



INDIANA UNIVERSITY

ANNUAL REPORT 2017–2018

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



OUR PURPOSE

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



OUR VISION

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

Dear Friends and Colleagues,

In our work to make Indiana University a more diverse and inclusive environment, it is important to always reexamine how we can improve upon our mission to serve people from all backgrounds. To that end, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) continually focuses its efforts to maximize impact in three areas: recruiting and retaining a diverse community, building a welcoming campus environment, and increasing local and national outreach and advocacy.

The data and information contained in this report reinforce the importance of Indiana University's efforts to recruit and retain diverse populations. This year is the second in a row that we have exceeded the percentage of Indiana's minority population; 24.1 percent of IU students hail from underserved communities. This is higher than Indiana's population of minority residents. We also saw increases in the retention and graduation rates of minority students, as well as an increase in the number of minority faculty.

We continued to make headway in our work to ensure every student experiences a welcoming and inclusive campus climate. A few highlights of the year include the publishing of an Inclusive Campus Environment Toolkit, which provides resources to build inclusive environments at every level of the university. We also launched an institutional student bias incident reporting system.

In addition, OVPDEMA made significant strides in its outreach efforts. Our involvement with Indiana Black Expo continued to be a fruitful partnership, as we celebrated our first year as the Title Sponsor of the organization's Education Conference. We broadened our philanthropic efforts, too, as exemplified by the Black Philanthropy Circle. A group of passionate alumni and friends of the university, the Black Philanthropy Circle funds initiatives to improve the experiences of Black students, faculty, and staff. We could not be more excited about this effort and the groundwork it lays for other groups to support underserved communities.

It is worth noting that OVPDEMA is only one of many offices across Indiana University taking on diversity and inclusion work. While their efforts fall beyond the scope of this report, the value of these contributions cannot be overstated.

In this time of reflection, OVPDEMA is looking toward the future. We recognize that building a diverse and inclusive campus is not a static milestone, but a goal for which we must continually strive. In this regard, the highlights in this year's report stand not just as achievements worth celebrating, but also as foundations for the important work to come.

A handwritten signature in black ink that reads "James C. Wimbush". The signature is written in a cursive, flowing style.

James C. Wimbush, Ph.D.

Indiana University

Vice President for Diversity, Equity, and Multicultural Affairs

Dean of The University Graduate School

Johnson Chair for Diversity and Leadership

Message From Vice President James C. Wimbush, Ph.D.

Table of Contents

Data for Change	2
Interpreting the Data.....	3
Indiana University Data	4
Campuswide Data.....	4
IU Bloomington Data.....	6
IUPUI Data.....	8
IU East Data.....	10
IU Kokomo Data.....	12
IU Northwest Data.....	14
IU South Bend Data.....	16
IU Southeast Data.....	18
Indiana University Campus Reports	20
IU Bloomington.....	20
IUPUI.....	22
IU East.....	24
IU Kokomo.....	26
IU Northwest.....	28
IU South Bend.....	30
IU Southeast.....	32
IU Police Department.....	34
Office of the Vice President for Diversity, Equity, and Multicultural Affairs Strategic Plan Initiatives	36
OVPDEMA Campaign Fundraising.....	36
OVPDEMA Diversity Assessment Progress.....	37
OVPDEMA Incident Reporting.....	38
OVPDEMA Community Resources	40
OVPDEMA Community & School Partnerships.....	40
OVPDEMA Community & Student Engagement.....	41
OVPDEMA Academic and Scholarship Programs	42
21st Century Scholars Program.....	42
Academic Support Center.....	42
Groups Scholars Program.....	43
Hudson & Holland Scholars Program.....	43
Mentoring Services & Leadership Development.....	44
Overseas Studies & Scholarship Program.....	44
Adam W. Herbert Presidential Scholars Program.....	45
OVPDEMA Cultural Connections	46
African American Arts Institute.....	46
African American Choral Ensemble.....	46
African American Dance Company.....	46
IU Soul Revue.....	47
Asian Culture Center.....	48
First Nations Educational & Cultural Center.....	48
La Casa/Latino Cultural Center.....	49
LGBTQ+ Culture Center.....	49
Neal-Marshall Black Culture Center.....	50
University Office Partnerships	51
People With Disabilities and Veterans.....	51
Leadership	52

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.

TABLE OF CONTENTS

Can Data Improve College Opportunity?

Across the country, there is increased demand for talent. For the first time in decades, more job openings exist than there are people with the right skills and abilities to fill them.

Businesses in every industry report labor challenges. By 2030, the global talent shortage could reach 85.2 million people—a reality that has the potential to cost companies trillions of untold dollars in lost economic opportunity.

The message is clear: the nation faces an urgent need for talent. In order to meet that need, more people must earn college degrees, workforce certifications, and other high-quality credentials. At the heart of this challenge is closing the educational attainment gaps that exist by race, ethnicity, and income.

At Indiana University, we know that student success is often measured in data, statistics, and outcomes. Oftentimes, however, this information creates more questions than resolutions. To shed light on the diversity landscape of IU—what's working across its campuses, how programs and practices might be scaled to further access and completion goals, and who is participating in these efforts—Indiana University engaged the services of an outside consultant, Halualani & Associates, to conduct a comprehensive assessment and evaluation between December 2015 to February 2017.

The results of this work tell an important story—including missed opportunities and suggested action steps on what we can and will do as an institution to improve college pathways for students—especially first-generation, traditionally underserved, and low-income students.

The information presented in this report offers further insight into the findings by Halualani & Associates and, equally important, describes in detail how individual campuses are using it to promote college-going behaviors, create interventions for success, and help all students reach their educational goals.



2017–2018 Diversity Annual Report

Enrollment

- Fall, August 28, 2017, total domestic degree-seeking student census data.
- For IU-specific data, the individuals in the official census category of “Two or More Races” have been assigned to individual race categories according to the following “trumping” rule: African American, Asian, American Indian, Pacific Islander. These assignments do not affect the Latino/Hispanic and minority total figures.
- Total, domestic known: all minority plus White. Excludes international and unknown in both the numerator and the denominator.
- Source for state and service regions: U.S. Census Bureau, 2014 Census by state, population aged 18-24. The “Two or More Races” category in the official Census data cannot be assigned to individual races, as IU-specific data are.

