships. Students are from diverse backgrounds and can get to know each other's cultures, so it feels like a community."



Creating that sense of community and helping students like Alvi succeed is the premise of the Titan Success Center (TSC). Established in 2015, the TSC empowers and educates students by identifying resources that can help them achieve their educational goals.

In addition to partnering with professional and faculty advisors to promote retention and student success, the TSC provides students with a holistic support system

that includes academic resources, summer experiences, tutoring, and more. From orientation to graduation, TSC works closely with every student three times a semester. Many of these individuals remain part of the program throughout the duration of their undergraduate studies.



As part of its mission, the TSC also works with high school students to introduce them to college life. This year, the TSC and the Division of Student Engagement and Success hosted 150 high school students for the annual "IUSB Multicultural Showcase." Students are invited to the campus to not only see the school's facilities, but also to experience the unique education that current IU South Bend students encounter. The initiative consists of many activities, including campus tours and special gatherings designed to engage students and immerse them into the campus culture.

Another effort gaining traction includes a new program by the TSC and the Division of Student Engagement and Success called the "Men and Women of Color Series." Through monthly luncheons, the program offers opportunities for students of color and campus faculty/staff to connect and interact with each other. Approximately 80 students, faculty, and staff took part in the program this year.

These and other programming activities enabled the TSC to improve retention rates of all IUSB students by 2.5 percent from their first to second term.

## Honoring Diversity

The Civil Rights Heritage Center (CRHC) represents a vibrant part of IU South Bend's commitment to provide students, faculty, staff, and others with experiences highlighting diversity and equity. The center itself has a unique history. Born from the efforts of Indiana University South Bend students and professors, the Civil Rights Heritage Center serves as a forum to introduce historical perspectives associated with the civil rights movement.

Throughout the year, the CHRC hosts approximately 100 educational, arts, civic, and other community-orientated events. As in previous years, the goal is to develop partnerships with groups and community-minded individuals in creating public programming that advances the cause of civil and human rights in the community and throughout the nation.





One highlight event this year is an art exhibit titled “Ability.” Held in collaboration with the Office of Disability Support Services (ODSS) at IU South Bend, the exhibit was created to help eliminate the negative stigmas associated with people with disabilities, especially students. Now in its third year, the effort has expanded to include artwork from community members.

The “Ability” project is a continuation of an annual event called “Dismantling Stigma,” developed in 2016 by the IU South Bend Office of Disability Support Services. In previous years, this exhibit has been held on campus. The change of venue in 2019 was done for multiple reasons.

“One reason is a greater exposure to the regional community. They have many members of the community going to the Civil Rights Heritage Center, so making our presence known there is important, especially as individuals who are not limited by a disability and are not defined by a disability,” says Caryn Kuhn, disabilities specialist at the IU South Bend ODSS.

“The other reason for having it there is a lot of fighting has gone into establishing rights for people with disabilities. With the setup of the ADA (Americans with Disabilities Act), it is very much a civil right.”

The CRHC has held approximately 100 events, programs, and classes throughout the year.

Kuhn says she hopes the exhibit challenged members of the community to see disabilities, “not as a stigma, but simply as part of someone’s life—a small aspect of it.”

## An Inspiring Role Model



Assistant Professor of Biochemistry and proud alumnus Shahir Rizk made history this year. He is the first-ever IU South Bend faculty to be honored with the Cottrell Scholar Award.

Moreover, Rizk is one of only eight Indiana University faculty to receive the award since its inception in 1994 and one of only 24 pre-tenure faculty nationwide to be honored.

“The day I learned about the award was a very good day,” Rizk recalls. “It was the day I also learned two of my students were accepted into Ph.D. programs at the University of Notre Dame and the University of North Carolina.”

The Cottrell Award recognizes outstanding early career scientists who support a pioneering research program while addressing education needs in their institutions. Recipients receive \$100,000. Rizk’s proposal entailed both a research and teaching component involving the development of nanostructures.

“The Cottrell Scholar Award provides funds not only to advance my research, but it enables me to expose my students—many of whom are first generation [college] students and have little exposure to working

scientists—to the many dimensions of practicing science. This can help them make informed choices and be more successful in their careers,” explains Rizk.

Rizk understands first hand the difference an attentive, inspirational professor can make in a student’s life. He came to IU South Bend as a student from Egypt. Inspired by an undergraduate research project with Professor of Biochemistry Gretchen Anderson, he decided to pursue his passion for science and a career in academia.

Likewise, Rizk seeks to inspire his students.

“With few scientific role models, science, technology, engineering and math (STEM) majors at IU South Bend are taught to have a good grasp of scientific concepts; however, many are not informed on the diversity of career paths they can pursue.”

## Welcome to Diversity at IU Southeast

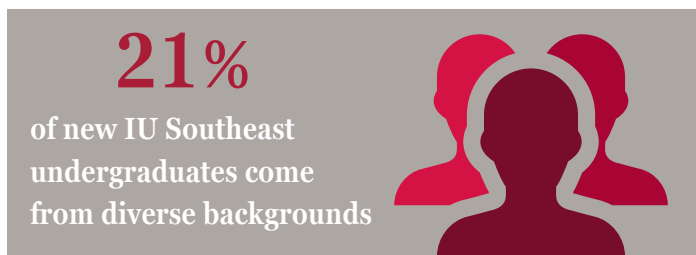
Located just six miles from the cultural vibrancy of downtown Louisville, the IU Southeast campus is home to a diverse and student-centered campus community.

Students from all socioeconomic backgrounds, races, cultures, and religions are proud to call IU Southeast home.

Student involvement on the campus is high, with more than 100 student groups and organizations. Equally prevalent are high-quality academic programs and services that facilitate student development and success, enhance learning, and promote an environment of mutual respect and appreciation of differences.

The breadth of this diversity was evident this fall when IU Southeast welcomed 1,327 new students to campus. Of those students, 315 were transfers from other universities. This improvement can be contributed to a deliberate effort to create transfer agreements like Crimson Advantage with Jefferson Community and Technical College in Louisville and continued work with Ivy Tech Community College in Indiana.

Included in these new students were increases in Hispanic/Latino students (10.8 percent) and Asian students (50 percent). Overall, 21 percent of new undergraduates are from diverse backgrounds. According to data from Claritas 360, this mirrors the minority population in the Louisville metropolitan service area.



New undergraduates participating in the Indiana 21st Century Scholars Program also increased by 17.8 percent. Funded by the Indiana Commission for Higher Education, the program offers income-eligible students up to four years of paid tuition at an eligible Indiana higher education institution.

“Our student population is becoming increasingly reflective of our service area,” says Chancellor Ray Wallace. “It is wonderful to see these increases in diversity among our students, and I’m happy we are making strides for students from low-income backgrounds.”

## Celebrating a Diverse Campus

IU Southeast’s long-range goal is to be a model of diversity for the campus and in the community, especially in southern Indiana. Nowhere is this more evident than at the “Inaugural Multicultural Graduation Celebration” held in May.

To the beat of African drumming, provided with fervor by the group Kuvebo!, the nearly four dozen graduating students in commencement regalia proceeded into the Hoosier Room and took their seats amid rapturous applause from family and friends, faculty, and staff.



The celebration was off to a good start. And it only got better: more profound, more emotional, and more triumphant.

The undergraduate and graduate students had self-identified as belonging to ethnic minorities, including multiracial families. Each student received a stole to commemorate the accomplishment of overcoming the odds and persisting to graduation.

