

INDIANA UNIVERSITY

Annual Report 2015-16

Office of the Vice President for Diversity, Equity, and Multicultural Affairs







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

State of Diversity at IU

A Message from Vice President James C. Wimbush, Ph.D.

For nearly 25 years, I have been affiliated with Indiana University—as a professor for the Kelley School of Business, dean for The University Graduate School, and vice president of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA). Over the course of my academic career, I've had the opportunity to observe many changes, both subtle and sweeping, in the university's facilities, academic offerings, and culture.

I am proud to say that IU's steadfast commitment to diversity and inclusion has never wavered. Diversity enriches the IU experience, and I firmly believe that each of us has much to learn from those whose beliefs are different than our own.

At OVPDEMA, our goal is to create a welcoming and respectful environment that enables individuals from all walks of life to perform at their full potential. In order to achieve this goal, we focus strategically on three critical areas:

1. Recruitment and retention of minority faculty, staff, and students and timely graduation of students.
2. Promotion of a welcoming and positive campus climate.
3. Engagement in outreach and advocacy locally and nationally.

Our Progress

Over the past year, we have made significant strides as we pursue our diversity objectives, both across the university system and on individual campuses.

According to U.S. Census Bureau data captured during the fall 2015 semester, the percentage of minority students at Indiana University rose from 13.9 percent in 2005 to 22.1 percent in 2015. This includes a 142.4 percent increase in the number of Hispanic/Latino students, a 21.1 percent increase in African American students, a 103.4 percent increase in Asian students, and a 152.1 percent increase in American Indian students. This is a tremendous achievement—and confirmation that we are indeed strengthening our impact and successfully moving the needle on diversity.



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.

Additional diversity highlights may be found below. These achievements represent only some of Indiana University's recent efforts to cultivate an institutional climate of respect and a place where students, faculty, and staff feel valued and have the opportunity to succeed. Many more individual campus achievements are presented throughout this report.

- OVPDEMA engaged the services of external consultants Halualani & Associates to conduct a comprehensive, four-part diversity assessment of IU. The assessment will serve as a baseline measurement in diversity achievements for the university system and provide information to strengthen our strategic planning efforts. (See Page 34 to learn more about this effort.)
- A \$1.6 million grant from the Office of Naval Research will assist in developing a robust and innovative model to train diverse STEM researchers at IU's core campuses, in partnership with an alliance of minority-serving institutions.
- IU reconciled with 10 African American IU football players who boycotted the final three games in 1969 as a result of unequal treatment. Permanent displays on the IU Bloomington campus are established to recognize the players.
- A new scholarship, in recognition of IU's first African American female student, Carrie Parker Taylor, was created to support low-income students who work full time. Four IU Bloomington students received the inaugural Carrie Parker Taylor Scholarship.
- The development of a university-wide reporting process has been initiated for incidents of bias, discrimination, and/or harassment. All reported incidents and their outcomes are now documented, tracked, and analyzed to identify trends and issues in order to improve education, prevention, and responsiveness.
- This year marks IU's 37th year to play a significant role in Indiana Black Expo's Summer Celebration, the largest such gathering in the country. In addition, IU participated in the fourth annual Indiana Latino Expo.

2015 IU Total Enrollment Highlights

Between 2005–2015,
among domestic degree-seeking students:



The number of Hispanic/Latino students increased by 142.4%.



The number of African American students increased by 21.1%.



The number of Asian students increased by 103.4%.



The number of American Indian students increased by 152.1%.

There is a reason that diversity and inclusion serve as hallmarks of IU's mission to provide broad access to undergraduate and graduate education for students. A high-quality postsecondary education is transformative. Students who attend this great university become better students—and, ultimately, more productive citizens—when they are exposed to different ways of approaching complex problems and introduced to cultural norms and customs different from their own. This is how we grow as human beings and gain a deeper understanding of our values and perspectives.

I am confident that with the necessary framework in place and an unwavering focus on the areas of recruitment and retention, climate, and outreach and advocacy, Indiana University will achieve even greater progress in creating an inclusive learning and working community in the future. And I will have the privilege of detailing those achievements in next year's diversity report.

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

A Diverse Community of Learners

Every person who walks through the Sample Gates at the intersection of Indiana Avenue and Kirkwood Avenue on the IU Bloomington (IUB) campus brings a unique set of experiences, talents, and cultural heritage. As the flagship campus of Indiana University, we embrace and celebrate diversity for it truly is what makes IUB an educational community where people are inspired to study, innovate, and create.

Indeed, diversity is represented in every form at IUB: ethnicity, ability, age, gender, sexual orientation, socioeconomic status, race, religious beliefs, place of origin, political persuasion, and values. In fact, IUB was recognized for its outstanding commitment to diversity and inclusion with the 2015 Higher Education Excellence in Diversity Award from *Insight Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education. And for the fourth year, IUB was recognized by Campus Pride as one of the top 25 LGBTQ-friendly campuses for 2015.

In addition, IUB continues to see positive enrollment growth in African American, Latino/Hispanic, and Asian American student populations. This growth brings us within 2.2 percent of our total minority goal of 22.3 percent.

Last year in particular marked a milestone for IUB, with the 2015-2016 class of first-year students raising the bar in terms of diversity. Coming from all 92 Indiana counties and 47 U.S. states, the class included increases in students from populations that are traditionally underrepresented in higher education. Specifically, African Americans make up 7.1 percent of the class and Hispanic/Latino students are 7 percent, both of which represent increases from 2014. About 17 percent of first-year students with a known race or ethnicity are from minority populations.

Another notable achievement: IUB boasts the highest six-year minority graduation rate of all IU campuses at 70.9 percent. This is 22.7 percent higher than the university system's overall minority graduation rate of 48.2 percent.

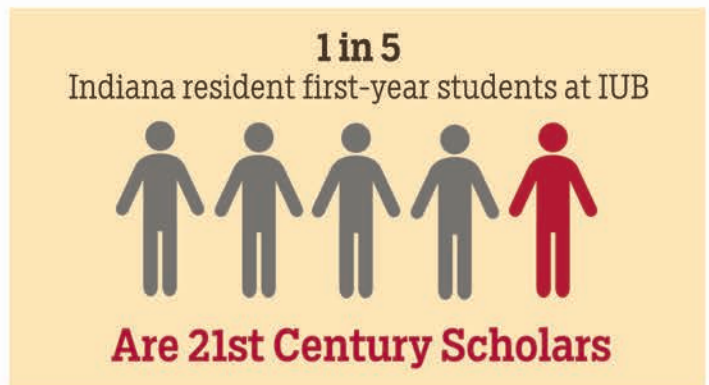
These achievements did not just "happen." They are the result of hard work and continued effort on the part of IUB's administration and enrollment management staff to proactively build a campus where all types of people from all cultures can come together as a community to learn from and grow with each other.

At the same time, leadership recognizes that enhancing and maintaining a diverse campus remains a challenge and one that IUB must continue to improve upon. Higher education institutions that are the most successful at supporting a diverse campus culture are those that view this commitment as a shared goal among everyone at the institution. This includes the president, provost, administrators, faculty, staff, students, and the community.

IUB's diversity efforts are supported by a number of initiatives. Scholarships in particular are an important part of the way in which we help students realize their higher education dreams. In 2015, first-year students earned a record number of merit-based IU scholarships, including a 17 percent increase in Provost Scholarships and a 17 percent increase in Dean's Scholarships.

Programs That Help Students Get To and Through College

The 21st Century Scholars Program, which was created by the state of Indiana to help low and middle-income Indiana families meet the cost of college, is a good example of how IUB is working to ensure students fulfill their postsecondary aspirations. In 2015, approximately one in five Indiana resident first-year students—an estimated 844 students—were 21st Century Scholars. This is a 38 percent increase from the prior year, which had been a record for the program. And, IUB boasts the highest 21st Century Scholars four-year graduation rate.



One issue identified concerns students in the 21st Century Scholars Program who experience delays in registering and/or receiving their funding. Working with OVPDEMA, IUB resolved this issue and now has procedures in place to provide interim support.



Champion Award Recipient

In 2015, IUB received the Champion Award, from the Indiana Commission for Higher Education, which recognizes outstanding K-12 schools, postsecondary institutions, and community groups for their contributions to the 21st Century Scholars Program.

The Academic Support Center (ASC) provides early intervention, helping students before problems become overwhelming. Specifically, IUB's Academic Support Center is designed to provide a wide range of support services and resources, averaging 12,000 student sessions annually. The number of people using the ASC tutoring services at the satellite locations—21st Century Scholars Program, Asian Culture Center, Groups Scholars Program, Hudson & Holland Scholars Program, La Casa/Latino Cultural Center, and Neal-Marshall Black Culture Center—is growing exponentially. During the fall 2015 semester alone, the total number of visits to the satellite locations, including OVPDEMA study tables, help sessions, and special midterm/final review sessions, totaled 341 visits.

The Groups Scholars Program, too, is showing positive results in helping underrepresented students realize their higher education pursuits. The program, which targets eligible students who are the first in their family to attend college with limited financial resources from all racial and economic backgrounds, saw its largest class ever in 2015, with 386 students; the fall 2015 class also had the strongest retention from summer to fall—98 percent, or 377 scholars. And, the fall to spring retention rate was equally positive at 96.4 percent, or 372 scholars.

IUB's Groups Scholars Program also increased funding from one year to four full years of financial support to include tuition, books, and room and board. This increase now makes the Groups Scholars Program financial funding equal to the 21st Century Scholars Program.

The Hudson & Holland Scholars Program is another example of how IUB is fostering the benefits of educational diversity. The program's freshman retention from the fall 2015 semester to spring 2016 is approximately 97 percent. Last year, the program saw a four-year graduation rate of approximately 72 percent. Eighty percent of the 1,245

Hudson & Holland Scholars had GPAs of 3.5 or higher. (*Read more about the Hudson & Holland Scholars Program in the profile of Mercedes Jones on Page 6.*)

The Mentoring Services and Leadership Development Program provides personal, academic, leadership, and professional development to students, with a special emphasis in working on behalf of underrepresented and minority populations. In spring 2016, leadership appointed a director to oversee faculty mentoring initiatives, with a focus on developing mentoring relationships between faculty and undergraduate students. In support of enhancing student retention and persistence, more than 100 faculty members were successfully recruited and in place to serve as student mentors for the 2016 fall semester. Student mentees will be recruited in the fall.

The Overseas Study and Scholarship Program is another program focused on improving college access and degree completion for low-income, first generation, and/or underrepresented minority students. Since May 2013, IUB's collaboration between the Provost and OVPDEMA has provided 341 study abroad scholarships to this student population. In 2015 alone, 123 students received OVPDEMA study abroad scholarships.

IUB also was selected as a site for the Council on International Educational Exchange (CIEE) Passport Caravan. In collaboration with CIEE, 280 IUB students in OVPDEMA programs received U.S. passports for free in 2015. This is the largest passport giveaway event in the United States—and the target population was underrepresented, low-income, and minority students.

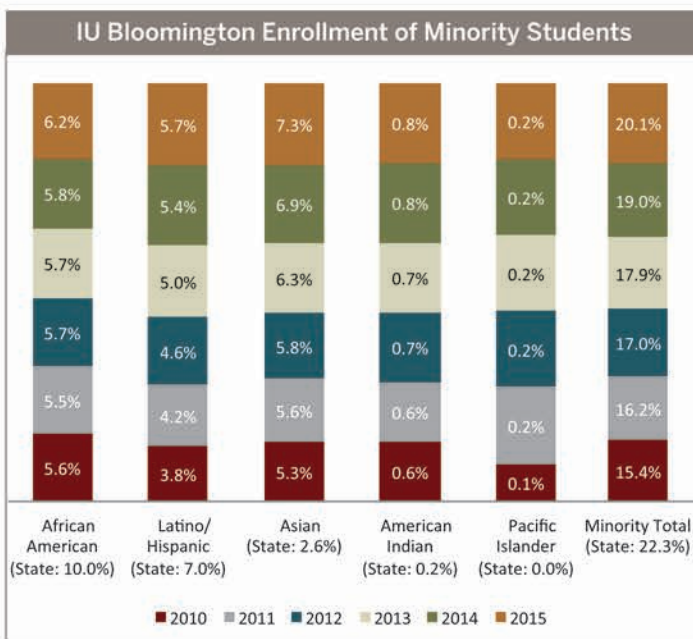
Moving forward, IUB remains deeply committed to promoting all aspects of diversity and inclusion. Our goal is to become a change agent for students, enriching their academic experiences through opportunities that promote and embrace the ideas, opinions, beliefs, and perspectives of a global and diverse society. To meet this challenge, we must continue to focus on creating the kind of campus environment in which all of us can, as often stated by former IU President Herman B Wells, do our best work.

