



INDIANA UNIVERSITY

## ANNUAL REPORT 2020–2021

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,

This past year has been unlike any year in recent memory. The challenges of a global pandemic continued to disrupt higher education, causing colleges and universities everywhere to re-examine how students learn, recruitment procedures, and the support needed to address inequities continuously.

Sometimes, however, a crisis can create opportunity. For Indiana University, it provided a much-needed lens to re-examine programs, policies, and practices—and to implement changes to mitigate and recover from the pandemic and address racial justice and structural inequities.

As we reflect on another year at the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA), I am humbled by the resilience, strength, and dedication of our students, staff, and faculty. They faced every challenge with the determination and spirit for which Indiana University is known.

The achievements made by OVPDEMA in 2020-2021 only add to this commitment. We continued to see progress on our Anti-Racist Agenda, completing the project's final stage. We expanded community-building initiatives with our culture centers. And we created new partnerships and civic engagements with many of the communities we serve.

We also held countless virtual programming and events to inform and celebrate students for their accomplishments in our scholar programs and prepare them for the next steps of their academic and professional careers.

I invite you to explore OVPDEMA's Annual Report to learn about diversity and inclusion at IU through data, campus summaries, and the voices of students, faculty, and staff.

There are many lessons to be learned from the past year. And you will read about some of them on the pages that follow. What I do know is this. As a campus community, we are stronger, better, and more prepared today to serve every student who calls IU home.

A handwritten signature in black ink that reads "James C. Wimbush".

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



## Rising to the Challenge

It has been almost two years since the onset of the COVID-19 pandemic. Since then, higher education has changed dramatically. Courses have been redesigned and revised for remote learning. The test-optional movement gained new momentum. And partnerships between colleges and employers became even more critical to provide students with the knowledge they need to enter the workforce.

Some of these changes may be fleeting, while others will likely remain in some form long after the pandemic ends. However, one thing is certain. A renewed focus on diversity, equity, and inclusion is now front and center.

Indiana University has developed several new projects to recover from the pandemic and address racial justice and structural inequities. This work, which you will read about throughout this annual report, includes the Pandemic Health Disparities Fund, which provided financial support to 437 students across IU's campuses to cover necessities and ease financial burdens resulting from the pandemic.

Through its Racial Justice Research Fund, IU also provided seed funding for multiple research projects that explore efforts involving racial and social justice. Some of these initiatives focus on the pandemic's impact on Black-owned businesses, create a partnership with school districts to encourage racial justice youth activism, and heal racial trauma and other critical topics through storytelling. The fund, jointly supported by the Office of the Vice President for Research and the Office of the Vice President for Diversity, Equity and Multicultural Affairs, continues to accept new proposals on a rolling basis.

"I am extremely pleased to see the breadth and caliber of the research proposals submitted addressing racial inequity and social injustice," says James Wimbush, vice president for diversity, equity, and multicultural affairs; dean of The University Graduate School; and Johnson Chair for Diversity and Leadership. "This research will further IU's work in creating diverse, equitable, and inclusive communities at home and across our nation."

We invite you to explore the following pages and learn more about Indiana University's diversity, equity, and inclusion work. But, most importantly, we hope you will join us as a co-worker to envision a just and fair future for all.

"For real change to happen, we must do it together," says John Applegate, interim provost and executive vice president for university academic affairs. "Each one of us has a role in the future, in setting an example for our students. There is much at stake."



# INTERPRETING THE DATA

## 2020–2021 Diversity Annual Report

### Enrollment

- Fall, August 31, 2020, total domestic degree-seeking student census data.
- Total, domestic known: all minority plus white. Excludes international and unknown in both the numerator and the denominator.
- Underrepresented: same as 'Total, domestic known' except excludes the Asian population.
- Source for state and service regions: U.S. Census Bureau, 2018 Census by state, population aged 18-24.

### 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 any previous summer sessions.
- Campus average includes all students who were re-enrolled in the subsequent fall semester or had received a degree.
- Both IU and campus data are based on Domestic Minority—African American, Latino/Hispanic, Asian American, Native American, Pacific Islander, "Two or More Races."
- Academic unit data based on student record flags for these programs, e.g., Hudson & Holland Scholars Program, Groups Scholars Program, etc.
- In order to protect student privacy, retention rates are not shown if there are 10 or fewer students in the initial cohort for any specific category or subcategory.

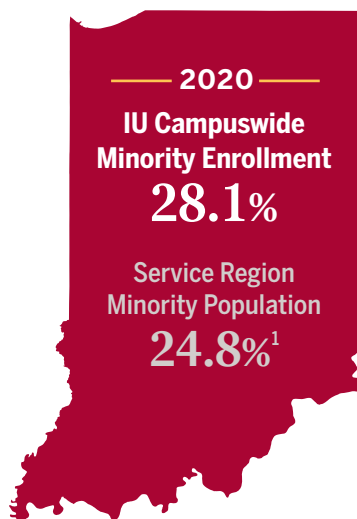
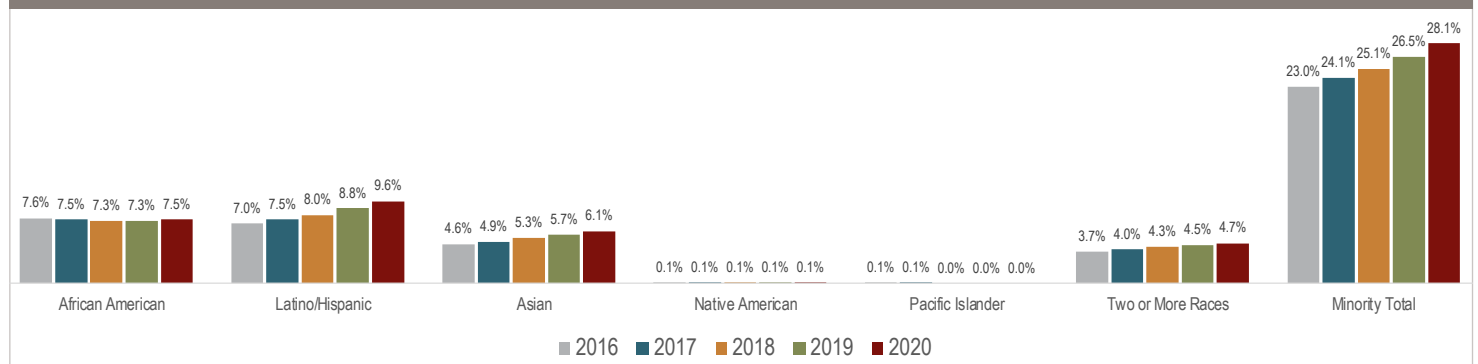
### Graduation Rates

- 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 2010-2014.
- 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.

### Tenured and Tenure Track Faculty

- The data compares the race/ethnicity proportions of IPEDS instructional faculty from 2005 and the most recent data available for IU and other public, four-year institutions in the state.
- The faculty numbers include all tenure track faculty, except executive/administrative faculty, as they are not included in IPEDS reporting.
- Based on full-time designation only.

## IU Campuswide Enrollment of Minority Students



<sup>1</sup> Indiana University's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

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

<sup>2</sup> As reported to IPEDS fall staff/HR survey. Excludes instructor/lecturer rank, tenured/tenure track executive/administrative faculty, and all international or unknown races.

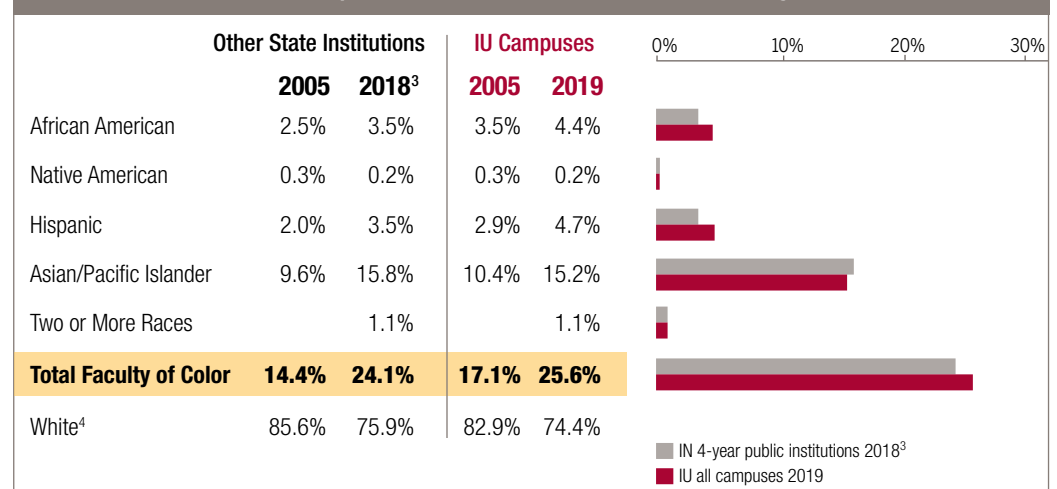
<sup>3</sup> Figures for peer institutions are collected from IPEDS and the most recent data from 2018.

<sup>4</sup> Other category is included in "white."

## Minority Student Enrollment on the Rise

Minority enrollment at Indiana University continues to make impressive inroads, setting new milestones for the number of Latino/Hispanic and Asian American students. Minority students now constitute 28.1 percent of IU's degree-seeking population. This continued improvement is a testament to the many efforts IU has undertaken to make its campuses more supportive and conducive learning environments for all.

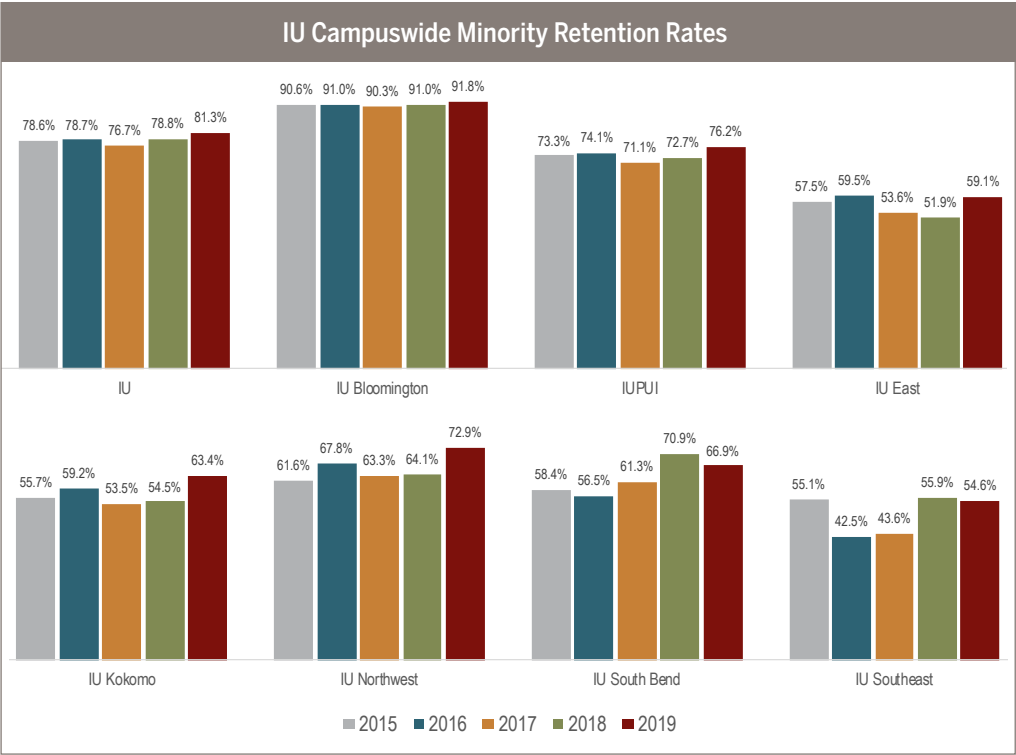
## IU Campuswide Tenured and Tenure Track Faculty<sup>2</sup>



## A Focus on Faculty Diversity

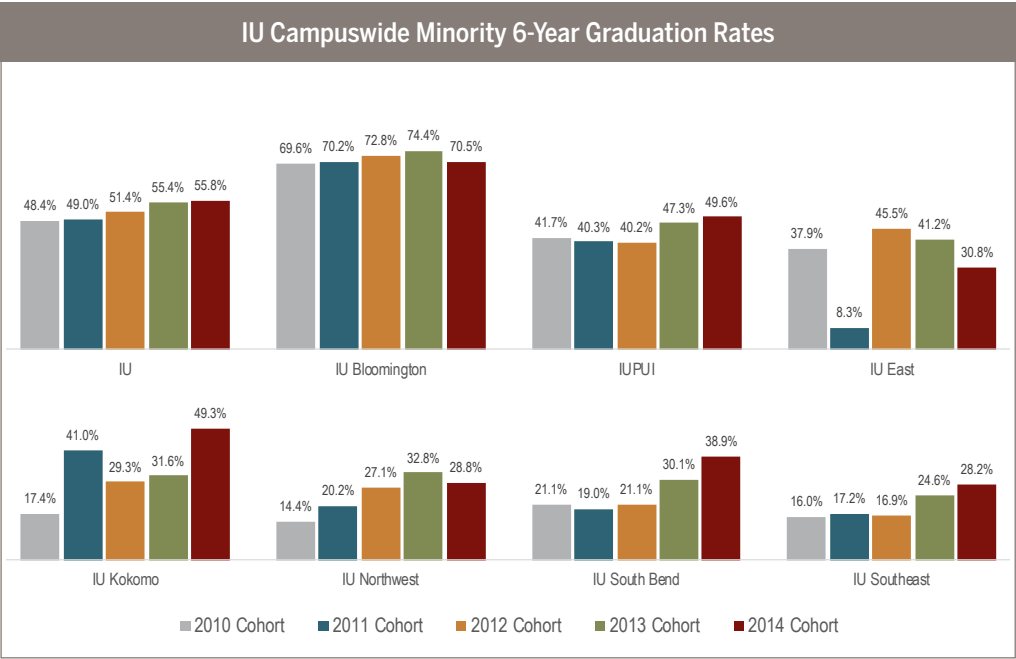
Indiana University continues to improve in the area of diversifying its faculty. Many initiatives are responsible for this success, including investments in professional training and support, new diversity hiring programs, more strategic recruitment, and collaborations with the community. In fall 2005, 17.1 percent of IU's tenured and tenure track faculty were of color. By 2019, this had risen to 25.6 percent. By comparison, peer institutions in Indiana saw percentages of 14.4 percent and 24.1 percent for the same time periods.

DIVERSITY BY THE NUMBERS



**A New Approach to Student Success**

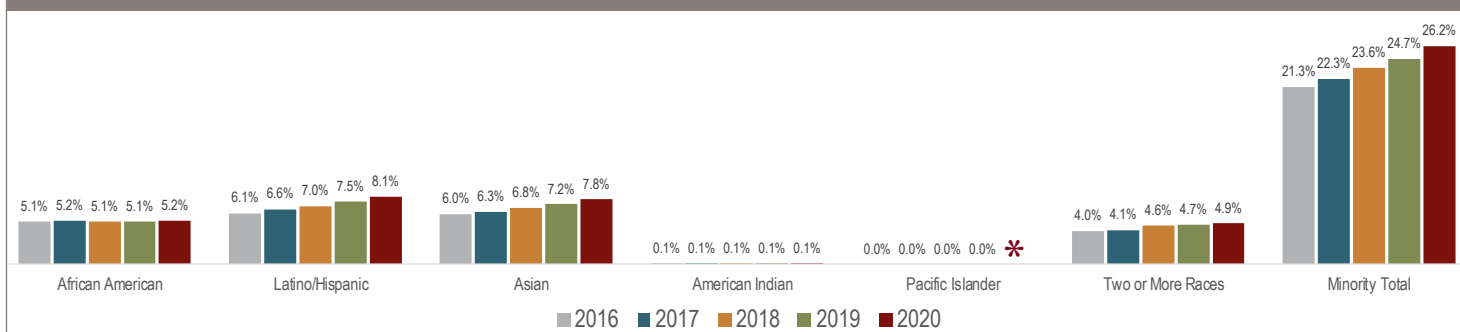
COVID-19 brought new challenges to keep students on track with their college studies. Campuses and staff quickly pivoted to revise curriculums and offer innovative supports and one-on-one guidance. This work kept the needle of success moving in the right direction. In 2019, the minority retention rate at Indiana University for full-time beginners was 81.3 percent, an increase from 78.8 percent in 2018.



**Creating Degree Completion Pathways for All**

College access is just one part of the degree completion puzzle. Making sure they finish what they start is the bigger piece of the challenge. Indiana University has made significant progress on this front. IU reached six-year minority graduation rates of 55.8 percent for the 2014 cohort, an increase from the prior four years.

## IU Bloomington Enrollment of Minority Students

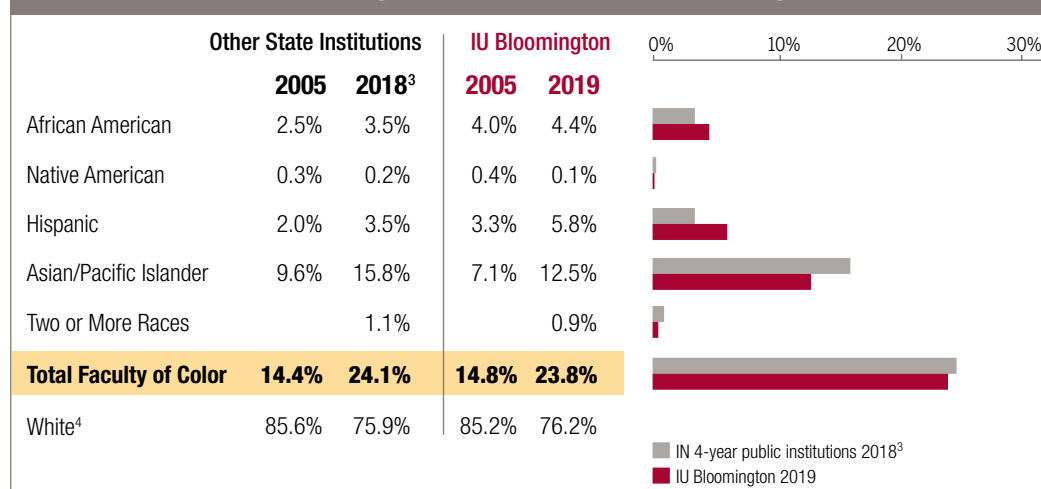


**2020**  
**IU Bloomington**  
**Minority Enrollment**  
**26.2%**  
 Service Region  
 Minority Population  
**24.8%<sup>1</sup>**

## New Minority Enrollment Records

Indiana University's campus in Bloomington welcomed its largest and most diverse freshman class ever in 2020, building on a record-setting decade of growth in diverse student enrollment. Students in the incoming class hail from all 92 Indiana counties, 47 states, and Washington, D.C., and are citizens of 46 countries across the globe. Minority student enrollment in 2020 reached a record-setting 26.2 percent. This progress means the school easily exceeds the state of Indiana's minority population total of 24.8 percent.

## IU Bloomington Tenured and Tenure Track Faculty<sup>2</sup>



## New Diversity Growth in Faculty Members

Indiana University continues to educate more Indiana residents than any other college or university in the state as its student body becomes more diverse and prepares itself to meet the state's critical health and economic development needs. This growth applies to its faculty. Tenured and tenure track faculty members of color at IU Bloomington was 14.8 percent in 2005. By 2019, it had increased to 23.8 percent.

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

<sup>1</sup> IU Bloomington's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

<sup>2</sup> As reported to IPEDS fall staff/HR survey. Excludes instructor/lecturer rank, tenured/tenure track executive/administrative faculty, and all international or unknown races.

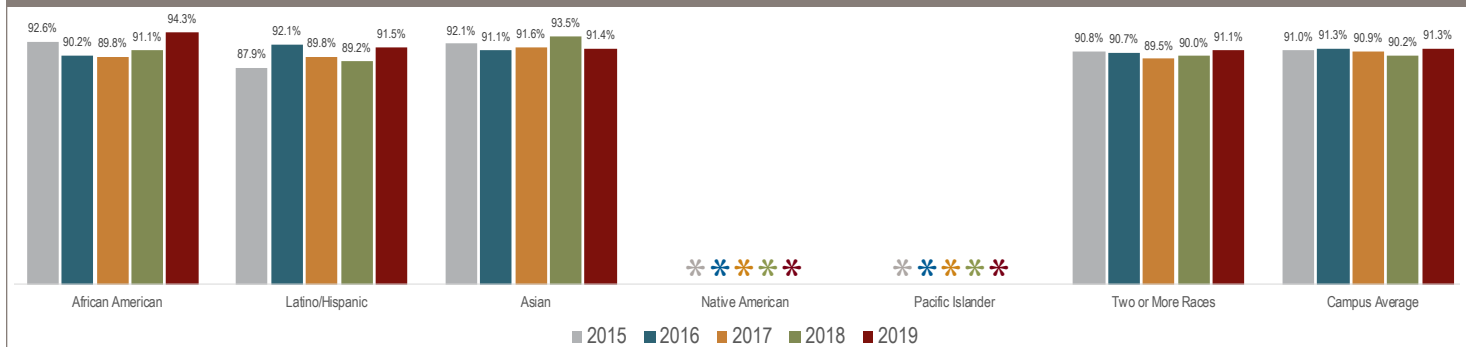
<sup>3</sup> Figures for peer institutions are collected from IPEDS and the most recent data from 2018.

<sup>4</sup> Other category is included in "white."