The stoles also served as a symbol of ethnic pride, with colors representing renewal, serenity, passion, and multiculturalism. They were adorned with symbols for knowledge, the key of success, and “Light and Truth”—the motto of Indiana University.

After a welcome from Chancellor Wallace and opening remarks by James C. Wimbush, IU vice president for OVPDEMA, dean of The University Graduate School, and Johnson chair for Diversity and Leadership, the student address was delivered by Mark Jallayu.

Jallayu focused on the value of each student story, as he recounted the origins of the event. A fellow Liberian student, Hussnatu Kamara, had initially approached him with the idea for a gathering to celebrate minority students. With input from another Liberian student, Eva Nelson, the idea blossomed into a proposal that Jallayu presented to Chancellor Wallace, who fully embraced the concept.

“I hope each of us will take this moment to recognize how far we’ve come, and remember those who made it possible,” Jallayu stated during the actual ceremony.

Jaime Hunt served as the event’s Alumni Association speaker. Hunt also is an at-large member of the Clarksville Town Council and the first and only African American elected to that group.

Hunt spoke of growing up in Clarksville without political role models—and how his education at IU Southeast has helped him discover that he, too, can be an agent of positive change.

This kind of transformation can only happen when the campus community is invested in helping students realize their potential, according to Dr. Seuth Chaleunphonh, dean of student life.

“Our students need to know that their presence serves a vital role on our campus,” Chaleunphonh says. “We want to be accessible and able to listen to what they need in order to truly be partners in their success at IU Southeast.”

For Chaleunphonh, identity should never be a barrier that prevents a student from obtaining the full benefits of an IU degree.

Wallace echoes those sentiments, adding:

“At IU Southeast, we value and respect differences,” Wallace notes. “We grow and evolve as a university by seeing equality and representation as a goal and human right for every individual.”

## Every Voice Counts

Latino Americans are the largest and fastest-growing ethnic minority in the United States. Yet, they are half as likely to hold a college degree as non-Hispanic white adults. Discussions about this attainment gap—and solutions for change—were front and center at the *2019 Indiana Latino Leadership Conference*.

Fourteen IU Southeast students, accompanied by faculty members Dr. Veronica Medina and Dr. Jennifer Ortiz, attended the conference in February 2019 at IU Bloomington, where they joined hundreds of other college students to be inspired by speakers and take part in activities designed to inform and educate.

The conference provides a venue to celebrate the uniqueness of Latino students in a forum by and for students. Student-led workshops cover a gamut of topics, from college readiness and the application process to financial literacy and leadership skills.

It is important for Latinx youth to feel a sense of belonging, which in turn correlates to better grades and overall academic performance, according to Ortiz, an assistant professor of criminology and criminal justice.



“The main takeaway from this year’s conference is that education is powerful and transformative,” Ortiz notes. “Through education, one can gain the power and knowledge necessary to excel in life.”

Medina, an associate professor of sociology, agrees.

“The conference affirms our Latinx students, staff and faculty, our cultural backgrounds, and our right to exist and thrive in educational spaces,” she says.

“It provides a place for Latinx students to confront shared struggles,” Medina adds, “and to develop skills such as networking and advocacy.”

The conference was an eye-opener for Lyric Jackson, a sophomore from Louisville, Kentucky, who is majoring in sociology and president of the Multicultural Student Union.

“I went because you don’t see a lot of Latinos in leadership positions, and there’s not a lot of talk about it,” Jackson says. “The conference helps us learn ways to bridge gaps between our generations and establish our communities, how to advocate for ourselves, and how to lead.”

Next year, for the first time, IU Southeast will host the event. It will be known as the *Indiana Latinx Leadership Conference*.

The attention to the evolving nature of the Latinx community is what makes the conference vital and also educationally informative, according to Ortiz. It gives students a sense of empowerment, she says.

For Jose Aponte, a graduate student pursuing a master’s degree in interdisciplinary studies, this sense of empowerment is critical to developing leadership skills in communities of color that continue to deal with legacies of marginalization and inequality.

“Being a non-traditional student, I see the value of learning leadership skills early,” Aponte explains. “I obtained these skills from a career of military service, but these kinds of conferences are needed to prepare Latinx youth for a successful future.”



## Building Bridges

The Indiana University Police Department (IUPD) is a full-service law enforcement agency that serves the needs of Indiana University's campuses. Forty-five full-time sworn police officers and several part-time police officers and student cadets are employed by the department.

During the past year, the IUPD focused on four core priorities:

- Recruitment
- De-escalation training
- Outreach
- Mental health training

A cultural shift is underway, according to Benjamin Hunter, associate vice president for public safety and institutional assurance and superintendent of public safety, and Natalie Hipple, associate professor of criminal justice at IU Bloomington and a member of IUPD's De-escalation and Training Commission.

Hunter and Hipple cite changes to officer training and, specifically, the use of data and less-lethal tools—both mental and physical. A final report of the commission's work in this area, which began in 2017, was completed in October 2019.



Additional training updates include all full-time officers taking an eight-hour Fair and Impartial Policing course, which entailed several training sessions across the state from August to February to accommodate about 200 officers.

All officers also will take a course in mental health first aid to help 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 will further assist them in situations involving an individual who appears upset or uncooperative.

Additionally, IUPD purchased a use-of-force simulator for academy recruits and full-time officers to practice their responses to certain scenarios. The simulator does more than address traditional police "shoot or don't shoot" situations; it focuses on de-escalation training to diffuse volatile incidents while reinforcing communication skills.

When the commission's work began two year ago, less-lethal options for officers included hands-on compliance, verbal de-escalation techniques, pepper spray, batons and firearms. Officers stated during these focus groups that they wanted to stop carrying batons because they rarely, if ever, use them as intended; if they did, it might result in injury for the community member or the officer.



## Prioritizing Diversity

Indiana University's long-range goal is to become a model for the support of diversity and equity on its campuses and in the communities they serve. This work took center stage in April 2019 when the IU Northwest Police Department received the 2019 Urban League of Northwest Indiana's Workforce Diversity Award.

The award is notable in that the IUPD in Gary is one of the most diverse departments in the state of Indiana. One in five IUPD-NW officers is female. That ratio is part of a strategic plan to both advance equity and broaden ideas and bolster effectiveness.

A staunch proponent of diversity and equity, IUPD Deputy Superintendent Wayne James has actively worked to recruit more qualified women to the IUPD. This goal is in part because he wants the force to reflect the students it serves, which are roughly 70 percent women. James was recently named to the International Association of Chiefs of Police's list of "40 Under 40" notable law enforcement leaders, an honor that reflects many of his efforts while serving as IU's Chief Diversity Officer.

Today, the IUPD-NW employs 15 full-time and seven part-time officers.



## IU Police Academy

Created in 1972, more than 1,200 Indiana University students have graduated from the IU Police Academy, a satellite academy of the Indiana Law Enforcement Academy.

The academy is part of the Cadet Officer Program, which allows full-time students with an interest in law enforcement to become state certified law enforcement officers and to work as fully sworn officers with IUPD while they complete their academic degrees.

The academy graduates about 40 IU students each summer. Many of these individuals go on to work part time as officers for their campuses while completing their IU degrees. Some join IUPD full time after graduating; others serve on local police agencies throughout Indiana.