Read about the impact and accomplishments of OVPDEMA Community Programs and Culture Centers housed on the IUB campus on Page 32.

Diversity by the Numbers*

Improving Higher Education Access

Higher education is a pathway to social and economic opportunity. This is especially true for low-income, minority, and first-generation students. Since 2010, the IUB campus has seen a 4.7 percent increase in minority enrollment. This growth brings IUB within 2.2 percent of its total minority goal of 22.3 percent.

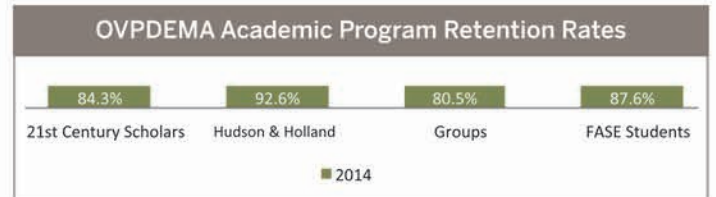
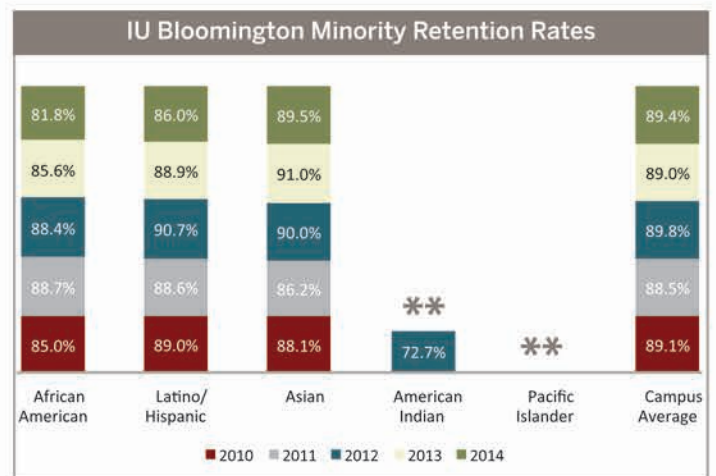


* Additional information about the data contained in this report can be found on Page 36.

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

Rethinking Student Retention

The U.S. population is becoming more ethnically diverse. At the same time, enrollment statistics show a high drop-out rate among minority college students, especially first-year students. Efforts such as 21st Scholars and the Groups Scholars Programs enable IUB to keep deserving students on track to their degree.



Fighting Hunger

Mercedes Jones has a passion for helping others. Her father, a minister, instilled in her a sense of altruism when she was a child. On holidays, Jones and her family volunteered at a local homeless shelter and would regularly bring food from a nearby McDonald's to help people in need.

As a freshman at IU Bloomington, Jones continued her father's spirit of giving. She began feeding the homeless in Bloomington and encouraged her friends to do the same.

During an eight-week summer internship with the Student Advocates Office, Jones helped develop the Crimson

Cupboard. The food pantry, located at 800 N. Union St., opened its doors on Dec. 1, 2015, and serves all IUB undergraduate and graduate students.

As the costs of paying for college continue to rise, food insecurity on college campuses has become a growing issue. Feeding America found in a 2014 report that one in 10 hungry

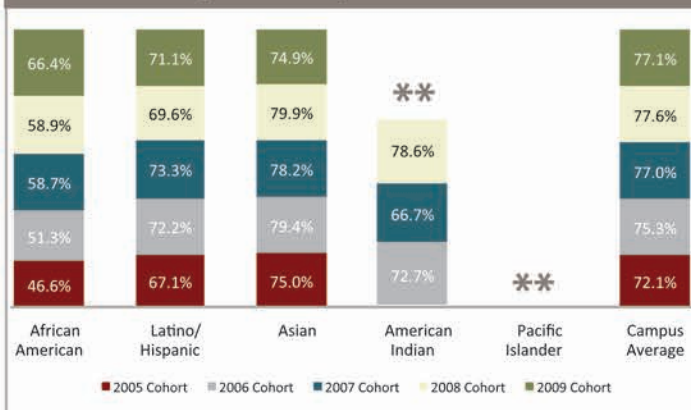


Mercedes Jones
Former Hudson & Holland Scholar

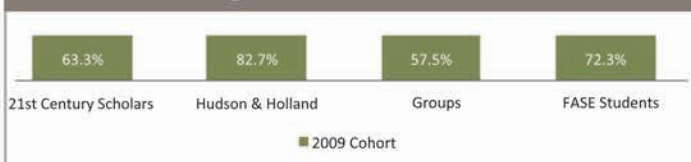
Education for All

Today's postsecondary classrooms are more assimilated than ever, as education for all becomes a 21st century reality. Campuswide efforts to help more minority student populations complete their degree have resulted in IUB achieving the highest six-year minority graduation rate—70.9 percent—of all IU campuses. This is 22.7 percent higher than the university system's overall minority graduation rate of 48.2 percent.

IU Bloomington Minority 6-Year Graduation Rates



OVPDEMA Academic Program Average 6-Year Graduation Rates

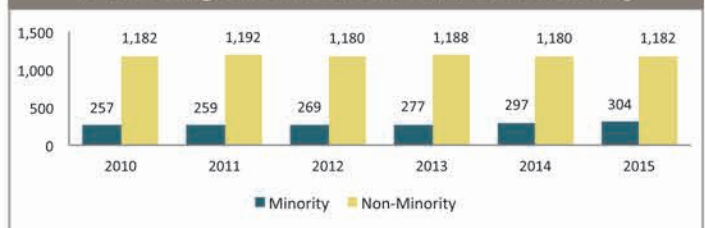


Increasing Faculty Diversity

A postsecondary institution and its students benefit when different perspectives are represented by a diverse faculty. IUB has developed a number of strategies to help build and retain a diverse pool of faculty and staff, including rigorous outreach efforts; encouraging creativity among search committees for new hires; and mentorship and training programs for current faculty to support a culture of inclusion.

As a result, the total number of minority faculty has increased by 18.3 percent since 2010, while their non-minority counterparts have remained the same.

IU Bloomington Tenured and Tenure Track Faculty



adults seeking emergency food assistance was a college student—two million of whom are studying full time. Students from low-income families and first-generation students are the most vulnerable to food insecurity, researchers say.

College students who do experience food insecurity face a number of challenges; many are unable to persist in their studies and drop out of school altogether. As campuses look for solutions, the number of university food pantries has increased sharply, from four in 2008 to 121 in 2014, according to the Michigan State University Student Food Bank.

Jones, a former Hudson & Holland Scholar and a May 2016 graduate from the School of Public and Environmental Affairs, is proud of her work to combat hunger at IUB. Thanks to her tenacity and generosity, hungry students no longer have to wonder where their next meal will come from.

"When students may not have the finances to afford groceries or when students may run out of meal points, they have that resource available to them," Jones says. "Some students have to choose between paying other bills and buying groceries, and I want that to end."

Diversity Insight

Communities of color represent tomorrow's leaders. The job of postsecondary institutions is to better prepare this future workforce. Diversity at IUPUI is flourishing—evidence of which can be seen in the work to implement not only an overarching campus diversity plan, but also a plan for each school. As a result, schools will be able to take into account their own unique needs and focus on their most pressing challenges.

In fall 2015, Chancellor Nasser H. Paydar, Ph.D., pledged to increase the percentage of African American undergraduates enrolled at IUPUI to at least 15 percent over the next five years. This commitment will close the 6.2 percent gap between current enrollment data of 24.8 percent with the campus goal of 31 percent.

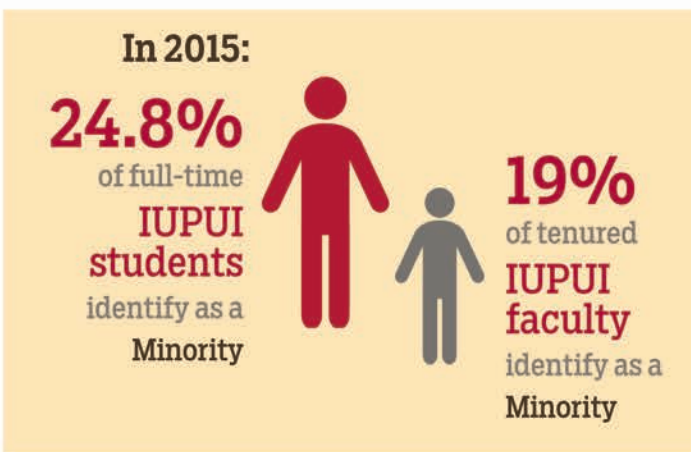
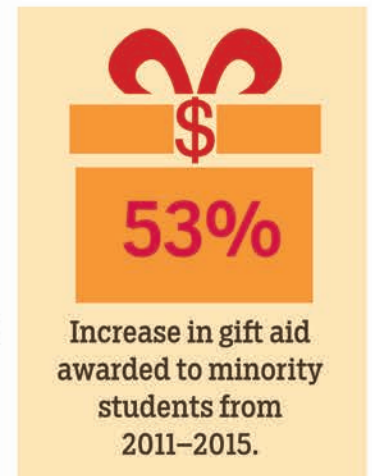
Chancellor Paydar also called for the formation of the Task Force on African American Student Recruitment and Retention and has taken steps to implement their recommendations. Recommendations include hiring new staff, increasing the number of summer programs to prepare students for the fall semester, and facilitating cohort experiences such as a shared course requirement among incoming freshmen.

Chancellor Paydar further convened the Latina/o Student, Staff, and Faculty Task Force to increase the presence of Latinas/os at IUPUI—students, staff, and faculty. The Latina/o Task Forces separated into three groups with the student group completing its work by the end of the spring semester 2016. Both the Staff and Faculty Committees submitted recommendations at the start of the 2016 fall semester. Another initiative introduced by Chancellor Paydar is a new diversity lecture series. Once students read

an assigned book on a topic related to diversity, the book's author will visit the campus, provide a keynote address, and spend time with first-year beginning students. It is one more way in which IUPUI keeps students engaged and involved in their college experience.

Like most colleges and universities, rising college costs affect student retention and timely degree completion. IUPUI is taking several steps to address this issue. For example, over the past three years total financial aid has nearly doubled and, since 2011, the amount of gift aid awarded to minority students has risen 53 percent. The percentage of minority students receiving these funds increased by 54 percent.

The six-year graduation rate for minority students also has grown overall in the past five years. For example, the 2005 cohort graduation rate for African Americans was 23.2 percent and 24.2 percent in 2009. For Latinos, the 2005 cohort graduation rate was 31.6 percent in 2005 and 36.4 percent in 2009. However, we can do better.





Promoting Student Success

To be eligible for many funding opportunities, students must be enrolled in classes full time, which is a minimum of 12 credit hours. Students who must work to pay for their education—and many of these students are minority students—tend to enroll in the minimum of 12 credit hours. As a result, it takes them longer than six years to graduate, which likely affects IUPUI's minority six-year graduation rates.

Diversifying faculty and staff remains a priority for IUPUI, and leadership has identified a higher turnover among minority employees. Several strategies are in place for improvement. One initiative is a retreat for African American and Latino/Hispanic faculty members hosted by the Office of Diversity, Equity, and Inclusion at IUPUI. As part of this initiative, faculty will discuss the support they need to be successful.

Also, vice chancellor for Diversity, Equity, and Inclusion, Karen L. Dace, Ph.D., will meet once a year with all African American and Latino/Hispanic assistant professors and all female assistant professors in STEM fields. The purpose of this effort is to provide an opportunity for face-to-face dialogue and make them aware of the resources available to support their work.

From orientation to graduation, IUPUI is committed to helping all students achieve their postsecondary goals. By providing programs, policies, and practices aimed at increasing the recruitment, retention, and success of students from diverse backgrounds, we believe every individual who sets foot on our campus will be prepared for academic success at IUPUI and beyond.