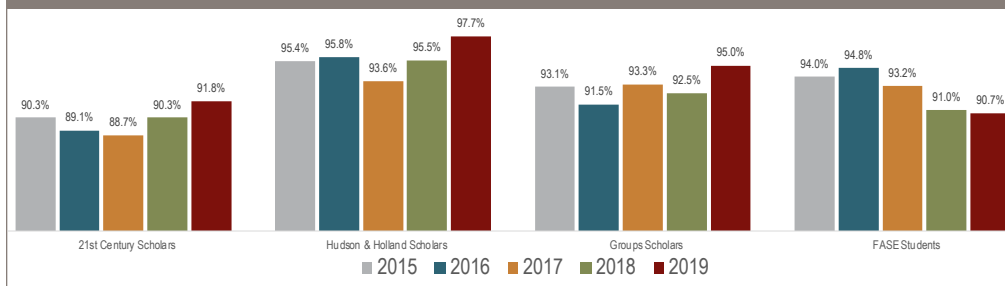


# DIVERSITY BY THE NUMBERS

## IU Bloomington Minority Retention Rates



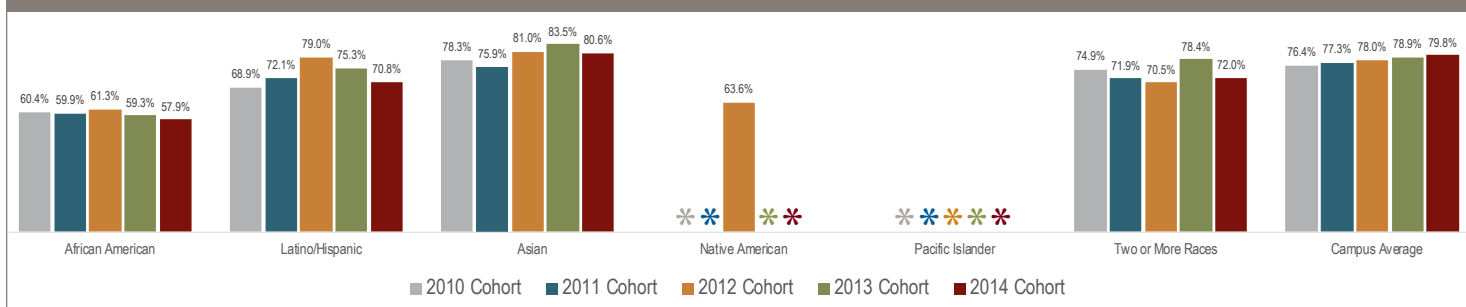
## IU Bloomington OVPDEMA Academic Program Retention Rates



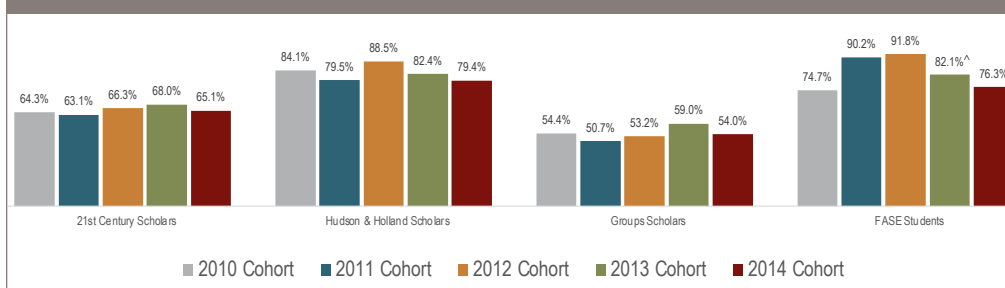
## Putting Students First

Students need the right support to persist to a degree or credential. Through programs, scholarships, financial assistance, and more, IU Bloomington is making this happen. In 2019, the campus saw retention rates for Black students reach 94.3 percent, an increase from 91.1 percent in 2018.

## IU Bloomington Minority 6-Year Graduation Rates



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



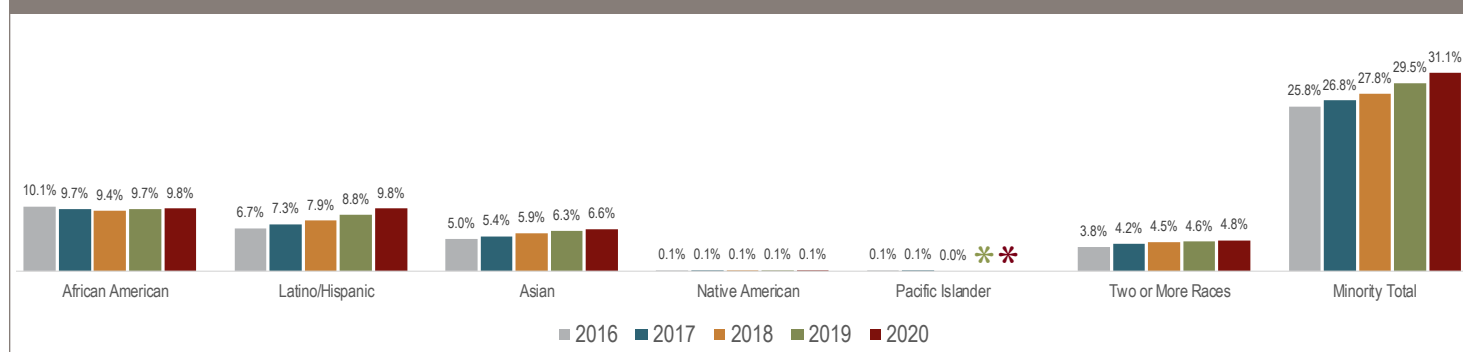
## Completion Is the Goal

In today's world of work, some form of training and education beyond high school is required for the majority of good-paying jobs. To that end, IU Bloomington continues to make progress on helping more minority students get to and through college.

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

<sup>^</sup> Adjusted from previous year's percentage, as the retention table had timing issues.

## IUPUI Enrollment of Minority Students



2020

IUPUI  
Minority Enrollment

31.1%

Service Region  
Minority Population32.5%<sup>1</sup>

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

<sup>1</sup> IUPUI's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

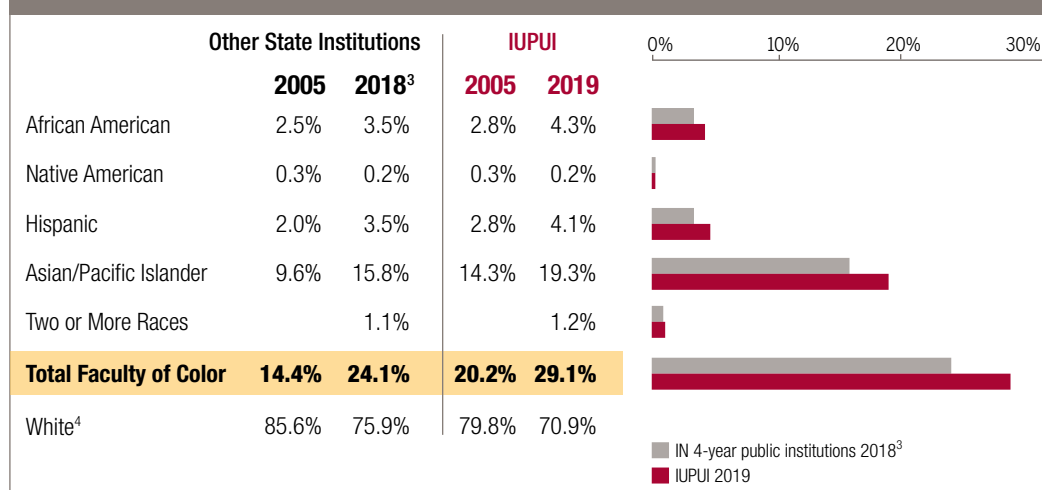
<sup>2</sup> As reported to IPEDS fall staff/HR survey. Excludes instructor/lecturer rank, tenured/tenure track executive/administrative faculty, and all international or unknown races.

<sup>3</sup> Figures for peer institutions are collected from IPEDS and the most recent data from 2018.

<sup>4</sup> Other category is included in "white."

## Opening College Doors for All

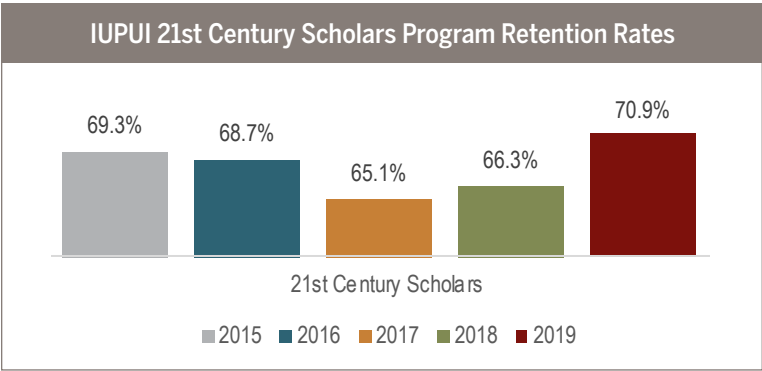
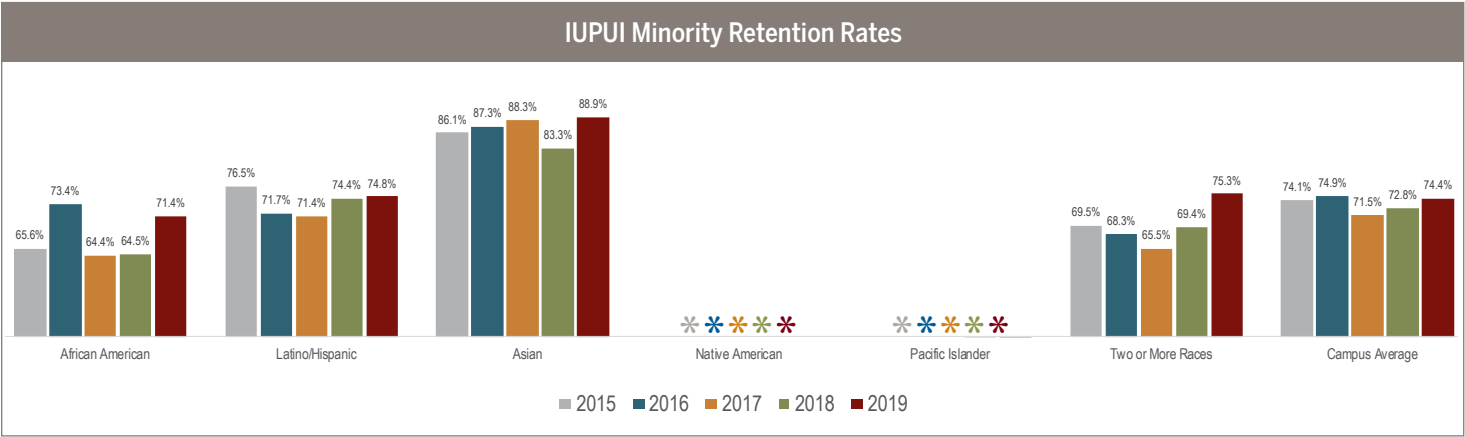
Post-high school learning is now considered the surest path to economic prosperity and success, especially for first-generation students and students from marginalized backgrounds. Through student support programs, committed leadership, scholarships, and more, Indiana University-Purdue University Indianapolis (IUPUI) is setting new minority enrollment records. The campus saw increases from 25.8 percent in 2016 to 31.1 percent in 2020. This progress brings the school just shy of the state's minority population total of 32.5 percent.

IUPUI Tenured and Tenure Track Faculty<sup>2</sup>

## A Core Part of Student Success

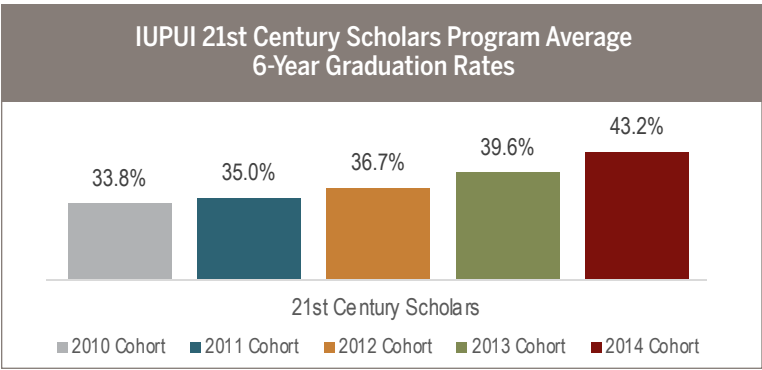
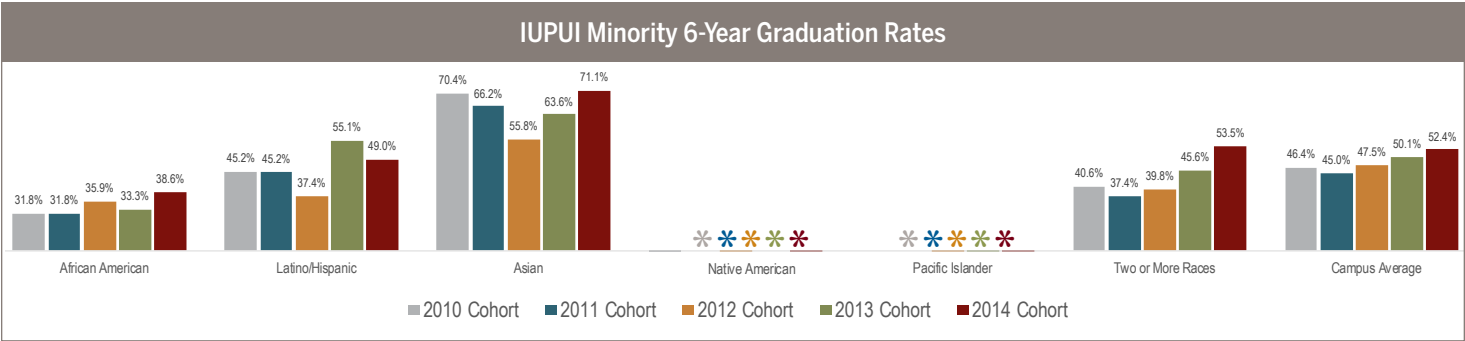
Diverse college faculty members are a core component of the student success equation. When students see professors and others who look like them, they are more likely to realize their potential. IUPUI continues to achieve success in faculty diversity, with tenured and tenure track faculty members of color growing from 20.2 percent in 2005 to 29.1 percent in 2019.

DIVERSITY BY THE NUMBERS



Student Supports Make the Difference

People, programs, and processes are instrumental in helping students progress throughout their educational journey. At IUPUI, programs like 21st Century Scholars provide the academic and financial support to keep students solidly on track with their goals. In 2019, this particular program saw minority retention rates of 70.9 percent, up from 66.3 percent in 2018.



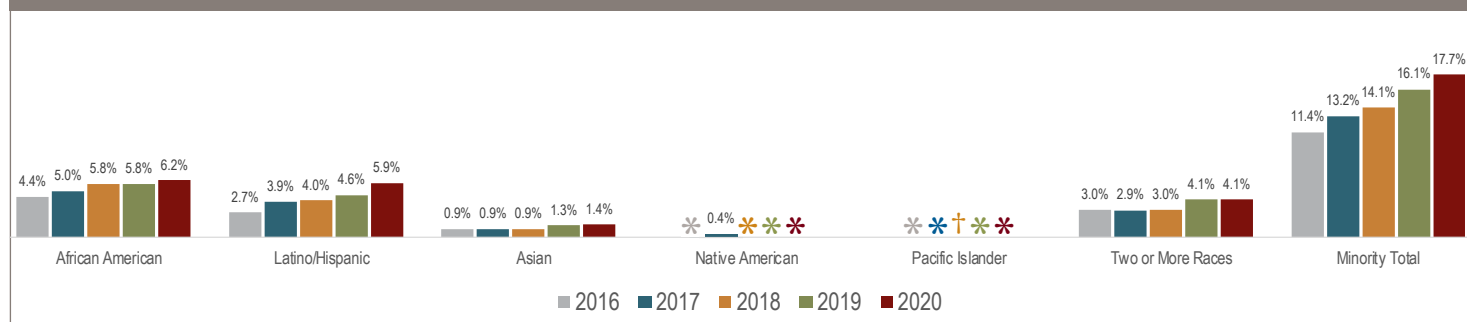
Advancements in Degree Completion

IUPUI addresses degree completion on multiple fronts, from improving physical spaces throughout the campus to implementing new tools and resources to aid in students' academic journey. These and other efforts are working. The six-year graduation rate for the 2014 cohort was 52.4 percent, an increase from 50.1 percent for the prior cohort.

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



### IU East Enrollment of Minority Students



2020

**IU East  
Minority Enrollment**

**17.7%**

**Service Region  
Minority Population**

**9.8%<sup>1</sup>**

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

† There were no students in the cohort.

<sup>1</sup> IU East's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

<sup>2</sup> As reported to IPEDS fall staff/HR survey. Excludes instructor/lecturer rank, tenured/tenure track executive/administrative faculty, and all international or unknown races.

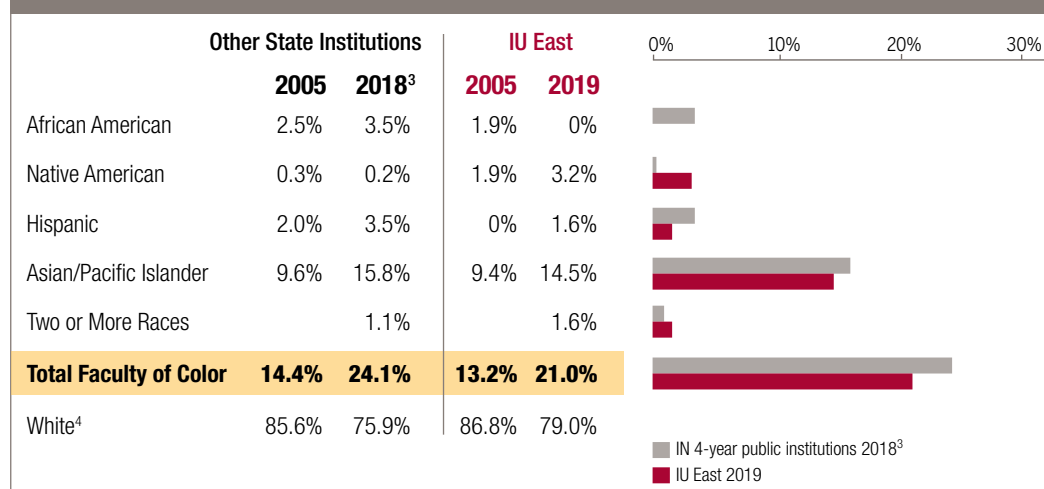
<sup>3</sup> Figures for peer institutions are collected from IPEDS and the most recent data from 2018.

<sup>4</sup> Other category is included in "white."

### Equity in Education

Improving the college-access trajectory for underserved individuals is integral to the Indiana University East campus mission. This focus is central to students who are historically underrepresented in higher education and the economic progress of Indiana. IU East has continued to make progress in recruiting more minority students. In 2020, minority enrollment reached 17.7 percent, well above the service region minority population of 9.8 percent.

### IU East Tenured and Tenure Track Faculty<sup>2</sup>

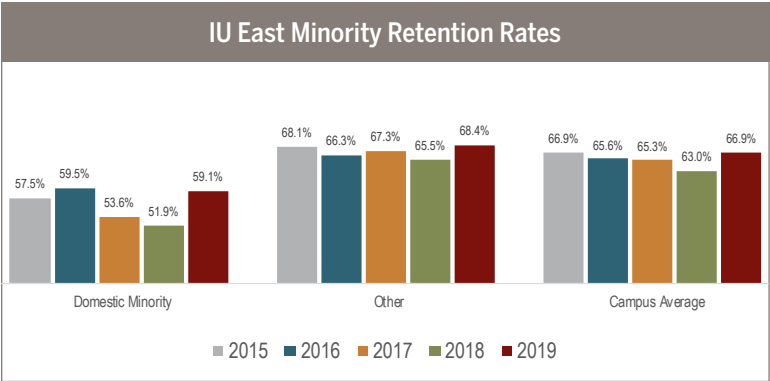


### Diversifying the Faculty

IU East values its faculty's diversity of backgrounds, experiences, and intellectual views and values. The goal is one of inclusive excellence and a learning and work environment in which people benefit from the unique perspectives of each other. This focus has enabled the school to enhance its faculty diversity from 13.2 percent in 2005 to 21 percent in 2019.

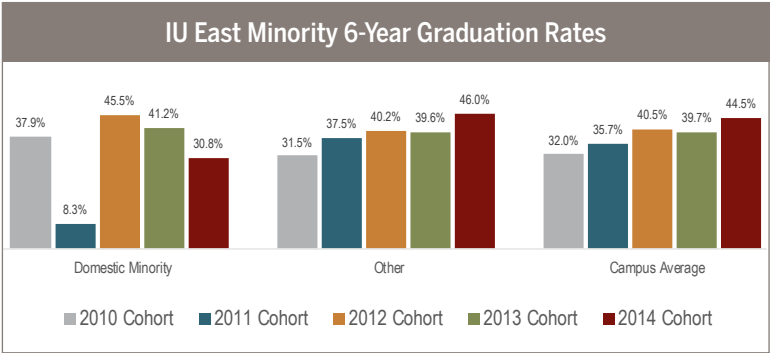
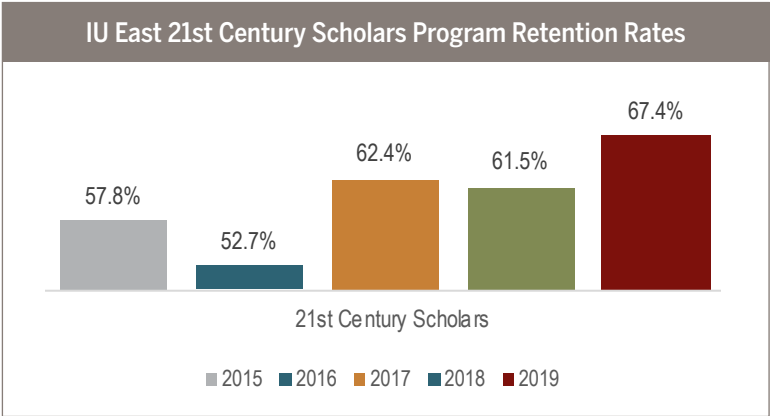


DIVERSITY BY THE NUMBERS



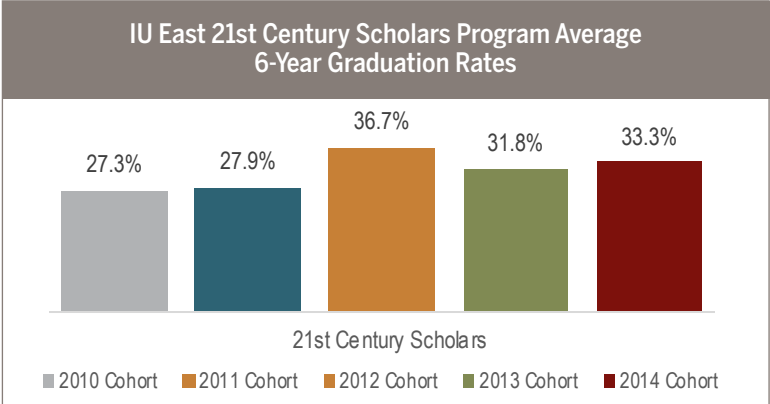
**Roads to Success**

Through one-on-one success coaching, ongoing outreach, partnerships with a cross-section of campus offices and various events, IU East helps students navigate new challenges, develop educational and career goals, and overcome any barriers to success on their path to a degree. In 2019, the minority retention rates increased to 59.1 percent, up from 51.9 percent in 2018.