### Partnerships for Change

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) works in collaboration with many campus partners and community organizations to help minority and underserved students, faculty, and staff find a sense of belonging at IU. To support OVPDEMA's priorities, a number of strategic initiatives came to bear in 2018-2019. Below are just a few highlights.

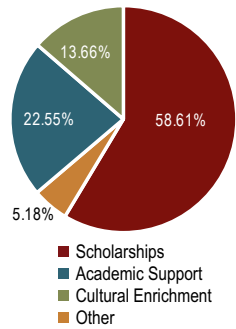
### We Are Stronger Together

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) focuses on change and envisioning better tomorrows for new generations of students, faculty, staff, and the community.

For Indiana University, this belief is paramount to creating campus environments where people of all walks of life—and especially those who are underrepresented in higher education—can be inspired to learn, innovate, and create.

During the 2018-2019 fiscal year, fundraising efforts by OVPDEMA resulted in 284 donors giving nearly \$300,000 in gifts and pledges. This work speaks volumes to the power of generosity—and an important reminder we are setting the stage for IU to deliver bold solutions, innovative ideas, and steadfast leaders in our third century and beyond.

Fundraising Dollar Distribution



Total Donors... **284** Average Gift..... **\$530.21**  
 Total Gifts..... **386** Total Gifts & Pledges...**\$291,629.01**

### High Five for Diversity

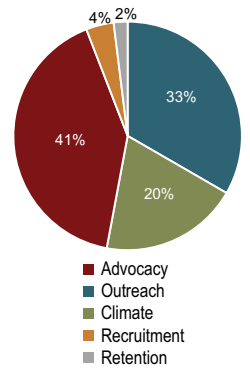
To help students and others discover their path to higher education and experience what it means to be part of the Indiana University family, OVPDEMA launched its first-ever employee participation campaign in 2018 called "High Five for Diversity." Throughout the campaign, staff members provided nominal financial pledges to support what they are passionate about at IU.

Staff members embraced the campaign, with 84 percent making a gift to Indiana University during the 2018-2019 fiscal year. Additional support came from 61 other donors, who gifted a total of \$90,014 to various areas within Indiana University.

### Partnerships Create Opportunity

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) supports high-impact projects that foster an inclusive, nurturing environment for diversity on all Indiana University campuses. These sponsorships support both on and off campus experiences hosted by university and community partners. Sponsorships align with one or more of the following office priorities: outreach, climate, advocacy, recruitment, and retention efforts. In 2018-2019, the office funded 51 proposals for a total of \$78,763.

Sponsorship Funding Distribution



### Recognizing Student Excellence

Central to OVPDEMA's work is supporting diverse student success at Indiana University with scholarships and scholars programs. These scholars, according to OVPDEMA's James C. Wimbush, represent the very best of what makes the IU community special.

The 2019-2020 scholarship recipients are no exception. One of these individuals is Talia Schiff. Schiff, who hails from Northfield, Illinois, is a junior at IU Bloomington studying elementary and special education. A recipient of the Wilma A. and Charles E. Harry, IV Family Scholarship, Schiff was recognized as a high-achieving student in the Hudson & Holland Scholars Program whose work is reflective of the scholarship's goals.

For the first three years of her college experience, Schiff often worked multiple part-time jobs in order to pay her tuition. The scholarship gave her the freedom to concentrate solely on her academic studies as she prepared to begin student teaching in the fall of 2019.

"This scholarship allowed me the opportunity to focus on educating the next generation of students without the concern of finding means to support the price of out-of-state tuition," Schiff says.



One of the donors who makes the OVPDEMA scholarships possible is Joon Park, chief operating officer of Investment Management at Alyeska Investment Group and a 1998 graduate of IU Bloomington. By supporting the Joon Park scholarship, one undergraduate student receives \$1,000 each year to help cover costs associated with attending or presenting at a conference.



“It has been a great honor to support IU student leaders through the Joon Park Student Leadership Experience Fund,” Park says. “I hope that this year’s recipient will gain valuable real-world insights during their internship and apply that knowledge by giving back to the IU Bloomington community through advocacy and leadership.”

### An Eye Toward the Future

Diverse philanthropy is one of the single most powerful tools we have to support historically underserved communities. Indiana University’s Black Philanthropy Circle (BPC) is testament to this spirit of giving.

As one of the nation’s first higher education giving circles connected specifically to the Black community, the BPC is dedicated to one central goal: helping Black students, faculty, and staff succeed at Indiana University.

Created from the passion and dedication of 23 founding members, the BPC—which works in partnership with OVPDEMA—supports academic resources, creates scholarships, and funds initiatives to improve access to education and erase barriers to degree attainment for Black students on all of IU’s campuses and beyond.



James C. Wimbush, IU vice president for OVPDEMA, dean of The University Graduate School, and Johnson chair for Diversity and Leadership, and IU alumna Dr. Rose Mays lead the Circle as interim co-chairs.



“Philanthropy is the force that makes great universities like IU possible,” says Wimbush. “The work of the Black Philanthropy Circle will make IU’s campuses more accessible and welcoming than ever, and we are extremely grateful for the passionate individuals who have helped make this initiative possible.”

Supporting research on diversity and philanthropy also is a key component of the Circle’s goals. As part of this work, the BPC is collaborating with the Indiana University Lilly Family School of Philanthropy at IUPUI. Through this partnership, it will support groundbreaking research and other initiatives on diversity and philanthropic giving.

### “Philanthropy is the force that makes great universities like IU possible.”

—James C. Wimbush, Vice President of Diversity, Equity, and Multicultural Affairs, Dean of the University Graduate School and Johnson Chair for Diversity and Leadership

Since its launch in August 2018, the BPC has raised nearly \$400,000. In February 2019, the BPC announced its first gift of \$150,000 to the Mays Family Institute on Diverse Philanthropy, within IUPUI’s Lilly Family School of Philanthropy. Allocated over a period of three years, the gift furthers the strong relationship between the Mays Family Institute and the Black Philanthropy Circle in understanding, supporting, and advocating for philanthropic giving in historically underserved communities.



## Partners for Progress

As Indiana University approaches its 200th anniversary on January 20, 2020, it is only fitting to reflect on the many sponsorships, partnerships, and collaborations that support OVPDEMA's focus on student success and building a diverse community.



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The Indiana University Foundation, for example, plays a key role in partnering with OVPDEMA to marshal resources and foster relationships for campuses and units across the university. The Indiana University Alumni Association (IUAA) Scholarships create opportunities for OVPDEMA-supported programs through financial support and other learning experiences. Counseling and Psychological Services (CAPS) works with thousands of IU Bloomington students every year on everything from mental health to providing support for students who are just looking for an opportunity to discuss problems with someone they can trust. And there is the Office of Institutional Equity whose mission is to protect the rights of all individuals and ensure equal access in aspects of employment, education, and participation within the university.

These and many other relationships represent true collaborations for change—and play an integral part in connecting students and others to the resources and support they need to succeed at Indiana University and beyond.



“While the communities we serve may be different, all of Indiana University’s campuses are fundamentally dedicated to providing avenues to knowledge and success for all students,” notes James C. Wimbush, IU vice president for OVPDEMA. “The partnerships we have, inside and outside IU, are a remarkable testament to this shared vision, making clear that, when it comes to serving all of the students who call our campuses home, we truly are one IU.”