Retention Rates

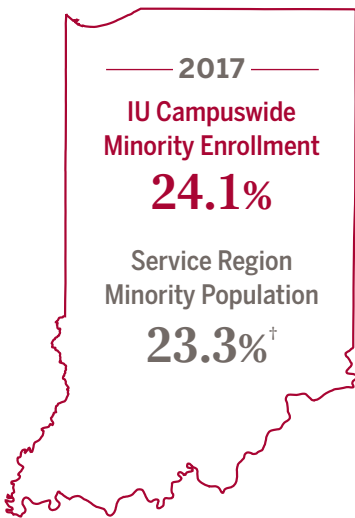
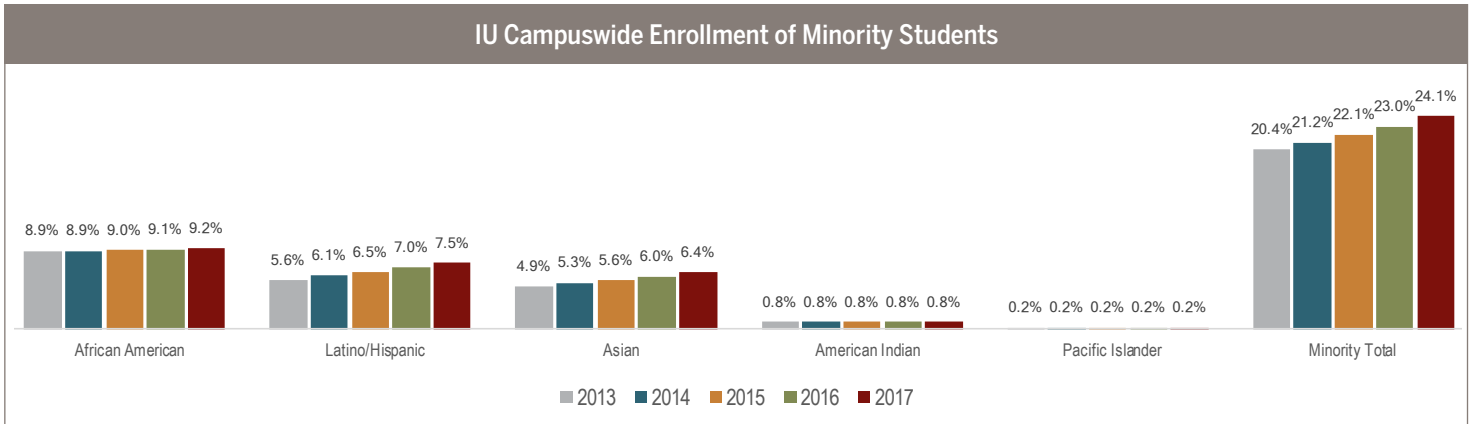
- Retention reports track full-time first-year or beginners from the first to the second year. Does not include transfers.
- Includes degree-seeking undergraduates enrolled in the fall term who either matriculated in that fall term or in any one of the previous summer sessions.
- Campus average includes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

Graduation Rates

- Graduation rates for full-time undergraduate students based upon their year of entry into the university. Cohorts are “tracked” for six years (up to August 31 of the sixth year). Degree completions are measured by the accepted federal guideline of 150 percent of program length (1.5 years for certificates, three years for associates, and six years for baccalaureates).
- The graduation rate population is defined as full-time beginner, degree-seeking students who began in the fall semester or either of the preceding summer sessions. The graduation rate data covers the cohort years of 2007-2011.
- Academic unit data based on student record flags for these programs, e.g. Hudson & Holland Scholars Program, Groups Scholars Program, etc.
- In order to protect student privacy, graduation rates are not shown if there are 10 or fewer students in the initial cohort for any specific category or subcategory.
- Graduation rate race/ethnic groupings do not include the reassignment of “Two or More Races” to the single race categories.

Tenured and Tenure Track Faculty

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



[†] Indiana University's minority enrollment goal is to mirror Indiana's minority population of citizens 18-24 years of age.

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

Enrollment Remains Solid Across IU

Indiana University enrollment remained strong in 2017-2018, with the largest freshman class in its nearly 200-year history. Meanwhile, diversity of IU's student body continues to grow. Minority students now constitute 24.1 percent of IU's degree-seeking population.

This includes record numbers of Latino/Hispanic and Asian American students and the third-highest number of African American students. This represents an 80.6 percent increase since 2005.

The figures are testament to the many efforts being implemented to make IU accessible to all, its enhanced recruitment strategies for minority students, and the continued work to create supportive and welcoming campus environments.

IU Campuswide Tenured and Tenure Track Faculty

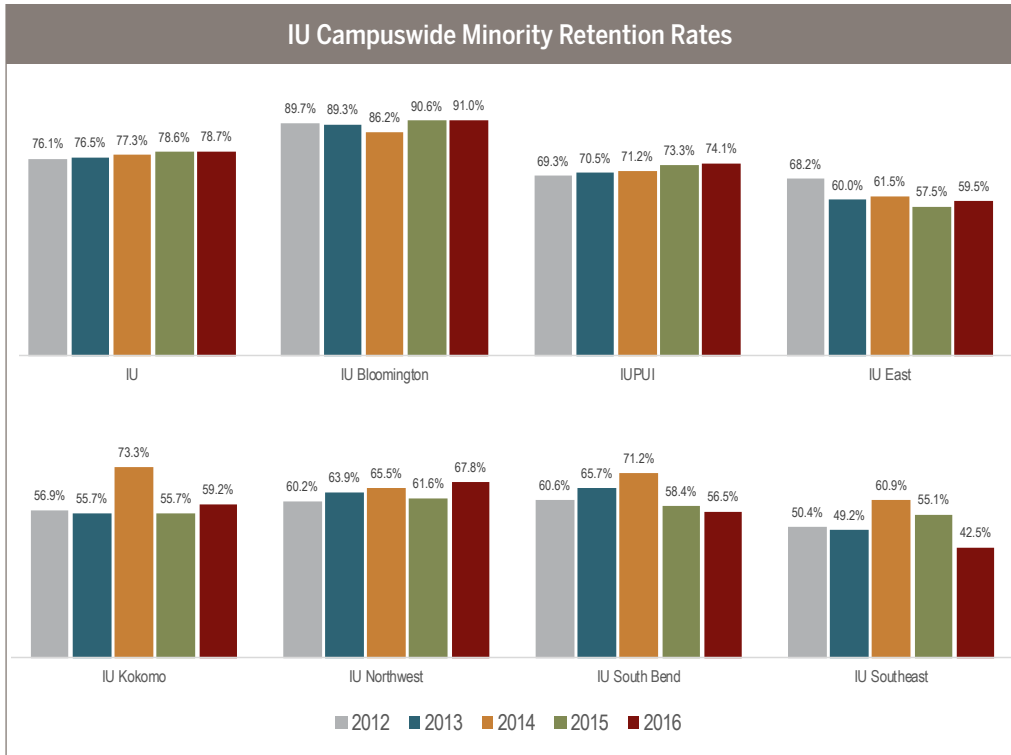
	2005	2016	Percentage Change
African American	104	151	45%
Native American	9	13	44%
Hispanic	86	113	31%
Asian/Pacific Islander	309	482	56%
Total Minority	508	759	49%
White	2,454	2,328	-5%

Growing Faculty Diversity

After reviewing the diversity assessments performed by independent firm Halualani & Associates, each of Indiana University's campuses began in earnest to strategically implement responses to the report's recommendations. This work includes intentional investments in diversity recruitment, professional training and support, creation of diversity commissions, hiring programs, and community partnerships.

These efforts and others are having a significant impact on faculty diversity. In fall of 2005, 508 individuals in IU's tenured and tenure track faculty were members of underrepresented populations. By fall of 2016, the number of underrepresented tenured and tenure track faculty had increased to 759, a 49 percent increase.