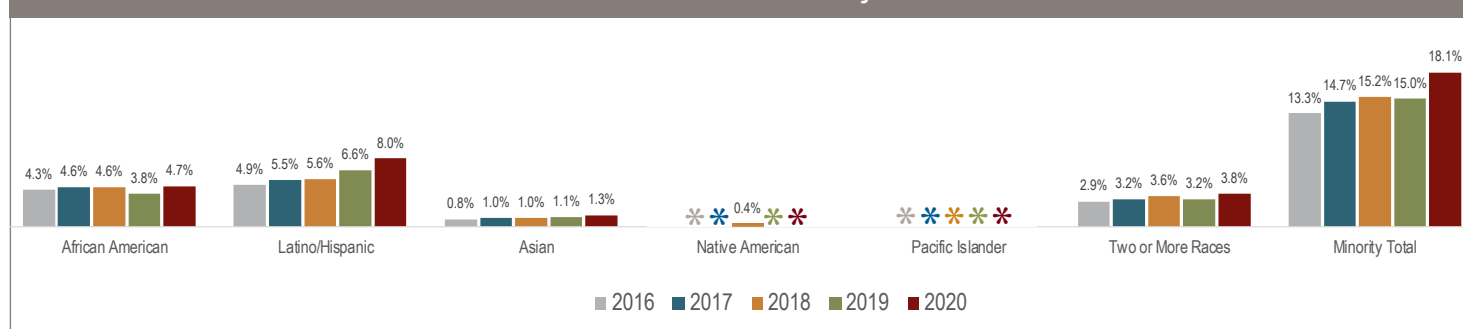


**Improving College Completion Rates**

Many students who arrive at college may never make it past their first semester. Some of these students are the first in their families to attend college and are less knowledgeable about navigating the often-confusing intricacies of college life. This is where IU East steps in with resources, guidance, and special programs to ensure all students have the chance to realize their potential.



### IU Kokomo Enrollment of Minority Students



2020

**IU Kokomo  
Minority Enrollment**

**18.1%**

**Service Region  
Minority Population**

**17.4%<sup>1</sup>**

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

<sup>1</sup> IU Kokomo's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

<sup>2</sup> As reported to IPEDS fall staff/HR survey. Excludes instructor/lecturer rank, tenured/tenure track executive/administrative faculty, and all international or unknown races.

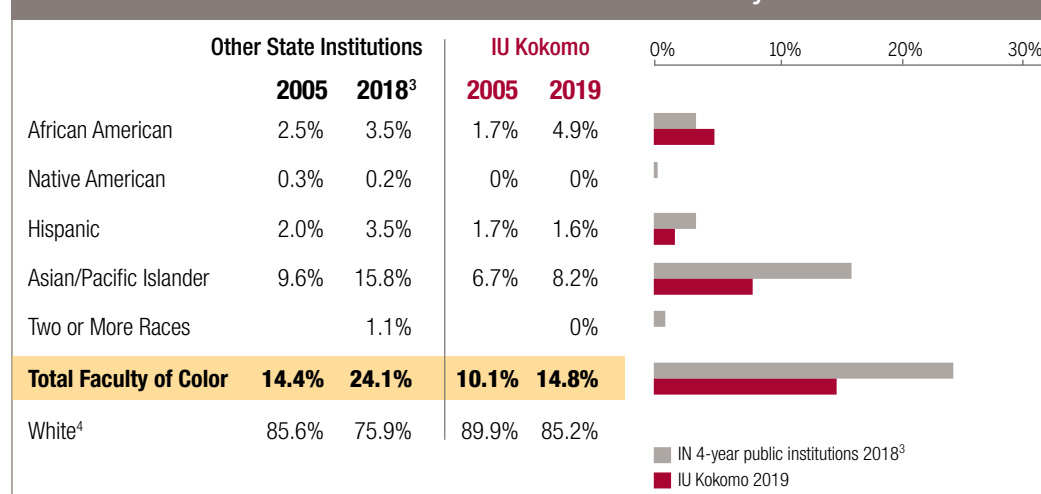
<sup>3</sup> Figures for peer institutions are collected from IPEDS and the most recent data from 2018.

<sup>4</sup> Other category is included in "white."

### Meeting the Challenge

After shifting to virtual orientations and enrollment due to the COVID-19 pandemic, Indiana University Kokomo continued to grow its minority student body with record-breaking numbers for the fall semester. Many efforts are responsible for this success, including launching a new multicultural center and the KEY Summer Institute—a free pre-college program offered to all first-year students. In 2020, minority enrollment at IU Kokomo totaled 18.1 percent, increasing from 15 percent in 2019.

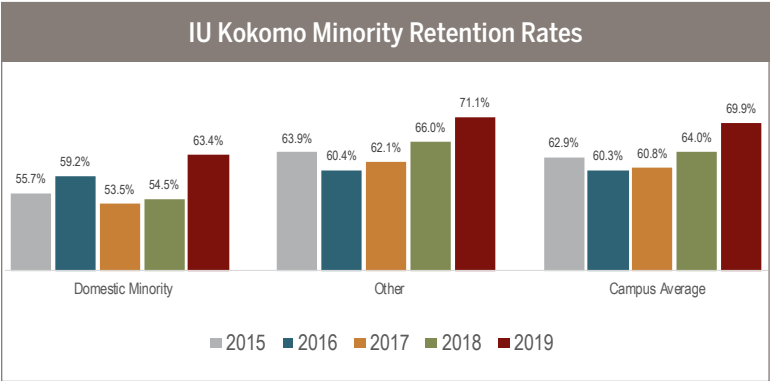
### IU Kokomo Tenured and Tenure Track Faculty<sup>2</sup>



### A Strategic Focus on Diversity

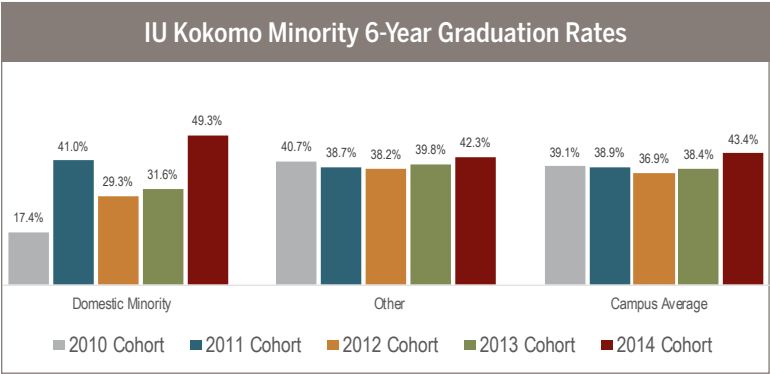
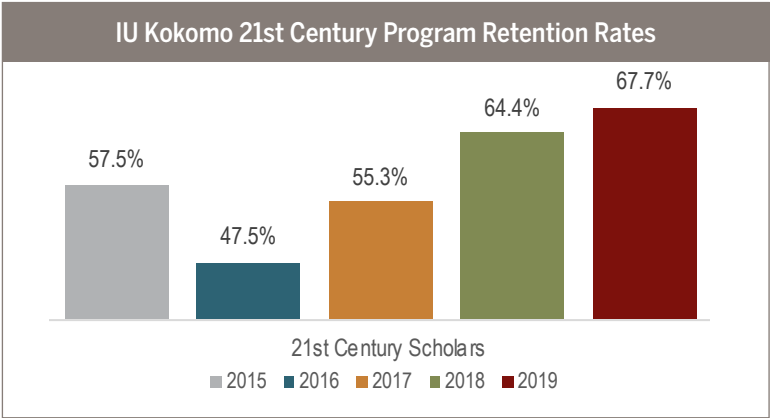
An inclusive college campus starts with a diverse faculty—individuals who serve as role models for today's changing student population. IU Kokomo continues to explore new ways and best-practice efforts to improve the diversity of faculty members. In 2005, tenured and tenure track faculty members of color stood at 10.1 percent. By 2019, this figure had increased to 14.8 percent.

# DIVERSITY BY THE NUMBERS



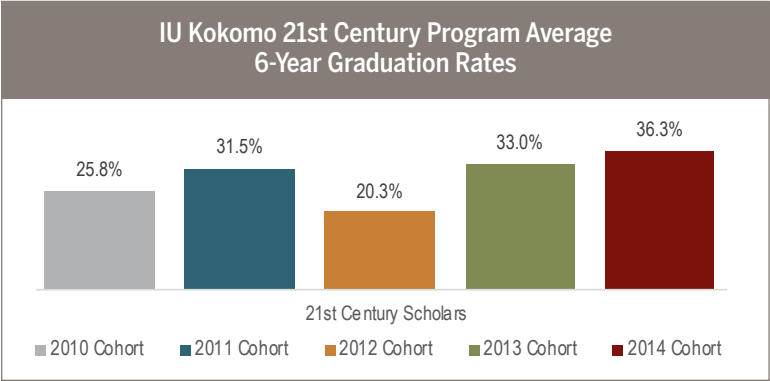
## A Culture of Improvement

At IU Kokomo, academic advisors, success coaches, and peer mentors listen, support, and challenge students to explore their options and opportunities. From embedding co-curricular activities in the classroom to expanding experiential learning opportunities through the Kokomo Experience and You program and internships, students are encouraged, inspired, and motivated. These efforts boosted IU Kokomo’s minority retention rate to 63.4 percent in 2019, up from 54.5 percent in 2018.

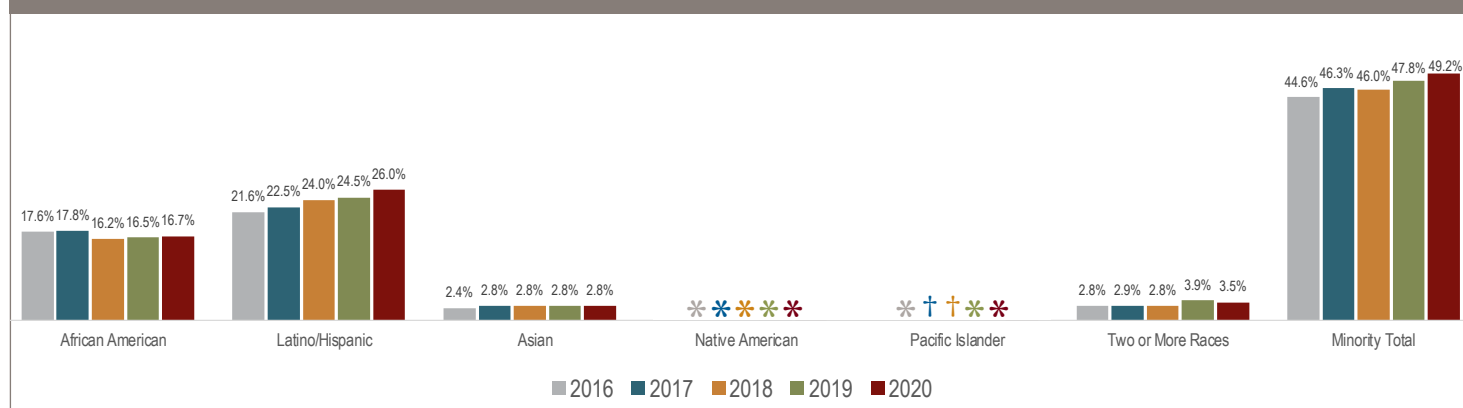


## Completion Work Sees Progress

IU Kokomo continues to progress with its college completion agenda for traditionally underserved students. An intentional institutional focus combined with enhanced programming is paying off. Six-year minority graduation rates for the 2014 cohort reached 49.3 percent in 2019, up from 31.6 percent in the prior year.



### IU Northwest Enrollment of Minority Students



2020

**IU Northwest  
Minority Enrollment**

**49.2%**

**Service Region  
Minority Population**

**40.8%<sup>1</sup>**

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

† There were no students in the cohort.

<sup>1</sup> IU Northwest's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

<sup>2</sup> As reported to IPEDS fall staff/HR survey. Excludes instructor/lecturer rank, tenured/tenure track executive/administrative faculty, and all international or unknown races.

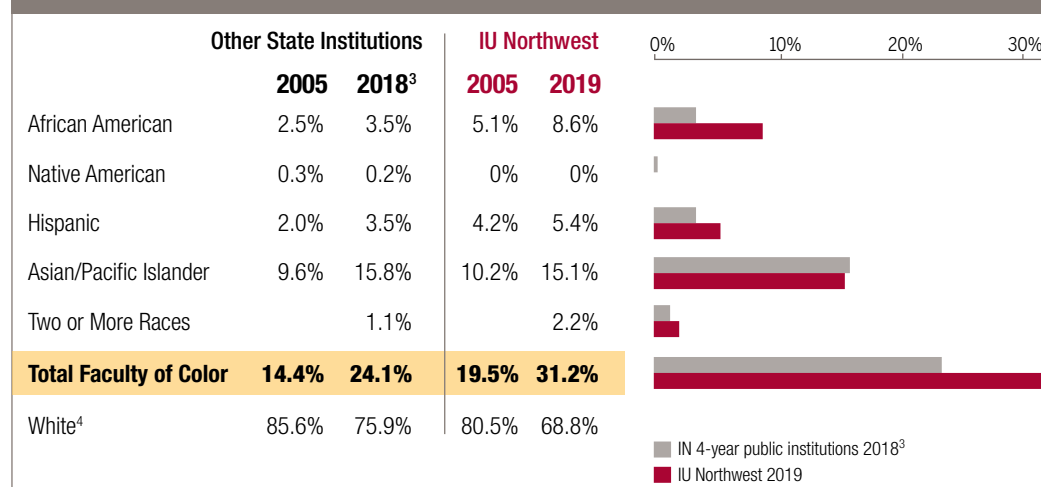
<sup>3</sup> Figures for peer institutions are collected from IPEDS and the most recent data from 2018.

<sup>4</sup> Other category is included in "white."

### Investing in Student Success

In a time when financial resources were uncertain across the United States, Indiana University Northwest was investing in students. The school leveraged almost \$60,000 in merit and need-based scholarships in 2020 and provided new laptops to ensure access for the most vulnerable students. These extra steps are making a difference. In 2020, enrollment of minority students reached a record high of 49.2 percent, 8.4 percent higher than the minority population in the service region.

### IU Northwest Tenured and Tenure Track Faculty<sup>2</sup>



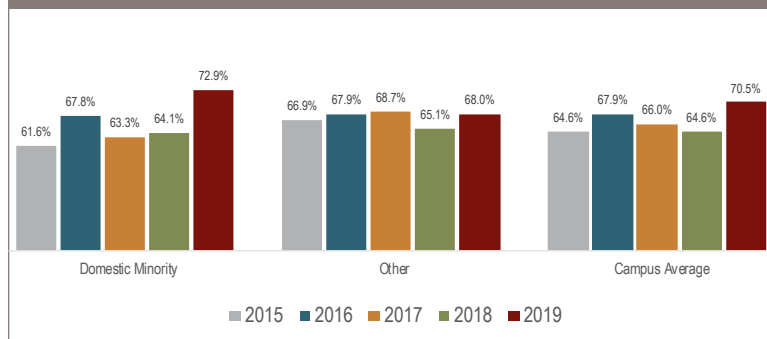
### Striving for Diversity Excellence

When it comes to improving the diversity landscape of its faculty, IU Northwest continues to make impressive inroads. In 2005, 19.5 percent of tenured and tenure track faculty members were people of color. As of 2019, that number had increased to 31.2 percent. By comparison, peer institutions in Indiana saw 14.4 percent and 24.1 percent, respectively.



## DIVERSITY BY THE NUMBERS

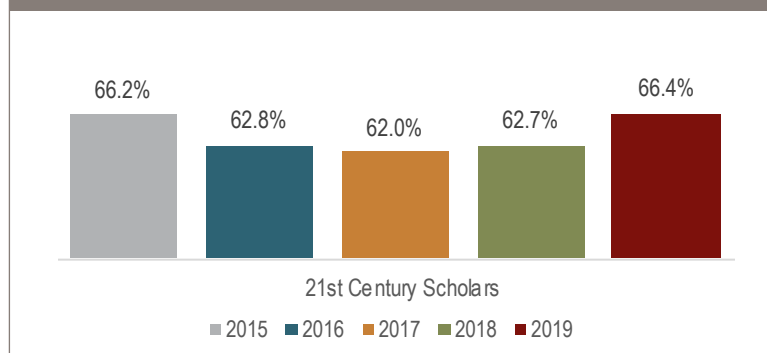
**IU Northwest Minority Retention Rates**



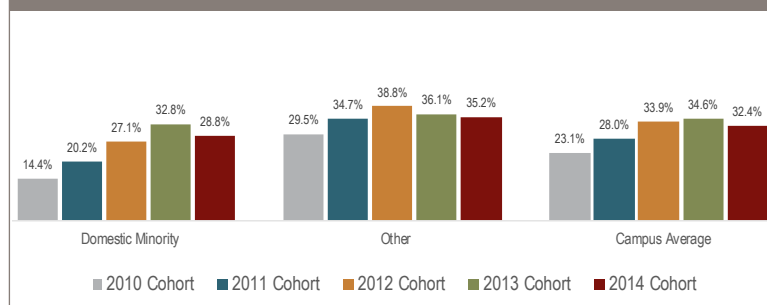
### Records in Retention

Student success is more than a buzzword at IU Northwest. Efforts such as the First-Year Seminars and Block Schedules are instrumental in improving the transition for first-year, conditionally admitted students. Students learn to navigate college, take foundational math and freshman composition courses, and experience public speaking through these initiatives. As a result, students are being retained at the same rate as the overall student body, earning GPAs of 2.5 (an improvement of three-quarters of a grade), and completing the general education mathematics and composition requirements.

**IU Northwest 21st Century Scholars Program Retention Rates**



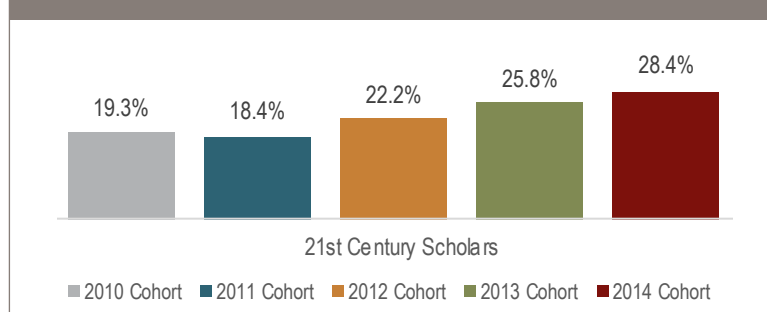
**IU Northwest Minority 6-Year Graduation Rates**



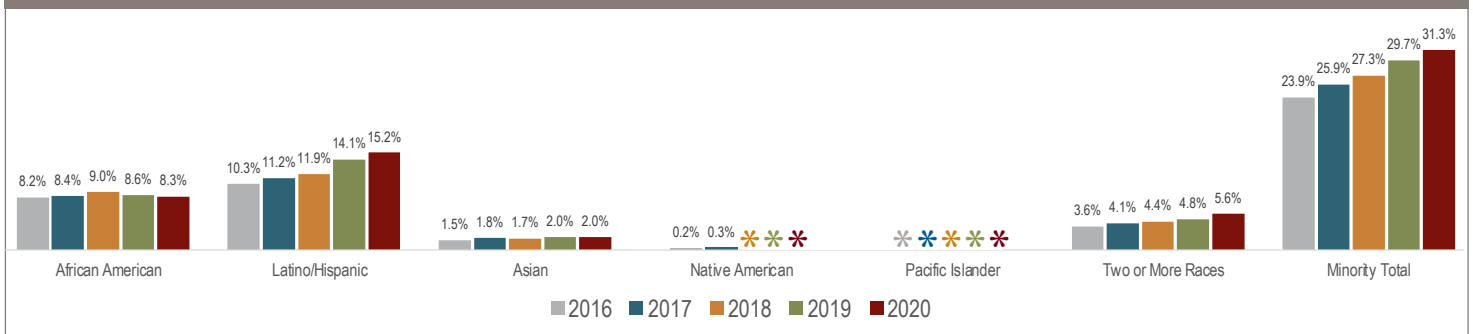
### Planning for Academic Success

Access to college is one element of college success. Ensuring students complete their degree or credential is the second challenge. Numerous programs contribute to this process, including the 21st Century Scholars Program. The result of this work, which includes academic support, mentoring, and one-on-one guidance, can be seen in the program's 2014 cohort minority six-year graduation rate of 28.4 percent, up from 25.8 percent in 2013.

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



## IU South Bend Enrollment of Minority Students



2020

**IU South Bend  
Minority Enrollment  
31.3%**

**Service Region  
Minority Population  
25.9%<sup>1</sup>**

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

<sup>1</sup> IU South Bend's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

<sup>2</sup> As reported to IPEDS fall staff/HR survey. Excludes instructor/lecturer rank, tenured/tenure track executive/administrative faculty, and all international or unknown races.

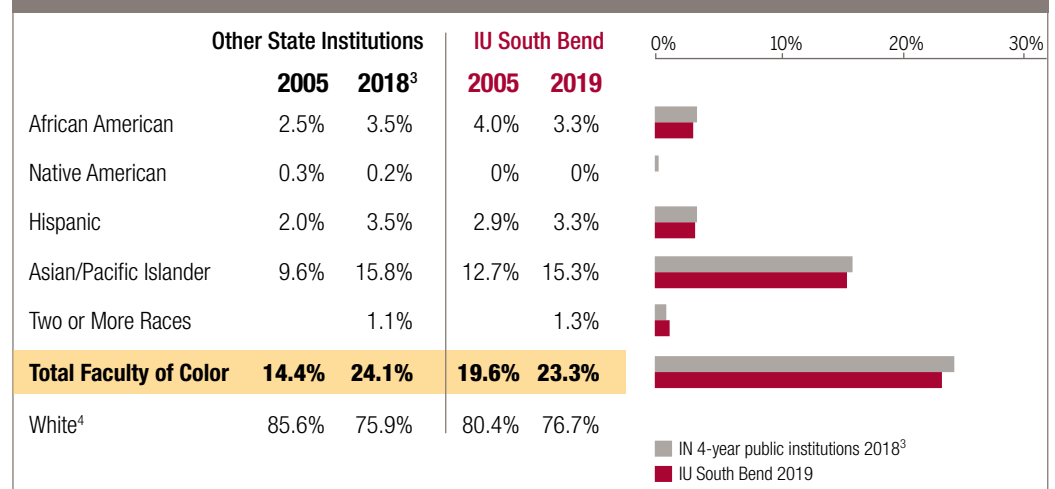
<sup>3</sup> Figures for peer institutions are collected from IPEDS and the most recent data from 2018.