## College Is Possible

When Bradley Eldridge and his mother visited the Indiana University booth at the 2018 *Indiana Black Expo Summer Celebration* in July, college affordability was top of mind. Eldridge, a high school sophomore and a 21st Century Scholar, is well aware of the impact a degree can have on his future.

Helping young students like Eldridge reach their academic dreams through a college education is a key focus of the work Indiana University does at the Summer Celebration in downtown Indianapolis. As a top sponsor of the event’s many activities, Indiana University hosts several signature events throughout the celebration—all designed to spark conversations about diversity and inclusion and showcase educational excellence.

Highlights of this year’s Summer Celebration included the *11th Annual Indiana University Education Conference* and the *Pacers Sports & Entertainment Corporate Luncheon*, an event co-sponsored by Indiana University that brings the state’s most prominent community leaders, entrepreneurs, and entertainers together for a formal luncheon. The luncheon also kicked off the opening of Indiana University’s booth experience at the celebration’s Exhibition Hall, where students and families could visit to learn more about Indiana University.





A focal point of IU's booth at the Summer Celebration is 21st Century Scholars Days, where students enrolled in the 21st Century Scholars Program are able to fulfill their pre-college requirements, check on their scholarship status, and apply to IU without paying an application fee.

Throughout the experience, representatives of IU talk about the transformative experiences that students of all backgrounds can find at Indiana University. With a number of staff present from all of IU's campuses, attendees are able to learn about the various campuses and the programs best suited to their educational journey.

Though the 21st Century Scholars program is a highlight of the event, it is far from the only activity happening. In some corners of the booth, IU alumni reconnected with friends and left written messages of inspiration posted for students near the entrance. In others, visitors posed at the IU photo booth, took virtual tours of the campuses, and donned a virtual reality headset to explore a hologram display.



Families also had opportunities to gather around tables where volunteers from the Indiana Commission for Higher Education answered questions or helped scholars update their progress online. Meanwhile, volunteers stressed the importance of scholars exploring their options and completing their program requirements on time.

In all, 1,161 students pre-registered for the 21st Century Scholars program as a result of Indiana University's presence at the booth. In addition, volunteers met 171 prospective undergraduates, 23 prospective graduate students, and 92 alumni.

Ali Johnson was one of the students working on the 21st Century Scholars requirements at a computer. Her mother, Janel Johnson, expressed concern about the financial logistics of paying for college. At the same time, she was committed to making sure Ali had the opportunity to pursue the most fulfilling path possible.

"It's not about making money; it's about what will fulfill you as far as your day-to-day life. Will you wake up every day and love what you do?" Johnson said during the celebration.

## A Roadmap for Success

Learning from people with different backgrounds, values, and perspectives enriches the student experience and benefits everyone involved. The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) aims to create a campus climate that supports equal access, participation, and representation.

Many 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 Community & Student Engagement are two university-wide programs designed to put students on a pathway to success.

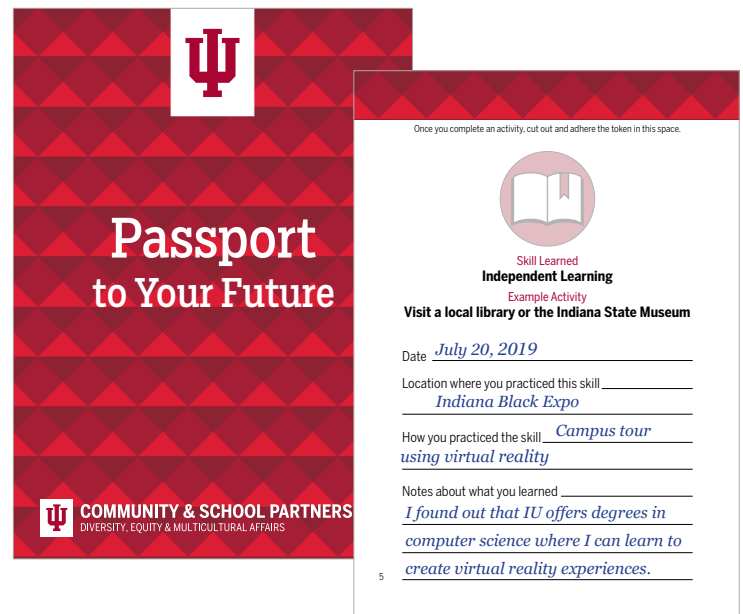


## Community & School Partnerships

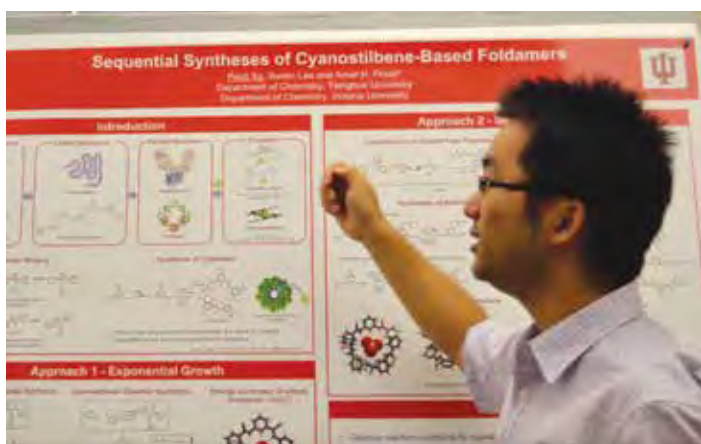
With a focus on working with educational and community partners as a way to help remove barriers to a college education, Community & School Partnerships (CSP) interacted with more than 1,000 pre-college students in the 2018-2019 year. Working with these students enabled CSP to build on its vision where students from all backgrounds, especially those from underserved communities, are informed about the resources available as they seek a college degree.

Much of CSP's efforts this year focused on expanding its relationship with community organizations and groups that could help connect students with educational opportunities. CSP re-established its partnership with Ferguson Crestmont Boys & Girls Club for the Visit IU Program, along with enhancing its relationship with Bloomington's Banneker Community Center. The program also hired a new program associate, Jim Melichar, to oversee CSP events.

As a result of these and other efforts, CSP saw increased interest in several of its programs, including the "Summer Experience in Sustainability and the Environment." The camp-like experience, which educates Indiana youth about environmental and sustainability issues and potential careers, saw a 147-percent increase in applications, 90 percent of which were from students of historically underserved backgrounds.



To help middle school and high school students prepare more broadly for college, CSP also launched and expanded the distribution of its publication titled "Passport to Your Future." Designed to address 21st Century competencies, the effort lays out 10 pre-college steps to help students increase their college readiness skills. Students complete each step by attending community events and visiting one or all of Indiana University campuses to practice the skills that each step requires. Students who complete all 10 steps are eligible for a special gift provided by CSP to continue their college planning. During the 2018-2019 academic year, CSP distributed 426 passports to students in the community.



## Community & Student Engagement

Since 1820, Indiana University has been home to thinkers, doers, inspiring leaders, and community builders. College life at IU is filled with opportunities to dream bigger and do more. From engaging classroom experiences to campuses that advance the perspectives and cultures of every student, IU embraces everyone.

Community & Student Engagement (CSE) is part of this experience. Specifically, the group helps students immerse themselves in experiences that promote social justice and result in transformative learning. CSE embraces the collaborative and inclusive spirit of many OVPDEMA programs and centers, working within the community through civic organizations and nonprofit groups to help educate students from all backgrounds on issues of equity, diversity, and community for all.