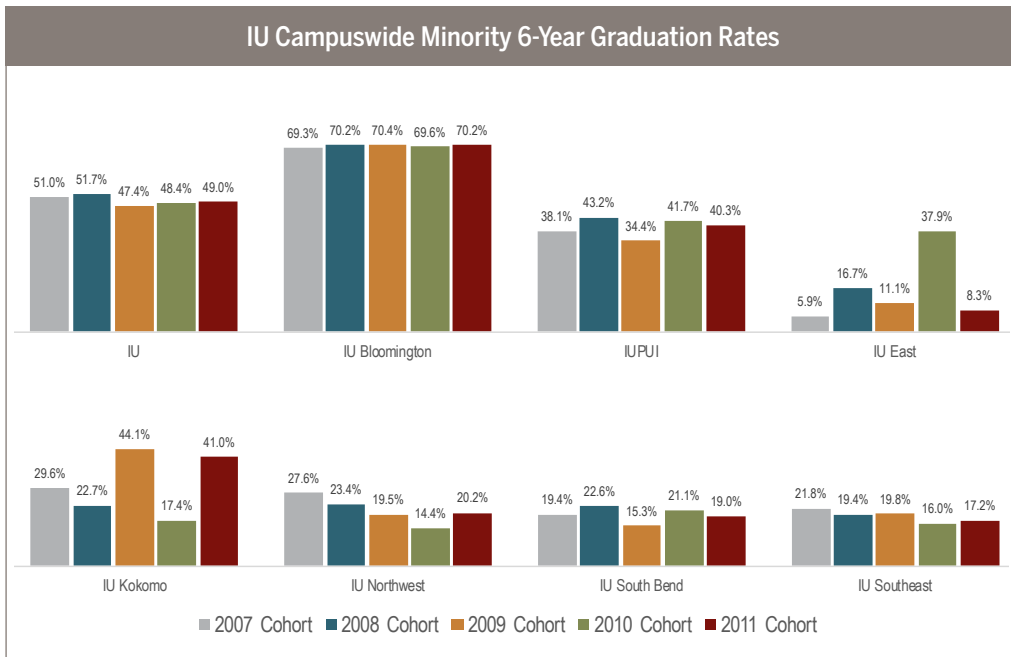
DIVERSITY BY THE NUMBERS



A Proactive Approach to Student Success

A sharpened focus on retention and persistence ensures every student is empowered to achieve his or her potential. This work is accomplished on many fronts and through many efforts, including programs, practices, and faculty who are dedicated to helping students persist in their educational endeavors.

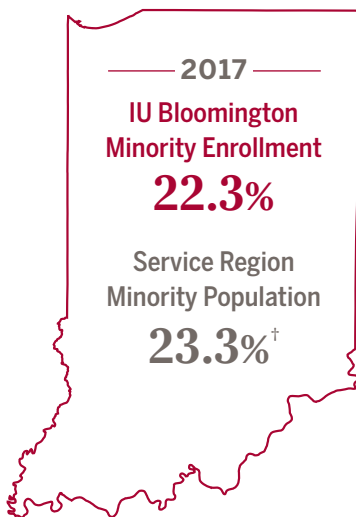
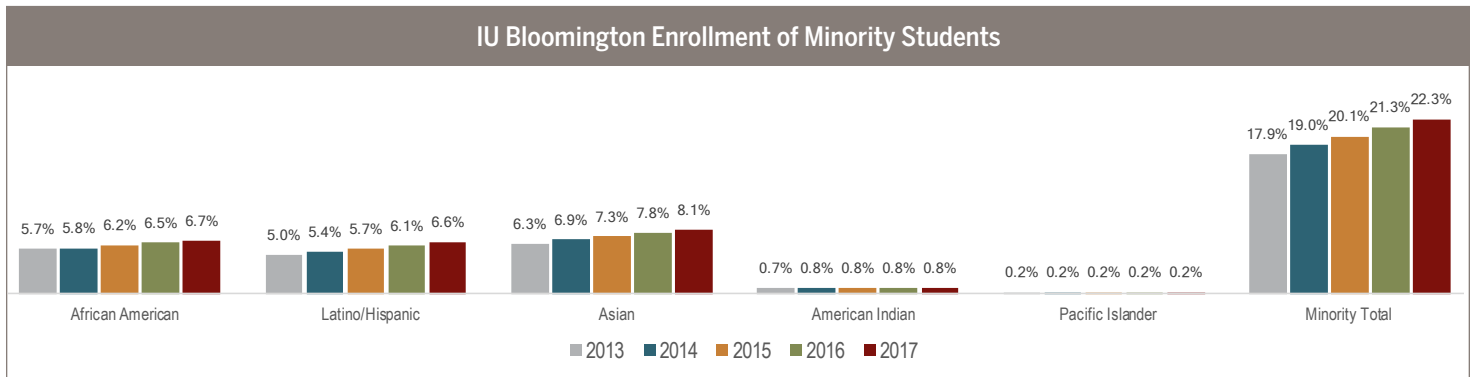
In 2016, minority retention rates at IU for full-time beginners were 78.7 percent, an increase from 78.6 percent in 2015.



Moving the Degree Completion Needle

Ensuring students complete their degree on time remains a top priority for Indiana University. While some campuses have made tremendous strides in this area, there is much room for improvement at others. Overall, IU saw minority six-year graduation rates reach 49 percent for the 2011 cohort, an increase from the previous two years.





Robust Minority Enrollment

Indiana University's campus in Bloomington welcomed its largest and most diverse freshman class ever in 2017. It also had a record 8,232 degree-seeking minority students, or 22.3 percent of the enrolled student body, with record numbers of Latino/Hispanic, African American, and Asian American students.

IU Bloomington Tenured and Tenure Track Faculty

	2005	2016	Percentage Change
African American	52	63	21%
Native American	5	5	0%
Hispanic	42	62	48%
Asian/Pacific Islander	92	178	93%
Total Minority	191	308	61%
White	1,101	1,095	-1%

Emphasizing Diversity

Having faculty members who mirror the diversity of the students they teach is critical to student success, especially for underserved and minority students. IU Bloomington continues to make headway in this arena, building a diverse talent pool of men and women through enhanced outreach, mentoring, and training programs.

As a result, the total number of minority faculty at IU Bloomington has increased by 61 percent since 2005.

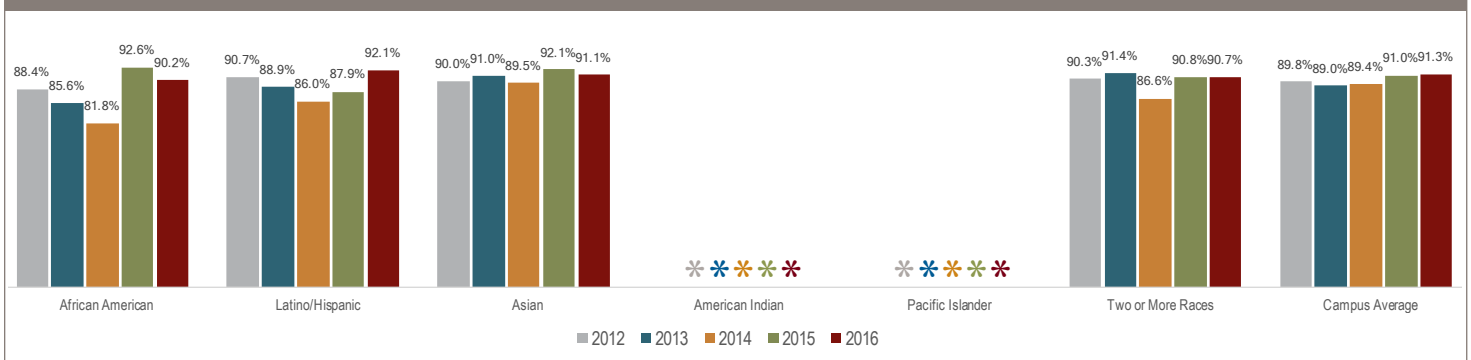
* In order to protect student privacy, retention and graduation rates are not shown if there are 10 or fewer students in the initial cohort for any specific category or subcategory.

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

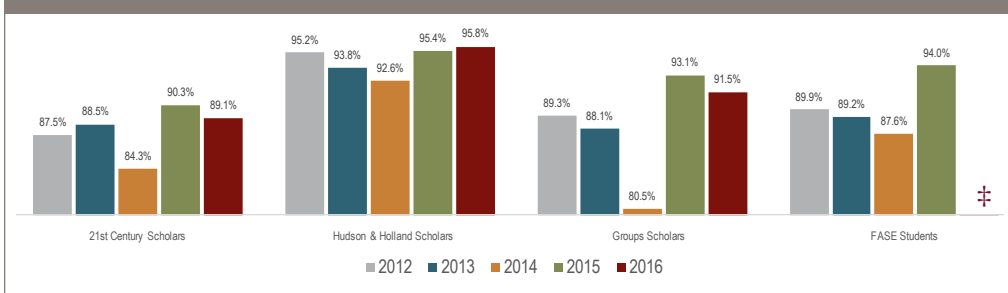
‡ FASE data is not available.