<sup>4</sup> Other category is included in "white."

## Committing to College Access

Despite the challenges surrounding COVID-19, Indiana University South Bend achieved new minority student enrollment milestones in 2020. Enrollment of African American and Latino/Hispanic students saw continued improvements over prior years. As a result, the total enrollment of minority students reached a record high of 31.3 percent in 2020, well above the 25.9 percent minority population in the service region.

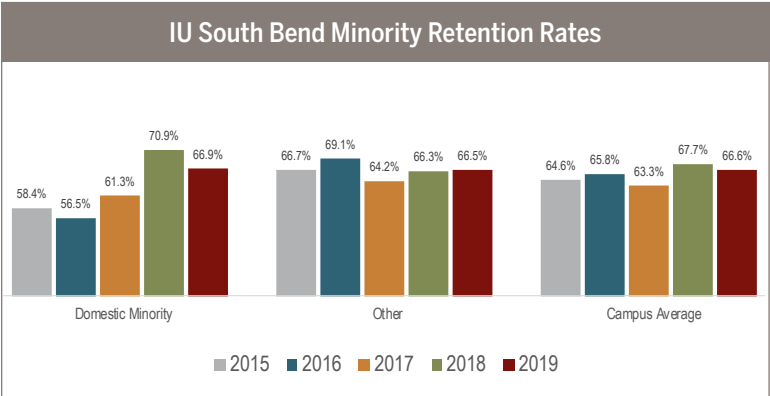
## IU South Bend Tenured and Tenure Track Faculty<sup>2</sup>



## Faculty Diversity Is a Priority

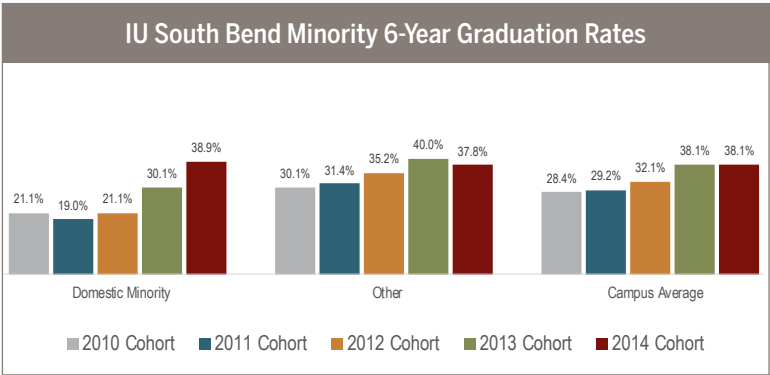
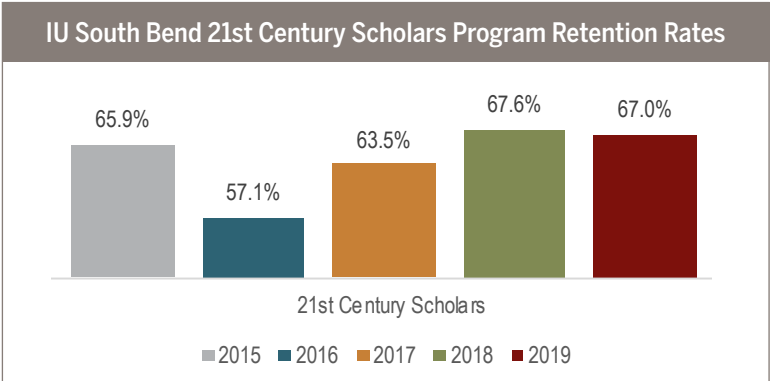
Diversity excellence cannot happen without hiring and supporting a diverse faculty. At IU South Bend, the Office of Institutional Equity and Inclusive Excellence monitors, assesses, and creates action plans to help leadership across the campus increase their diversity efforts. Such support has resulted in significant improvements in diversifying the school's faculty. In 2005, the percentage was 19.6 percent. By 2019, it had increased to 23.3 percent.

DIVERSITY BY THE NUMBERS



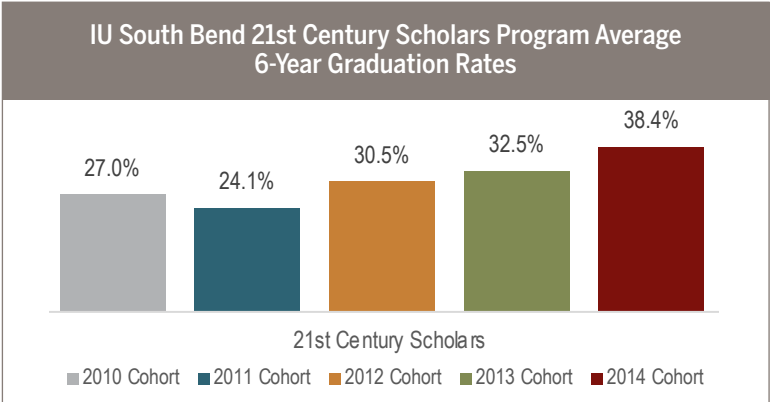
**Personal Support Fuels Student Success**

Grounded within IU South Bend’s Strategic Plan are two specific strategic objectives to improve student success: increase high-impact educational practices through student research, learning communities, internships, service learning, international experiences, and other experiential learning opportunities and strengthen and expand scholarship and creative activity among faculty and students (including faculty-student collaborations). The idea with each is to provide the human connection that is so vital in student learning and success.

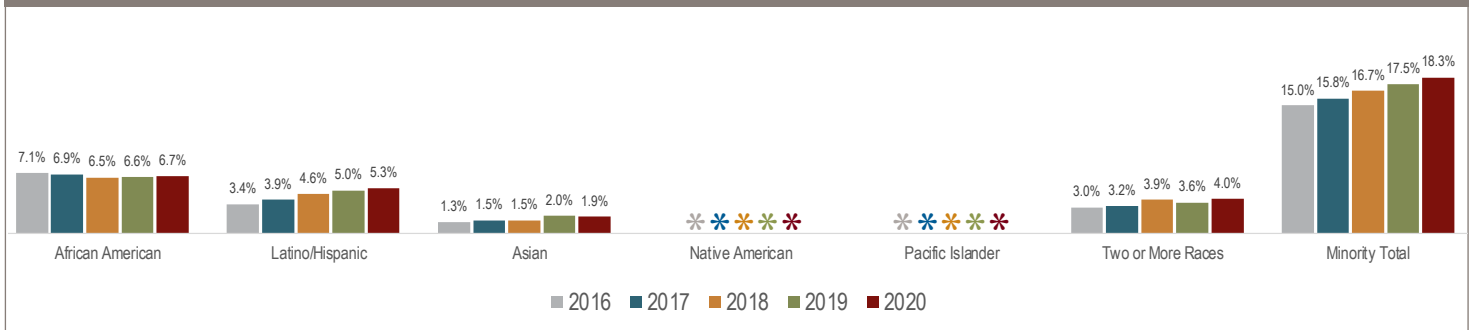


**Removing Obstacles to Completion**

The onset of the pandemic underscored the viability of a college degree. Data from the U.S. Department of Labor Statistics show that when pandemic-related unemployment peaked in April 2020, people with a four-year degree had an unemployment rate of about 8 percent, which dropped to 4 percent in September. IU South Bend’s focus on degree completion continues to make headway, with its six-year minority graduation rates increasing from a 2010 cohort of 21.1 percent to a 2014 cohort of 38.9 percent.



## IU Southeast Enrollment of Minority Students



2020

**IU Southeast  
Minority Enrollment**

**18.3%**

**Service Region  
Minority Population**

**13.4%<sup>1</sup>**

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

<sup>1</sup> IU Southeast's minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

<sup>2</sup> As reported to IPEDS fall staff/HR survey. Excludes instructor/lecturer rank, tenured/tenure track executive/administrative faculty, and all international or unknown races.

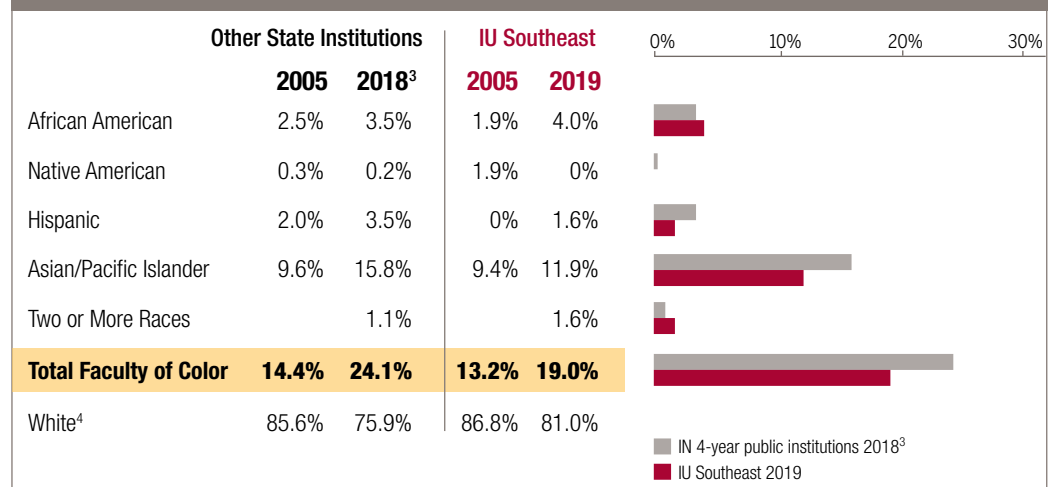
<sup>3</sup> Figures for peer institutions are collected from IPEDS and the most recent data from 2018.

<sup>4</sup> Other category is included in "white."

## Making College Accessible for All

Indiana University Southeast is on a mission to be a best-practice model for college access. Investments in technology—making its website accessible in Spanish and partnerships with InsideTrack to provide free on-demand coaching to students who need extra help are part of this commitment. This support is paying off. In 2020, IU Southeast's minority enrollment reached a record of 18.3 percent, well above the 13.4 percent minority population in the service region.

## IU Southeast Tenured and Tenure Track Faculty<sup>2</sup>

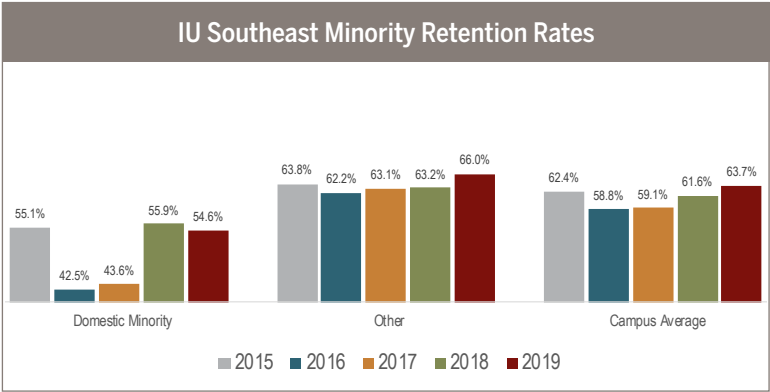


## A Shared Responsibility

Faculty diversity plays a critical role in and outside the classroom. Research shows that students respond to teachers who look like them and serve as role models for their academic success. IU Southeast has developed a very intentional approach to diversifying its faculty, focusing on professional training programs, dedicated diversity coordinators, fellowships, and more. This work has helped improve the diversity of its tenured and tenure track faculty from 13.2 percent in 2005 to 19 percent in 2019.

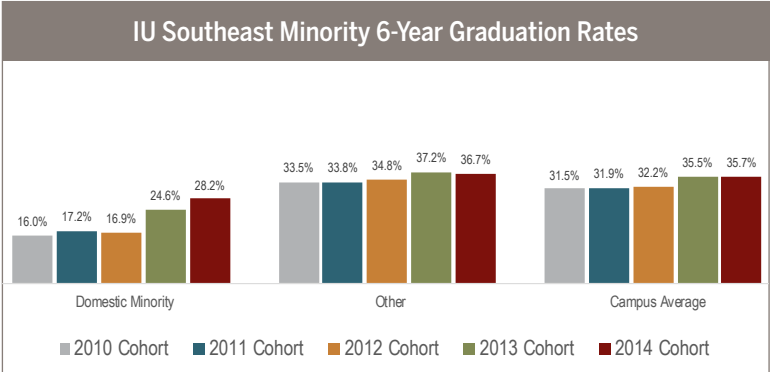
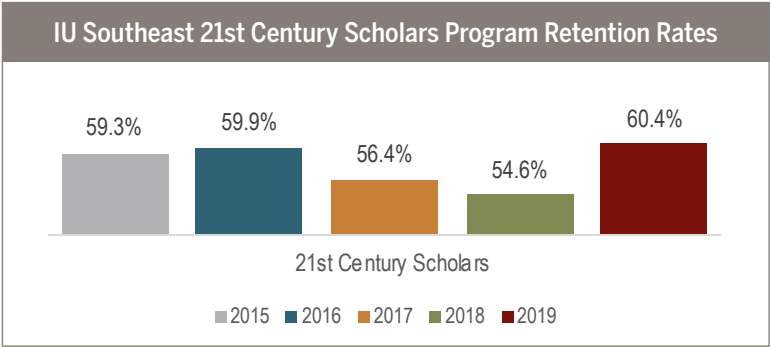


# DIVERSITY BY THE NUMBERS



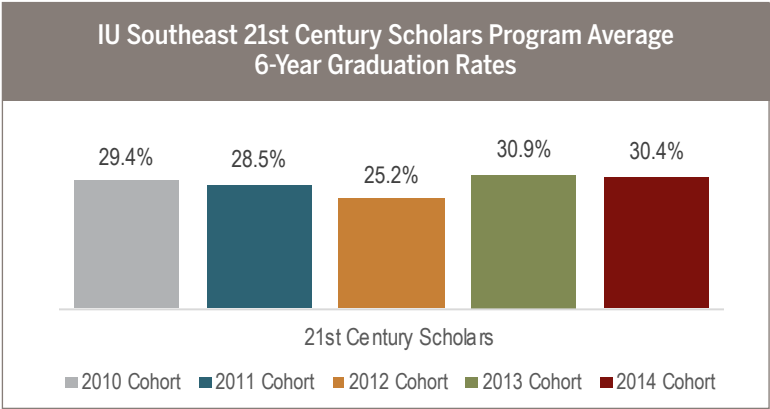
## A Purpose to Serve

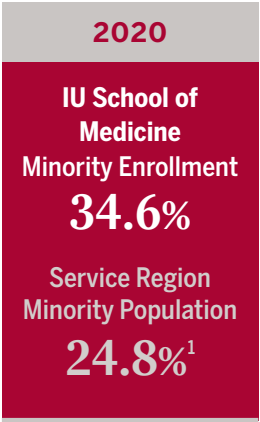
Getting students ready for today’s evolving workforce means providing them with the support and skills they need to succeed in college and beyond. One of the programs that IU Southeast relies on is the 21st Century Scholars Program. In addition to offering on-campus programming, direct support, and connecting students to various on-and off-campus opportunities, the effort provides mentorship and real-world learning experiences. In 2019, this program saw record retention success rates for scholars of 60.4 percent, up from 54.6 percent in the prior year.



## More Than a Degree

Even after decades of reform, America’s education system faces persistent challenges with racial and economic inequities. According to a Georgetown University Center on Education and the Workforce report, a greater proportion of white (46 percent) and Asian (64 percent) adults have an associate’s degree or higher, compared to 21 percent of Latino adults and 31 percent of Black adults. IU Southeast is working to improve these statistics—and it’s reflected in the upward trajectory of graduation rates. Six-year minority rates for the 2014 cohort reached 28.2 percent, an increase from 16 percent for the 2010 cohort.



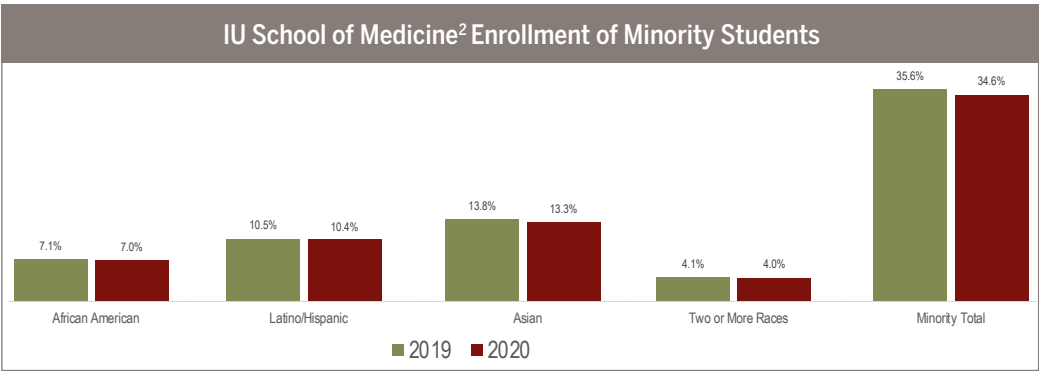


† This information was not available.

<sup>1</sup> IU School of Medicine’s minority enrollment goal is to mirror its service region for the underrepresented population of citizens 18-24 years of age.

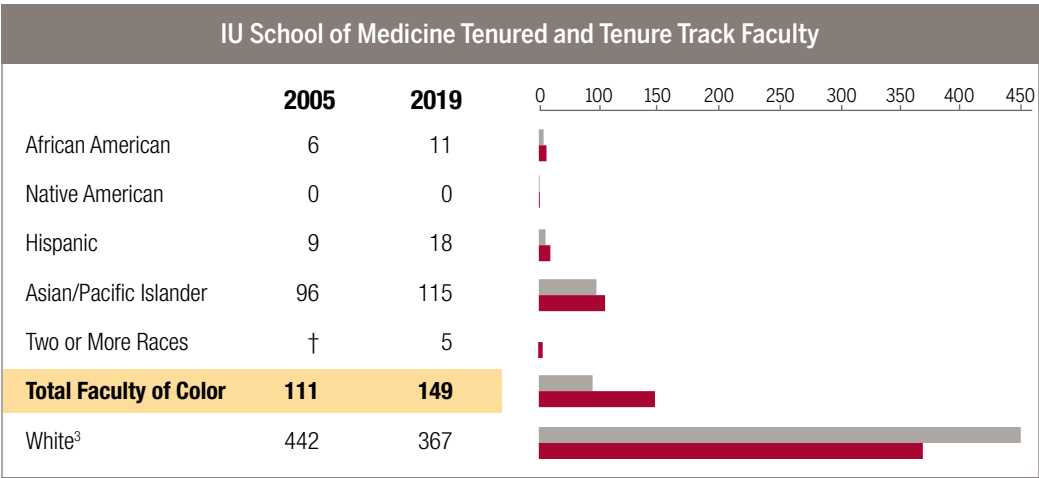
<sup>2</sup> Includes IU School of Medicine and graduate School of Medicine students.

<sup>3</sup> Other category is included in “white.”



**Committed to Diversity and Inclusion**

Developing a culture in which all individuals within the medical school community at all nine campuses feel included, valued, and respected is a priority for the IU School of Medicine. This commitment to diversity and inclusion is reflected in the numbers. In 2020, minority enrollment reached 34.6 percent, well above the service region minority population of 24.8 percent.





## Doing Good Works

No annual report would be complete without recognizing the efforts of those who go the extra mile to promote equity and diversity. One of those individuals is Ann Kimble-Hill, an assistant research professor of biochemistry and molecular biology at the IU School of Medicine.

Kimble-Hill is a staunch advocate for creating more programming opportunities that ensure career pathways for underrepresented students in the STEM disciplines of science, technology, engineering, and mathematics within the IUPUI learning community.



As part of the annual Martin Luther King Jr. Day celebration in January, Kimble-Hill was among the 2021 Building Bridges Award recipients. The award honors Indiana University faculty, staff, students, alumni, and community partners across IU's campuses who capture Dr. King's spirit, vision, and leadership.

Kimble-Hill was recognized for her leadership and mentoring of students in pipeline programs such as the American Chemical Society's Project Seed. She also has served as the national chair for the society's Committee on Minority Affairs, and is currently a member of the society's Diversity, Inclusion and Respect Advisory Board and Broadening Participation Task Force.

Kimble-Hill employs this platform to rally colleagues at IU and abroad to submit and publish manuscripts designed to educate the STEM community on social and racial justice policies and processes.

"Over her career, Kimble-Hill has used the many intersections of her identities to become an advocate for women, underrepresented minorities (particularly African Americans), and people with ability challenges in academia and STEM at large," a nominator said.

## Appointments

Additional achievements for the year include the appointment Dr. Alicia Monroe, a 1977 graduate of the Indiana University School of Medicine, to the board of directors of IU Health. Monroe serves as provost and senior vice president for academic and faculty affairs at Baylor College of Medicine in Houston. She is the only female medical doctor on the board and one of two Black board members.



### It Takes a Village

This year will be known as the year in which circumstances challenged higher education institutions across the country to find new ways of adapting, teaching, and learning. The COVID-19 pandemic necessitated bold changes to meet the urgent needs of students, particularly those who have been historically underserved and adversely affected by persistent inequities.

As the world changes, we must continually reevaluate how we live up to the principles of diversity, equity, and inclusion. For decades, Indiana University has been at the forefront of this work, striving for a more equitable, diverse, and inclusive learning environment for people from all backgrounds.

Months of protests following the murder of George Floyd in the summer of 2020 gave way to calls for social justice and shed new light on the treatment of Black Americans. An economic downturn brought on by a global pandemic exacerbated existing inequities, causing layoffs for countless students from jobs that were vital to their pursuit of higher education. Other students lacked the resources—whether housing or internet access—to keep up when their classes went online.

In the face of these and other challenges, Indiana University announced a renewed focus on enhancing its anti-racist policies and practices. This work, which took shape in the form of the Anti-Racist Agenda, embraces guidance and input from individuals across the university as policies and institutional behaviors are evaluated and revisited to advance greater racial equity.

“As an institution, we have a deep commitment to anti-racism. And we are moving this forward both through the strong results we have seen in recruitment and retention of students and faculty, and through a whole new set of initiatives around anti-racism at the university,” says IU Vice President James Wimbush.

“As a university, we need to continue dialogues with actions that demonstrate our commitment to building a community that is accountable and responsible for eradicating biases in every corner of the university,” he says.