Accomplishments

- Created the African American Student Recruitment and Retention Task Force to review best practices and present a plan to raise the percentage of African American undergraduates 5 percent by 2020.
- Convened the Latina/o Student, Staff, and Faculty Task Force to increase the presence of Latinas/os in every capacity at IUPUI—students, staff, and faculty.
- Organized a reception for more than 200 students who were in Indianapolis attending the National Conference on Race and Ethnicity in Higher Education.
- Hosted the first Diversity Reception to help staff, faculty, and community members make important connections for professional and personal development.
- Provided institutional membership in the Faculty Success Program of the National Center for Faculty Diversity and Development, an online mentoring program.
- Helped nearly 100 first-year students connect to key offices and people on campus during the Finishing Freshman session hosted by the Black Faculty Staff Council.
- Earned the “Insight Into Diversity Higher Education Excellence in Diversity Award” for the fourth year in a row.
- Received the “Minority Access Diversity Award” for the second consecutive year.
- Presented with the Mary McLeod Bethune and Carter G. Woodson Award for Outstanding Service in the Promotion of Social Responsibility in Africana Studies from the National Council for Black Studies for IUPUI's Africana Studies Program.
- Held several events in support of student-driven initiatives, including the third annual Asian Heritage Dinner, the seventh annual Cesar Chavez Dinner, the seventh annual African Night, and the fifth annual Harvey Milk Dinner.



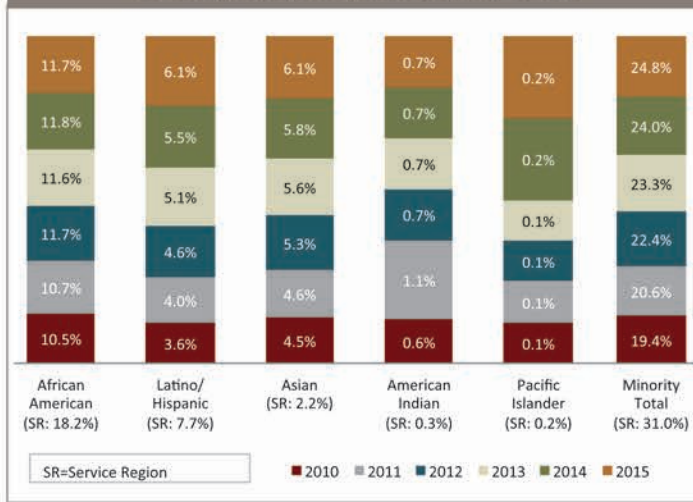
A new diversity lecture series is designed to improve campus engagement of first-year IUPUI students.

Diversity by the Numbers*

Increasing College Opportunity

To fill jobs in a more demanding 21st century workforce, states need more minorities with college degrees. IUPUI has pledged to increase enrollment numbers of African American undergraduates to at least 15 percent over the next five years, closing the 6.5 percent gap between the current enrollment of 24.8 percent with the campus goal of 31 percent.

IUPUI Enrollment of Minority Students



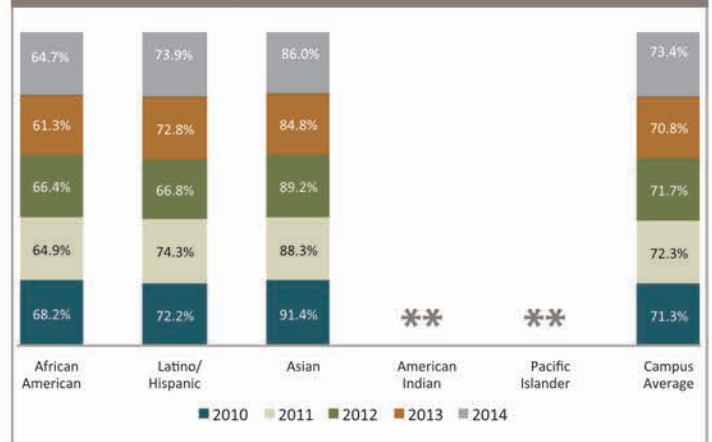
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Retention and Student Success

Research shows that early academic achievement is a predictor of future success and has a key impact on keeping students engaged and focused on their education. In 2015, IUPUI's Finishing Freshman program successfully connected approximately 100 first-year students to important campus supports.

IUPUI Minority Retention Rates



IUPUI 21st Century Scholars Retention Rates



Games With a Higher Purpose

As a Pixar fan who loved playing Nintendo with her grandmother, Jacqueline Hill knew from a young age she wanted to create something that others could enjoy or play. Little did she know that her childhood dream would one day help kids cope with potentially life-threatening health issues.

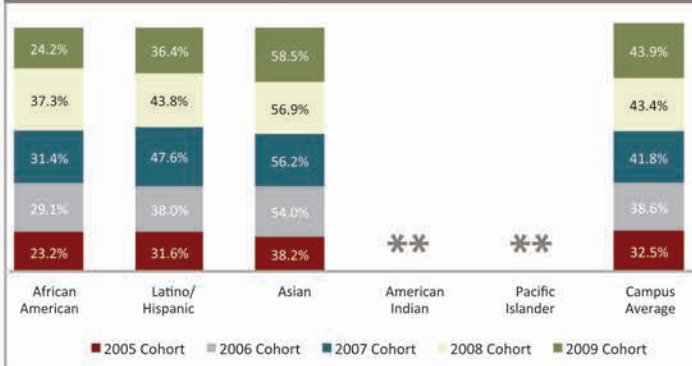
Hill's chance to turn her affinity for gaming into a higher purpose happened thanks to a research mentorship opportunity through the Diversity Scholar Research Program at IUPUI. In her freshman year, Hill was paired with School of Informatics and Computing Professor Joseph Defazio and his research team who were looking at innovative ways to improve "serious" games in health education.

These aren't your standard games. They have a life-saving purpose. In this case, it's helping adolescents with diabetes

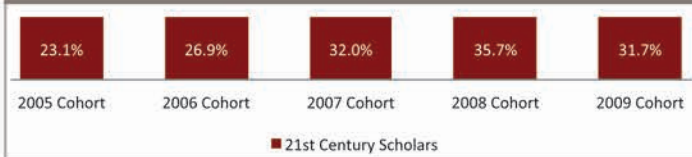
A Focus On College Completion

Higher education is the surest ticket to a better life—and while getting students into college is important, degree completion remains crucial. Over the past five years, IUPUI has made significant strides in improving its six-year graduation rates for minority students. The 2005 cohort graduation rate for African Americans was 23.2 percent while the 2009 cohort graduation rate increased to 24.5 percent. For Hispanic/Latino students, the 2005 cohort graduation rate was 31.6 percent and the 2009 cohort improved to 36.4 percent.

IUPUI Minority 6-Year Graduation Rates



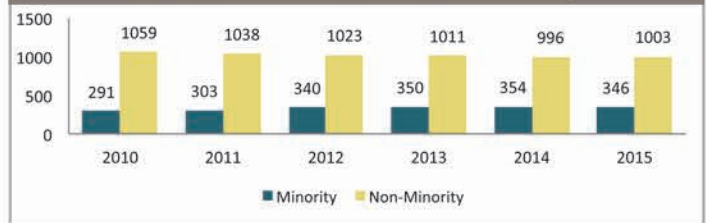
IUPUI 21st Century Scholars Avg. 6-Year Graduation Rates



Improving Faculty Diversity

A diverse faculty reflects a diverse world. IUPUI approaches faculty diversity on several fronts, from forming committees to addressing diversity-related issues to providing opportunities that help faculty and staff make important connections for professional and personal development.

IUPUI Tenured and Tenure Track Faculty



manage their disease more efficiently. The diabetes game, which has a Vikings theme, is the first children's health education game that tells a story.

Hill, a junior in the Media Arts and Science Program at the IU School of Informatics and Computing, was honored for her work earlier this year with the Joseph T. Taylor Academic Achievement Award.

"It's surreal. I can't believe it," said Hill after receiving the award.

The "game" Hill helped to create entails players who ride on Viking ships to collect specific types of food that help manage diet and blood sugar. As a bonus, they pick up lessons about the history of Vikings during the journey. This pioneering storytelling approach, which draws on initial work from Professor Josette Jones and her Ph.D. students, will be a

model for developing health education games in the future.

An integral member of the research team, Hill worked with Defazio to co-author an article that has been submitted to an international research journal.

Both Hill and Defazio presented their work at the annual IUPUI Research Day in April 2015.

"When I encounter a student who has that enthusiasm, energy, respect and thirst for knowledge, that is the ideal," Defazio says. "What can I say? She is the exemplar."



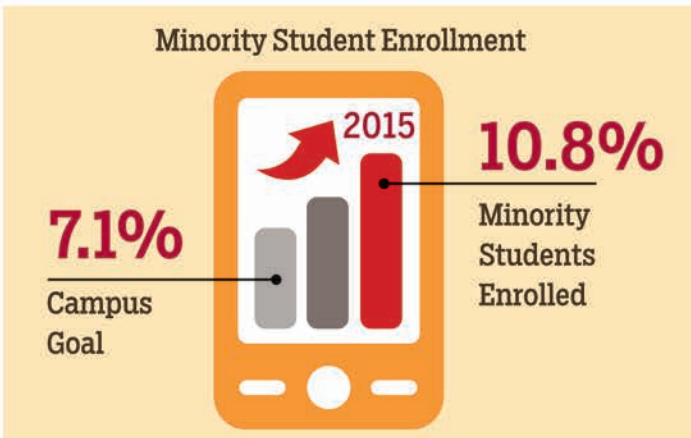
Jacqueline Hill
Diversity Research Scholar Program Participant

A Welcoming Campus

Diversity on the IU East campus benefits all students as learning with people who come from a variety of backgrounds encourages collaboration and fosters inclusion.

IU East faces unique challenges when it comes to advocating, creating, and implementing diversity initiatives. Approximately half of the student population takes classes online. This includes a large percentage of African American and Latino/Hispanic students. Currently, leadership is assessing whether these students transfer to online classes due to long commutes, scheduling issues, or work schedule conflicts.

Overall, the percentage of minority students enrolled at IU East—10.8 percent—is above and beyond the campus goal of 7.1 percent and has grown steadily over the past five years. Still, IU East continues to focus on how to achieve further growth.



The campus has a diversity commission, which handles issues related to diversity like gender-neutral bathrooms. The campus also has a diversity events committee. Previously, only one or two diversity-related activities were hosted each year. Following the hiring of Chief Diversity Officer Latishea N. Varnesdeed, M.P.A., in 2015, that number has grown to at least one event a month. These events—which are both celebratory and educational—include roundtable discussions on current topics and keynote speakers.

Retention remains a challenge for IU East, and leadership is continually investigating new strategies for improvement. For example, campus leadership has identified a need for more targeted recruitment and to be in closer contact with advisors to ensure that students are getting the support they need to persist and complete their degree or credential.

IU East also implemented the Inside Track Program, which was created by the Commission for Higher Education to help 21st Century Scholars persist through their first year of college. Using one-on-one coaching, the program keeps students engaged and makes them more aware of resources available on campus.

On average, minority students at IU East graduate in six to eight years. However, minority students who are involved in athletics tend to perform better and graduate more quickly. Campus leadership believes this is a result of the mandatory mentoring for student athletes. This knowledge has led to a mentoring program for first-generation students. The effort is being implemented in fall 2016, with the goal of improving graduation rates for this student population. The campus diversity events committee also plans to create a similar program for women that pairs female students with an IU East alumna, faculty, and staff.

Moving forward, IU East is committed to increasing the diversity of its faculty and staff. Students want to see representation in the classroom. Recognizing that if higher education wants to remain relevant in the 21st century, college campuses must look like the rest of America. Taking steps to make faculty and staff more diverse not only improves the academic experiences of students but the entire campus community, as well.



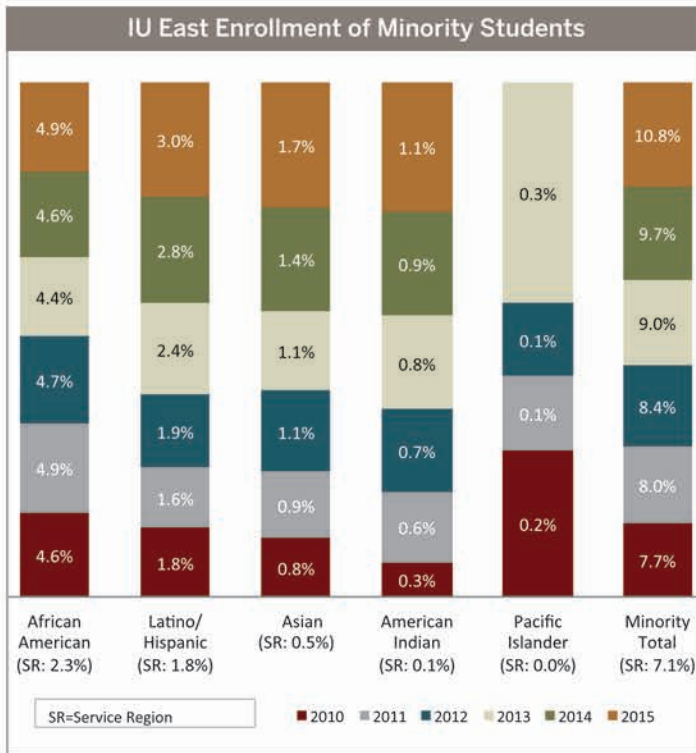
Accomplishments

- Implemented a new diversity plan for 2014-16.
- Tripled the number of Asian students enrolled on the campus since 2004, and increased the enrollment of Latino/Hispanic students more than 600 percent in that same time period.
- Addressed the issue of campus climate by meeting with students to discuss expectations and concerns.
- Created new procedures for targeting diverse faculty and ensuring equity in pay.
- Hosted the largest-attended event ever on campus, with more than 500 people filling the Vivian Auditorium to hear Eva Kor, a Holocaust survivor and founder of CANDLES Museum in Terre Haute.