DIVERSITY BY THE NUMBERS

IU Bloomington Minority Retention Rates



IU Bloomington OVPDEMA Academic Program Retention Rates

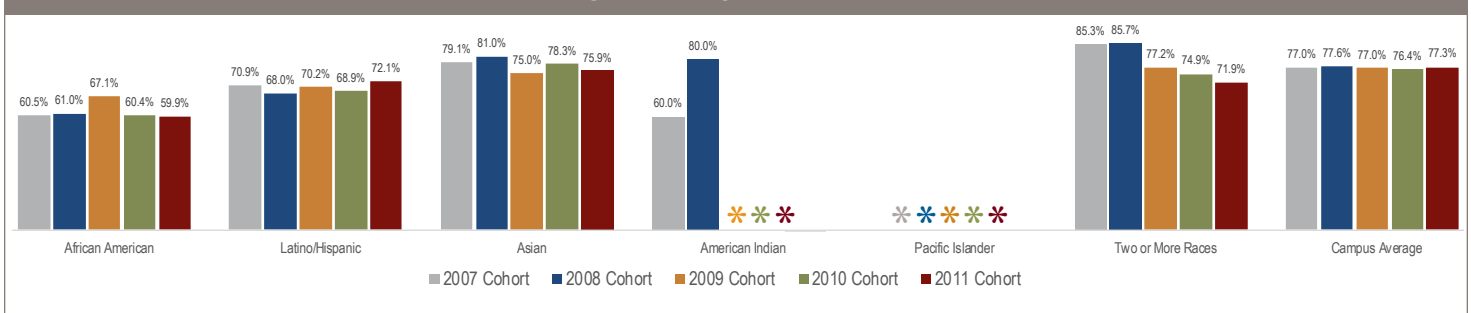


A Campus That Values Student Success

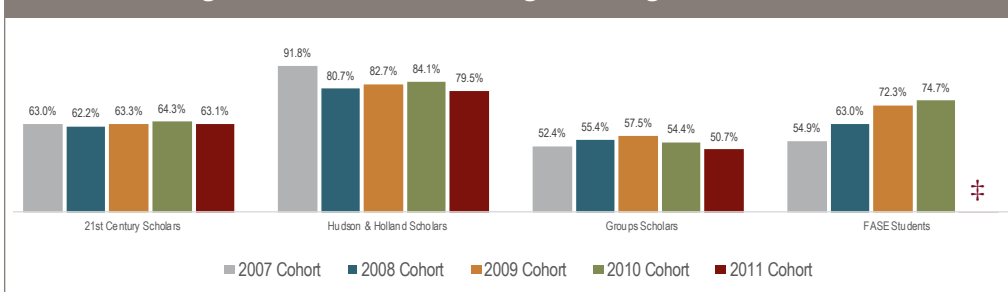
For students to successfully persist to a degree or credential, it is imperative they are given the tools and resources to achieve their potential.

In 2016, IU Bloomington saw retention rates for Latino/Hispanic students reach 92.1 percent, an increase from 87.9 percent in 2015.

IU Bloomington Minority 6-Year Graduation Rates



IU Bloomington OVPDEMA Academic Program Average 6-Year Graduation Rates

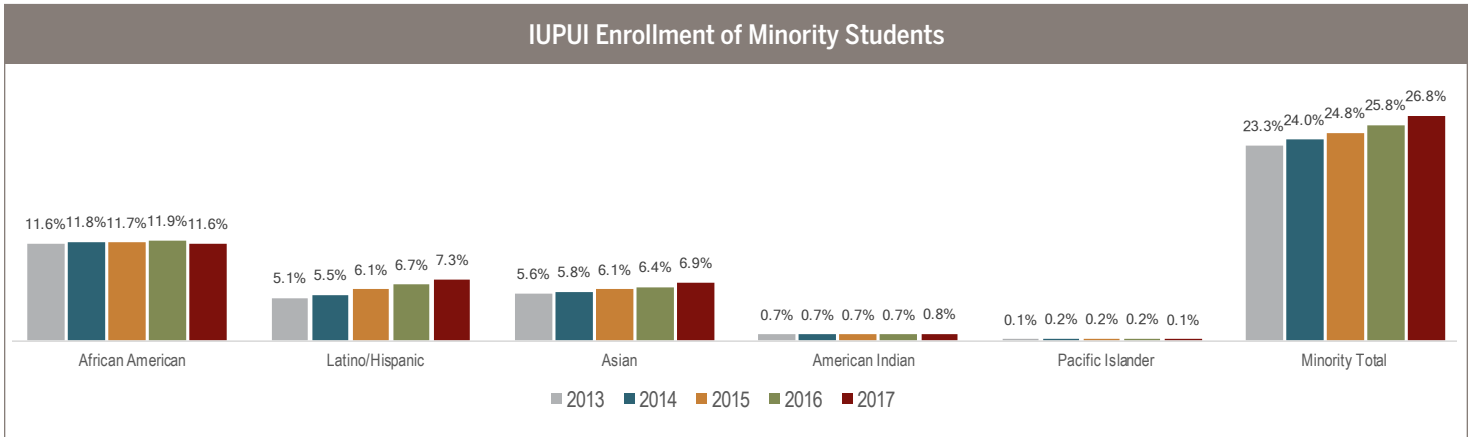


Striving for Completion

Post-high school learning has become a prerequisite for today's jobs and careers. To that end, IU Bloomington continues to move the needle on getting more minority students to and through college.

In 2010, the cohort six-year graduation rate for Latino/Hispanic students was 68.9 percent. In 2011, this figure rose to 72.1 percent.





2017
IUPUI
Minority Enrollment
26.8%
 Service Region
 Minority Population
31.8%[†]

Pathways to College

Increasing minority enrollment remains one of IUPUI's highest priorities. In 2017, the campus set enrollment records for Latino/Hispanic and Asian American students.

A continued focus on creating access for all students has enabled IUPUI to make steady improvements in its minority enrollment rates, from 23.3 percent in 2013 to 26.8 percent in 2017.

IUPUI Tenured and Tenure Track Faculty

	2005	2016	Percentage Change
African American	32	58	81%
Native American	3	3	0%
Hispanic	32	39	22%
Asian/Pacific Islander	163	219	34%
Total Minority	230	319	39%
White	908	839	-8%

Growing Minority Faculty

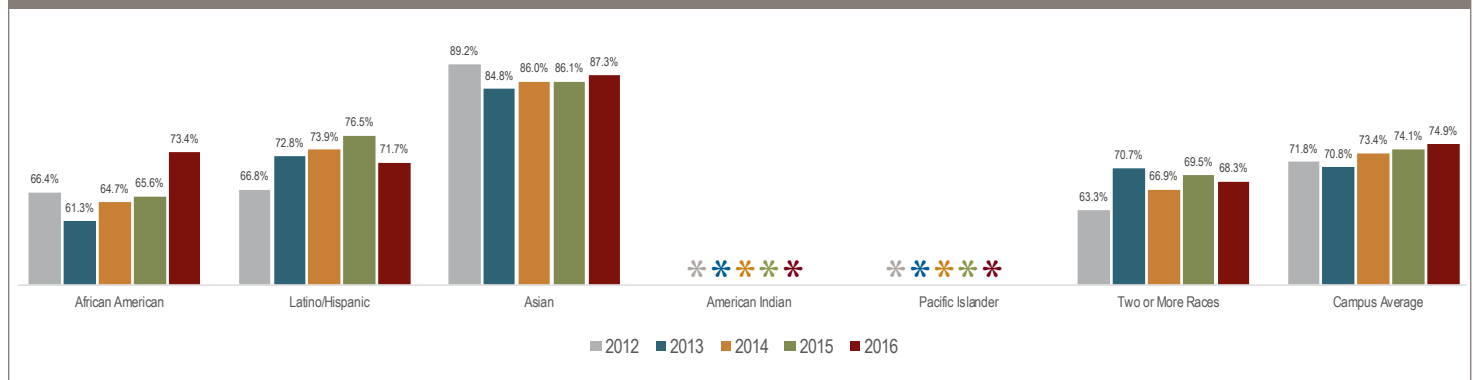
Diversity is an integral part of the IUPUI culture. This includes underrepresented faculty members. With a continued emphasis on training, recruitment, and support, IUPUI has increased its minority faculty from 230 in 2005 to 319 in 2016, an increase of 39 percent.