### Reflect, Rethink, Revise

Four phases of the Anti-Racist Agenda were established for the 2020–2021 academic year. Spearheading these efforts was Lemuel Watson, associate vice president for diversity, equity and multicultural affairs. (See page 24 for an interview with Watson.)

**Phase I** centered on pre-planning and identifying the necessary components to remove systematic barriers. This segment included conducting an inventory of all diversity, equity, and inclusion-related work on each campus and across all units, identifying collaborators, and defining the ultimate outcomes. This phase also involved getting the Racial Justice Research Fund and the Pandemic Health Disparities Funds guidelines and requirements established for faculty and students to apply for funding.



**Phase II** involved coordinating the planning and processes by identifying units, committees, and individuals responsible for leading this work on each campus. During this phase, the anti-racist checklist was developed as an update protocol and tool to gather data about where each campus was and their challenges moving forward. This request ensured that all units would add the Anti-racist Agenda to meeting agendas as activities throughout the year

**Phase III** began by encouraging campuses to develop strategic goals and ideas and consider approving any recommendations brought forth from Phase II. Efforts focused on developing strategic recommendations based on the data collected from the previous two segments, with the goal to:

- Receive and consider recommendations for additions, enhancements, changes, or deletions regarding policy, procedures, and documents from the various workgroups across and within the IU campuses;
- Engage in town hall meetings for sharing recommendations on each campus;
- Develop strategies with timelines for implementation of accepted recommendations with the appropriate governing bodies and/or authorities; and
- Share results broadly with the Indiana University community.

On April 30, the Anti-Racist Agenda concluded Phase IV of the project, bringing all data together for a holistic picture of the work addressed during the year and the gaps, challenges, and barriers to tackle moving forward.

Although the Anti-Racist Agenda has officially concluded its final phase, there is much more work to be done. Plans are currently underway to share the dashboards and supporting documents with outcomes, processes, and components for the year.

Additionally, a forthcoming report will share results from the Anti-Racist Checklist, EAB Student Equity Audit Survey, and other insights from the year. Recommendations for the second year will also be available after multiple meetings with campus leadership and others.



To date, Watson has had roughly 122 meetings with students, faculty, staff, administrators, and external organizations directly related to the Anti-Racist Agenda work.

“This year, we focused on sharing the anti-racist agenda. Next year, I hope that each unit, center, and division will continue to address challenges related to biases and how they will work to create a more equitable and just community for all individuals,” he says.

## Lemuel Watson: Leading the Charge for Anti-Racism

In June 2020, Indiana University announced that Lemuel W. Watson would spearhead a major new set of anti-racist initiatives for all IU campuses as associate vice president in the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA).

Watson initially joined the IU community as dean of IU Bloomington's School of Education in 2018 and as a faculty member at the Kinsey Institute, where he helps oversee Kinsey's efforts to generate collaborative education, research, and fundraising related to LGBTQ+ lives and topics.

In this interview, Watson discusses his work associated with IU's Anti-Racist Agenda, how he is engaging the IU community, and the new efforts, policies, and programs that have been created thus far around diversity, equity, and inclusion.

### How does one begin to move a multicampus institution toward an anti-racist organization?

First, with IU, it started as a commitment from the president and the vice president of OVPDEMA, along with strong support from the executive officers and the president's cabinet. Statements were made publicly and at the Board of Trustees meeting indicating that IU needed to take a stand to convey that the institution does not in any form condone acts or notions of racism for any of its members or partners.

### What does the creation of an Anti-Racist Agenda entail?

It begins by getting comfortable doing uncomfortable work. It's exciting work, and I am very pleased to be a part of this process to create a community of belonging. What I love about this process is how many people we invite to the table who truly want what is best for our students and the university while affirming that diversity and inclusion truly matter.

As a leader in the university setting, the idea is to create the space and place to have open, sincere, and safe conversations about ourselves, our communities, and our world. Acknowledging our collective histories, both the positive and negative, while finding the space to dialogue and celebrate our differences, is no small task in the current environment.

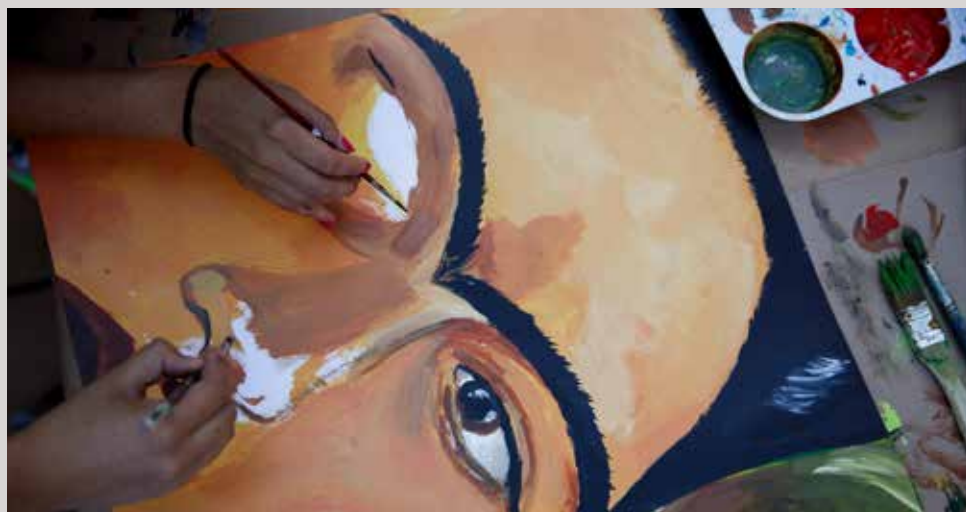
Finally, managing expectations for this work is essential. It is important to support leaders in their efforts and highlight what activities need attention while allowing each campus to inform us of their need for support and resources to accomplish their goals.



### What are some of the essential elements of IU's Anti-Racist Agenda?

There are many components to this project, from grants to support research efforts involving equity and social justice to a new OVPDEMA-sponsored podcast that I host called *"On Illuminating: Light and Truth on Diversity, Equity, and Inclusion."*

That particular effort consists of a bi-weekly series featuring conversations with university faculty, staff, students, and business and community leaders on topics of equity and inclusion.





Key to each effort is this: dialogue with ourselves, each other, our histories, and our futures. It is about appreciating everyone's unique perspective—and bringing together those from all backgrounds and beliefs and the entire range of the human experience to create a deep sense of belonging for all.

My goal is to help individuals see this work as the foundation of everything a human-intensive organization is built. This is especially true for an educational organization.

### **What's been the response to the work you are leading thus far?**

The initiative has generated much-needed conversations about anti-racist work and how this work is everyone's responsibility—and how we should hold each other accountable to honor our roles to serve with the highest integrity, regardless of one's position in the university. People are hungry for the space to learn, grow, and make a difference.

### **Can you touch on several priority projects and programs that have come to life as a result of IU's Anti-Racist Agenda project?**

There are many, many efforts to date, but some of the more impactful programs and projects include:

- Creating the Pandemic Health Disparities Fund, which supports students who have been disproportionately affected by the COVID-19 pandemic through grants and awards;
- Establishing new faculty research awards through the Racial Justice Equity Fund for IU faculty to address critical racial equity and justice issues as broadly as possible;



- Forming the IU Police Department's Police Chief Community Advisory Board, a resource and connection between the IUPD division on each campus and the students, faculty, staff, and the communities served; and
- Establishing the Jane Jorgensen Diversity, Equity and Inclusion Internship, a newly endowed gift from Jane and Jay Jorgensen that empowers students to develop as leaders who can support social justice work here at IU and elsewhere.

### **What do you hope to see as a final outcome for this project?**

I feel that this project is personal to anyone sincere in the work taking place. And I hope that this agenda helps everyone walk away with the right tools, compassion, and knowledge to carry on this work no matter where life takes them.

Just as important, I believe that all individuals, especially people of color, will

know that at Indiana University:

- You can be yourself because we celebrate your uniqueness.
- There are resources to support you if you feel threatened.
- We value the diversity and experiences you bring because it is vital to the innovation, culture, academics, community, and humanity of our institution.

More than anything else, this work is not about checking boxes or really ever completing. Our world continues to change, and each generation will find there is work to be done. It's not going to be easy, comfortable, or immediate. It takes time and intention to keep us moving forward.

### Meeting Students Where They Are

As the flagship campus of Indiana University, IU Bloomington is proud of its work to create a diverse and inclusive learning community. From programs to ease the path to college to supports that promote timely degree completion, IU Bloomington strives to be an institution where every student feels welcomed and valued.

Nowhere is this more evident than in several signature—and new—programs to improve enrollment, retention, and graduation rates for historically underrepresented and first-generation students.

This year, the campus set new milestones for diversity, with record numbers of minority students enrolled at IU Bloomington. In 2020, the Bloomington campus saw its minority student enrollment reach 26.2 percent, increasing from 24.7 percent in 2019. Moreover, the 2020 figure easily exceeds Indiana's minority population total of 24.8 percent.



"The Indiana University Bloomington campus is incredibly resilient," says Pamela Whitten, who became Indiana University's 19th president on July 1, 2021. "A lot of time, energy, and strategy go into building each year's class, and this has been especially true over the past year as our community has worked tirelessly together to overcome the COVID-19 pandemic."

Much of that work has brought new meaning to the phrase, "meeting students where they are." Most programs, services, and classes operated either completely virtual or in a hybrid model to maintain a safe and healthy campus community amid a global pandemic. IU Bloomington leaders met this challenge with innovation, creativity, and resiliency by modifying existing programs and services and introducing new initiatives. Among them:

- **21st Century Scholars Program:** The launch of Connect and Thrive, a student app, provided a convenient way to connect students to peers in small group settings on Zoom, as well as guide them throughout their education journey. The app also sends personalized messages of encouragement.

- **Hudson & Holland Scholars Program (HHSP):** During spring 2020, HHSP faculty chair Denvil Duncan prepared a five-year strategic plan emphasizing new collaborations with IU Bloomington deans in which the vast majority of HHSP scholars be admitted as direct admits to their respective programs. The effort also includes enhanced advising from the schools and colleges.

In addition, new funding and packaging improvements allow admitted students to receive funding from three sources.

Finally, a partnership with the O'Neill Equity Scholars Program provides HHSP scholars with research opportunities, faculty mentorship, incentives, tools, and resources to succeed at the graduate level.

- **Groups Scholars Program:** Starting in 2020, scholars received a laptop computer as part of their scholarship to ensure they keep up with their studies.

- **IU Diversity Career and Internship Fair:** Hosted in September, the fair provided an opportunity for students from all IU campuses to network with potential employers and to explore internships and full-time employment with local, state, and national employers in public, private, and non-profit sectors. Among the employers featured: Eli Lilly and Company, Camp Tecumseh YMCA, Indiana Public Health Association, and Tiffany & Co. The fair boasted 1,400-plus student registrants, with more than 800 students scheduling one-on-one sessions with employers.

### Empowering the Future

IU Bloomington's work to promote diversity and equity also took shape this year through the O'Neill Office of Diversity, Equity, and Inclusion. Specifically, the O'Neill School ramped up recruitment efforts of underrepresented minority students, provided fee waivers, fellowships, and financial benefits, and offered programs and training focusing on diversity, equity, and inclusion for incoming students.

IU Bloomington's commitment to equity, diversity, and inclusion has not gone unnoticed. This year, the campus earned the 2021 Higher Education Excellence in Diversity Award from *INSIGHT Into Diversity* magazine, the largest, oldest, and most respected national diversity and inclusion magazine in higher education.

The award is the only national award in existence that honors U.S. colleges and universities demonstrating a strong commitment to diversity and inclusion through innovative programs and outreach,

hiring practices for faculty and staff, and student recruitment, retention, and completion efforts. This recognition is the eighth time IU Bloomington has received this award and the fourth year that the campus has received the Champion of Diversity honor. The latter is given only to the top universities in the country. Fifteen out of 5,000 institutions across the country received this prestigious honor.

## Moving Forward

In June 2021, Lauren Robel, who served as provost of Indiana University Bloomington and executive vice president of IU since 2012, announced her decision to step down from her current executive position and return to the faculty.

Robel is credited with playing an instrumental role in many of the most important initiatives and developments on the IU Bloomington campus during the past decade. This includes a complete overhaul of nearly every aspect of student administration and student life, an increase of more than 50 percent in minority student numbers and programs to support them, the creation of several dozen new degrees and academic programs, and the recruitment of deans, other senior administrators, and hundreds of new faculty.

Many of these efforts are part of a strategic planning process initiated by Robel in 2013 to reimagine and invigorate academic

programs across the Bloomington campus for IU's 2020 Bicentennial. As the chief academic officer of IU's flagship campus, Robel was responsible for leading work to build on IU Bloomington's more than two centuries of major achievements in education, research, and the arts and humanities, and furthering the positive impact the campus has on the communities it serves.

*“It has been a tremendous privilege and honor to serve as IU Bloomington provost for the past many years,” Robel notes. “I couldn’t love this place more, or believe more strongly in the importance of what we do and the level of excellence and collegiality at which we do it. It is now time for me to return to the academic work that is the greatest joy at the center of our mission.”*

## A Force for Good

Ky Freeman is a changemaker.

His first leadership position on the Indiana University Bloomington campus was as president of the Black Student Union's Freshman Action Team in September 2018. He became vice president of the Black Student Union in September 2019 and then president in September 2020. In May 2021, Freeman was elected as Indiana University Student Government student body president.

He is the first openly gay man to serve in that position.

“To me, this office is a vessel,” Freeman says. “A vessel for student voices. And, it's important to use that vessel and do what we can to support all students.”

Freeman's fight to systematically advance diversity, equity, and inclusion inside

and outside the classroom has not gone unnoticed. In 2021, he was one of several inaugural Student Leadership Awards recipients. Sponsored by the O'Neill Office of Diversity, Equity, and Inclusion, the honor recognizes students, faculty, and staff who play a critical role in advancing diversity, equity and inclusion efforts within the school and in the larger community.

Freeman is also the recipient of the inaugural Beyond Boundaries award from the Neal-Marshall Black Culture Center for his activism and social justice work, including his work with the IU Police Department's Advisory Board.

Freeman called it a constant reminder that change is indeed possible when accepting the award.



“That award shows students like me that no shoes are too big to fill and that we have to keep pushing forward in the fight for social change and justice,” he says.



## Changing Lives in Indianapolis

As Indiana's premier urban public research university, Indiana University-Purdue University Indianapolis (IUPUI) believes in the power of transformation. Leaders and staff are committed to providing opportunities and experiences that impact the lives of students and the community for the better.

At the center of this commitment is a renewed focus on equity and diversity. IUPUI admissions professionals are leading the charge to work with diverse communities—and to recruit and support students from underrepresented demographics. This includes Black, Latino, and LGBTQ+ youth.

Creating a diverse and inclusive environment at IUPUI is an ongoing process. In the wake of acts of police brutality that spurred nationwide protests in the summer of 2020, Chancellor Nasser Paydar called for the formation of the IUPUI Action Committee to develop a number of initiatives to enhance anti-racism programs such as the white Racial Literacy Program, the Racial Healing Project, Implicit Bias Workshops, and more.



In addition, a committee of students, staff, faculty, and administrators studied and recommended multi-pronged, long-term initiatives that offered the potential to create change, adaptation, and growth over time.

One of these efforts is the continuation of the White Racial Literacy Project with a year-long faculty workshop titled "Creating Racially Inclusive Classrooms." The effort provided an educational environment and a reflective opportunity for the IUPUI community to discuss misconceptions and misinformation about structural racism and inequities.

As part of its diversity work, IUPUI also announced two new initiatives to support and strengthen the Black community in Indianapolis.



The first was the creation of the Center for Africana Studies and Culture through the School of Liberal Arts at IUPUI. The center is intended to broaden the scope of the school's existing Africana Studies Program and to increase opportunities for public scholarship, professional learning, undergraduate research, and community-engaged cultural and research programming. The new center is housed in the Madam Walker Legacy Center, strengthening IUPUI's partnership with an Indianapolis cultural treasure as it serves the community with cultural education and programming.

In addition to the new center, IUPUI is providing new financial support for students by creating the "Through Their Eyes" scholarship program. Founded in 1969, IUPUI stands on the historic homelands of Native peoples and a once-vibrant Black residential community. This new scholarship honors the descendants of those displaced ancestors who once called the Ransom Place and Indiana Avenue neighborhoods home. The name of the scholarship honors the IUPUI Black Student Union's 2006 Black Student Initiative, which was a catalyst for advancing change toward racial equity and inclusion on the campus.

In July 2021, Pike High School graduate Nona Duncan of Indianapolis was named the inaugural recipient of the Through Their Eyes scholarship valued at up to \$15,000 and renewable for up to four years.

Finally, in response to multiple requests to learn about diversity, social justice, and how to dismantle racist policies, a year-long virtual discussion was scheduled with Ibram X. Kendi, author of *How to Be an Anti-Racist*. These sessions provided IUPUI staff and faculty the opportunity to read and discuss the book in small groups while the chancellor, vice chancellors, and deans read the same text as part of the chancellor's monthly leadership meetings.



More than 300 IUPUI staff and faculty read Kendi's book in 21 reading/discussion groups.

This Diversity, Equity and Inclusion work and other efforts led to IUPUI receiving the 2021 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine, one of the oldest and largest diversity magazines in higher education.

This is the 10th year IUPUI has been honored with the HEED award. The campus is one of only a handful of colleges and universities nationwide to be recognized every year since the award's creation in 2012. Several initiatives were cited for the 2021 recognition, including establishing new tenure pathways and efforts to advance student recruitment, retention, and completion of underrepresented students.

*“We as an institution continue to look for ways to broaden what it means to be a member of the IUPUI community and to holding everyone—students, staff, faculty, and administrators—accountable for creating a new university that embraces and supports everyone,” says IUPUI Chancellor Nasser Paydar.*

## A Commitment to Community and History

Leslie Etienne is no stranger to working at the intersection of social justice and education.

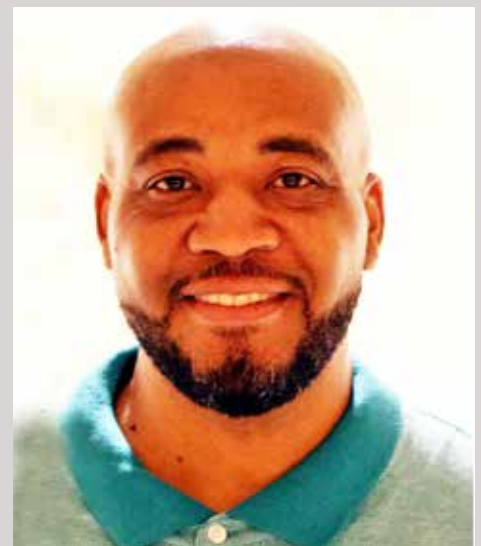
Etienne is the founding executive director of IUPUI's Center for Africana Studies and Culture, clinical associate professor in Africana Studies, and director of the Africana Studies Program. He says his work has given him unique insight into the human condition in its most natural form.

Founded in the wake of the murder of George Floyd, the purpose of the center is to broaden the scope of the school's existing Africana Studies Program, provide cultural and research programming to the community, and increase opportunities for public scholarship, professional learning, and undergraduate research.

“The Center for Africana Studies and Culture at IUPUI is a reflection of our campus values and priorities,” IUPUI Chancellor Nasser Paydar says. “IUPUI is proud to be part of the Indianapolis community and to be expanding this important work at a crucial time in our city's history.”

For Etienne, the center is indicative of IUPUI's continued commitment to anti-racist work.

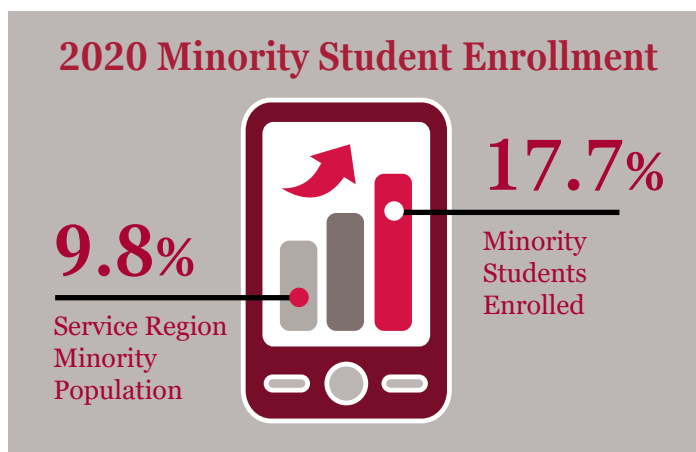
“Africana studies is an evolution of the study of the distinct experiences of Black life within the United States and the African diaspora with a focus on service to the community,” Etienne notes. “I am committed to expanding this work in recognition of the communities of color that were displaced.”



## Building an Equitable Path to College

Most colleges and universities promote messages of equity and diversity. Indiana University East has taken its message to new levels, with a series of actionable steps to attract and retain underrepresented populations.

Over the past 10 years, the institution has doubled the percentage of minority student enrollment to 17.7 percent, which is well above the service region's minority population total of 9.8 percent. Contributing factors include expanded recruitment, enhanced academic advising, student success coaching, and 21st Century Scholars advocacy.



Additional college-access efforts include the expansion of dual-credit partnerships with local school districts and new scholarship programs. A new test-optional admissions policy also helps to remove barriers for first-generation and underserved students.

Despite the fact that the percentage of minority students continues to rise for both the school's service region and the campus overall, IU East's attrition rate for underrepresented minority groups and first-generation college students is unexpectedly low between their third and fourth year of college.

In response, interventions are being added to address the needs of these students in their junior year. For example, courses are delivered through a transparent teaching model developed by Mary-Ann Winkelmes, Ph.D., called Transparency in Learning and Teaching (TiLT). TiLT is a set of teaching strategies that makes learning more transparent by focusing on the how and why of course content.

While helping all students, research shows that TiLT specifically has a broader impact on students' persistence in college. Students taught using this method learn better and are more likely to stay in college rather than drop out.



Moving forward, IU East has developed a plan to increase the retention/graduation rates of first-generation and minority students by 17 percent over five years. Numerous programs, policies, and practices support this goal, including a campus-based transfer student orientation, a process for ensuring diversity in hiring student workers, a faculty learning community to discuss best practices for mentoring, and a faculty mentoring program.

IU East will continue implementing transparent teaching practices across all disciplines, with a goal of having 40 percent of faculty trained in this strategy within five years.

## Change Agents

As in previous years, IU East continues to offer unique experiences, events, and opportunities to highlight issues of race, diversity, equity.