Diversity by the Numbers*

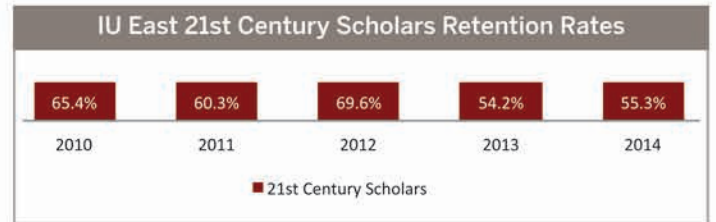
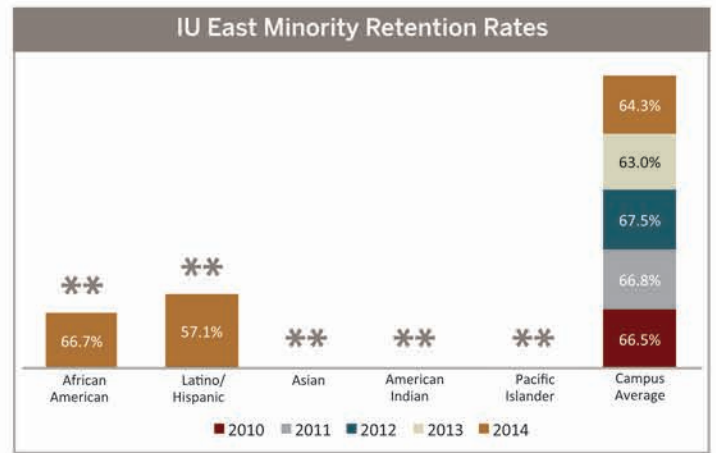
Enrollment at a Glance

IU East continues to enroll more students from diverse backgrounds. Its current enrollment of minority students is 10.8 percent, which outpaces the campus goal of 7.1 percent.



Retention Matters

Closer contact with advisors and involvement in programs such as Inside Track help students at IU East persist and complete their degree or credential.



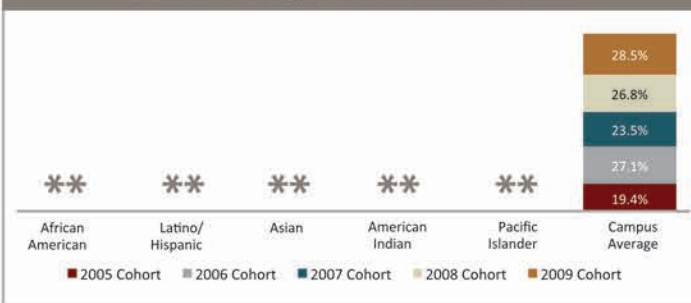
* Additional information about the data contained in this report can be found on Page 36.

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

Graduating More Students of Color

To increase the number of Americans with degrees, colleges must do more to serve the kinds of students who historically have fallen through the cracks. This includes low-income, minority, and first-generation students. IU East employs several efforts aimed at improving graduation rates, including mandatory mentoring programs that target specific minority student populations.

IU East Minority 6-Year Graduation Rates



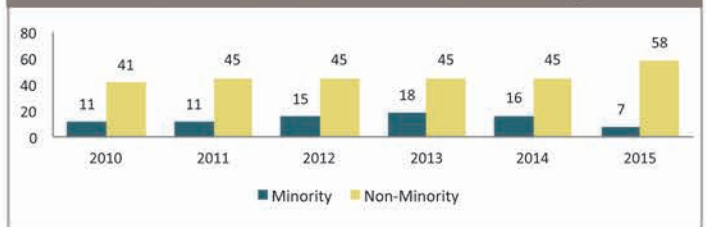
IU East 21st Century Scholars Avg. 6-Year Graduation Rates



A Community of Learning

An institution that values diversity should look diverse. IU East strives to ensure its faculty and staff represent different cultural backgrounds and mirror the diversity of the students they serve.

IU East Tenured and Tenure Track Faculty



Commitment to Diversity

Diversity is a priority for Indiana University Kokomo, and the campus has made progress to develop a respectful, inclusive campus culture. Support comes from all members of the campus community—administrators, faculty, staff, and students. This collaborative commitment creates a strong and effective approach to building a diverse campus.

Minority recruitment at IU Kokomo is focused on increasing the racial/ethnic diversity of the student body. Diverse events and programs serve as an opportunity for the community to engage with the campus and for prospective students to be introduced to the many diversity activities available at IU Kokomo. To build campus connections with local youth, African American churches, and other organizations, IU Kokomo has co-sponsored the citywide Dr. Martin Luther King Jr. celebration with members of Alpha Kappa Alpha Sorority for 20-plus years. The campus also played a major part in helping to raise funds for the Dr. Martin Luther King Memorial Park located downtown. In addition, IU Kokomo established a relationship with F.D. Reese Christian Academy, where students serve as mentors and tutors for the school and work during the summer to assist with reading, math, and science.

Other diversity efforts designed to strengthen student engagement include the addition of a coordinator of Student Life and Campus Diversity. This position allows more strategic organization of diversity-related programs and events. For instance, to demonstrate the wide range of campus diversity programs, IU Kokomo held its first annual Culture Bash in fall 2015. The event attracted more than 300 attendees.

Improving Retention for Student Success

As the campus enhances efforts to improve the racial/ethnic diversity of the student population, sight cannot be lost of what is most important—ensuring that students finish what they start.

Following an assessment of retention rates, leadership discovered that first-year percentages were lacking. To address this issue, campus leadership implemented the Sophomore Sojourn. The program is designed to broaden classroom learning by providing students with meaningful learning experiences that take place off campus and, ultimately, help them persist and complete their studies.



The Sophomore Sojourn enriches classroom learning with real-world experiences.

One challenge for IU Kokomo concerns the mindset of some students that this institution is “somewhere they can go for a couple of years before transferring to a larger institution.” Leadership is confronting this issue on several fronts, including the addition of athletics, new degree programs, and private housing located near the campus. As a result, the IU Kokomo campus has become a place of choice for many students. Since 2010, enrollment, retention, and graduation rates have increased.

In addition to creating initiatives that help students feel engaged and create a sense of community, the campus has invested in the summer Bridge program, coaching and mentoring programs. Face-to-face coaches were hired for students on probation, as well as for 21st Century Scholars. The campus also has an AmeriCorps Scholar service member who monitors the progress of the 21st Century Scholars.

IU Kokomo understands that the diversification of faculty and the student population is not a single activity. Rather, it is part of an overall institutional commitment to diversity. A diverse faculty and staff reflect the diverse world in which we all live. A priority is placed on hiring faculty and staff whose unique experiences and backgrounds can enrich the education of students. For available staff and faculty positions, the Affirmative Action Officer and the faculty liaison (for faculty searches) review the recruitment plan and applicant pool to ensure a good faith effort is made to recruit diverse faculty and staff for each search. As a way to extend outreach to a more diverse audience, open positions are advertised with local churches, youth centers, and Historically Black College and Universities (HBCUs). IU Kokomo also is evaluating salaries of all faculty and staff each year in an effort to reach and retain the best faculty and staff for the campus.

These and other strategies are key in advancing IU Kokomo's multicultural and diversity goals. Moving forward, leadership remains committed to creating a campus that characterizes an IU Kokomo education and provides an inclusive and welcoming place for students, faculty, staff, and the community.



Accomplishments

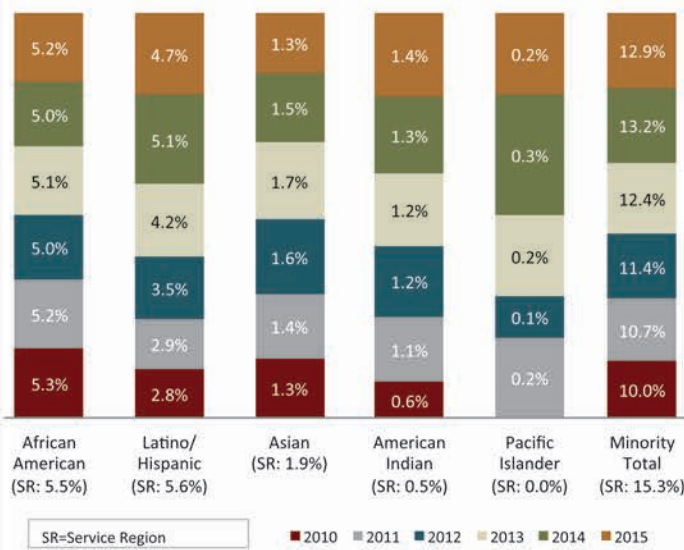
- Provided diversity training for faculty and staff through the campus's Agency, Action, and Advocacy group, which was formed by the diversity committee.
- Arranged the Sophomore Sojourn to provide second-year students with off-campus opportunities, including visits to the Field Museum in Chicago and the Indiana Association Nursing Students State Convention.
- Increased the number of students traveling abroad and the scholarships provided to them.
- Hosted "A Peace of My Mind," a free multimedia art exhibit to foster public dialogue about issues related to conflict resolution and civic responsibility as part of Black History Month celebrations.
- Implemented a Freshman Learning Community class on social justice.
- Initiated Science Rocks!, a summer camp held on campus for underserved middle school students to learn more about science.

Diversity by the Numbers*

Enrolling More Minority Students

Admissions, financial aid, and others work together as a collaborative team at IU Kokomo to serve traditionally underrepresented student populations.

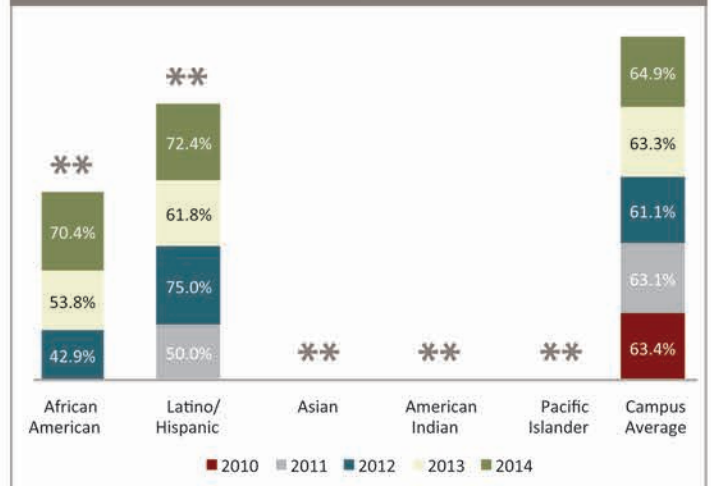
IU Kokomo Enrollment of Minority Students



Enhanced Support for Student Success

Building campus connections is a central part of IU Kokomo's work to engage students in their academic pursuits. The Sophomore Sojourn—an effort designed to enrich classroom learning with real-work experiences—is an example of this engagement strategy.

IU Kokomo Minority Retention Rates



IU Kokomo 21st Century Scholars Retention Rates



* Additional information about the data contained in this report can be found on Page 36.

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

Inspiring Students to Dream Big

Danika Smith has always dreamed of a career in law. She is one step closer to making her dreams a reality as one of the first students selected for the Indiana University Regional Law Scholars Program, which provides half tuition to the IU Robert H. McKinney School of Law in Indianapolis.

"It is an honor to be one of the first three recipients of this scholarship," says Smith, who is from Cicero, Indiana. "The McKinney School of Law was my first choice, so I was thrilled to be accepted, and then even more thrilled to receive this scholarship. It means a lot to know that people saw potential in me, and the school was willing to invest in me as a student. It makes everything I did in my undergraduate career worth the work."

Smith, whose degree is in public administration, will be ready for the rigors of law school thanks to the support she received at IU Kokomo. Sarah Sarber, dean of students and a law school graduate, served as a mentor for Smith, offering advice, as well as pep talks before Smith took the LSAT.