### Marine Corps Leadership Series

CSE's mission of exposing students to the values that make an effective leader or volunteer are exemplified by the Marine Corps Leadership Series (MCLS). The effort focuses on recruiting diverse college-age students for career opportunities in the United States Marine Corps, as well as exposing and informing seminar participants about the core values of the U.S. Marine Corps.

These values, which include leadership, courage, tenacity, problem solving, decision making, and teamwork, also are skills that may help seminar participants stand out in their respective careers. Faculty, staff, and community members are included in the seminars, with a professional team of Marine Corps officers serving as instructors.

In the 2018-2019 year, OVPDEMA hosted the MCLS Seminar team at two locations. The first session was held at IUPUI in October 2018, followed by a second session at IU Bloomington. Approximately 45 participants attended the seminars, plus MCLS instructors (Marine Corps Officers) and a Marine Corps Colonel who led the team.



## Excelling in Support

Almost all students need some kind of support during their college journey. The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) provides a comprehensive network of academic resources, scholarships, and scholar programs for current and incoming IU Bloomington students and specifically those from underserved populations and minority backgrounds. Working with diversity offices on each of IU's campuses, these initiatives are designed to recruit, retain, and graduate minority students. They also help students find a sense of belonging on campus, giving them the confidence to excel in their education.

## 21st Century Scholars Program

As an academic support program that serves thousands of students each year, the 21st Century Scholars Program is the largest student support services program at any university in the state of Indiana. Recognizing that students from low-income backgrounds may require additional support to attain their degree, the 21st Century Scholars Program offers scholarships to qualified students and provides academic advising, programming, and outreach initiatives for students once they reach campus. These efforts have resulted in a four-year graduation rate among 21st Century Scholars at IU Bloomington that is roughly double the

average four-year graduation rate for the program across Indiana as a whole. In the 2018-2019 year, the effort continued this trend of success by graduating more than 450 scholars.

A central role of the 21st Century Scholars Program is working with students throughout every step of their college experience. Program advisors regularly meet with scholars to offer one-on-one advising and ensure they are on track to attain a degree. This high degree of personal support is paired with extensive tutoring resources, free textbook rental services, OVPDEMA study-abroad scholarships, and professional and academic opportunities.

In an effort to foster greater retention of scholars, this year the 21st Century Scholars Program paired these resources with the SMART Goal Program. Implemented to aid students in danger of losing their scholarship, the SMART Goal Program has focused on workshops, robust communication with scholars, and parallel services through partner organizations to help keep students in 21st Century Scholars. These efforts are one part of the program's work to prepare for the 2020 College Scholar Success Program requirements, which will grant scholars even greater support on academic engagement and career preparation.

Outreach to pre-college students also is part of the 21st Century Scholars Program. By conducting campus and community visits, the program helps prospective scholars stay on track to complete their program requirements. This year, the program was excited to launch a pilot program with Community & School Partnerships. This collaboration is designed to drive greater awareness of the program and its requirements among Indiana middle-school students and their families.





## Academic Support Center

Many students, especially students from communities where college access is often out of reach, may arrive at Indiana University facing additional barriers to their academic success. The Academic Support Center (ASC) works to address these gaps and to ensure that they have their best shot to succeed in college. The center accomplishes this goal by hosting tutoring centers across the Bloomington campus, including in residence halls and in the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) cultural and academic centers. Students visiting these locations have access to free tutoring sessions in a variety of subjects.

Other ASC programs, including group study tables, workshops, and academic advising, all serve to help students grow and thrive academically. By working with OVPDEMA cultural centers and academic units, the Academic



Support Center welcomed hundreds of students over the course of 9,000 visits in the 2018-2019 academic year. More than 30 percent of these students were affiliated with OVPDEMA programs such as 21st Century Scholars, Groups Scholars, and Hudson & Holland Scholars.

In addition to continuing its commitment to supporting academic excellence for students, the Academic Support Center implemented new ways to quantify its impact on campus. In a partnership with IU Bloomington's Writing Tutorial Services, the center implemented a new electronic data system that allows both centers to collect and analyze data in student attendance at tutoring sessions. In the coming years, the Academic Support Center will continue to use this data to further improve its services and reach even more students in need of academic assistance.

## Groups Scholars Program

The Groups Scholars Program has been making college more accessible to low-income students at Indiana University Bloomington since 1968. Qualified students receive financial assistance to cover tuition and fees, books, and room and board for four years of their undergraduate education. Groups Scholars also receive tutoring, academic advising, mentoring, and other support to help them through every step of the college experience.

Many Groups Scholars also are part of the 21st Century Scholars Program or the Hudson & Holland Scholars Program, two other OVPDEMA-supported scholarships. This network of academic programs ensures that scholars have a cohesive support system as they work to attain their degree. When students ultimately graduate, they will join more than 12,000 alumni of the Groups Scholars Program.

In 2018, the Groups Scholars Program celebrated its 50th anniversary. During Homecoming weekend, the program welcomed individuals from both the inaugural class and current scholars for a gathering of celebration and community building. A number of alums also returned for the 50th annual "Arrival Weekend," when the Groups Scholars Program welcomed its latest class to IU.

A critical component of the Groups Scholars includes recommenders who introduce and nominate high school students to join the program. In recognition of their valuable contributions, the Groups Scholars Program held a webinar to introduce more than 60 new recommenders to the program and equip them with the information needed to continue fostering relationships with prospective Groups Scholars.

The Groups Scholars Program also received two IU Bicentennial grants this year, which will fund the creation of an historical marker and commission of a book commemorating the history of the Groups Scholars Program. In addition, the 2015 cohort of the Groups Scholars Program, which was the first to receive four full years of funding, is projected to have the highest graduation rate of any class in the history of the program.

## Hudson & Holland Scholars Program

Even the most promising students can encounter challenges in their pursuit of higher education. And if they do get to college, research shows that many may leave because of lack of funding, academic issues, or an unwelcoming campus atmosphere. The Hudson & Holland Scholars Program (HHSP) was created to combat these hurdles—and provide students with the resources and opportunities they need to be successful at Indiana University and beyond.



Supported by the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA), HHSP is Indiana University's largest merit-based scholarship and support program to help students have a better shot at higher education success. HHSP reached several key milestones in 2018-2019, including program enhancements, new campus collaborations, and opportunities involving professional development, service work, and career preparation.

In addition to developing stronger relationships with various sister programs such as 21st Century Scholars and Groups Scholars, HHSP enhanced its wellness and retention component via a partnership with the School of Public Health. HHSP also formed its eighth partnership scholarship with the College of Arts and Sciences, which includes a \$1,000 annual renewable scholarship.

Another HHSP partnership scholarship is with the School of Public and Environmental Affairs, which increased its funding for Hudson & Holland Scholars from \$1,000 to \$1,300. These and other partnership scholarships amount to approximately \$1.3 million annually in additional funding to help students pay for their college education while increasing the diverse student population on the IU Bloomington campus.

HHSP also worked on a pilot effort with the Intensive Freshman Seminars Program. The idea is to create a support system for students that helps them successfully transition to college.

These and other efforts were instrumental in improving student outcomes. In 2019, HHSP celebrated an all-time high four-year graduation rate of 83 percent; a five-year graduation rate of 86 percent; and a six-year graduation rate of 91 percent. In total, the HHSP awarded more than \$10.2 million in 2018-2019.