In celebration of Dr. Martin Luther King Jr. Day, the campus collaborated with Earlham College and the Richmond NAACP to host a lecture by White House Correspondent and CNN Political Analyst April Ryan titled "We Are Not Makers of History. We Are Made of History." Approximately 500 people attended this virtual event.

In other developments, Sanga Song, assistant professor of marketing for the IU East School of Business and Economics, is leading a research project called "Understanding the Anti-Asian Social Media Content and Intervention Strategies."



Song received a Racial Justice Research Fund grant to support her project. Jointly sponsored by the Office of the Vice President for Research and the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, the Racial Justice Fund was created in 2020 by Indiana University to advance further efforts by faculty members to fight racial injustice.

*“Together, we must continue to move forward and constantly address our relationship with race to create a more equitable, fair, and just future everyone,” says IU East Chancellor Kathryn Girten.*



## Researching Racism

Vichar Ratanapakdee, 84, died after a senseless attack while walking through his neighborhood. Noel Quintana, 61, was slashed in the face with a box cutter when he boarded the L train at Jefferson Station in Brooklyn, New York. Eight people were killed in a shooting rampage across three Asian spas in one night.

All are examples of recent violent attacks on Asian Americans and the rise in hate and violence against Asian communities in America.

Why has the problem re-emerged, and how can it be addressed? Sanga Song wants an answer to this question.

Song, an assistant professor of marketing for the School of Business and Economics at Indiana University East, is seeking solutions after receiving a grant for nearly \$15,000 from the Racial Justice Research Fund as



lead investigator for a multidisciplinary project that began in November 2020.

Indiana University announced the creation of the Racial Justice Research Fund in June 2020 to provide 25 grants each year of up to \$15,000 as startup support for

faculty members who are researching racial equality and justice.

Song's project focuses on social media and anti-Asian content collaborating with various experts, including those in business, communication, computer science, and engineering. She and her researchers expect to conduct interviews and experiments with 400 subjects and then present results at conferences and journals next year.

“The funding will allow our research team to identify racially charged social media content and develop possible intervention strategies to minimize the harmful effects of such divisive conversations,” Song says.

She adds that the grant “will also allow me to continue to pursue my long-term goal of advancing interdisciplinary research on equality, diversity, and inclusion.”

## Overcoming Challenges, Celebrating Results

Despite shifting to virtual orientations due to the COVID-19 pandemic, Indiana University Kokomo continued to grow its student body with record-breaking numbers in the fall semester.

Leaders of the admissions and academic advising offices rose to the challenge of pandemic-fueled situations, training admissions and student affairs professionals to walk students through the advising and enrollment process online. The online advising team, known as the Cougar Crew, worked countless hours to help potential students participate in virtual visits as they made their college decisions.

These and other efforts helped IU Kokomo achieve several milestones in diversifying its student body for the spring 2021 semester, with new enrollment records for Hispanic/Latino, Black, and Asian Americans students.

Increased programming, Campus Community Town Halls, and the recent opening of the Multicultural Center are examples of the campus' continued commitment to diversity and equity.

Today, the IU Kokomo campus minority population reflects 18.1 percent of the overall campus population, exceeding the service region's minority population of 17.4 percent. This is a first for the Kokomo campus.



"It shows our efforts are having an impact, and the community is responding to our genuine desire to have a campus that is inclusive and welcoming to all," notes Tess Barker, vice chancellor for student affairs and enrollment management.

"The opening of the Multicultural Center demonstrates our commitment to supporting diverse students by adding staff who can connect to their lived experiences and provide mentoring support. It also creates a physical space on campus where students can connect and find community and commonality," she adds.

Such connections helped IU Kokomo experience a tremendous increase in retention of all students, including minority students and 21st Century Scholars. Retention efforts are varied and include a professional academic advising model, revamped new student orientation and onboarding process, academic success coaches, summer bridge experiences, first-year seminar courses and learning communities, and use of the Student Engagement Rosters, a robust academic reporting system.

## An Equity-Minded Approach

In December 2020, representatives from across IU Kokomo engaged in a collaborative process to identify the school's top three priorities for its initial anti-racist agenda.

Using the EAB Equity Audit as its guide, efforts supporting these priorities were intentionally embedded within campuswide strategic planning and strategic enrollment management planning to ensure IU Kokomo's equity-focused work would be wide-reaching and create lasting change.



This work includes the continuation of Town Hall Community Conversations, where IU Kokomo brought together a diverse group of Black community members to discuss the current protests, their personal experiences, and some of the relevant historical issues during this moment of history.

Another anti-racist initiative is the MCC 7-Day Equity Challenge. Sponsored by the newly opened Multicultural Center, the effort entailed daily activities that focus on helping students and others further understand power, privilege, oppression, and equity. Other activities entailed suggestions for readings, podcasts, videos, observations, and ways to form and deepen community connections.

## Supporting Today's Learners

IU Kokomo strives to ensure that an IU education remains accessible to a wide range of learners—from those who enter college directly out of high school to working adults who want to acquire new skills. In many instances, that means meeting these students where they are.

The Kokomo campus utilizes a variety of supports and technology to meet students' academic and career needs better. These supports became even more necessary during the constantly changing times during the pandemic.

**Virtual Career Supports:** IU Kokomo's Career Center significantly increased the number of virtual internship opportunities and project-based experiential learning activities, providing leadership for the first community-wide virtual career fair held jointly between IU Kokomo, Ivy Tech Kokomo, and area employers. The Career Center also implemented Handshake, an online platform that connects students with internships and job opportunities through a user-friendly app and web interface.

**Virtual New Student Orientation and Advising:** IU Kokomo continued its one-on-one virtual orientation and advising sessions initiated at the start of the pandemic. Students and their families have enthusiastically embraced this platform, with many calling the personalized support instrumental in their college journey.

**Tipton County Power Up to College Pilot:** IU Kokomo maintains a pilot program with Tipton and Tri-Central schools introducing seventh graders to the campus and early career development programming. Students complete a variety of activities that teach good college-going behaviors through the 12th grade. After completing the program, students receive a \$250 renewal scholarship (\$1,000 over four years) if they enroll at IU Kokomo.

**FAFSA Nights:** IU Kokomo provided virtual FAFSA nights through College Goal Sunday and independently. Leaders partnered with high schools to offer evening sessions that included general information presentations and virtual one-on-one guidance.

**Ivy Tech Partnerships:** IU Kokomo also offered virtual admissions sessions for Ivy Tech students, as well as for those in the transfer scholarship program.

In the days and months ahead, IU Kokomo will be watching and learning along with the rest of the world what COVID-19 may still bring. The one constant, however, will be a commitment to instill students with confidence—and a sense of connection to the campus.

*“IU Kokomo is grounded in the belief that every student matters,” says Chancellor Susan Sciame-Giesecke. “Students come to this campus from very different backgrounds with very different goals and very different stories. But each and every one of them brings to campus an adventurous, determined spirit. They see our campus as a place of tremendous opportunity. In turn, we make a commitment to each student to support them in their journey no matter what path it takes.”*

## Lead From Your Heart

JC Barnett III wears many hats. He is a financial aid counselor, a Veterans Affairs certifying officer, and co-director of the Black Student Center at IU Kokomo.

“When I became a financial aid counselor, it was an opportunity to create change and have an impact on students,” Barnett says. “Now, as director of the Black Student Center, I can help create even more change.”

The Black Student Center serves Black students by providing a place to belong, both on campus and in the community. As part of IU Kokomo’s Multicultural Center, it fosters opportunities for academic and social support and programming to help students achieve their personal and educational goals.

“To have a place where students can be themselves, and where we can have difficult conversations, is extremely gratifying,” says Barnett.

Barnett is also a business owner. He runs a youth basketball program called JC Barnett’s School of Jump Shooting.

“I’ve lived here all my life,” Barnett explains. “It’s a way of giving back to a community that has meant so much to me.”

As he continues to help the Black Student Center grow, Barnett hopes to create new programs that bring IU Kokomo and the wider Kokomo community together.



“IU Kokomo and the community of Kokomo are not mutually exclusive,” Barnett says. “They are very much a part of one another.”

## Centered on Student Needs

Despite a nationwide trend in declining college enrollment, Indiana University Northwest began the 2020-2021 academic year with strong starts in enrollment, student diversity, campus health and safety, and student learning.

Chancellor Ken Iwama cited several bright spots for IU Northwest's success:

- Investments in resources to ensure the campus remained open in the face of COVID-19. These efforts included purchasing protective equipment, investments to support mitigation testing and contact tracing, structural modifications to physical spaces, and increased cleaning regimens.
- An innovative mix of technology resources to address in-person and online learning modes. Supports entailed accessibility technologies, studio spaces, regulatory costs, instructional design, expanded student services, and remote proctoring.
- Direct support to students. IU Northwest leveraged almost \$60,000 in merit and need-based scholarships. It also provided new laptops for its most vulnerable students to keep them on track with their studies.

These extra steps were in addition to the \$1.5 million in relief funds directly distributed to students in the spring and summer via the federal government's CARES Act.

## Belonging and Believing

A commitment to diversity and inclusion is a vital component of the institutional culture of IU Northwest. Campus leaders strive to create a learning environment that reflects a myriad of cultures, perspectives, and values. When students arrive, they find a sense of belonging and the belief that they can and will succeed.

This culture of belonging and believing has been instrumental in growing minority student enrollment—and making IU Northwest one of the most diverse IU campuses. Minority student enrollment continues to rise after the campus was designated as a Hispanic Serving Institution in the fall of 2019, increasing from 44.6 percent in 2016 to 49.2 percent in the fall of 2020.

The growth can, in part, be attributed to the 5.1 percent increase in the number of Latino students between the fall 2019 and fall 2020 semesters. As a result, Latinos now represent nearly 26 percent of the overall student population.



However, the pandemic has created a decline in the school's general enrollment. In response, college leadership is stepping up efforts to implement integrated approaches to recruitment, registration, and advising through its Enrollment Management Group (EMG).

The goal is to provide new students with a holistic enrollment experience, as well as support current students. Among EMG's efforts: targeted outreach to high school students with programming designed to encourage college attendance and the exploration of research opportunities; the distribution of funds to support summer enrollment; and \$2.8 million in financial support from the Higher Education Emergency Relief Funds to help students continue their education during the pandemic.

## Leading by Example

This year, an amplified focus on student success garnered IU Northwest impressive recognition on several fronts. For example, its nursing program was one of 10 nursing programs statewide to record a perfect pass rate in 2020. Nationally, the overall pass rate for 2020 for first-time test takers and repeaters is 72 percent.

"The Guide to Online Schools," a comprehensive online degree program comparison guide, recently named the school's online bachelor's degree in nursing program the second-best in the nation for value. The 2020 rankings are based on a combination of factors, including tuition costs, accreditation status, and PayScale salary data.



## Supporting Those Who Need It Most

COVID-19 has affected everyone. However, it disproportionately burdens students of color and those from low-income backgrounds. As the most diverse campus in the Indiana University system, IU Northwest is taking aggressive actions to help students thrive despite the many challenges the virus has presented to their educational pursuits.

At the end of 2020, the campus received a grant from the IU Pandemic Health Disparities Fund, which became instrumental in garnering extra support for students in need.

The IU Northwest Diversity Advisory Council also is working with campus leaders from numerous departments and student leadership to address anti-racist action items. This work includes unconscious bias awareness and mitigation workshops, the upcoming 'One Book, One Campus, One Community' discussions of the book, *Blindspot: Hidden Biases of Good People*, and ongoing comprehensive recruitment and retention efforts by the admissions and enrollment management groups.

These efforts are reminders of where the nation is today—and the work that lies ahead.

*“As the world changes, it requires us to continually re-evaluate how we live up to the principles of diversity, equity, and inclusion,” says Chancellor Iwama. “Our job is to do all that we can to ensure campus communities are places where differences are respected, valued, and protected.”*

## A Force for Positive Change

IU Northwest senior and student body president Garrett Wolf has always wanted to help people. It's a trait that inspired him to become more politically active.

“I was originally a biology major at Indiana University-Purdue University Indianapolis, but I found out I did not like blood,” he laughs.

“When I transferred to IU Northwest, I was inspired by Bernie Sanders' presidential campaign. He was so passionate—and that made me want to enter politics myself.”

As student body president, Wolf works on several initiatives to make the campus a more diverse and inclusive place. That includes tackling anti-racist and anti-bias initiatives.

“I love talking with people,” Garrett explains.

“I love getting to know them and their stories. There's a sense of community on this campus. Talking to those who may have less access to things on campus or learning how they're affected by policies not only humbles me but makes me want to do everything I can to help.”

IU Northwest is currently designated a Hispanic-Serving Institution, a title given to colleges with 25 percent or more Hispanic students. According to Wolf, serving as the student body president of such a diverse campus is rewarding and challenging because of the diversity of perspectives and values.



“In this city, there's a struggle with issues related to race and diversity. I want to do my part in combatting these issues,” Wolf says. “I want to address these issues head on.”

## Leaders of Tomorrow

At Indiana University South Bend, students are encouraged to follow their dreams and discover their purpose in the world. Through on- and off-campus supports, dedicated professors, and a number of academic resources and opportunities, students experience college life to the fullest, in and out of the classroom.

The 2020-2021 academic year presented several challenges for students and staff alike because of the ongoing pandemic. But thanks to the creativity and out-of-the-box approaches to learning, the campus not only persevered, but flourished.

This year, IU South Bend became the first Indiana University campus to receive the 2021-22 Military Friendly designation for its academic policies, admissions, financial assistance, and veteran-friendly culture. The South Bend campus also garnered inclusion in *U.S. News & World Report's* social mobility rankings for regional universities in the Midwest. The top 50 designation acknowledges IU South Bend's continued success in enrolling and graduating large proportions of low-income students who receive Pell Grants.

Key enrollment numbers further reflect the school's work to support more students from disadvantaged backgrounds. The spring semester, which started online on January 19, showed an increased enrollment of new beginning students. Additionally, positive trends continued from fall 2020 with the campus's efforts to ensure the student body reflects the diversity of the community it serves.



Specifically, degree-seeking students of color reached new highs this year, with minority enrollment increasing to 31.3 percent. In 2019, this figure was 29.7 percent. In addition, a record number of Latino/ Hispanic students represent an all-time high of 15.2 percent of the student body.

"It is our mission to make a college degree possible for anyone who wants to pursue higher education," says Chancellor Susan Elrod. "We're proud to see gains in our work of diversifying our student body and that we've been able to keep our campus open, safe, and healthy during the COVID-19 pandemic."

## Everyone Has the Power to Create Change

As the nation continues to struggle with racial inequities, police brutality, and social injustices, IU South Bend faculty, staff and alumni are creating and advocating initiatives that foster meaningful dialogues and create awareness on campus and in their communities around these difficult, divisive issues.

"We often feel helpless," says Dé Bryant, IU South Bend faculty professor of psychology and director of the Social Action Project. "We see the problem as so big—and believe there's nothing one person can do to change it. Yet, all change is individual change and we are seeing it now."

To foster difficult conversations around racism and racial inequities, Bryant, a core member of the local Black Lives Matters





chapter, created the Black Lives Matter-South Bend Arts and Justice Curriculum. Five podcasts were developed to explore the complexities of racial traumas, with attendees invited to participate by responding to predetermined prompts in the podcast and uploading their works exploring the topic of each podcast to a virtual gallery. The two “galleries” of interactive elements provided insights to shape remedies related to burnout from racial trauma.

In June, IU South Bend’s Civil Rights Heritage Center held a significant virtual event titled “Perspectives on the Current Uprisings.” The Zoom event attracted 200-plus participants.

Also this year, the Center for a Sustainable Future hosted a series of virtual conversations called “Seeing Systems” in which various speakers were invited to share connections between social justice, sustainability, community building, peace-building efforts, and more.

A virtual event called “Racism Is a Health Crisis” also continued conversations with local healthcare leaders and providers about the health disparities for communities of color during the COVID-19 pandemic. Among other things, the dialogue focused on the intersections of mental health and public safety.

Another effort gaining traction is the Louis Stokes Alliances for Minority Participation (LSAMP) program. Designed to increase the recruitment, retention, and graduation rates of underrepresented minority students in the STEM fields, the program saw two LSAMP scholars receive acceptance into the prestigious Bridge-to-Doctorate program from the National Science Foundation. The effort provides two full years of fellowship support without teaching responsibilities for students to enroll in courses, participate in guided research opportunities, and participate in professional development.

*“There is more work to be done when it comes to racial equity and social justice. And IU South Bend is committed to being part of the solution,” notes Chancellor Elrod.*

## A Space for Everyone

Sophomore Reagan Ayala never set out to become president of the Queer Straight Alliance (QSA) at Indiana University South Bend. It simply happened, she says.

“I went to a virtual call-out meeting, and I was the only one who showed up. I loved the advisor, so I stuck around. As more people came, we needed a president. And I took on that role.”

It’s a decision she has never regretted. The QSA provides a space where Ayala can be herself and interact with individuals like her.

“I’m a business major, and there are very few Hispanic students in my class,” Ayala says. “It’s a little alienating, so it’s great to have a place where I can be me and not have to worry about looking a certain way.”

As a South Bend native, Ayala initially wanted to leave her hometown but stayed local on her mother’s advice for her freshman year.



“Once Zoom was over, and we got to go back to campus, I fell in love with IU South Bend,” she says. “The freedom to decide my classes and make my schedule, combined with the fact I’m not confined to one building all day, is amazing.”

Although the COVID-19 pandemic put many activities on hold, the QSA was revitalized this past spring semester under Ayala’s

leadership. It has since successfully rebuilt its membership with an engaged group of core individuals who are ready to make an impact.

“One of my goals as president is to create a safe space on campus for people who are just a little different,” explains Ayala. “We are open to everyone. We even have a member who found us while in high school.”

Ayala and members of the QSA are looking forward to expanding the group’s outreach this year. The club is working to put together a clothing giveaway where anyone can access free items, especially those who may not have the opportunity to buy clothing that accurately reflects their gender identity.

“I like to stay busy. The QSA may be small now, but I believe it’s a club that can and will keep growing for years to come,” Ayala says.

### Celebrating Diversity

Indiana University Southeast is home to a diverse and vibrant student community. In addition to its core demographic of traditional college students who arrive as freshmen straight out of high school or home school, nontraditional students such as adult learners and veterans play a prominent role in shaping campus life.

This diversity was evident in 2020 when IU Southeast saw a new minority enrollment record of 18.3 percent. The number of new first-generation graduate students also has increased by 135 percent.

In total, IU Southeast welcomed 1,074 new undergraduate students to campus in the fall. Of those students, 274 were transfers from other universities. This year's incoming class had an average high school GPA of 3.31, the highest average GPA for an incoming class in at least 10 years.

Additional highlights for 2020-2021 include IU Southeast's ongoing work to expand the diversity of perspectives on campus. For example, one-third of the courses offered dedicated content to the examination of issues of race.

### Accolades for People, Programs

In August, Professor Sumreen Asim was named the 2019-2020 Institute for Learning and Teaching Excellence (ILTE) faculty innovator of the year. The award announced at the ILTE Mini-Conference recognized Asim's commitment and ability to cultivate a mindset of continuous innovation in her classroom and the classrooms of her student educators.

Asim's star power was again acknowledged in September when she was named an Emerging Leader for 2020 by the Society for Information Technology & Teacher Education (SITE). She is one of only two scholars nationally to be recognized by the organization.

Also, in September, the IU Southeast School of Arts & Letters, Fine Arts Department and IU Southeast Ceramics hosted Nigerian artist Ngozi-Omeje Ezema for a virtual visiting artist lecture. Ezema graduated from the University of Nigeria, Nsukka, in 2005 and later received her Master of Fine Arts from the same institution. After receiving her M.F.A., her alma mater retained her to teach ceramics. She has shown her work at the International Women Workshop at the Goethe Institute in Ghana, the CCA Lagos/Triangle International Artist Workshop in Nigeria, and the Art in Public Space on Ecology at the Goethe Institute.



In January, Doyin Coker-Kolo, professor of education, was awarded a Carnegie African Diaspora Fellowship. Coker-Kolo will travel to Uganda to work with faculty and students at the College of Education and External Studies at Makerere University. The purpose of the fellowship is to engage in research and curriculum development in "Women in Educational Leadership," to build capacity, enhance faculty and student scholarships, to mentor both practicing and aspiring school administrators, and establish a partnership between Makerere University and IU Southeast.



This year, IU Southeast also announced plans to partner with the Indiana Latino Institute (ILI) to offer scholarships for Latino students in Indiana. The Indiana Latino Institute and its higher education partners will present these scholarships to ILI Indiana Education Program participants as another way to recruit and enroll more Latino students who often face both cultural and financial barriers to educational attainment. IU Southeast will award two full-ride scholarships per year to eligible ILI students starting in the fall of 2022.

## Looking Ahead

Challenges abound for higher education in the months and years ahead, says acting IU Southeast Chancellor Kathryn Girtten, and IU Southeast will feel that impact.

These challenges include demographic shifts that will reduce the number of high school graduates in the service region. The residual effects of COVID-19 will likely affect prospective and even current students, with some deciding to postpone their pursuit of an education beyond high school.

The retention of currently enrolled students also remains a concern at IU Southeast, as at nearly all institutions of higher learning.

In response, IU Southeast leaders intend to prioritize new retention strategies. The first visible step is the creation of a “crimson-ribbon” panel composed of faculty, administrators, staff members, and students who brainstorm, develop, and implement new strategies to improve student persistence and success.

*“At IU Southeast, we know that positive change can only happen when all members of the campus community are invested. Our goal as an institution has and continues to be one in which equity, social justice, and learning for all applies to every individual who sets foot on campus,” says Chancellor Girtten.*

## Teaching Beyond Classroom Walls

Everyone has a purpose. Everyone has a story to tell.

Sumreen Asim lives and breathes this sentiment.

As an assistant professor of elementary science and technology education at Indiana University Southeast, Asim’s teaching philosophy is based on the idea that everyone is a global citizen.

“We aren’t just citizens of the United States,” Asim explains. “We’re citizens of the world; it’s important to grow and change and to know that we’re all in this together.”

A devout Muslim and the child of immigrants, Asim has long believed in the promise of America. She credits her parents for instilling in her a love of learning. Those ideals are evident in her classroom, where she believes every student can learn, and every student has the potential to succeed.

That means recognizing and learning from each other’s values and perspectives—something Asim constantly emphasizes in her teaching. Asim notes that although we can define diversity in many different ways, such as race or socioeconomic class, working together to create a better world and providing the necessary education are vital to ensure a brighter future.

“We need to understand the different lenses through which people communicate and collaborate,” Asim says. “And, we need to do this collectively because one person alone cannot change the world. It’s so important for me to think about how we’re changing globally.”