"The professors and staff here are very close with students, and take a personal interest in helping us reach for our goals," Smith says. "Even after

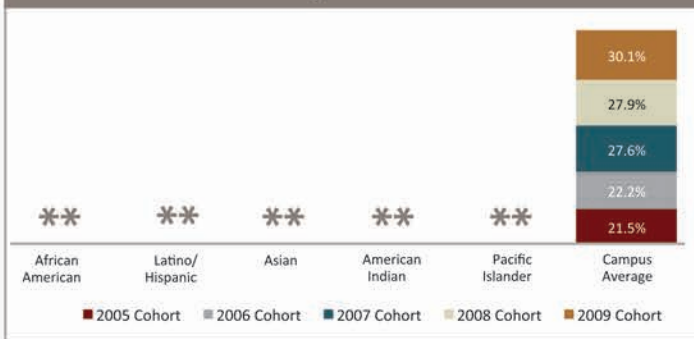


Danika Smith
IU Regional Law Scholars Program Recipient

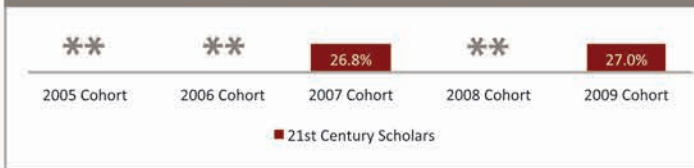
A Pathway to Completion

Workers with at least some postsecondary education make up 65 percent of the total employment in the U.S. IU Kokomo invests in a number of strategies to improve graduation rates for students—and especially for students of color. These efforts include summer Bridge programs, coaching and mentoring, among other initiatives.

IU Kokomo Minority 6-Year Graduation Rates



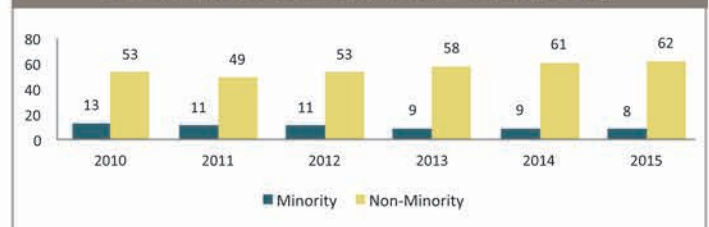
IU Kokomo 21st Century Scholars Average 6-Year Graduation Rates



An Agenda for Faculty Diversity

A diverse faculty brings new ideas and approaches to a higher education institution and the students being served. To enhance the diversity of its faculty and staff, IU Kokomo employs several strategies, including collaboration with outside minority organizations, churches, and youth centers to advertise available job positions.

IU Kokomo Tenured and Tenure Track Faculty



"I graduated and moved for my job, they helped me prepare for the next step."

Smith, who served as student body vice president, also gained admission to the Indiana Conference for Legal Education Opportunity (ICLEO). As part of the program, she attended a six-week summer institute in Bloomington to help prepare her for success in law school.

Sarber noted it was a great honor for Smith, who is of Hispanic descent, to be selected for the competitive ICLEO program. The statewide initiative helps minority, low income, or educationally disadvantaged college graduates pursue law degrees and legal careers. Students who successfully complete the program are

certified as ICLEO Fellows and receive an annual stipend of \$9,000 for up to three years after enrolling in an Indiana law school.

Together, the IU Regional Law Scholars Program and ICLEO have been instrumental in putting a law degree within Smith's reach.

"I'm going to graduate with less debt, which provides opportunities after I complete this degree," she says. "I will be able to wait for a job I love, and not have to grab the first one offered. It alleviates the burden of figuring out how to pay for law school, so I can focus on academics."

Our Differences Enrich Us

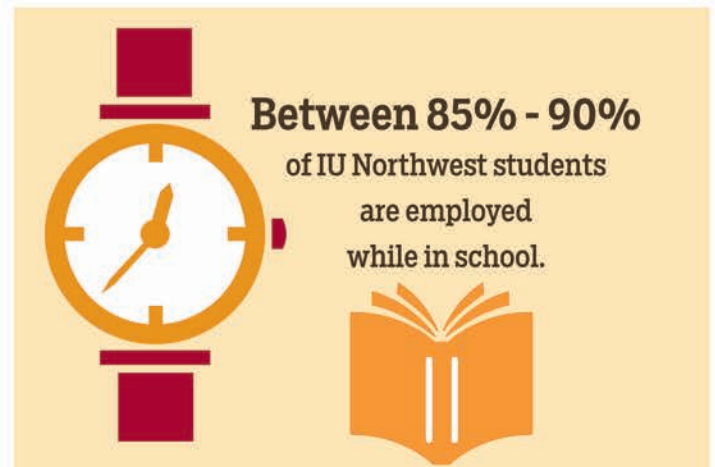
By 2050, one in two workers will be a person of color, according to U.S. Census Bureau projections. When it comes to diversity, IU Northwest has made important strides toward fostering a diverse, inclusive campus environment. Leadership is more aware of systemic inequities and the obstacles that exist for some students. As a result, the campus has grown in its willingness to address diversity challenges, build allies, and collaborate. For instance, diversity is now a standing item during monthly meetings of the IU Northwest Council, the campus's central governance body.

With the incoming class exceeding the racial distribution represented in the service region, IU Northwest has a fairly diverse student body. Recruitment efforts focus on marketing what the campus does well to reach prospective students throughout the six-county area. In addition to students who arrive as freshmen immediately out of high school or homeschool, students such as adult learners and veterans also play a prominent role in shaping the campus life at IU Northwest.

IU Northwest has made progress in terms of getting students and the community engaged with different aspects of diversity. Faculty members are proactively seeking ways to integrate issues related to diversity into their curricula. For example, they are collaborating with the Office of Diversity, Equity, and Multicultural Affairs to develop high-level programs and activities that students and community members want to attend and from which they can learn.

In addition, IU Northwest's reading initiative facilitates campuswide discussions on diversity-related themes. In spring 2015, as a way to create awareness about the unique issues facing veterans, the book selected for the One Book... One Campus...One Community reading program was *Operation Homecoming: Iraq, Afghanistan, and the Home Front, in the Words of U.S. Troops and Their Families*.

As with other college campuses, one of the primary obstacles to persistence and degree completion for students is the cost of postsecondary education. Between 85 to 90 percent of IU Northwest students are employed in addition to attending classes. Moreover, a 2011 change in the Pell Grant Program limited the amount of funding that students could receive to approximately six years. Many students were cut off midstream, and more continue to be affected. Campus leadership is investigating strategies to address this issue and the role that finances present to timely degree completion.



Increasing the diversity of faculty and staff has and continues to be one of IU Northwest's top priorities. In particular, the campus is focused on improving Latino/Hispanic representation. Part of this strategy entails increasing outreach efforts, as well as encouraging members of minority and underrepresented populations to apply for available positions.

IU Northwest recognizes the benefits and important contributions a diverse faculty and staff make to the campus community. A diverse faculty brings a variety of different experiences to engage and connect with students. This becomes more critical than ever as our campus and the world around us grow increasingly global.



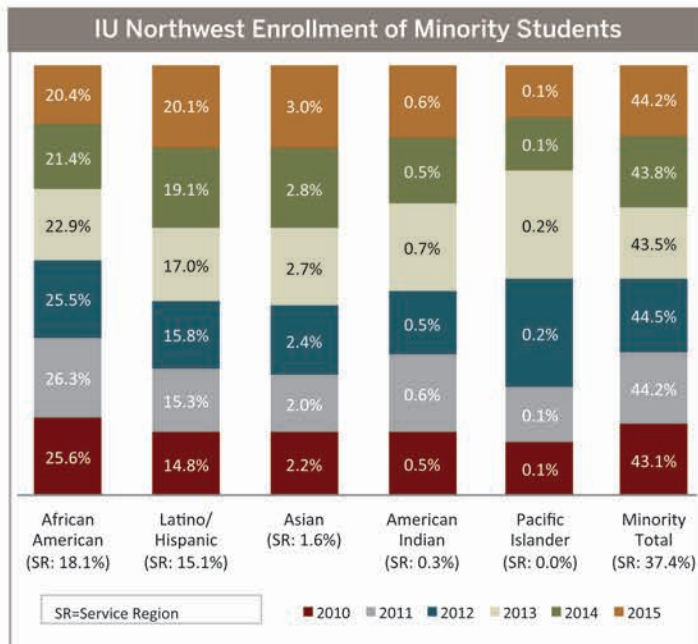
Accomplishments

- Revised recruitment guidelines in order to address faculty, staff, and administrator racial disparities. The new guidelines allow for balanced search committee representation, use of equity advisors, and targeted recruitment strategies.
- Collaborated with IU Bloomington to host the Indiana Latino Leadership Conference.
- Implemented degree maps, an electronic record of courses needed for each degree.
- Received funding from the Kresge Foundation grant to increase transfer student enrollments and assist with campus recruiting and advising efforts in partnership with IUK, IUSB, and Ivy Tech.
- Promoted campuswide participation in the ongoing conversation on diversity and equity through the One Book...One Campus...One Community reading program.
- Hosted the METAS Conference, which brought Latino high school students to the campus for workshops on college life and success.
- Held several events designed to educate stakeholders and celebrate diverse cultures within the region, including the Asia Day Celebration, Islam Awareness Week, and Clothesline Project.
- Implemented initiatives to target weaknesses in the campus' "culture of service," including faculty-led focus groups and student surveys.
- Organized a lecture by author Michelle Alexander and a public discussion of her book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, which was broadcast throughout the university, with the financial support of OVPDEMA.
- Implemented the Web-based Analysis Visualization Environment (WEAVE) platform to assist in both benchmarking and documenting efforts associated with continuous improvement.
- Engaged in a retreat over summer 2016 with the IU Council to revisit institutional strategic priorities related to diversity and inclusion.
- Received a \$618,311 National Science Foundation S-STEM grant titled Advancing Indiana Math and Science (AIMS) to provide scholarships to students for STEM education over a five-year period. The grant focuses on attracting and retaining student populations that are nationally underrepresented, including women, African Americans, and Hispanics. The first group of scholarship recipients were selected for fall 2016. Professor Bhaskara Kopparty is the Principal Investigator (PI) of this grant, with Professors Kris Huyskens, Vesna Kilibarda, Mike LaPointe, and Dan Kelley serving as co-PIs.

Diversity by the Numbers*

Strong Recruiting

In addition to students who arrive as freshmen immediately out of high school or homeschool, students such as adult learners and veterans play a prominent role in shaping the IU Northwest campus.

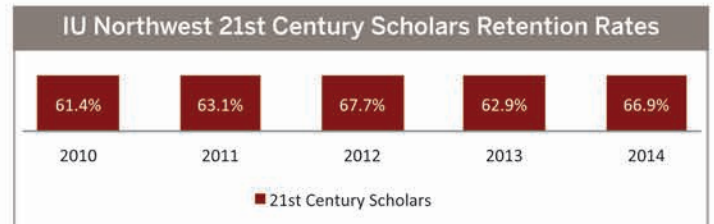
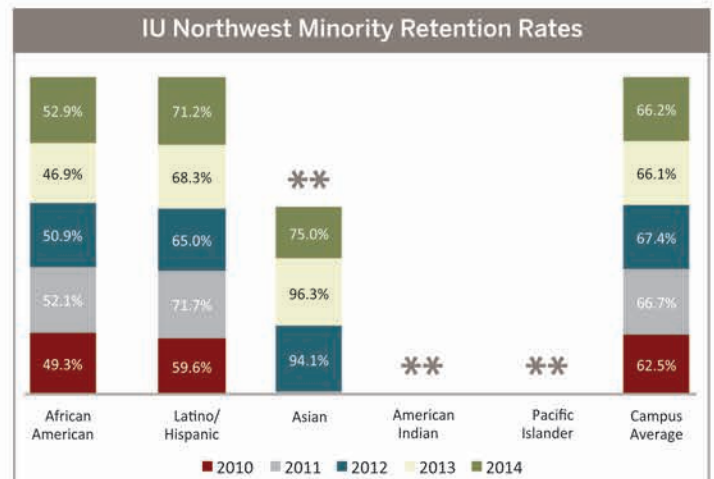


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Student Ready

Initiatives that are part of IU Northwest's student success agenda include the implementation of degree maps, new faculty and staff orientation programs, campus recruiting and advising efforts, as well as a continued focus on improving the "culture of service."



A Promise to a Father

Education represents the past, present, and future for Gabriela Jaimes. Her parents, who immigrated to the U.S. from Mexico, attended school only to the eighth grade. Growing up she saw the psychological and financial struggles they faced on a daily basis. In grade school, Jaimes says she often felt isolated and plagued with self-doubt of never being "good enough."