## Mentoring Services & Leadership Development

OVPDEMA-supported units are dedicated to providing support for students of all backgrounds. This is evident in Mentoring Services & Leadership Development (MSLD), an OVPDEMA unit that connects students to mentoring resources throughout the university and equips them with professional development skills they need to succeed during and after their time at IU.

A mainstay program under Mentoring Services & Leadership Development is Faculty and Staff for Student Excellence (FASE). The initiative pairs student protégés from underserved backgrounds with peer mentors to guide them through their college experience. In doing so, FASE involves students as both mentor and mentee, while creating lasting support networks and relationships. This year, MSLD recruited more than 200 new protégés into the FASE program. In addition, two facilitation groups of FASE mentors presented at the 2018 IUPUI National Mentoring Symposium.



Beyond these initiatives, MSLD held a variety of events designed to prepare students for future careers. Between gatherings such as the “Diversity Career Fair,” “Stress Management Workshop,” and “Career Dinner Symposium,” MSLD welcomed more than 800 students to its events in the 2018-2019 academic year, with 86 percent of participants agreeing or strongly agreeing that MSLD programs were beneficial and/or provided valuable and relevant knowledge for their college success.



## Overseas Studies & Scholarship Program

Initially created in 2013 from a partnership between the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) and the IU Bloomington Office of the Provost, the Overseas Studies & Scholarship Program works to provide opportunities for students from all backgrounds to study abroad. One measure of the program's success lies in the number of students it assists. Since its inception, the program has provided 756 students, many from underserved communities, with OVPDEMA study-abroad scholarships. More than 170 students studied abroad through the program in this academic year alone.

A major portion of the students who study abroad with the help of the Overseas Studies & Scholarship Program do so through trips coordinated by OVPDEMA. This includes group excursions to Brazil, the Dominican Republic, Ghana, Peru, and India. On each trip, students join IU faculty and staff on experiences that expose them to new cultures and focus on unique, country-specific themes. For many of these students, such opportunities serve as their first time traveling outside of the United States.

In addition to study-abroad opportunities through OVPDEMA, the Overseas Studies & Scholarship Program works to make sure all students have the resources they need to study abroad through a program of their choice. These efforts include the "2019 Passport Caravan," when the program partnered with offices across IU Bloomington and CIEE Study Abroad to provide 204 free passports to OVPDEMA students. Other efforts entail 25 study-abroad events during 2018-2019, including the "Embrace Diversity, Share Cultures Study Abroad Fair" that was attended by more than 300 students.

## Opportunities to Grow

In addition to IU Bloomington-specific academic and scholarship programs, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) manages the university-wide Adam W. Herbert Presidential Scholars Program. Created by IU President Emeritus Adam W. Herbert during his tenure at IU, the program is a four-year renewable scholarship that aims to keep Indiana's top graduating high school seniors on track to meet their academic goals.

## Adam W. Herbert Presidential Scholars Program

Established in 2005, the Herbert Presidential Scholars Program (HPS) was renamed in 2007 after its founder, President Emeritus Adam W. Herbert. The HPS program was created to recruit and retain Indiana students of exceptional achievement and retain intellectual capital in the state of Indiana. In addition to providing up to four years of funding for student tuition and fees, the scholarship offers resources for scholars to explore academic and career mentoring, study-abroad experiences, and campus opportunities for internships, research, and community service.

The 2018 incoming cohort of the Adam W. Herbert Presidential Scholars Program boasted a combined high school GPA of 3.94 and included 79 of Indiana's brightest young students. A record number of freshmen and returning scholars were welcomed at the annual banquet in January 2019, where scholars had the chance to celebrate their success and network with senior leadership from across the university.

Recipients in the program are encouraged to grow academically and professionally during their time at IU. To that end, the effort funds study-abroad experiences for students interested in expanding their horizons beyond the boundaries of their home campus. During the 2018-2019 academic year, 43 Herbert Presidential Scholars studied abroad with the help of \$43,000 in awarded study-abroad funds. In total, more than 178 scholars have studied abroad in more than 75 countries since the program's inception.

Since the first Herbert cohort graduated in 2009, scholars have been leaving their mark on the world. From advanced degrees in law and medicine to impactful careers in business, government, and the arts, program alumni continue fulfilling the founder's vision of exceptional students thriving at IU and giving back to the state they call home.

## One of a Kind for More Than 40 Years

Since 1974, the African American Arts Institute (AAAI) has served as the nation's only credit-bearing university program dedicated to the performance and promotion of Black music and dance. The AAAI is made up of three performing ensembles—African American Choral Ensemble, African American Dance Company (AADC), and IU Soul Revue—that are offered as courses in IU's Department of African American and African Diaspora Studies.

Many stand-out achievements occurred in 2018-2019 for the African American Arts Institute. Student enrollment in the three ensembles/courses increased by 7 percent from the previous academic year. The *Spring Concert Series* brought in a total of 1,545 patrons to the three concerts in the Buskirk-Chumley Theater in April 2019. This included 560 for AADC; 549 for IU Soul Revue; and 436 for AACE. Camp S.O.U.L. received more 50 high school student applications and auditions for summer 2019, which is nearly double the amount of applications submitted in 2018.

One key program highlight took place in October 2018 when AAAI Director Stafford C. Berry Jr. and nine students (including two IU Contemporary Dance students and seven African American Dance Company students) traveled to New York City to perform Berry's work, *Good Game, Yo!*, for the American Dance Guild Festival in the Ailey Citigroup Theater. The experience increased visibility for the AADC, the AAAI, and Indiana University as students shared a New York stage with professional dancers and companies presenting works by 34 renowned choreographers.

Also in October, Kenneth "Babyface" Edmonds visited IU Bloomington to receive an Honorary Doctorate degree from the Jacobs School of Music. Following the degree ceremony in the IU Auditorium, IU Soul Revue director James Strong led a public event featuring a conversation with Edmonds. During his visit, the IU Soul Revue performed for the singer/producer and his family in the Grand Hall. Later, AAAI students had the opportunity to participate in a Q&A with Edmonds.



## African American Choral Ensemble

This year, the AAAI partnered with Community & School Partnerships to offer workshops for middle-school students through the Boys and Girls Clubs of Bloomington. In November 2018, Raymond Wise welcomed 10 middle-school students to the African American Choral Ensemble's where they learned two songs to sing with the ensemble.

In March 2019, the middle schoolers and volunteers took part in an interactive dance experience in the AADC studio. AAAI Director Stafford C. Berry also encouraged the students to apply for scholarships to attend the AADC Annual Dance Workshop. Both classes are an example of the AAAI's work to engage with pre-college students within the Bloomington community and to foster an environment of service-learning for current IU students.

In February 2019, Director Raymond Wise presented the *Extensions of the Tradition* concert, which returned after a two-year hiatus. This year's concert in the Grand Hall was standing room only. Nearly 150 people attended the concert, compared to 40 in 2017.

That same month, the African American Choral Ensemble and the IU Soul Revue presented a combined Black History Month concert on Feb. 16, 2019, at the Bedford North Lawrence Performing Arts Center in Bedford, Indiana. The concert was presented by Southern Indiana Live On Stage with the purpose of sharing IU's musical and cultural diversity with members of the neighboring Bedford community, whose audiences often do not have access to Bloomington events or feel IU is inaccessible.