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

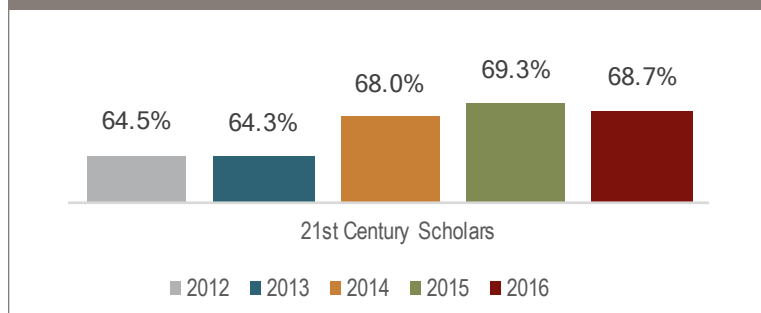
† IUPUI's minority enrollment goal is to mirror its service region goal for the minority population of citizens 18-24 years of age.

DIVERSITY BY THE NUMBERS

IUPUI Minority Retention Rates



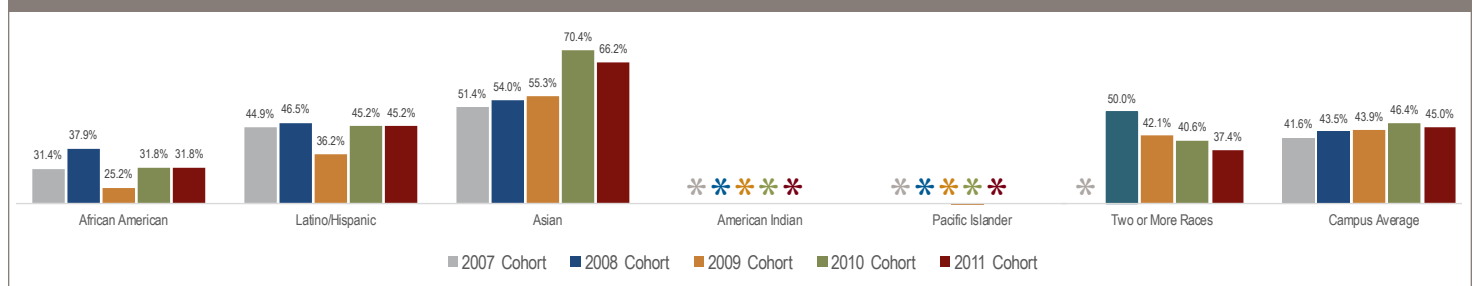
IUPUI 21st Century Scholars Program Retention Rates



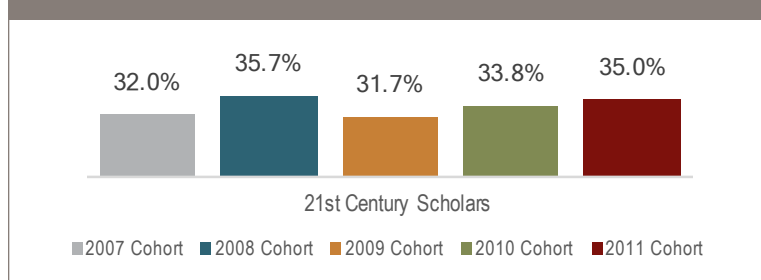
Supportive Networks for Success

Academic support, mentoring programs, campus collaborations, and more are vital types of support systems at IUPUI to keep students, particularly those who are traditionally underserved in higher education, on track to their degree. In 2016, IUPUI saw retention rates for its African American student population rise to 73.4 percent, up from 65.6 percent the previous year.

IUPUI Minority 6-Year Graduation Rates



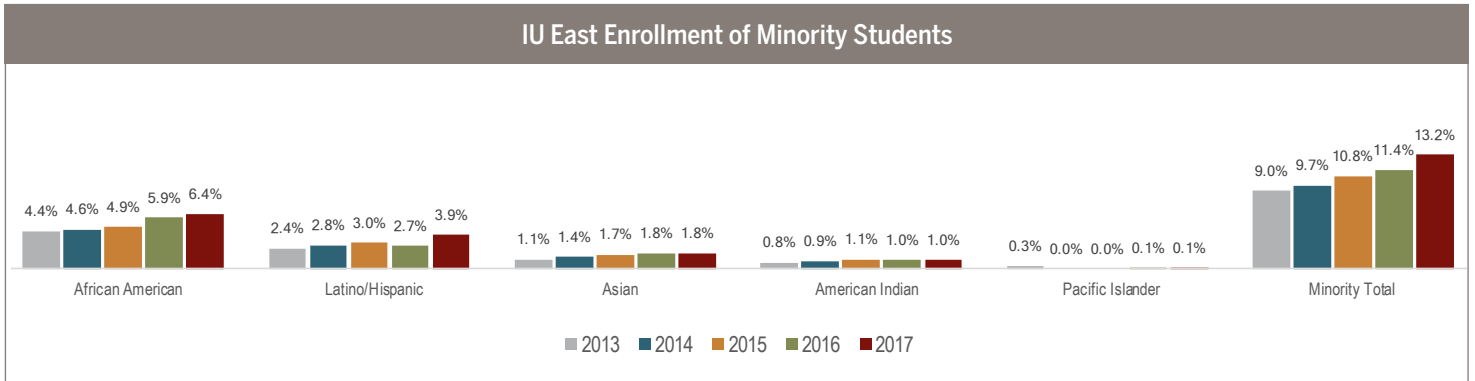
IUPUI 21st Century Scholars Program Average 6-Year Graduation Rates



From Access to Completion

IUPUI tackles degree completion on several fronts, from improving counseling services to monitoring student retention. These and other efforts are yielding positive results: the six-year graduation rate for 21st Century Scholars rose from 32 percent in the 2007 cohort to 35 percent in 2011.





— 2017 —
**IU East
 Minority Enrollment**
13.2%
 Service Region
 Minority Population
8.1%[†]

Fulfilling the Promise

Providing college access opportunities to underserved individuals is woven into the fabric of the IU East campus. Indeed, this sentiment is vital to the economic viability of our state, nation, and world. IU East has continued to make progress with efforts to recruit more minority students. This sharpened focus has led to an increase in the minority percentage from 9.0 percent in 2013 to 13.2 percent in 2017, which is well above the service region minority population.