The challenge of not having experienced educational guidance from family members followed Jaimes through high school in Pewter Lake, Indiana, to IU Northwest, where as a freshman she admits to not knowing the difference between a major and a minor. Financial assistance through the 21st Century Scholars Program enabled Jaimes to pay for college, while dedicated advisors, admissions staff, and faculty kept her on track to a degree.

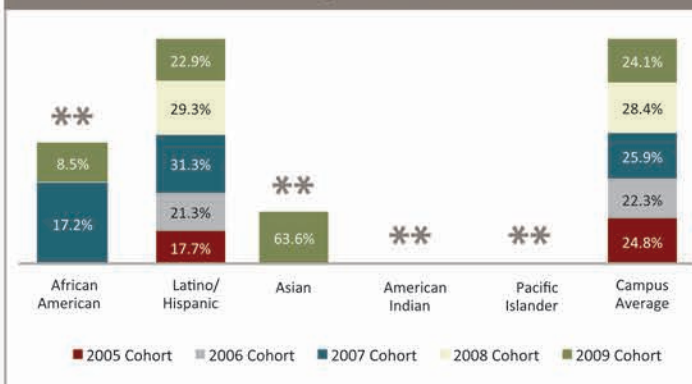
"I come from a family of immigrants. I am the first one to finish high school and go to college. It's not been easy. But the people at IU Northwest truly care. They provide not only answers but opportunities for me to realize my dream of one day becoming a doctor," Jaimes says.

Jaimes, 22, is well on her way. As a junior majoring in Chemistry and Spanish, she takes advantage of every opportunity available on campus. She is president of the Student Ambassadors, a member of the SGA and SAA, and working to start a chapter of Omega Phi Beta (Latina Sorority) on campus. In addition, she takes part in the *One Book...One Campus...One Community* reading program, an initiative that builds intellectual and social rapport among students, staff, faculty, and community members through the collective

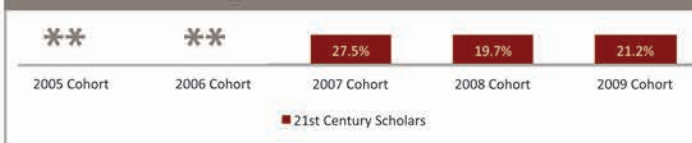
Crossing the Finish Line

The statistics are clear: By 2025, two-thirds of all jobs in the U.S. will require an education beyond high school. College graduates are more likely to experience rewarding careers, earn higher incomes, and live healthier lives.

IU Northwest Minority 6-Year Graduation Rates



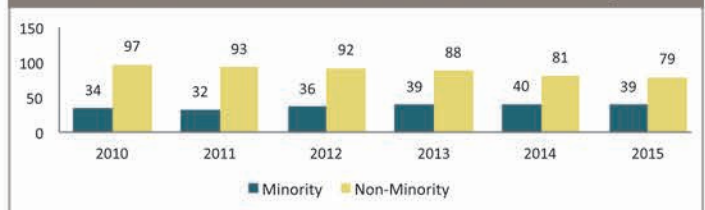
IU Northwest 21st Century Scholars Average 6-Year Graduation Rates



Building a Diverse Faculty

Increasing the diversity of faculty and staff through the recruiting and outreach continues to be a priority for IU Northwest campus. In fact, IU Northwest has increased minority faculty by 14.7 percent since 2010 while non-minority faculty decreased by 18.6 percent.

IU Northwest Tenured and Tenure Track Faculty



experience of reading and discussing important social issues, especially those surrounding diversity. Jaimes also serves as a Teacher Assistant for Anatomy & Physiology.

As she looks to the future, Jaimes has big dreams. She is determined to one day return to Mexico and start a "safe house clinic" and help abused women receive healthcare, education, and other resources to improve their lives and lift them out of poverty.



Gabriela Jaimes
21st Century Scholars Program Participant

"I want to give back the same help and advice that has been given to me and put me on the right path," explains Jaimes.

Meanwhile, Jaimes' higher education journey is setting an example for her five younger siblings. Just as important, she is fulfilling a promise made long ago to her father.

"I remember my father waking up very early every day to go to his job as a cook. He said people will try to tell you that you can't do it. And he is right. They did. I've seen his struggles and how he came to the U.S. to support his own family of eight. He never had a childhood. It is my promise to him to succeed with the opportunities I've been given."

A Multicultural Community

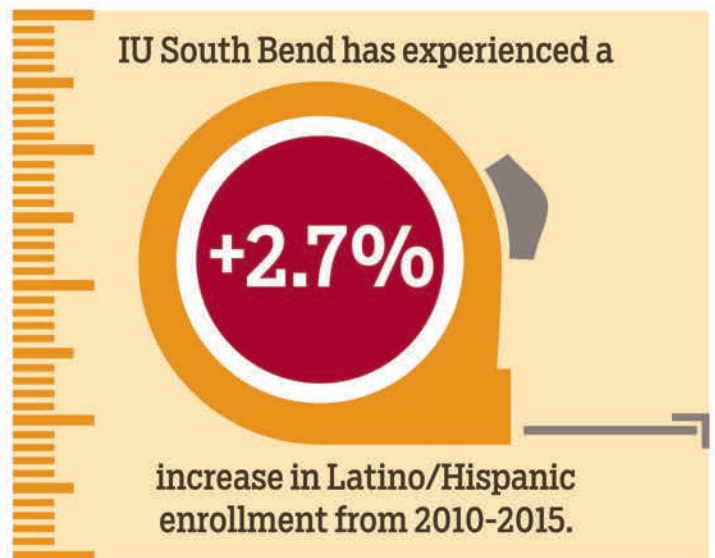
Our nation is changing and postsecondary institutions need to reflect this diversity. As part of the campus's commitment to support minority populations and foster a campus environment conducive to student success, Indiana University South Bend established a diversity leadership committee in spring 2016 comprised of students, faculty, and staff. The committee's goals include:

1. Recruitment and retention of minority and first-generation students;
2. Recruitment and retention of minority faculty and staff; and
3. Directing efforts to continuously improve the campus climate.

The growth of Latino/Hispanic enrollment—2.7 percent over the past five years—on the IU South Bend campus is noteworthy. The institution's leadership recognized these changes as far back as 2004, with the rise in the Latino/Hispanic population in Elkhart County. In response, the campus strengthened its recruiting and retention efforts and increased funding to provide for a bilingual staff position. The campus now has three bilingual staff members. As a result of the exceptional outreach to the Latino/Hispanic community, IU South Bend's Latino/Hispanic student body continues to grow and expand.

This growth can be traced to a number of student success programs, including the Academic Centers of Excellence, Titan Success Center, and Making Academic Connections. With particular attention to incoming cohorts, initiatives focus on remediation and helping students succeed in their classes.

In 2011, the state of Indiana passed legislation barring undocumented students from receiving in-state tuition rates. The impact of this legislation on some students' ability to fund their education is considerable—and likely a source for the decline in graduation rates among underrepresented minority students in the 2009 cohort. In addition to implementing programs that support student retention on the IU South Bend campus, the steady increase in gift aid awarded to minority students since 2011 should also help reverse this trend.



Looking ahead, IU South Bend believes there is still much work to be done in order to ensure that the diversity of faculty and staff reflects that of the student population. Already, the campus exceeds its peers in terms of diversity among faculty and staff, but it plans to do more. A campus diversity leadership committee currently is exploring recruitment strategies to attract more candidates from underrepresented populations.



Accomplishments

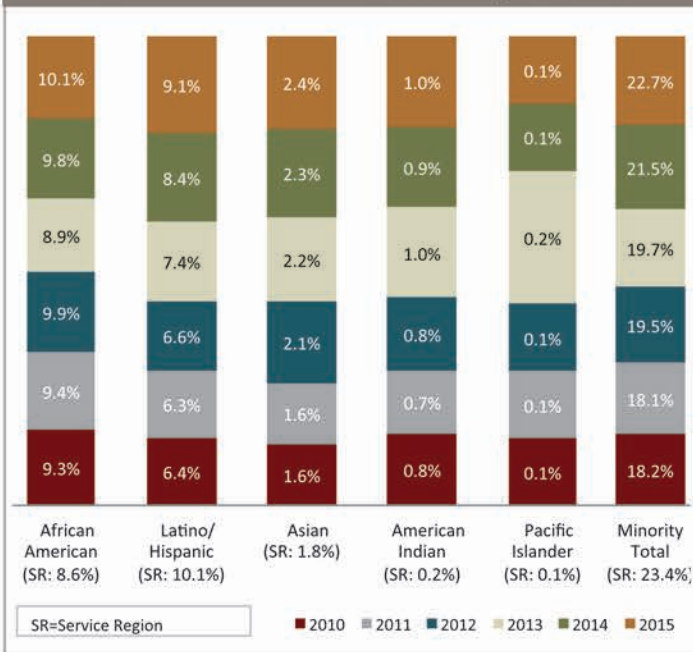
- Initiated a scholarship campaign to support minority candidates for teaching positions in order to address the lack of diversity in Indiana K-12 school staffing.
- Held the annual Asian Heritage Month Celebration, which showcased the dance, music, and culture of India, Korea, China, and Vietnam with sponsorship from the Asian-Pacific American Heritage Committee.
- Organized a Multicultural Showcase Day for nearly 300 Indiana high school students, with co-sponsorship from the Latino Student Union and Black Student Union.
- Introduced extraordinary new programming at the Civil Rights Heritage Center to strengthen the relationship between the campus and the community.
- Hosted the Michiana Monologues, a theatrical fundraiser that highlights women's and gender issues.
- Took the IU South Bend Chorale, Chamber Choir, and South Bend Symphonic Choir to New York City, where they were invited to perform at Carnegie Hall.

Diversity by the Numbers*

Enrolling More Minority Students

As our nation becomes increasingly diverse, colleges and universities must step up their efforts to ensure more minorities access higher education and get degrees. Through increased outreach to the Hispanic community, IU South Bend has achieved a 2.7 percent enrollment growth of Hispanic students from 2010-2015.

IU South Bend Enrollment of Minority Students



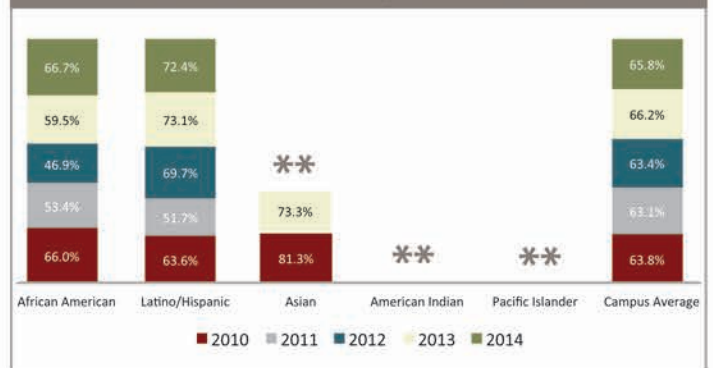
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Redefining Student Success

IU South Bend is committed to improving student success and persistence-to-degree completion for minority populations. Part of this strategy includes the creation of interventions and academic supports to better serve these students.

IU South Bend Minority Retention Rates



IU South Bend 21st Century Scholars Retention Rates



Getting to the Heart of the Matter

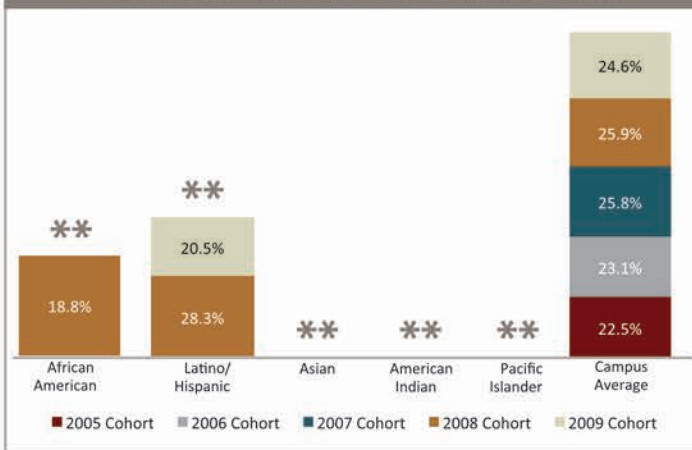
Making a difference in the lives of others is important to IU South Bend sophomore Desmond Atem. His empathy and compassion are the result of the suffering and sadness he often witnessed as a child in family members and others who lacked access to healthcare.