In 2020, Asim received the IU Southeast Diversity Award for her efforts in fostering an inclusive and diverse campus community.



“Having cultural understanding and awareness allows relationships to build, brings together harmony, and makes us more emotionally intelligent,” Asim says. “Education does not stop at the classroom walls.”

## Preparing Healers

Efforts to promote diversity and inclusion can be found in all areas of Indiana University. Nowhere is this more evident than the IU School of Medicine.

The IU School of Medicine consists of one medical school with nine campuses across the state of Indiana, making it the largest medical school in the United States. A pioneer in the use of a multicampus system to educate medical students, each IU School of Medicine campus offers a high-quality medical education via an integrated curriculum, access to leading medical research and clinical resources, and rich campus life.

## Transforming Healthcare

Academic medicine faces ongoing challenges in recruiting, retaining, and advancing underrepresented minorities (URM) in medicine. Indiana University's Program to Launch URM Success (PLUS) is designed to help by supporting the career development of URM faculty in academic medicine.

Specifically, PLUS is a two-year cohort program structured around two core pillars: leadership and scholarship. Both components are bolstered by networking, advising, career coaching, and wellness programming tailored to meet the needs of URM faculty.

In their first year, PLUS scholars participate in Leadership in Academic Medicine Program (LAMP). Scholars have access to a monthly PLUS Seminar Series in the second year that includes research methods instruction, writing seminars, career coaching, and wellness workshops. In both years, PLUS scholars participate in "Connections" events designed to combat social and professional isolation and cultivate a sense of community across departments and disciplines. Scholars also are assigned PLUS Advisory Council advisors who offer ongoing support and guidance.

By the end of the two-year program, PLUS scholars will complete a project that results in a scholarly product for submission and/or dissemination in a peer-reviewed forum.

In July 2020, the program graduated its first two-year cohort. In addition, the program recently launched a new effort to support professional coaching sessions for alums.

Other stand-out initiatives include the LGBTQ+ Health Care Conference sponsored by the IU School of Medicine. In its fourth year, the conference is designed to support the growing need for LGBTQ+ health-related education in Indiana.



Since its inception, the conference has grown considerably from a one-day event to a two-day gathering covering a wide span of medical, behavioral health, and community-oriented topics.

Approximately 1,000 registrants, consisting of physicians, nurses, social workers, pharmacists, psychologists, therapists and other healthcare professionals and learners from across the country took part in the conference this year.

"Some of the LGBTQ+ patient population experience marginalization in health care. While some of this is due to discrimination by providers, often it is a consequence of lack of knowledge, training and research," notes Alvaro Tori, M.D., associate dean for diversity affairs at the IU School of Medicine. "It is our responsibility as a medical school to lead the way in providing high-quality, equitable care and listening to the LGBTQ+ community."

Another transformative learning highlight for this year is "Out in Science, Technology, Engineering, and Mathematics (oSTEM) Incorporated," a national organization that empowers LGBTQ+ people in STEM to succeed personally, academically, and professionally. In 2018, the Indiana University School of Medicine and the IUPUI School of Science brought a chapter of the national organization to the Indianapolis campus called Graduate Out in STEM (GoSTEM).

The organization provides open access to a supportive community that works together to overcome the unique challenges facing LGBTQ+ graduate students in STEM. Meetings focus equally on building a community and developing professional skills. Monthly career chats with LGBTQ+ professionals in STEM provide networking opportunities and a safe space to address any LGBTQ+ specific concerns while navigating the professional world. The organization also offers ample access to personal advocates and resources to help guide members through any incidences of discrimination or harassment over identity.



Like the monthly career chats, GoSTEM hosts many events, including socials and conversations around addressing systemic inequality for LGBTQ+ in STEM at IUPUI and other institutions.

*“Being a part of GoSTEM is empowering; it’s a great place to grow both personally and professionally. It has allowed me to feel confident and proud of my identity as a queer scientist and much less wary of navigating the professional world as a member of the LGBTQ+ community,” say Mckayla Stevens, GoSTEM president.*



## Navigating the Unknown

Although Antwione Haywood holds two graduate degrees and could easily be called an expert in the area of student affairs, he walks through life with a “beginner’s mindset.”

“An expert enters the room assuming there’s nothing to learn, and with that, you have plenty of blind spots. The beginner approaches every situation with curiosity,” says Haywood, assistant dean for medical student education at the Indiana University School of Medicine.

Haywood’s approach to life and work is an inspiration to medical students as he helps them navigate not just their educational path but all aspects of their lives. He recently received the Outstanding Faculty or Staff Advocate Award from the IU School of Medicine Excellence in Leadership Awards Committee, supported by multiple nominations from colleagues and student mentees.

In his role as assistant dean for student affairs, Haywood is empathetic when he sees a student struggling with “imposter syndrome”—a psychological pattern in which people feel that they don’t belong in medical school.

“You have to account for your perceived and real barriers. I like to reframe them as assets,” he says. “These students have things that add perspective and knowledge and, ultimately, contribute to a better health care system.”

Acting as a liaison between students and leadership at the IU School of Medicine, Haywood has amplified student voices on issues ranging from parking and housing to curricular improvements, wellness initiatives, the Honor Code, and equity.

Not only does Haywood advocate for and empower students, but he also inspires colleagues to innovate, says Niki Messmore,



program director of community and civic engagement on the student affairs team.

“Dr. Haywood has an effortlessly cool and calm demeanor,” she says. “When projects become chaotic and complicated, he talks through the problem and helps his staff and students consider alternative pathways to success.”



### Broadening the Focus on Diversity, Inclusion

Following the murder of George Floyd in May 2020, colleges and universities across the country and the globe responded with pledges of solidarity with Black Lives Matter and the Black community, issuing statements against systemic racism, followed by promises for change.

Diversity, equity, and inclusion have long been an integral part of the fabric of Indiana University, and this work took on new meaning in June 2020 with the creation of the Anti-Racist Agenda. This initiative defined IU's approach to addressing structural inequities and racism and outlined various projects, processes, and policies in which IU would refine its operations and explore new opportunities to foster more inclusive and equitable campus environments.

The Indiana University Police Department (IUPD) is a key component of the agenda, with several efforts coming to fruition over the past year. In July 2020, Wayne James was appointed to a new position in the IUPD—assistant vice president and deputy superintendent for law enforcement operations, diversity, and community engagement. Since 2019, James has served as deputy superintendent for regional law enforcement and IUPD's first chief diversity officer.

In his new role, James is overseeing the police chiefs on all seven IU campuses, broadening the focus on diversity and inclusion within IUPD and strengthening the department's connection to the larger campus community on these issues.

"Empowering Wayne James to deepen and extend his focus on the critically important issues of diversity and inclusion strengthens IUPD's mission to serve everyone on our campuses," says

John Applegate, IU interim provost and executive vice president for university academic affairs. "The change allows IUPD to collaborate even more closely with the Office of the Vice President for Diversity, Equity and Multicultural Affairs (OVPDEMA). IUPD aims to be a model of a progressive, inclusive law enforcement agency, and James' stronger connection to OVPDEMA enhances our ability to fulfill that mission."

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

In other IUPD developments, officers at three campuses have been equipped with body-worn cameras. The cameras are part of an effort to support transparency within police departments amid police actions that have been in the public spotlight and that have fueled social justice movements, notes Benjamin Hunter, IU associate vice president for public safety and institutional assurance and superintendent for public safety.

Nearly 100 officers between the Bloomington, IUPUI, and IU Northwest IUPD divisions have received training with body-worn cameras and are now using the technology.

Additional IUPD initiatives include the Engagement and Inclusion Officer Program and the Police Chief Community Advisory Board. The board is a resource and open line of communication between an IUPD campus and staff, faculty, students and the community. More importantly, it provides an opportunity to listen and act on public safety concerns and garner input on programs intended to improve campus safety.



## Police Data Initiative

Another initiative designed to promote improved policing is the Police Data Initiative (PDI). The effort encourages transparency, accountability, and a better understanding between communities and the law enforcement agencies that serve them.

The PDI represents the work and leadership of more than 130 law enforcement agencies that have released 200-plus datasets to date. The PDI originated due to several recommendations in the Task Force on 21st Century Policing that focused on technology and transparency.



## A Lasting Imprint

As chief of police at the Indiana University Police Department-Bloomington Division, Jill Lees comes from a municipal background where she's used to walking down the main street and knowing the names and faces of every individual who lives there.

The same sense of familiarity can be a challenge when policing a university where the population is constantly shifting.

"At a university, the population changes every year," Lees says. "People come from all over, bringing with them their ideas about law enforcement."

That diversity of perspectives is one of the many reasons Lees appreciates the work of the Police Chief Community Advisory Board. Founded in fall 2020, the board



represents an essential resource and bridge of understanding between IUPD and the students, faculty, staff, and the communities the division serves.

"Board members are open-minded, collaborative, and questioning," says Lees.

"It's a safe environment where we've had rebuttals and back and forth dialogue about many topics. It's not a one-sided group. We have diversity in both background and perspective."

Those perspectives have been wide-ranging since the board's first meeting, with insight on everything from the selection of officers and IUPD promotional materials to creating a safe environment through respectful, fair, and impartial policing and community engagement.

"It's so important to be able to pass messages between communities and answer tough questions," Lees says. "Our goal is to cheer on students from the background. We want them to understand that we are here for them and that we are working tirelessly to live up to our mission statement."

## OVPDEMA STRATEGIC PLAN INITIATIVES

### The Power of Partnerships

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) collaborates with many campus partners and community organizations to help minority and underserved students, faculty, and staff thrive at Indiana University. To support OVPDEMA's priorities, a number of strategic initiatives saw important progress in 2020-2021. Some of these highlights are featured below.



### Higher Ed's Watershed Moment

It cannot be said enough. COVID-19 created a new crisis for higher education. The challenges of the pandemic—along with continued calls for racial justice following the murder of George Floyd at the hands of Minneapolis police—highlighted the alarming inequalities responsible for keeping underrepresented Americans from realizing their potential.

Indiana University responded by developing several new initiatives to mitigate and recover from the pandemic and address ongoing racial disparities and structural inequities. One of these efforts is the Pandemic Health Disparities Fund.

With an investment of \$1 million from the Office of the President, the fund focused on a broad range of wellness needs for students on all IU campuses, especially COVID-19's impact on communities of color. Managed by the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, approximately \$500,000 has been awarded to five IU campuses for additional mental healthcare support services. Additional monies were given to nearly 900 individuals for emergency expenditures exacerbated by the pandemic, including food and shelter costs, internet usage, and more.

Through IU's Racial Justice Research Fund, the university is funding 31 research projects exploring racial justice, including the pandemic's impact on Black-owned businesses, a partnership with school districts to encourage racial justice youth activism, and storytelling to heal racial trauma and other critical topics.

Other efforts in support of IU's anti-racist work include the establishment of the Jane Jorgensen Diversity, Equity, and Inclusion Internship. Housed within OVPDEMA, the internship is designed to empower students on all IU campuses to develop into leaders who can transform society and be recruited to IU as top candidates to further diversify university professional staff.







## New Opportunities for Latino Students

This year, Indiana University formalized its partnership with the Indiana Latino Institute (ILI) with two new initiatives to support recruitment: a scholarship agreement for Latino students who complete ILI's leadership program and The Consortium, a project facilitated by ILI to provide more opportunities for students in the Latino community.

Indiana University again served as the presenting sponsor of the Indiana Latino Institute Education Summit and the College & Career Fair. The virtual event attracted 1,800 Latino high school students and families with educational programming (English and Spanish), and offered opportunities to meet in groups and with IU representatives from IU's campuses to ask questions on paying for college, parental support, the role of professors inside and outside the classroom, and much more.

Another Latino-focused event was the annual Indiana Latino Expo (ILE), which this year virtually brought together Indiana's Latino population through various remote experiences. Traditionally held at the Indiana State Fairgrounds, ILE moved to an online platform due to the COVID-19 pandemic. By transitioning into a digital space, ILE broadened its reach and created new and unique experiences for the Latino community across Indiana.

As part of the expo, representatives from the 21st Century Scholars Program hosted three workshops on academic success and understanding financial aid. Virtual tours of IU campuses and discussions on career planning also took place.

Lillian Casillas, director of La Casa/Latino Culture Center and co-chair of the event, noted that the virtual environment allowed IU to cast a wider net than in previous years, enabling staff to connect with IU's sister campuses.

"This level of accessibility is great for individuals who are maybe not as strong in English but still need that information," she says.

Austin Castillo, a junior at IUPUI, has been volunteering at ILE since high school. This year, Castillo joined the all-Spanish webinar to provide a student perspective.

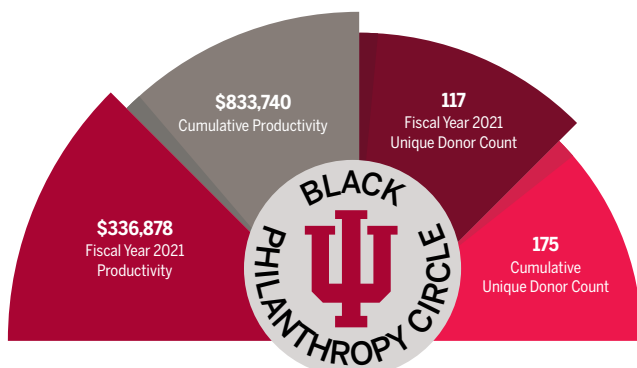
"I'm a first-gen student, and I want to help someone who was in my position to get involved and provide the same university experience as me," he says.

## A Catalyst for Change

Indiana University has a long-standing history of supporting Black students—from the establishment of the Neal-Marshall Black Culture Center to programs and services that facilitate and promote academic excellence, community building, and personal and professional success.

One of these efforts is IU's sponsorship of the Indiana Black Expo, one of the largest, most comprehensive educational conferences in the country. IU again served as the title sponsor of the conference this year in which more than 5,000 education professionals joined IU online for professional development opportunities and discussions about equitable educational outcomes for students of color.

## OVPDEMA STRATEGIC PLAN INITIATIVES



Another effort that captures IU's commitment to diversity, equity, and inclusion is Indiana University's Black Philanthropy Circle (BPC)—the first Black giving circle connected to higher education in the nation. In November 2020, a \$200,000 anonymous matching gift challenge to the BPC went into effect. Any pledge, donation, or membership made to the BPC on or before June 30, 2021, doubled the gift's impact.

"It was a challenge to meet this goal during a pandemic, but I think it speaks to the importance of the BPC and our work to know that even in these difficult times people were still willing to reach out and provide their time, talent, and treasure," says Darrell Pirtle, senior associate director for development and external relations for OVPDEMA and the Indiana University Foundation.

That meaningful matching gift enabled the BPC to exceed its match by more than \$20,000, and expand the program's influence, create new synergy around the BPC's work, generate national and local attention, and increase member recruitment in terms of diversity, age, race, and gender.

In 2021, the BPC raised \$336,878; since its initial launch in August 2018, the initiative has raised more than \$800,000.

"The Black Philanthropy Circle is one of the gems of development for IU," says IU Vice President James Wimbush.

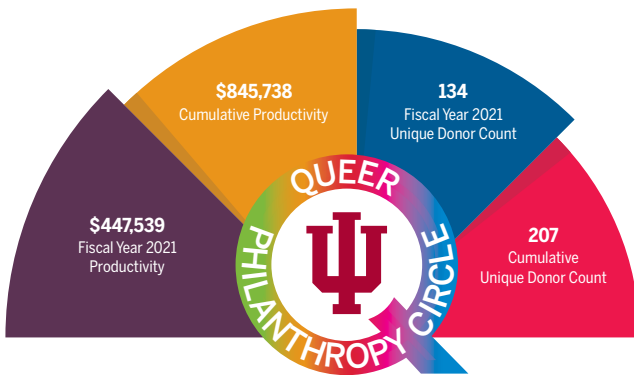
"It speaks to the commitment of a group of diverse, dedicated individuals who are passionate about making sure the needs of the Black community are addressed so we can have more Black students at IU who are successful here and when they leave to begin their careers," he says.

While giving circles are common across the country, IU's BPC is one of the first giving circles to focus solely on Black philanthropy in higher education and serves as a model for other universities and communities interested in starting similar circles. Pirtle hopes as more institutions look to the BPC—and IU—as a model, they continue to keep the spirit of coordination and intersectional partnerships in place as they move forward with their efforts.



"We coordinate with the Women's Philanthropy Leadership Council and the Queer Philanthropy Circle," notes Pirtle. "There are members in both organizations, so it's natural to partner together as we make IU a more equitable environment for all."

"Philanthropy is a core value of our country," adds BPC co-chair and founding member Rose Mays. "I would like us to reflect upon how we can all be philanthropists. Writing a check is only one way to get involved; there are many small ways to help make an impact. You just have to do it."



## A Better Tomorrow

The Queer Philanthropy Circle (QPC) celebrated its first year of work on November 15, 2020. In just a short time, the nation's first LGBTQ+ centered giving circle has achieved multiple accomplishments, from meeting its first matching gift of \$200,000 to having three of its founding members—Mike Shumate, Jim Fielding, and David Jacobs—awarded the Indiana University Foundation Presidential Medallion.

The QPC has also provided a grant to the Kinsey Institute to assist with research on LGBTQ+ youth mental health.



Recently, the Institute announced a partnership with The Trevor Project to address LGBTQ+ mental health, which will enable important collaborations, including data sharing and innovative project design between the two organizations.



### A New Frontier for Diversity

As a unit of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, Indiana University's Office of Diversity Education and Cross-Cultural Engagement (DECCE) strives to cultivate an inclusive and culturally rich IU community that values diversity, affirms differences, and embraces learning opportunities for all.

As part of this work, the DECCE facilitates a number of programming efforts and events. This includes digital and in-person social justice programming, cultural competency workshops, and intergroup dialogue sessions for groups of varying sizes. Additionally, the office serves as a critical resource on diversity education and engagement activities for IU units, departments, and student organizations.

Leading much of the DECCE's work is Monica Johnson, who assumed the role of assistant vice president for diversity education and cross-cultural engagement in September 2020.



In that position, Johnson works as the university's diversity education strategist on matters affecting diversity, inclusion, and campus climate. She also champions diversity and inclusion best practices and promotes other institutional initiatives.

Highlights for the DECCE in the 2020-2021 academic year include 25-plus webinars on Diversity, Equity, and Inclusion-related issues. There also was the inaugural "Where Do We Go From Here: Social Justice Conference." Held in January 2021 as part of Martin Luther King Jr. Day, the conference provided more than 30 concurrent sessions for IU faculty, staff, students, and community members.

Led by social justice experts, 4,300 people attended the sessions and garnered both information and inspiration on building a world that is more reflective of Dr. King's dream. The conference's keynote session, hosted by Indiana University in partnership with the Madam Walker Legacy Center, featured activists Angela Davis and Alicia Garza. CNN political commentator and NPR political analyst Angela Rye served as moderator.

### Where Do We Go From Here: Chaos or Community?



### Social Justice Conference

Additionally, 10 recipients received the annual Building Bridges Award during the conference, one from every IU campus, regional center, and the IU School of Medicine. The award is given to those whose work reflects the spirit and vision of Dr. King.

The DECCE also provided diversity consultation and support to a number of IU departments, including the IU Alumni Association, the Office of Enrollment Management, and the Center for Innovative Teaching and Learning, among others.

Finally, in response to the heightened political climate surrounding the 2020 presidential election, the DECCE assembled the "Prepared Collective." This group, which consisted of university partners from throughout the state, met regularly during the months leading up to the election to share timely updates, critical resources, and other information.

Moving forward, the Prepared Collective will be maintained and reconvened when critical moments come about.





## Community & School Partnerships

The Community & School Partnerships (CSP) program is designed to help campus and community partners remove educational barriers through college readiness activities and other supports. The goal is ultimately to transform the lives of first-generation and low-income students while building authentic partnerships with a cross-section of organizations.

Many of CSP's efforts in the 2020-2021 year focused on delivering activities and resources in a virtual setting. With the shift from in-person programming to completely online offerings, CSP converted existing programming and hosted virtual events such as campus visits, Spring Shadow Days, and the College Readiness Academy.



CSP also developed new virtual resources. This includes Passport Pages, a virtual overview and activity to help students practice 21st Century skills on their own from anywhere in the world.

The year also saw CSP employ several initiatives to help pre-college students and current IU students enhance their intra- and interpersonal skills. This work included the newly developed partnership with the Bloomington High School South Black Culture Club. During these engagements, IU students learned how to communicate their own experiences in higher education through near-peer mentoring conversations. Meanwhile, pre-college students had opportunities to share questions and concerns about applying for and attending college with current IU students.



## OVPDEMA ACADEMIC AND SCHOLARSHIP PROGRAMS

### Reframing Student Success

For some students, extra support and guidance can make all the difference when they come to college. The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) offers many scholarship opportunities and academic resources to help them. These efforts provide students, especially those from underrepresented backgrounds, the tools and supports they need to thrive throughout their educational journey.

### 21st Century Scholars Program

Founded in 1995 and administered by the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, the IU 21st Century Scholars Program (IUB21CS) represents the oldest and largest student support services program in Indiana.

Designed to help support, retain, and graduate thousands of students at Indiana University Bloomington, IUB21CS provides academic guidance, advising, mentoring, programming, and outreach initiatives to help students reach their post-high school learning goals.

As with other programming efforts this year, IUB21CS moved quickly to make the transition from in-person support to the virtual space as seamless as possible. Throughout the pandemic, the program partnered with Professor Angela Chow from the School of Public Health and her STARS team to conduct a longitudinal survey and assess the impact of the health crisis on students. In addition, they created the Connect and Thrive app.

Developed based upon another assessment effort between the two partners, this app incorporates the 21st Century Scholars SMART tool to foster goal setting, student mental health, and connections to the program via small group meetings.

This year, one of the key priorities for 21st Century Scholars concerned keeping program operations up and running in a remote setting. As a result, advising elements from New Student Orientation, schedule adjustments, semester course planning, and academic interventions all were sustained at a high level.

In addition, traditional and new workshops were created to address student needs in the areas of career development, financial literacy, and mental health.







## Academic Support Center

The summer of 2021 marks the Academic Support Center's (ASC) 25th anniversary. Throughout its history, program leaders have worked collaboratively with offices inside and outside OVPDEMA to provide academic support and resources such as tutoring, advising, workshops, and other programming for students at Indiana University Bloomington.

As part of the university's response to the COVID-19 pandemic, the ASC shifted to a fully online delivery method for the 2020-2021 academic year. Among other things, the move enabled both ASC student visitors and staff to develop a higher degree of technological capability when working with various communication platforms. These transferrable skills have proven invaluable as students move forward in their academic and professional careers.