## African American Dance Company

In November 2018, the African American Arts Institute and the Black Philanthropy Circle (BPC) joined together to dedicate the Institute's dance floor, located in the Neal-Marshall Black Culture Center, to Iris Rosa, professor emerita and founding director of the African American Dance Company. This is the first space/floor in Neal-Marshall to be dedicated to an AAI director, as well as the first donor recognition event hosted in honor of the Black Philanthropy Circle.

The dedication coincided with the 25th anniversary of the *Potpourri of the Arts* concert. The concert itself also experienced a milestone: the first AAI-focused event to be live-streamed by radio and television. It was the most attended concert in the program's 25-year history, with a 21-percent increase in attendance from the prior year.

A documentary was later produced about the dance floor dedication. Titled *On Sacred Grounds*, the film offers insight into the transformative impact of one woman on generations, along with performances from the African American and African diaspora.

### Inspired Collaborations

For the first time, the African American Dance Company and the IU Contemporary Dance collaborated in 2018 with choreographer Rennie Harris for a piece called *Home*. The collaborative project served to strengthen the relationship between departments and students, improved visibility for the AADC, and provided students with unique opportunities to work alongside celebrated artists such as Harris.



## IU Soul Revue

Established in 1971, the IU Soul Revue is one of America's first and finest Black popular music ensembles. Directed by renowned bassist, producer, and musical director James Strong, the Soul Revue embarked on its first trip to Los Angeles this year where students learned about the music industry, performed professionally, and represented Indiana University.

But the musicians' true opportunity to exhibit their talent entailed a performance on stage at Spaghettini, owned by IU alumnus and California native Cary Hardwick. The experience did not disappoint.

"The personality, confidence, and professionalism of the students shined from beginning to end," Hardwick says.

That reaction is exactly what IU Soul Revue director James Strong expects. Strong, a 30-year veteran of the music industry, now uses his connections to benefit future generations of students.

"We create life-changing experiences, something that will hopefully inspire students in a positive way," Strong notes.

The impact of the IU Soul Revue extends far beyond experiences such as those in Los Angeles. The program provides a supportive artistic community where people like Raven Curry can discover their passions.

"Being surrounded by talented people who work just as hard as I do has made my college experience much more memorable," says Curry, an IU Soul Revue vocalist and a sophomore majoring in international studies.

"Joining the Soul Revue is the best decision I've made since I've been at IU," she says.

## A Place to Belong

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) supports centers, offices, and organizations that focus on cultural awareness and cross-cultural competencies across all IU campuses. Culture centers serve as learning communities for students, faculty, staff, and the local community, as well as judgment-free spaces where they can be themselves. In addition to offering academic support, the following culture centers provide a gateway to inclusion for students—and a reminder of one’s culture and ancestry.

## Asian Culture Center

In the 2018-2019 academic year, the Asian Culture Center (ACC) celebrated its 20th anniversary of serving as a second home for members of Indiana University’s Asian and Asian American communities. With events and resources designed to foster community and celebrate culture, the Asian Culture Center marked this remarkable milestone with a variety of programming designed to empower and educate individuals across the IU community.

In addition to its anniversary celebrations and well-attended events throughout the year, the Asian Culture Center expanded its involvement in cross-campus, curricular, and community partnerships. To



enhance academic offerings on Asian American Pacific Islander communities and culture, the ACC worked to establish the “Asian American and Pacific Islander Communities and Social Change” pilot course. This effort was initially offered in spring 2019. The ACC also continued its partnerships with faculty members across the university to provide holistic perspectives on AAPI communities and culture via the curriculum.

On a community level, the ACC increased its outreach by revitalizing relationships with the city of Bloomington via activities such as co-organizing an essay contest for high school students as part of the AAPI Heritage month and cultivating a partnership with WFHB community radio through a monthly program called *Hearabouts: Asian American Midwest Radio*.

Through these and other initiatives, the ACC expanded its footprint outside the university to bring discussions about contemporary AAPI identity to even broader audiences.

## First Nations Educational & Cultural Center

Founded in 2007, the First Nations Educational & Cultural Center (FNECC) offers visitors of all backgrounds the opportunity to learn about contemporary Native American culture, while giving indigenous members of the IU community a space of support and celebration. As with all OVPDEMA-supported centers, the work of the FNECC is highly collaborative with other organizations on campus and beyond.



This year, the FNECC continued this tradition by increasing its campus collaborations, as well as solidifying efforts to connect with native communities throughout the Midwest to share experiences and best practices. A highlight of this work takes place at the yearly Powwow, which attracts individuals from tribes across the country to celebrate contemporary Native American culture and performance in Dunn Meadow. Throughout the year, the FNECC also collaborated with offices and colleges across the university to implement land acknowledgement statements to recognize the native ownership of the land upon which Indiana University is built.

Additional highlights from the year include programming implemented for Native American Heritage Month, which brought discussions of contemporary Native American culture and issues that indigenous communities face to IU Bloomington. Finally, the Bruce Shuck Family Native American Scholarship was moved to be administered by OVPDEMA, ensuring that student recipients are able to remain in close contact with the Shuck family and receive assistance through OVPDEMA initiatives.



## La Casa/Latino Cultural Center

Founded in 1973, La Casa/Latino Cultural Center serves as a campus hub that brings academic support, advocacy, and programming about Latino culture directly to students. Central to this work is La Casa's focus on being a place of support for every student. Many of La Casa's successes in 2018-2019 stem from a commitment to support students and communities passionate about Latino culture. Between film screenings, yearly events, bringing speakers to campus, and holding regular opportunities for students to join together in community, La Casa truly has become a second home for many Latinx students at IU.

In the 2018-2019 year, La Casa celebrated its 45th anniversary. Working in partnership with the School of Social Work, La Casa established a social work intern position at the center. This position provides a unique opportunity for a student who is studying social work to partner with La Casa on programming and initiatives that impact the Latinx community.

This year, La Casa also helped to host "Mexico Remixed," the third iteration of IU's "Global Arts and Humanities Festival." As part of "Mexico Remixed," La Casa celebrated "Día de los Muertos" at IU Bloomington's "First Thursday," where volunteers from the center guided the community through a celebration of the "Day of the Dead." The event serves as a unique opportunity to educate attendees about Latino culture and showcase the many resources that La Casa offers.

### Teamwork to Inspire

"Educación es Poder." This was the theme of the 20th annual *Indiana Latino Leadership Conference*. In English, it means "Education Is Power." The phrase holds significant meaning to the Latinx people who attended the 2019 conference at Indiana University Bloomington in February as they networked with their

peers and fellow students. In addition, students were able to attend workshops provided by volunteers and professors about topics such as "What Is Latinx Anyway?," "Latinos Practicing Law," and even a dance class for people to practice their Salsa, Bachata, and Cumbia dance moves.

Hosted by the Latino Enhancement Cooperative in conjunction with Indiana University's Bicentennial celebration, the gathering was attended by more than 200 people from across Indiana. Many presentations were given by Latino undergraduates and graduate students. Dr. Carmen Henne-Ochoa served as the keynote speaker for the conference.



## LGBTQ+ Culture Center

For nearly 25 years, the LGBTQ+ Culture Center has served IU Bloomington as a gathering and community space for the LGBTQ+ community. While the LGBTQ+ Culture Center focuses on serving the community through larger programs and events, it also works one-on-one with students. Whether connecting them to emergency financial support, to scholarship opportunities, or helping to create an LGBTQ+ book club, the LGBTQ+ Culture Center places a strong emphasis on meeting the needs of each and every individual who walks through its doors.