IU East Tenured and Tenure Track Faculty		
	2005	2016
African American	1	2
Native American	1	2
Hispanic	0	1
Asian/Pacific Islander	5	9
Total Minority	7	14
White	46	43

Taking Stock of Faculty Diversity

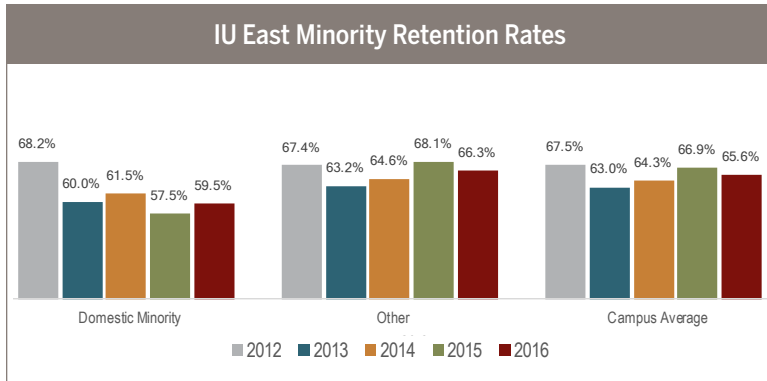
IU East strives for inclusive excellence. This entails a focus on improving the diversity of its faculty and staff. As part of this goal, hiring processes include enhanced outreach to potential candidates, as well as specific charges to all hiring authorities so they are cognizant of the differences in higher education experiences and mentoring opportunities that may exist among candidates. This further ensures potentially qualified applicants are carefully considered.

This work is creating positive momentum. IU East has doubled the diversity of its minority faculty from seven in 2005 to 14 in 2016.

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

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

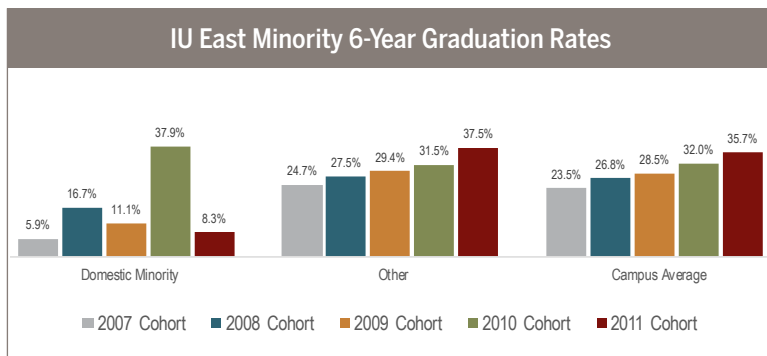
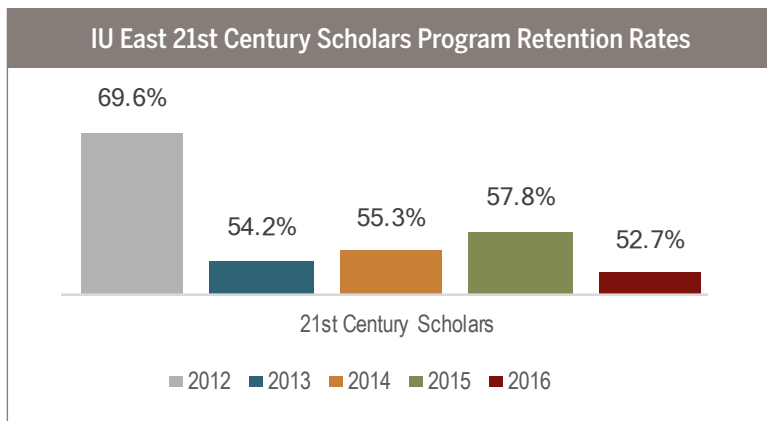
DIVERSITY BY THE NUMBERS



A Holistic Approach to Retention

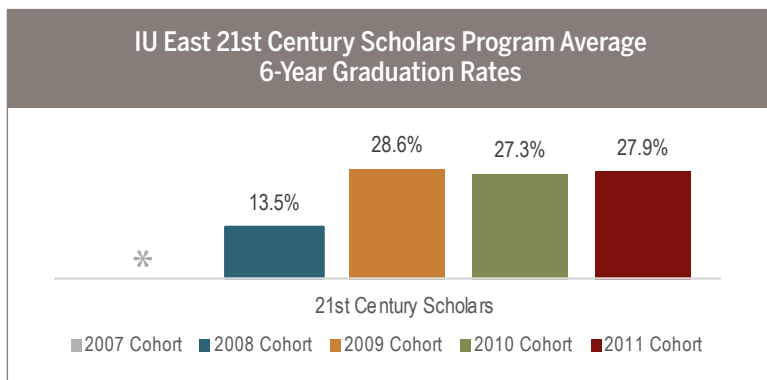
Student success is not the result of a one-time program or service. Rather, it requires a comprehensive suite of support that targets students throughout their educational journey. At IU East, an integrated model of engagement helps students connect and take advantage of many programs and resources designed for their academic success.

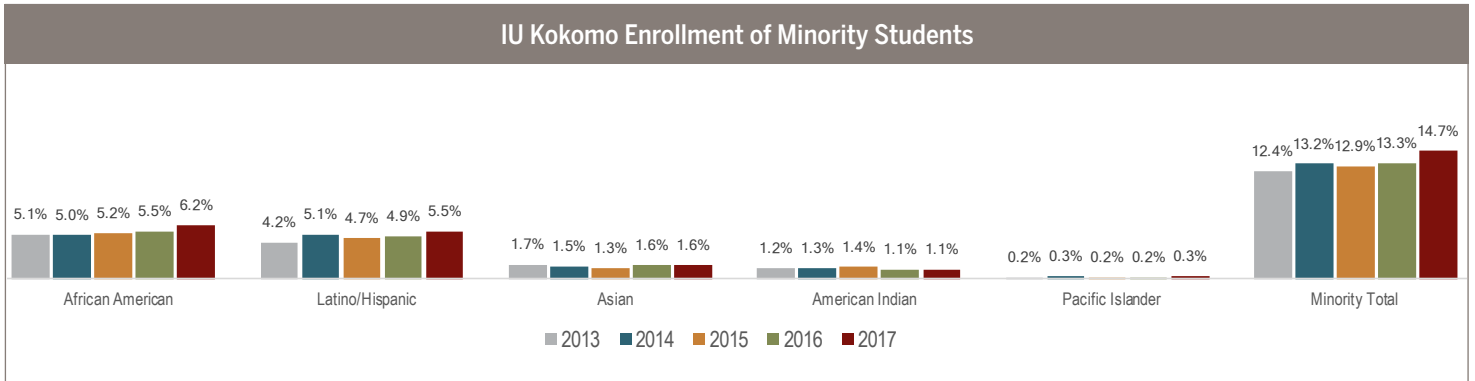
In 2016, IU East increased minority retention rates to 59.5 percent, up from 57.5 percent in 2015.



Crossing the Finish Line

First-generation students and those from low-income backgrounds typically have less support and fewer resources to get into college and succeed once they're there. IU East is committed to helping all students achieve their college goals with intrusive counseling, academic support, mentoring, and more.





— 2017 —
IU Kokomo
Minority Enrollment
14.7%
 Service Region
 Minority Population
16.3%[†]

A Campus of Choice

In fall 2017, enrollment at Indiana University Kokomo brought the largest freshman class in campus history, along with a significant growth in student diversity. In addition to the school’s core of traditional students who arrive as freshmen straight out of high school or homeschool, nontraditional students such as adult learners and veterans also played a prominent role in shaping campus life.

The campus has made concerted efforts to improve its minority enrollment growth over the years, growing it from 12.4 percent in 2013 to 14.7 percent in 2017.