While student usage numbers for online-only help during 2020-2021 were significantly lower than for in-person assistance, the ASC did receive more than 1,300 visits. Approximately half of those visits were from students affiliated with OVPDEMA programs. Many student visitors had multiple visits throughout each semester, and noted that the ASC's online services helped them feel more engaged and connected to the campus and its resources.

Several expansions and improvements also were made to the ASC's online presence during the 2020-2021 academic year. This included upgrades to the program's website, the creation of a campuswide tutoring website ([tutoring.indiana.edu](https://tutoring.indiana.edu)), the ongoing partnership with multiple offices to develop a library of recorded online resources (such as videos, webinars, and workshops) for future use, and more activity on various social media channels.

All of the changes have proved effective in spreading the word about academic support opportunities at Indiana University Bloomington. These options will continue to be maintained and further developed as the ASC pivots to a hybrid model with in-person and online locations available for the 2021-2022 academic year.

## Groups Scholars Program

Since 1968, the Groups Scholars Program has brought 13,000-plus first-generation, underrepresented students to Indiana University. Once they arrive, students are outfitted with a robust network of academic, financial, and social support to help them succeed as Groups Scholars.

More than a supportive network of resources, the Groups Scholars Program serves as a pivotal foundation in scholars' college experiences, helping them build lifelong friendships that continue to enrich their lives long after college.

Many Groups Scholars—60 percent—also are part of the 21st Century Scholars Program. This cross-network of academic programs ensures that scholars have a cohesive support system throughout their educational career at IU.

More than 400 students from the 2020 Groups Scholars class began their college journey at Indiana University this year. But their experiences proved to be quite different from that of prior scholars. Students began their tenure as scholars remotely. Perhaps most important, scholars made their first connections with each other online.

Program leaders also experienced a learning curve. Staff members quickly switched gears to provide all aspects of the Groups Scholars summer program in an entirely virtual environment. Student advising, learning, and mentoring took place over the internet.

To facilitate these virtual connections, more than three-quarters of the incoming class received new laptops to access everything from classes, services, and even opportunities to develop new friendships.

In 2021, the Groups Scholars Alumni Association and the Groups Scholars Program raised more than \$57,000 in grants and donations to provide incoming students with laptops. This included a grant from the Indiana University Women's Philanthropy Leadership Council and Wells House Society.

## OVPDEMA ACADEMIC AND SCHOLARSHIP PROGRAMS

### Hudson & Holland Scholars Program

The most promising students are not immune to financial and academic challenges in their pursuit of post-high school learning. Designed to address these issues, the Hudson & Holland Scholars Program (HHSP) provides students with the resources and opportunities they need to be successful at IU and beyond.



During the 2020-2021 academic year, leaders of HHSP worked tirelessly to maintain a sense of normalcy when the university was operating remotely because of COVID-19. The guiding principle for the year became “physically distant but still socially connected.”

Staff members created and implemented more than 100 online virtual programs, more than doubling the number of opportunities typically offered in pre-pandemic academic years. Among the stand-out efforts this year:

#### **IU 2021 Virtual Diversity Career and Internship Fair**

A collaboration of OVPDEMA, the IU Career Development Center, and Indiana University Bloomington Career Services Council, the fair gave students a real-world sense of what employers look for in new hires, tips on interviewing, and a chance to network. A total of 131 Hudson & Holland Scholars participated in the fair.

#### **HHart: Celebration of the Arts**

Some 92 artists performed and/or shared their paintings, ceramics, jewelry, poems, installations, and clothing as part of this student-led collaboration between Hutton Honors College and HHSP. More than 100 people attended the event, with HHart garnering first-place recognition as the Best Campus Event of 2020-2021.

#### **High Engagement of Scholars in STEM Programming**

HHSP hosted 22 virtual programs and services related to STEM, drawing an attendance of more than 500 students. The events included informational sessions on STEM industries, pursuing graduate degrees in STEM fields, and undergraduate STEM research both on and off campus. HHSP also continued to enhance existing STEM-related corporate partnerships and create new ones.



### Mentoring Services & Leadership Development

In a year severely affected by COVID-19, Mentoring Services & Leadership Development (MSLD) demonstrated resilience and resolve as it successfully pivoted from in-person interaction to virtual connections.

A central component of MSLD is the Faculty and Staff for Student Excellence (FASE) program. The initiative pairs student protégés from underserved backgrounds with peer mentors who guide them through their college experiences. This year, despite being virtual, 38 peer mentors, including five who served as senior peer consultants and two lead peer mentors, provided mentoring services for 533 students, with 21st Century Scholars representing 79 percent of the students served.

COVID notwithstanding, the prevailing themes of MSLD activities continued to focus on academic success, career preparation, and leadership development. Because of pandemic-related challenges, MSLD sponsored additional programming to address student health and wellness. In total, MSLD hosted 13 programs in this area.

The year also saw MSLD design new academic, mentoring, and leadership activities for virtual delivery. It expanded virtual mentoring opportunities via an institutional advising tool, as well as created activities to support the academic performance of mentors and protégés alike.

One achievement worth noting is the academic performance of mentors and protégés. FASE peer mentors achieved an IU cumulative 3.45 GPA for the academic year, while protégés also performed well academically. Of the first-year protégés, 86 percent attained a cumulative 3.01 GPA.

#### **Collaboration for Learning**

MSLD provides comprehensive program services designed to complement students' academic growth, mentoring, leadership, and professional development. Collaborative support from alumni, faculty/staff, and professional communities is vital to each of these categories.

To that end, MSLD and its partners developed 13 programs attracting 690 participants. Events included a career symposium series, a peer mentor meet and greet, health and wellness town halls, and more.



### Overseas Studies & Scholarship Program

Created in 2013, the Overseas Studies & Scholarship Program (OSSP) provides opportunities for students from all backgrounds to study abroad. Since its inception, the program has provided nearly 900 students, many from underserved communities, with OVPDEMA study-abroad scholarships.

Even though the COVID-19 pandemic created several challenges for OSSP over the past year, the program quickly adapted with new ways to engage and collaborate with students in the virtual world.

Specifically, program leaders partnered with the IU Office of Overseas Study and the Office of Admissions to create “Introduction to Study Abroad” content for pre-college students, sharing the content via the IU Expand platform as part of the IU Precollege Micro sessions.

OSSP also developed a “Self-Guided Tutorial on Canvas” for students preparing to apply for the Gilman Scholarship, the largest and highly competitive national study abroad scholarship for Pell grant recipients. The page served nearly 400 students. In addition, OSSP and the IU Office of Overseas Study hosted several events in collaboration with other IU offices to support students through the application process.

These efforts resulted in a significant increase in the number of Gilman awardees. In the 2020-2021 application cycle, 73 percent of Indiana University Bloomington students who applied for the Gilman did receive the award, many of whom were students in other OVPDEMA scholarship programs.

OSSP also collaborated with more than 20 internal and external units to promote different aspects of study abroad via Zoom. The events attracted 900-plus registrants.

Beginning in the spring of 2021, Indiana University became one of a small number of U.S. universities to send a limited number of students abroad. OSSP provided study-abroad scholarships to 33 students during this time.

Moving forward, study abroad will be returning to fuller capacity from the spring of 2021; thus far, OSSP has received close to 50 study-abroad scholarship applications.



### Adam W. Herbert Presidential Scholars Program

Created by President Emeritus Adam W. Herbert during his tenure at Indiana University, the university-wide Herbert Presidential Scholars Program (HPS) is one of the most prestigious scholarships for students at Indiana University. Individuals selected for the scholarship demonstrate an outstanding commitment to academic excellence and impressive leadership potential despite overcoming personal challenges and obstacles.

One of the cornerstones of the HPS program is access to funding for scholars to study abroad during their academic careers. Due to the impact of COVID-19 on international travel, all study abroad/international travel was suspended through summer and fall 2020, with only limited opportunities granted in the spring of 2021.

For this reason, program administrators made an exception this year to allow scholars the opportunity to use their one-time study abroad funds for virtual professional development opportunities.

Meanwhile, other virtual programming celebrated scholars for their accomplishments in the program, as well as prepared them for the next steps of their academic and professional careers.

In winter 2020, HPS took the opportunity to catch up with HPS alumni with the release of the HPS 2020 Census Survey. The survey offered alumni a forum to share where they are and what they are doing professionally, as well as assess their interest in engaging with the program to support current scholars.



### Experiences to Inspire

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) supports six cultural centers on the IU Bloomington campus, with programs and resources to help students find a sense of belonging and the support they need to be inspired and grow. These centers include the Asian Culture Center, First Nations Educational & Cultural Center, La Casa/Latino Cultural Center, LGBTQ+ Culture Center, Neal-Marshall Black Culture Center, and the African American Arts Institute.

### African American Arts Institute

It was a different “business as usual” for the 2020–2021 academic year. While a virus caused redefined life in ways unimaginable, the work of the African American Arts Institute (AAAI) continued. Instructors taught. Students created. Performances held.

After going through the shock of lockdown and canceling the Spring Concert Series in April 2020, the AAAI was determined to forge ahead with a focus on ensuring the health and safety of students, faculty, and staff while providing students with the best educational experience possible under less-than-desirable circumstances.

Ensemble classes were taught online and in person. The latter required social distancing, with strict rules regarding where and how students could enter and leave rooms. Face masks were worn at all times—including special masks for singing—and sanitizing instruments, microphones, and more became the norm.

Amid this new landscape, students learned that the AAAI is a community that cares. Program directors went far beyond expectations to create performances that were shared virtually. In the absence of the opportunity to perform live, video became the primary means of sharing performances. New technology and new ways of using existing technology were explored in order to continue the program’s academic and artistic work.

The following events highlight several ways in which the AAAI adapted to the virtual environment of 2020-2021:



### Indiana Fight!!! Remembering Potpourri 2019

For the first time in 26 years, the African American Arts Institute was unable to host Potpourri of the Arts—a headline concert featuring performances by the African American Choral Ensemble, African American Dance Company, and IU Soul Revue.

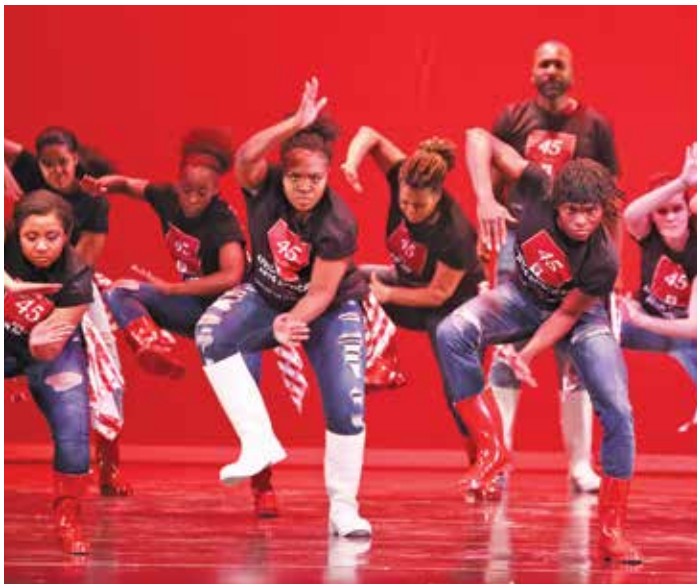
In lieu of a fall concert, the AAAI took a look back at the memorable and impactful Potpourri concert held in 2019. Not only was this concert dedicated to celebrating IU’s Bicentennial, but it also celebrated the 45th anniversaries of the Institute and the African American Dance Company, as well as the 50th anniversary of the Neal-Marshall Black Culture Center and the Department of African American and African Diaspora Studies. The guest artist was the legendary funk icon Bootsy Collins, who performed alongside AAAI students in his arrangement of Indiana Fight!!! with the IU Crabb Band, an affiliate of the IU Marching Hundred.

On November 15, 2020, the AAAI presented Indiana Fight!!! Remembering Potpourri 2019. The virtual event featured a live conversation with African American Choral Ensemble Director Raymond Wise, African American Dance Company Director Stafford C. Berry Jr., and IU Soul Revue Director James Strong.

The event, presented in partnership with OVPDEMA, was moderated by Nana Amoah-Ramey, visiting professor of African American and African diaspora studies, and included previously unreleased performance footage.

A total of 144 individuals attended this special gathering, and 133 users watched the “Excerpts of Potpourri of the Arts 2019” video released afterward.





This year also saw African American Choral Ensemble's PBS documentary film, *"Amen: Music of the Black Church,"* honored with an EMMY Award, Telly Award, and a first-place award from the Society of Professional Journalists. In addition, it was picked up for distribution by American Public Television and will air nationally for the next four years

### Reimagining Potpourri: A Black Performance Virtual Experience

Moving off the stage, out of the studio, and into virtual and unconventional spaces challenged the AAAI to reimagine how to teach, create, and perform Black music and dance. Throughout fall 2020, ensemble directors and students engaged in audio and video recording projects that later premiered on Feb. 28, 2021, in "Reimagining Potpourri: A Black Performance Virtual Experience."

The live event, presented in concert with Black History Month and moderated by Maria Hamilton Abegunde, visiting lecturer in African American and African diaspora studies and founding director of the Graduate Mentoring Center, featured a conversation with ensemble directors and students. Excerpts of the new performance videos were shown during the live virtual event, with full performances made available for viewing on a customized website: [reimagine.indiana.edu](http://reimagine.indiana.edu).

More than 300 individuals attended the event, with hundreds more visiting the Reimagining Potpourri website to watch the full performance videos.



### Virtual Spring Concert Series 2021

For the first time in its 47-year history, the AAAI presented a virtual Spring Concert Series during April and May 2021. The virtual spring concerts represented the ensembles' culminating events and provided an opportunity for students to showcase a year's worth of professional-quality audio and video recording projects. What was known in the past as a series of live concerts held in the Buskirk-Chumley Theatre in Bloomington was adapted and transformed into three livestreamed events highlighting the ensembles and students' talents to a global audience of alumni and fans.

Nearly a 1,000 people tuned in to the virtual events.



### Asian Culture Center

The 2020-2021 academic will undoubtedly be remembered as the year of unknowns and uncertainties because COVID-19 not only disrupted people's daily lives but also exposed the economic inequities and racial injustices that had long existed before the pandemic.

High-profile incidents of racial violence against the Asian American or Pacific Islander (AAPI) population—including the Atlanta shootings and the massacre of some members of the Sikh faith in Indianapolis—had ripple effects on the well-being of AAPI students and others in the IU community.

While we depend on our national, state, and local leaders to address pressing societal problems, we all have a social responsibility to do something constructive and healing.

For the Asian Culture Center, fostering a sense of community for students took shape in many virtual activities and events.

A book discussion series with author Cathy Hong Park gave students and others the opportunity to share their experiences as Asian Americans in a predominantly white environment. Hong offered her unique insight, giving a voice to some of the experiences that students previously could not articulate.



Events and gatherings such as Subtle Asian Roundtables, the post-Atlanta shooting reflection space for IU students, and the public gathering in solidarity with the families of the slain victims in the Atlanta shooting served as additional ways to help the IU community process the impact of these devastating tragedies on people's health and wellness.

Finally, the Asian Culture Center's Over a Cup of Tea presentation of "Racial Injustice and Inequality in America: A Public Health Issue" provided a much-needed window into the struggles of Black Americans and the impact on Asian Americans. The discussion began with a brief review of civil rights history, followed by a panel of activists who addressed public health issues and their disproportionate impact on people of color.

### First Nations Educational & Cultural Center

Founded in 2007, the First Nations Educational & Cultural Center (FNECC) offers people of every background, race, and nationality an opportunity to discover contemporary Native American culture while giving indigenous members of the Indiana University community a safe space of support and celebration.

Like all centers supported by OVPDEMA, the FNECC collaborates and partners with many organizations on and off campus. Such collaboration took on new meaning this year as the FNECC intensified its work to connect themes, people, and programs in a way that could promote student success and well-being amid a global pandemic.



As part of this work, the FNECC reinstituted an FNECC Advisory Board in the fall semester of 2020. The board, which consists of Native faculty, staff, students, alumni, and community members, has responsibility for planning, designing and reviewing all programs, community and campus partnerships, and cultural celebrations associated with the FNECC.

This year also saw the return of Indiana University's annual powwow, albeit in a virtual format. Juaquin Hamilton, the Sac and Fox Nation historical researcher, served as master of ceremonies.

"It's so different," Hamilton says regarding the transition from in-person to virtual powwows. "Anytime you do something new, you're nervous, but after you do it a few times, you get used to it. And I was doing a virtual powwow or dance competition every night at one point."

IU's virtual powwow, which featured videos of various dancers and singers from across the country, was later developed into a single video available on the FNECC's website.





## La Casa/Latino Cultural Center

La Casa/Latino Cultural Center gives students a central gathering space to celebrate and explore diversity, cultural heritage, history, and traditions. The center also provides students access to vital academic resources and supports to assist in their college journey.

In the 2020-2021 academic year, La Casa staff went the extra mile to support students in a pandemic virtual world. Among other things, collaborations with student groups and IU academic departments became an important strategy to deliver and host virtual events, programs, and celebrations.

One of these events was the Latinx Book Club Series. In partnership with the Latinx Cultural Centers of Purdue University and the University of Illinois (Urbana), the effort featured the National Book Award-winning author and Carnegie Medal recipient Elizabeth Acevedo.

Other events this year included a dialogue on racism and colorism in the Latino community, a discussion on quinceañera cultural traditions among diasporic Latinx communities, and a Latinx Leadership and Service talk.

Additionally, the Latino and Latina Initiative enabled Hispanic men and women to virtually cultivate connections with each other and the IU Bloomington community. Through meaningful interactions, the effort strives to be a conduit for LGBTQ+ Latinos and a way to develop a support system, have fun, and explore opportunities to educate, advocate, and grow.

Finally, the fall and spring La Casa Virtual Retreats offered undergraduates skill development and networking opportunities facilitated by Latinx graduate students. Sessions included Managing Imposter Syndrome, Getting Connected/Reconnected With Others, Practicing Self-Care, and Informal Mentorship: What We Can Learn From Grad Students.

## LGBTQ+ Culture Center

Nimbleness and creativity defined the LGBTQ+ Culture Center during the 2020- 2021 academic year.

During late spring 2020 and into the 2021 academic year, LGBTQ+ center staff strategized ways to effectively reach and engage the LGBTQ+ community amid multiple crises—COVID-19 and racial unrest. In response, the center announced a year-long series called “Intersections.”

The 12-part series gave students a forum to discuss and share their stories while broadening the community’s understanding of the multiple facets of queer identities. In the fall, the “Intersections: A Focus on Race” highlighted topics such as HIV, COVID-19, LGBTQ+ Centers, Black Lives Matter, anti-racist agendas, and white privilege.

The intersections series included 41 panelists, 1,338 Zoom participants, 166 post Zoom views, and 6,020 Facebook views. Overall, the effort reached an impressive 7,524 viewers.



## Training Workshops

This year, the LGBTQ+ Culture Center conducted its Ally 101 training virtually. Because of the large following in the fall 2020 semester, the center expanded its training workshops for a total of seven training workshops in spring 2021.

The numbers may well tell the whole story. Facilitated by just three staff members, the training workshops series had 519 Zoom participants and 51 post Zoom views, for a total of 570 viewers.

Collectively, between the Intersections Series and the Training Workshops, the LGBTQ+ Culture Center had 41 panelists, 1,857 Zoom participants, 217 post Zoom views, 6,020 Facebook views, and 8,094 views.

## Neal-Marshall Black Culture Center

The fall 2020 semester marked the continuation of the pandemic pivot for the Neal-Marshall Black Culture Center (NMBCC). Despite forgoing in-person events, the NMBCC team found innovative ways to engage and involve students and the community.

Working with OVPDEMA, NMBCC Director Gloria Howell and her team worked tirelessly to create something that could give students the same feeling of community and connection they usually would receive. The idea was the Black IU Bags filled with various swag items—t-shirts, buttons, tech tattoos, a resource guide, special notes of encouragement from Black faculty and staff, and books written by Black authors—from the center.

One of the books, *Fire Next Time* by James Baldwin, was featured in a book club, “Booked and Busy,” that the NMBCC hosted in partnership with Black culture centers on the campuses of Purdue University, the University of New Mexico, and University of North Carolina Wilmington.

### Weathering the Storm

This year’s Black History Month theme, “The Show Goes On,” speaks to the resilience of people who utilized some of their most valuable assets—creative and artistic expression—to overcome obstacles, navigate uncertain circumstances, and still persevere.

The NMBCC Black History Month Kickoff featured a moderated virtual conversation with the legendary Verdine White of Earth, Wind, and Fire and Shelly Clark White of Honey Cone. The pair discussed their musical careers and shared musical clips with the audience. The event was held in partnership with the city of Bloomington, the IU Office of the Provost, Archives of African American Music and Culture (AAAMC), and the African American Arts Institute (AAAI).

Additionally, IU Bloomington junior Ky Freeman received the first Clarence “Rollo” Turner Beyond Boundaries Award from the NMBCC. Meanwhile, the city of Bloomington awarded James Sims the 2021 Black History Month Visionary Leadership Award.

The NMBCC wrapped up the spring semester with one of its most anticipated events of the year: the Black Congratulatory Ceremony. Although the ceremony was virtual, it included traditional aspects of the in-person celebration. During the event, the NMBCC team presented the 2020 and 2021 Black Excellence Awards and the inaugural Neal-Marshall Legacy Award.

The 2020-2021 academic year brought some unique challenges, but opportunities came with those challenges. The virtual interface allowed for broader accessibility and creative programming for students and community members alike.







### Inclusion for All

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 who served in the War of 1812.

IU was one of the first five colleges in the country to incorporate military science into the curriculum in 1840. After the National Defense Act of 1916, ROTC was established on campus. Later, the program became mandatory for all male freshmen and sophomores, including African Americans.



IU's tradition of military involvement continues today. The IU Bloomington campus is home to 450 veterans and 571 military spouses and dependents. The Center for Veteran and Military Students helps these individuals transition from the military to IU and provides support and resources during their time on campus.

More than providing academic support and guidance, the Center for Veteran and Military Students offers military-connected men and women a supportive gathering place. Students come together in the center's Veterans Lounge to connect with other veterans, study, share stories, and discuss challenges.

Indiana University is equally supportive of its faculty and staff who have disabilities. The university recognizes that a disability can affect anyone at any stage of their life; thus, it is critical to be proactive. In pursuing this belief, Indiana University works to make its campuses more accessible for every person they serve.

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Humanity is the equity of the heart.

— Confucius

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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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