"During my childhood in Africa, I saw much suffering and realized that a critical need existed for healthcare workers in my community," says Atem. "Later, the loss of my father as a result of inadequate access to prevention and treatment options was a further stark reminder of this need. Today, I realize that the need exists not only in Africa but also here in Indiana. I want to do my part to fill this need and make a difference in the lives of others."

Completion Is the Goal

The modern economy continues to leave individuals without some form of postsecondary training behind. This makes it imperative for students to not only access higher education, but to complete their degree, as well.

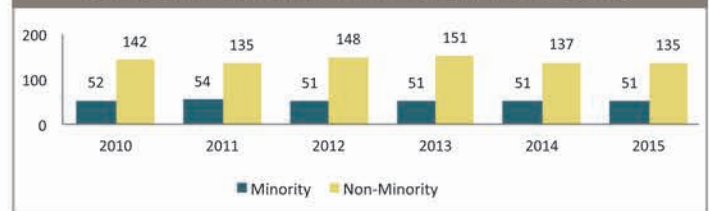
IU South Bend Minority 6-Year Graduation Rates



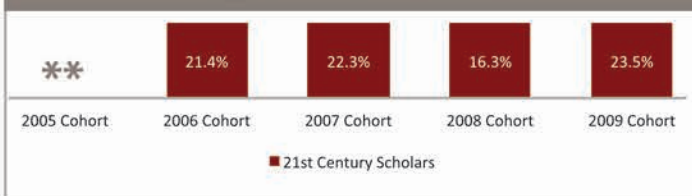
Strategies to Improve Diversity

As part of IU South Bend's commitment to support minority student populations, the campus has enhanced its faculty recruiting and retention efforts, as well as increased funding to support additional bilingual staff positions.

IU South Bend Tenured and Tenure Track Faculty



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



Earlier this year, Atem was honored with a 2016 Newman Civic Fellows Award for his leadership and dedication to public service.



Desmond Atem
2016 Newman Civic Fellows Award Recipient

The award is presented by Campus Compact, a non-profit organization that supports community service in higher education.

Atem is a nursing student and part of the campus and regional Nurse's Association. Recently, he was elected as a Community Health and Emergency Preparedness Director for the Indiana Association of Nursing Students,

and has served as a volunteer educator at AIDS Ministries. He also is very involved in serving fellow IU South Bend students as an anatomy and physiology tutor; a student ambassador to the Titan Success Center for new students; a Senator in the Student Government Association; and a member of the IU South Bend Honors Program.

In his nomination letter for the 2016 Newman Civic Fellows Award, IU South Bend Chancellor Terry L. Allison wrote, "Desmond is a truly model student—both within and outside the classroom. He displays the highest integrity and ethical standards, is always willing to give a helping hand to those in need, is self-directed, hardworking, and shows great leadership potential."

The Power of Diversity

IU Southeast benefits from a dedicated group of administrators, faculty, and staff who are committed to creating a campus that embraces diversity, inclusion, justice, and equality for all. Programs and initiatives are interdisciplinary in nature, with the goal of exposing students to a wealth of cultural experiences and opportunities.

Diversity is an important aspect of IU Southeast's overall recruitment goals. Leadership recognizes the inherent benefits in attracting a rich and diverse population of students. Minority-based events have increased 62 percent since the 2011-12 academic year, and the campus aspires to achieve consistent, sustained growth in the percentage of incoming students who are racially diverse and representative of the demographic make-up of the region served. Campus leadership currently is in the process of creating a report to assist in recruiting activities of students from racially diverse backgrounds, as well as working with academic advising to actively pursue these student populations and provide the necessary funding for recruitment/outreach.

Having a diverse faculty with a variety of experiences and talents to engage students is a critical part of the educational experience at IU Southeast. To that end, the campus includes affirmative action monitors on every search committee. The inclusion of an affirmative action representative ensures that the pool of applicants is diverse and potential employees are representative of the community being served. For open postings in Career Development, the campus has reached out to the Louisville Urban League and sought assistance from Vice Chancellor Jason L. Meriwether to help with the posting of available positions on Student Affairs forums such as the Black Student Affairs Professionals (BLKSAP), LatinX Student Affairs Professionals, and LGBT Student Affairs Professionals.

In partnership with schools, agencies, and organizations in the local communities, outreach to minority student populations has increased incrementally with each recruitment cycle. While these partnerships represent important steps forward in reaching a diverse student population, there is more work to be done. Leadership continues to develop and market programs and services needed to distinguish IU Southeast as a "global and cultural resource." Progress in this area can be seen in the increase of cultural events.

Changes in student demographics require continued efforts to retain current students, as well as different ways to support new groups of students. For example, to increase retention of racially diverse students, certain initiatives through the Center for Mentoring may be expanded. Leadership also has been more strategic in building relationships with Jefferson County (high school visits, scholarships, etc.). This has helped to meet or exceed the goal of attracting a racially diverse student population.

Funding is a key part of IU Southeast's sharpened focus on retention and persistence. As a way to keep students in the 21st Century Scholars Program "on pace" to receive their state funds, the campus provided \$32,914 in Summer Supplemental 21st Century Scholars Grants from its institutional funds. Because the campus is actively seeking these students and not waiting for them to self-identify, this support has increased from zero dollars in summer 2013 to \$11,845 in summer 2014.

In 2015,
IU Southeast
provided



in Summer Supplemental
21st Century Scholars Grants

The campus also is contacting students directly to enroll them in summer classes so they remain eligible for the fall 2016 21st Century Scholars Program.

In addition, IU Southeast is awarding the IUS Degree Completion Grant to help students who are within 30 credit hours of graduating and have exhausted other financial aid options. To date, more than \$4,800 in grants have been awarded for the 2015-16 academic year.

IU Southeast understands that improving access, retention, and degree completion for minority and underrepresented student populations requires both financial resources and student support programs. As the campus enrollment of these students continues to grow, the dollars allocated to financially supporting them must increase, as well. Moving forward, the goal is to develop new on-campus programs and cultural activities that focus on the following: global awareness, feasibility of support services for multicultural students, use of the co-curricular transcript and a tracking participation system to link engagement to student outcomes, student engagement through active service learning and civic engagement, and scholarly/creative activities and presentations in areas like community-based work within the curriculum.

Accomplishments

- Increased awareness to students about financial literacy and borrowing through the Financial Literacy Program (FLP), targeting students before they enter college, as they enter college during orientation, their first year in college as part of their First Year Seminar (FYS Course), and as they continue through college with various workshops and seminars.
- Achieved one of the lowest cohort default rates of all the regional campuses, with a three-year rate of 10.5 percent, down from 12.6 percent in the previous year. (The campus' current draft rate, to be officially published in fall 2016, is 8.10 percent).
- Graduated 35.6 percent of IU Southeast's 2014-15 cohort debt free. Of those with debt, the average debt amount is \$26,466. In comparison, IU Southeast's 2013-14 cohort average debt was \$27,019, with 33.5 percent graduating debt free. The average debt of all other regionals is \$27,912 for the 2014-15 cohort and \$30,854 for the 2013-14 cohort.
- The Career Development Center partnered with Financial Aid to offer ten \$1,000 scholarships to students with summer internships. As part of the award, students must write a letter demonstrating their contributions to the community and how their internship exhibits leadership skills. In addition, they must have above a 3.0 GPA. For the first summer pilot, five interns received grants (\$5,000 awarded) to help cover internship costs.
- Founded IUS STEP, a student-led initiative that focuses on women of color, in July 2016. The student group, which is advised by Dr. Gloria Murray and Mrs. June Huggins, features a monthly program series facilitated by a community member who discusses professional and social issues as they relate to women of color. The goal of the group is to serve as a tool for retention and engagement for this student population.
- Served as a major sponsor for the Jeffersonville Pride Festival in June 2016. The event, which included local organizations, was largely planned by IU Southeast students. An estimated 1,500 people, including IU Southeast students and members of the New Albany and Jeffersonville communities, were in attendance.

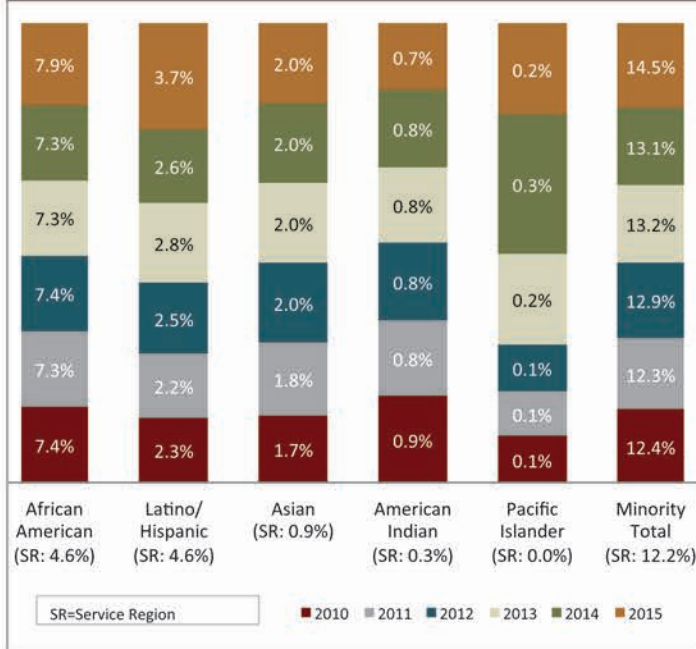


Diversity by the Numbers*

A More Diverse Campus

IU Southeast, in collaboration with schools, agencies, and organizations in the local community, has stepped up its outreach and recruiting to minority student populations. As a result, the campus has seen improvements in its minority enrollment numbers. In 2015, minority enrollment was 14.5 percent, up from 13.1 percent in the previous year.

IU Southeast Enrollment of Minority Students



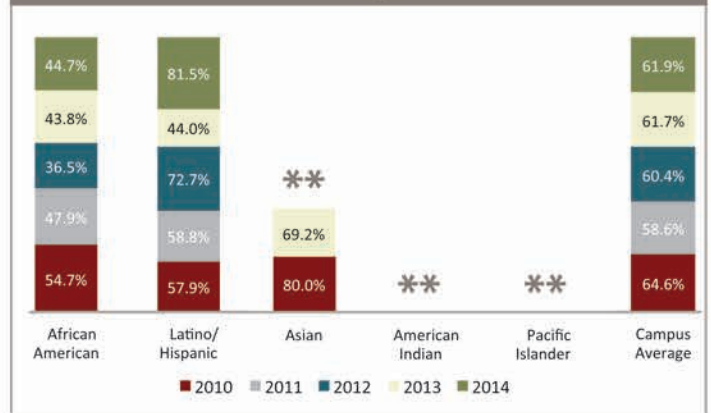
* Additional information about the data contained in this report can be found on Page 36.

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

Retention Strategies Paying Off

IU Southeast has made several campus investments in persistence initiatives to improve retention rates of diverse groups of students. This includes providing institutional funding to keep students in the 21st Century Scholars Program on track to receive their state financial support and the creation of early warning systems to give students feedback at critical points in their coursework.

IU Southeast Minority Retention Rates



IU Southeast 21st Century Scholars Retention Rates



Leading by Example

Mark Jallayu arrived in the United States as a refugee from Liberia in 2006. As a young child, education was viewed as the ticket to a better life—and an opportunity to one day change the futures of children in his home country for the better.

Jallayu, 20, is determined to make good on his dreams. As a junior at IU Southeast, Jallayu is majoring

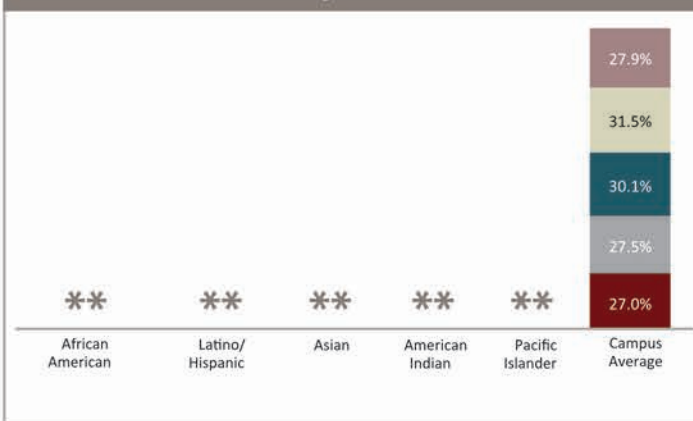


Mark Jallayu
Chancellor's Honors Program
Scholarship Recipient

Improving Completion Rates

Getting more students from all backgrounds into higher education is important. But students also must complete their degree or credentials. IU Southeast has developed several on-campus programs and initiatives designed to focus on student outcomes.