	2005	2016
African American	1	4
Native American	0	0
Hispanic	1	0
Asian/Pacific Islander	4	5
Total Minority	6	9
White	54	56

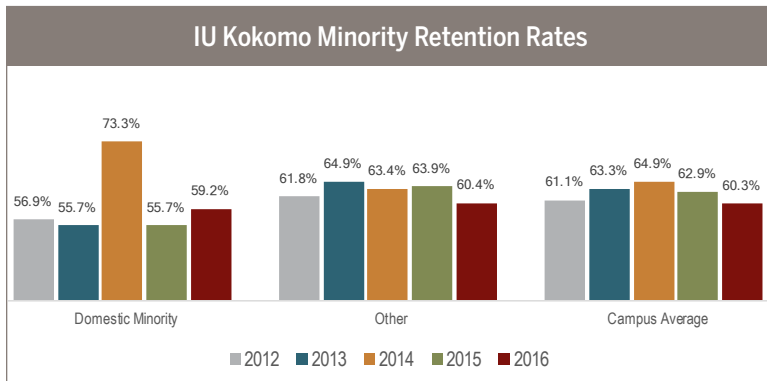
Enhancing Faculty Diversity

An inclusive college campus begins with a diverse faculty. With a renewed focus on campus equity goals involving leadership, climate, and curriculum, IU Kokomo continues to explore ways to enhance the diversity of its faculty and staff. Several of these efforts are showing promise. IU Kokomo enhanced the diversity of its minority faculty from six in 2005 to nine in 2016.

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

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

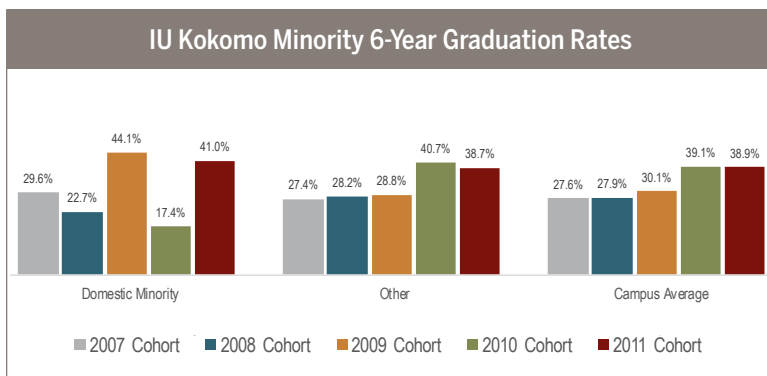
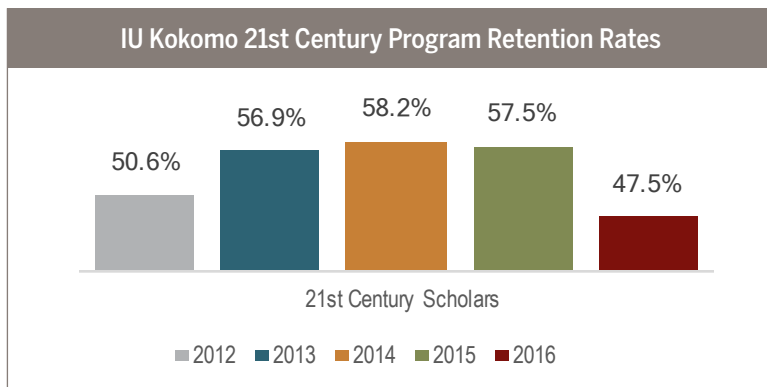
DIVERSITY BY THE NUMBERS



A New Retention Direction

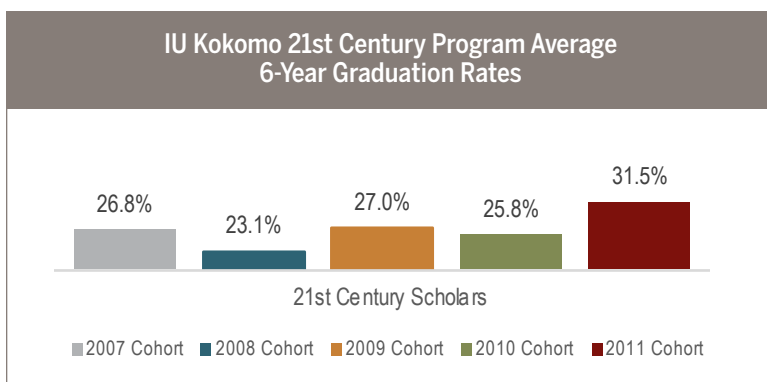
Retention success is the core of IU Kokomo's mission to serve students. In addition to academic programs that connect students to resources on and off campus, leadership is working to create customized retention-graduation interventions for certain student populations, as well as new college completion targets.

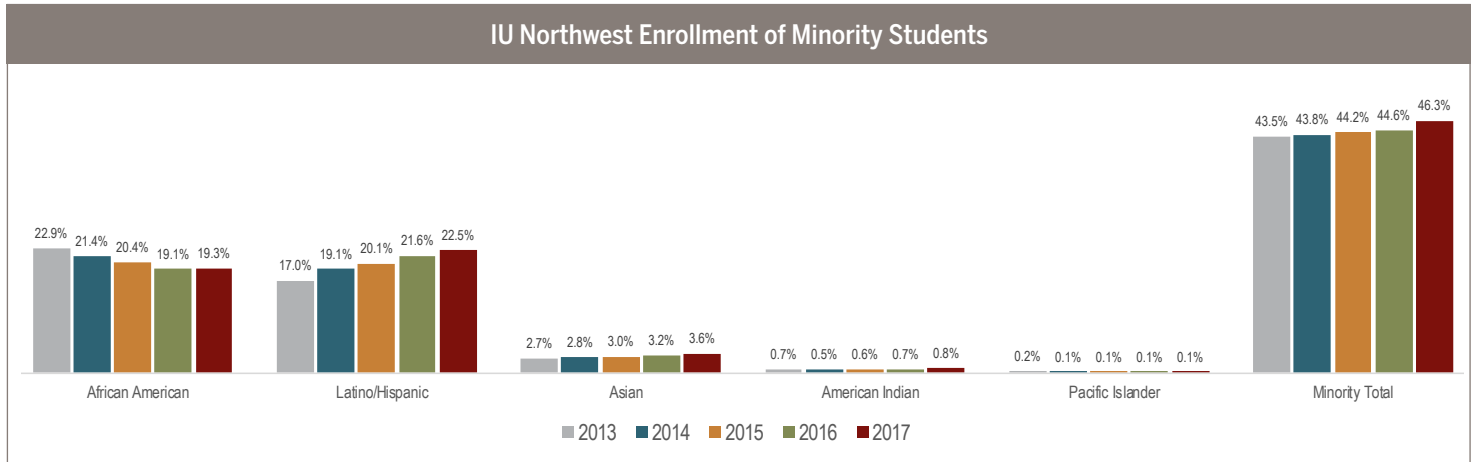
These efforts have boosted IU Kokomo's minority retention rate to 59.2 percent in 2016, up from 55.7 percent in 2015.



Eye on Completion

In the past five years, IU Kokomo has made strategic and concentrated efforts to improve degree completion for traditionally underserved students. The result of this work, which includes academic programs such as 21st Century Scholars, can be seen in the program's 2011 cohort minority six-year graduation rate of 31.5 percent, up from 26.8 percent in 2007.





— 2017 —
**IU Northwest
 Minority Enrollment**
46.3%
 Service Region
 Minority Population
39.2%[†]

Access Is the Goal

IU Northwest is committed to cultivating new levels of learning that challenge and inspire students. The campus continues to make progress toward this goal, improving access for traditionally underserved students in postsecondary education. In 2017, enrollment of minority students reached a record high of 46.3 percent, 7.1 percent higher than the minority population in the service region.