This academic year, the center trained 25 new peer mentors to guide first-year members of the LGBTQ+ community through life at IU. In addition, the center provided 25 emergency scholarships to students who lost educational funding as a result of coming out to their families.

## Neal-Marshall Black Culture Center

Founded in 1969 and the oldest of Indiana University's cultural centers, the Neal-Marshall Black Culture Center (NMBCC) continues its work to engage and inspire the community as it celebrates its 50th anniversary in 2019. In addition to long-standing events such as the "Freshman Pinning Ceremony," the "Black Congratulatory Celebration," and the "Homecoming Fish Fry," the NMBCC hosted a variety of programming during Black History Month.

With a focus on Black culture, art, and entertainment, efforts included the annual "Black Knowledge Bowl" and "A Night at the Juke Joint," where members of the community came together in celebration of the history of African American music traditions. More than 300 people attended "A Night at the Juke Joint," setting new attendance records.

Other highlights of the 2018-2019 year include record attendance at the NMBCC's "Black Congratulatory Celebration," the appointment of Dr. Gloria Howell as associate director of the center, and a collaboration with the LGBTQ+ Culture Center and Union Board to host "Engaging the Intersections: Queer and Trans People of Color in Higher Education." The latter effort included a lecture by nationally recognized educator Romeo Jackson.

As in previous years, the NMBCC has continued its work to foster student engagement and support, along with multifaceted and intersectional explorations of Black culture.



## Providing Support for All

All students and faculty provide a valuable contribution to the diversity of Indiana University. A truly diverse and inclusive institution of higher learning must support people of all capabilities with the resources and tools they need to be successful. That's the premise of the Office of Disability Services for Students.

Located at IU Bloomington, the office ensures that students with disabilities have equal access to learning by connecting them to appropriate university personnel and essential resources for success. As of August 2019, 704 students have requested more than 2,632 accommodations. This may include academic adjustments, auxiliary aids or adaptive technology, outreach services, or physical access modifications.

Indiana University is equally supportive of faculty and staff who have disabilities. The university recognizes that a disability can affect a person at any stage of his or her life; thus, it is critical to be proactive.

## Center for Veteran and Military Students

Indiana University's connection to the United States military dates back to the school's founding in 1820. Many of IU's first students, faculty members, and trustees had military ties, including some individuals who served in the War of 1812.

Fast forward some 200 years and IU's proud tradition of military involvement continues to remain strong. Today, the IU Bloomington campus is home to 538 student veterans plus an additional 1,200 military-connected students—including ROTC, military spouses, and dependents.

For these individuals, making the transition from the front lines to the classroom can be challenging. With this in mind, Indiana

University Bloomington joined the efforts of the American Talent Initiative (ATI) in fall 2018 to recruit, retain, and graduate more veterans. Launched in December 2016, the ATI is a growing alliance of colleges and universities dedicated to substantially expanding opportunity and access for low- and moderate-income students.

At IU, the Center for Veteran and Military Students strives to create a sense of community and a supportive environment. More than a welcoming community, the Center provides support, guidance, and academic resources during a student-veteran's time on campus. Through the support of a grant from the IU Women's Philanthropy Leadership Council, the Center is focused on expanding programming and a sense of community among female veterans and military students, spouses, and dependents both on campus and across the Bloomington community.

## Troops in Transition

Indiana University student-veteran Stephen Donovan is one step closer to achieving his dream of helping fellow veterans thanks in part to a scholarship from the Pat Tillman Foundation. The foundation works to unite and empower remarkable military veterans and their spouses as the next generation of public- and private-sector leaders committed to service.



Donovan's passion for helping fellow veterans assimilate to civilian life began with his undergraduate studies in California after serving 14 months in Iraq in 2007 and 2008. His dedication to helping fellow veterans has only grown as he works toward earning his master's degree in public affairs at IUPUI.

After serving with the 101st Airborne Division, the U.S. Army combat veteran established a nonprofit called Smiles for Soldiers to help veterans find dental care. Donovan moved to Indianapolis in December 2015. He is on track to graduate in December 2020. His scholarship will help bring to fruition his initiative to create automatic VA health care enrollment for veterans before their discharge.

"Getting departing service members enrolled into VA health care prior to discharge could be the difference between someone being able to take care of himself and that person being on the street," Donovan explains. "All I'm trying to do is empower people who might not have the economic means or the mentorship that I've been fortunate enough to have."



## 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

### **Gwen McCay**

Director  
Human Resources  
812-856-1942  
gmcay@indiana.edu

### **Eric Mokube**

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

### **Joyce Q. Rogers**

Vice President  
Development and External Relations  
IU Foundation  
812-855-4569  
joycroge@indiana.edu

### **Yolanda Treviño**

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

## Indiana University Chief Diversity Officers

### **IU Bloomington**

#### **James C. Wimbush**

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

### **IUPUI**

#### **Karen Dace**

Vice Chancellor  
Diversity, Equity, and Inclusion  
IUPUI Chief Diversity Officer  
317-278-3821  
kdace@iupui.edu

### **IU East**

#### **Francis Yates**

Interim IU East Chief Diversity Officer  
Special Assistant to the Chancellor  
765-973-8470  
fyates@iue.edu

### **IU Kokomo**

#### **Sarah Sarber**

Chief of Staff  
Affirmative Action and  
Title IX Deputy Coordinator  
IU Kokomo Chief Diversity Officer  
765-455-9221  
shawkins@iuk.edu

### **IU Northwest**

#### **James Wallace**

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

### **IUPD**

#### **Wayne James**

IUPD Deputy Superintendent  
IUPD Chief Diversity Officer  
812-856-0082  
wjames@iun.edu

### **IU South Bend**

#### **Laura Harlow**

Director of Institutional Equity and  
Inclusive Excellence  
574-520-5536  
lewhitnea@iusb.edu

### **IU Southeast**

#### **Darlene Young – former**

Director  
Staff Equity & Diversity  
Title IX Deputy Coordinator  
IU Southeast Chief Diversity Officer

## OVPDEMA

### Directors

**Doug Bauder**

Director  
LGBTQ+ Culture Center  
812-855-4424  
dbauder@indiana.edu

**Nicky Belle**

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

**Stafford Berry**

Director  
African American Dance Company  
812-855-8079  
berryst@iu.edu

**Herb Caldwell** – *former*

Director  
Development and External Relations

**Lillian Casillas**

Director  
La Casa/Latino Cultural Center  
812-855-1740  
mlcasill@indiana.edu

**Melanie Castillo-Cullather**

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

**Ochmaa Escue**

Director  
Overseas Studies & Scholarship Program  
812-856-1934  
oescue@iu.edu

**Arnell Hammond** – *former*

Director  
Faculty Mentoring Initiatives

**David Hummons** – *former*

Director  
Community & Student Engagement

**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  
jenninj@iu.edu

**Monica Johnson**

Director  
Neal-Marshall Black Culture Center  
812-855-6476  
momgreen@indiana.edu

**Marsha McGriff** – *former*

Director  
Hudson & Holland Scholars Program

**Leslie Robinson**

Director  
Academic Support Center  
812-855-7016  
ljrobins@indiana.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**

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

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](http://disabilityservices.indiana.edu) or call  
812-855-7578.

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