IU Southeast Minority 6-Year Graduation Rates



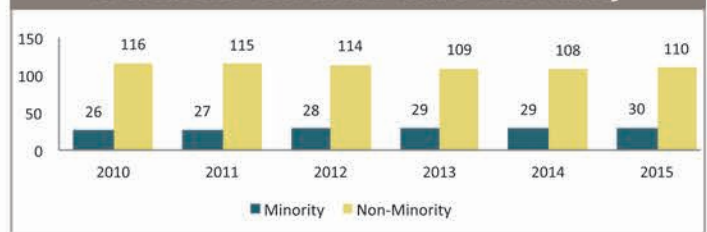
IU Southeast 21st Century Scholars Average 6-Year Graduation Rates



Diversity of Faculty

Improving the diversity of faculty and staff remains an ongoing challenge for IU Southeast. To that end, the campus includes affirmative action monitors on every search committee for new employees.

IU Southeast Tenured and Tenure Track Faculty



in political science, with a minor in pre-law. His career goal is to become an attorney.

"My dad was a teacher and he always pushed education as a way for me to go back home to Liberia and make changes. Kids there do not have the same opportunities that I've had in terms of going to school and getting an education," Jallayu explains.

IU Southeast has provided a number of services and resources to support Jallayu in his higher education endeavors. Jallayu is president of the Student Government Association and the recipient of the Chancellor's Honors Program Scholarship and the Thomas

P. & Ella N. Wolf Fund in Politics. Beyond programs and financial assistance, Jallayu says the support and passion of the IUS faculty has made all the difference in fueling his desire to learn and do more.

"I'm so grateful to the people at IUS. They want to see you succeed and do everything possible to make that happen," Jallayu says. "America has taught me so much, including tolerance for others despite our differences. I have big dreams. I feel that I am part of the story of the millions who come here in search of opportunity. I strive every day to achieve the best of myself."

Diversity Unites Us

First-generation college students. Veterans. Students from underrepresented minorities. LGBTQ students. International students. Indiana University supports students from all cultures, races, ethnicities, and socioeconomic backgrounds.

A diverse student body provides an enhanced learning community, and a postsecondary institution should be an environment that offers a wide range of diverse experiences and interactions. Students are enriched by the different perspectives and insights of others and are more likely to gain both a richer educational experience and a greater understanding of the world around them.

OVPDEMA helps students, faculty, and staff take advantage of opportunities to learn about and celebrate diversity, equity, and multicultural affairs. Read about the accomplishments of OVPDEMA Community Programs and Culture Centers, which are housed on the IUB campus.

African American Arts Institute (AAAI)

Mission: To preserve and promote African American culture through performance, education, creative activity, research, and outreach.

Highlights of Achievement:

- Organized 23 total performance engagements: 39 percent took place in the city of Bloomington, 31 percent on the IUB campus, 4 percent in the Indianapolis area, and 17 percent in other locations in Indiana.
- Achieved a 94.9 percent retention rate from fall 2014 to spring 2015, including 95.5 percent for the African American Dance Company, 90.9 percent for the African American Choral Ensemble, and 100 percent for the IU Soul Revue.
- Strengthened connections with individuals who helped build the AAAI legacy through personal communication, historical documentation opportunities, and signature events/performances.
- Arranged for AAAI's Choral Ensemble to perform in Germany at the International Festival of Sacred Music as part of the group's first European tour, providing students an educational and cultural exchange that enhanced their growth as a choir and as individuals. The trip was co-sponsored by the IU Office of the Vice President for International Affairs and the Office of the Provost and Executive Vice President.
- Broadened cultural experiences for the students of the AAAI African American Dance Company by attending and performing at the Rex Nettleford Arts Conference in Jamaica in October 2015.

Asian Culture Center

Mission: To promote awareness and understanding of Asian and Asian American cultures, histories, and issues through institutional resources, educational support, and community outreach.

Highlights of Achievement:

- Strengthened student services such as English tutoring and peer support by increasing the number of volunteers and increasing the number of classes in the Asian Language Learning Program.
- Increased partnerships with academic units and enhanced the academic component of programming with faculty moderators and hosting research-based discussions.
- Expanded communication efforts via the creation of social media accounts on Facebook, Twitter, Instagram, and YouTube; revived the Rice Paper newsletter; and redesigned the center's website.
- Collaborated with 44 on-and off-campus organizations, including La Casa and Hutton Honors College, to develop programs that promote the mission of the center and diversity as a whole.
- Received more than 1,000 visitors during the school year, not including special events or large group campus visits.



Community and School Partnerships

Mission: To prepare underrepresented students for the rigors of college, demystify the application for admission and financial aid processes, and ensure that students succeed in their chosen fields of study.

Highlights of Achievement:

- Tripled the volunteer base to more than 30 students.
- Hosted 11 total campus visits (5 during fall 2014, 6 during spring 2015), welcoming approximately 500 students.
- Collaborated with the Office of Admissions on the creation of a committee to support diversity-related campus visits and more unified recruiting efforts.

First Nations Educational and Cultural Center (FNECC)

Mission: To support the retention and recruitment of American Indian, Alaska Native, and Indigenous students, faculty, and staff.

Highlights of Achievement:

- Celebrated the new location on 8th Street, with more than 300 people in attendance in August 2015.
- Reached attendance of more than 3,500 people for the fifth Annual Traditional Powwow in November 2015.
- Participated in The University Graduate School's annual 'Getting You Into IU' program, which brings underrepresented and minority prospective Ph.D. and M.F.A. applicants to the Bloomington campus.
- Coordinated a well-attended brown-bag research lecture series.

Gay, Lesbian, Bisexual, Transgender Student Support Services (GLBTSSS)

Mission: To provide a welcoming environment and serve as a resource and information center for individuals seeking to advance their understanding of LGBTQ issues.

Highlights of Achievement:

- Hosted the second annual neighborhood Day of the Dead commemoration with La Casa and the First Nations Educational and Cultural Center to honor LGBTQ activists who are no longer living.
- Cosponsored the Ryan White Award ceremony with the IU School of Public Health, which attracted more than 100 students and community members.

- Collaborated with the Union Board and Maurer School of Law to bring Jim Obergefell, the main plaintiff in the Supreme Court decision on gay marriage, to speak on campus.
- Partnered with the Office of Veterans Affairs and the Kinsey Institute to hold a lecture at the Lilly Library about Leonard Matlovich, the first person in the U.S. military to admit he was gay.

Latino Cultural Center (La Casa)

Mission: To promote academic excellence, personal and professional growth, and greater historical, political, and cultural awareness of the Latino community through educational and social programs.

Highlights of Achievement:

- Re-established mathematics and writing tutoring services at the center.
- Partnered with IU Northwest to hold the 2015 Indiana Latino Student Leadership Conference.
- Participated in Indiana Latino Expo for the first time, attracting future students and creating network opportunities across campuses.
- Created programs that focused on leadership development and mentorship of Latino males.

Neal-Marshall Black Culture Center (NMBCC)

Mission: To promote public awareness of the Black experience through quality educational, cultural, and social programs while celebrating student academic and leadership achievements.

Highlights of Achievement:

- Hosted 130-150 attendees at the annual Black Freshman Pinning Ceremony to welcome new African American students in the NMBCC Grand Hall in September 2015.
- Coordinated a diversity and inclusion brown-bag event, with approximately 30 faculty and staff members in attendance.
- Collaborated with the IUB School of Education to hold the African American Read-In for 180-200 high school students.
- Hosted the Black Congratulatory Celebration, which attracted more than 1,300 participants in May 2016.

Assessment Confirms IU's Commitment to Diversity and Inclusion

In fall 2015, Indiana University engaged the consulting firm of Halualani & Associates to conduct a systemwide, objective, and comprehensive diversity assessment as part of the university's commitment to creating a diverse multicultural academic community. The goal was to identify each campus' commitment to and investment in diversity over the past five years. The assessment also entailed a detailed evaluation of retention-to-graduation and student success initiatives on each campus; a current comparison on diversity and inclusion efforts at IU Bloomington and IUPUI and their respective peer institutions; and an evaluation of the organizational capacity, effectiveness, and impact of OVPDEMA.

The diversity mapping and benchmarking reports for IUB and IUPUI were completed in February 2016. Specifically, the reports compared the diversity and inclusion work of the two campuses with peer campuses using a database that showcases diversity-related initiatives, efforts, and strategic plans for all U.S. accredited colleges and universities.

Findings show that from January 1, 2010, through October 15, 2015, IUB implemented nearly 2,000 diversity efforts, 99 percent of which were motivated not by a desire to comply with external requirements, but rather a commitment to create the "fullest educational environment around diversity." The report concluded that IUB's commitment to diversity is "firm, genuine, intrinsically motivated and includes participation and collaboration among all divisions, as well as the large majority of academic schools." The report also stated that level of commitment is "rarely seen at other universities."

For example, when compared with the University of Wisconsin-Madison, University of Iowa, University of Colorado Boulder, University of Michigan, and University of Kansas, IUB had a high level of participation and collaboration on diversity efforts among all IUB's divisions across the campus, including the large mainly academic schools and departments. This level of participation is rarely seen at other universities.

Halualani & Associates' report revealed that IUPUI implemented nearly 1,600 diversity efforts from January 1, 2010, through October 15, 2015. One notable finding: All of IUPUI's main divisions are active participants in these efforts and all academic schools currently have a diversity strategy in place.

According to the report, IUPUI is considered unique among its peers for featuring a set of retention-to-graduation metrics, outcomes, and goals for undergraduate students and minority graduate students. When compared with the University of Louisville, University of Illinois at Chicago, University of Cincinnati, Temple University, and University of New Mexico, IUPUI ranked second for its diverse student retention-to-graduation and second in diversity-related co-curricular opportunities. The report further commended IUPUI for being the "only institution with a permanent office dedicated to providing intergroup dialogue forums on campus."

Finally, in May 2016, Halualani & Associates provided diversity mapping reports for IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

Looking Ahead

While the assessment from Halualani & Associates affirms the great work that is being done to foster diversity and inclusivity at IU, the report indicates there is room for improvement. To that end, Halualani & Associates provided a series of action steps to help strengthen diversity on each campus and ensure programs, initiatives, and processes are strategically aligned, repeated, and assessed for optimal impact. These recommendations include:

- A continued focus on diversity-related goals from the campus and bicentennial strategic plans.
- Linking diversity-related co-curricular opportunities to specific academic courses and learning objectives.
- Establishing a mechanism to evaluate progress toward diversity-related goals.
- Ensure historically marginalized groups are being targeted in retention-to-graduation initiatives.
- Providing more diversity-related professional development opportunities for faculty and staff members in unexplored areas such as inclusive organizational training and diversity leadership training.

Lastly, OVPDEMA's Yolanda Treviño, Ph.D., assistant vice president for Strategy, Planning, and Assessment, is supporting campus leadership in reviewing report findings and recommendations, and serves as a guide in developing campus action plans. In addition, she will identify OVPDEMA-sponsored initiatives and cross campus resource support opportunities. Halualani & Associates will continue their work with the retention-to-graduation mapping and analysis for all campuses and a review of the overall effectiveness of OVPDEMA.



Interpreting the Data

2015–2016 Diversity Annual Report

Enrollment

- Fall, August 31, 2015, total domestic degree-seeking student census data.
- For IU-specific data, the individuals in the official census category of 'Two or More Races' have been assigned to individual race categories according to the following "trumping" rule: African American, Asian, American Indian, Pacific Islander. These assignments do not affect the Hispanic/Latino and Minority total figures.
- Total, domestic known: all minority plus White. Excludes international and unknown in both the numerator and the denominator.
- Source for state and service regions: U.S. Census Bureau, 2013 Census by state, population aged 18-24. The Two or More Races category in the official Census data cannot be assigned to individual races, as IU-specific data are.

Retention Rates

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

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 31st 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 2005-2009.
- 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 ten or fewer students in the initial cohort for any specific category or subcategory.
- Graduation rate race/ethnic groupings do not include the re-assignment of "Two or More Races" to the single race categories.

Tenured and Tenure Track Faculty

- The data for each year comes from the university census file for that academic year which is collected on October 1 of each year. As employment data is changing daily this is the only way to ensure the use of consistent numbers for longitudinal analysis.
- The faculty numbers include all tenure track faculty regardless of their administrative appointment.
- Based on full time designation only.
- Minority—African American, Hispanic, Asian American, American Indian, Pacific Islander, Two or More Races.



INDIANA UNIVERSITY

Office of the Vice President for Diversity, Equity, and Multicultural Affairs

Learn more about diversity at IU at diversity.iu.edu.

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