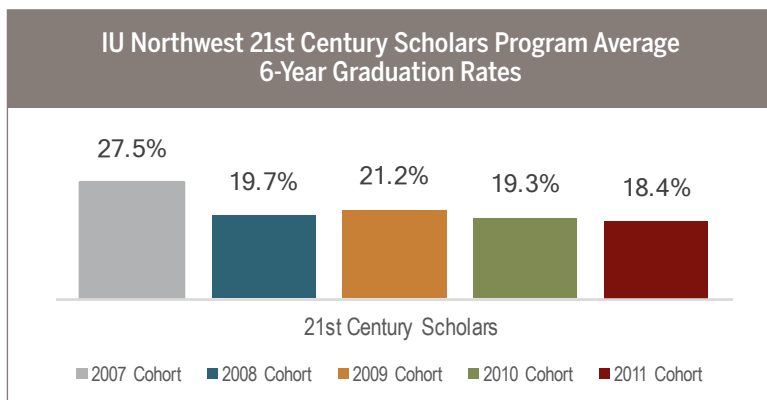
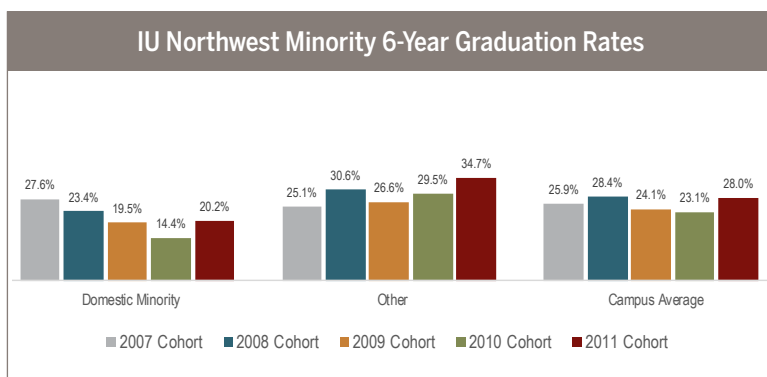
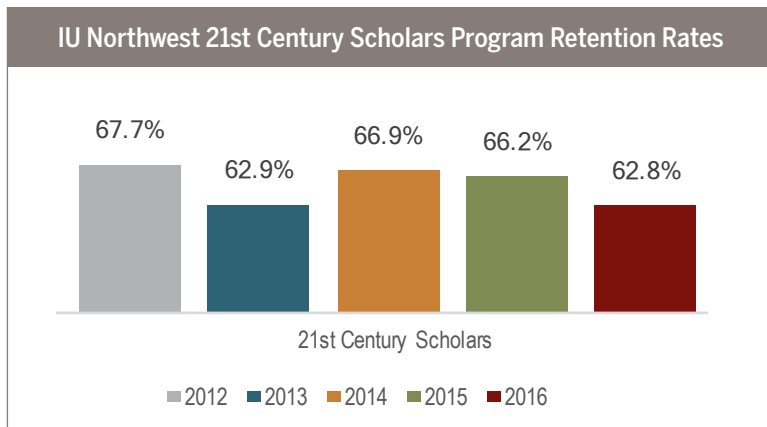
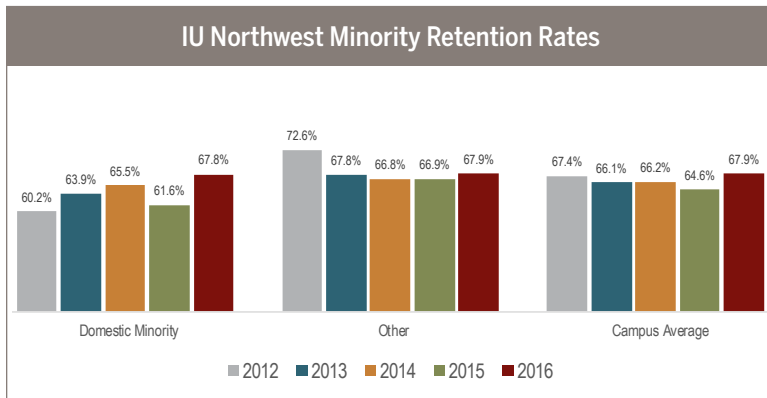
IU Northwest Tenured and Tenure Track Faculty		
	2005	2016
African American	6	10
Native American	0	1
Hispanic	5	6
Asian/Pacific Islander	12	19
Total Minority	23	36
White	95	67

Increasing Faculty Excellence

Significant progress has been made by IU Northwest to improve the diversity of its faculty. In fact, African American and Hispanic non-tenured track faculty saw increases of 67 percent and 20 percent respectively. Important progress is being made by IU Northwest to improve the landscape of its faculty diversity. In 2005, the campus had 23 minority tenured and tenure track faculty. By 2016, that number had increased to 36.

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

DIVERSITY BY THE NUMBERS



Roadmap for Success

Student success is a priority of every individual at IU Northwest. As a participant in Re-Imagining the First Year, a project aimed at ensuring success for all students, particularly those who have historically been underserved by higher education: low-income, first-generation, and students of color, the campus has been able to discover and utilize techniques and practices designed to replicate the academic successes of other model institutions participating in the project.

In addition, the campus employs a full-time Americorps representative to ensure 21st Century Scholars meet program requirements and stay on track to completion.

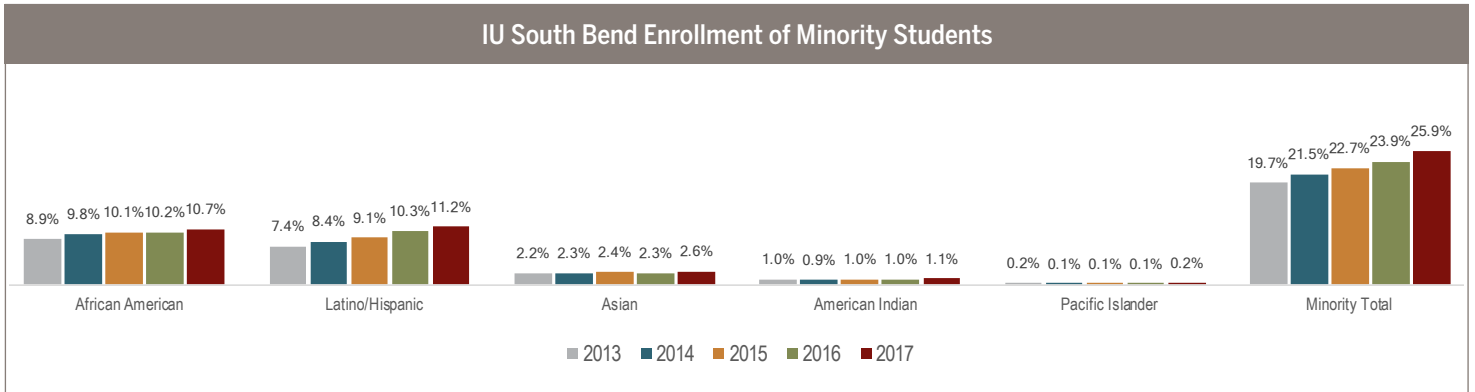
In 2016, IU Northwest saw its minority retention rates reach 67.8 percent, a new high for the campus.

Elevating College Completion

Creating an on-time pathway to a degree begins the moment students arrive on the campus of IU Northwest. The goal is simple: provide students with the support, resources, and guidance they need to attain their educational goals. Numerous programs contribute to this process, including 21st Century Scholars.

As a result, IU Northwest increased its six-year minority graduation rates from a 2010 cohort of 14.4 percent to a 2011 cohort of 20.2 percent.





— 2017 —
**IU South Bend
 Minority Enrollment**
25.9%

Service Region
 Minority Population
24.1%[†]

Paving the Way to Access

IU South Bend achieved new minority student enrollment milestones in 2017. African Americans constituted more than 10 percent of IU South Bend’s 2017 enrollment, with Latino students at 11.2 percent. In total, the campus achieved a new minority student enrollment record of 25.9 percent in 2017.

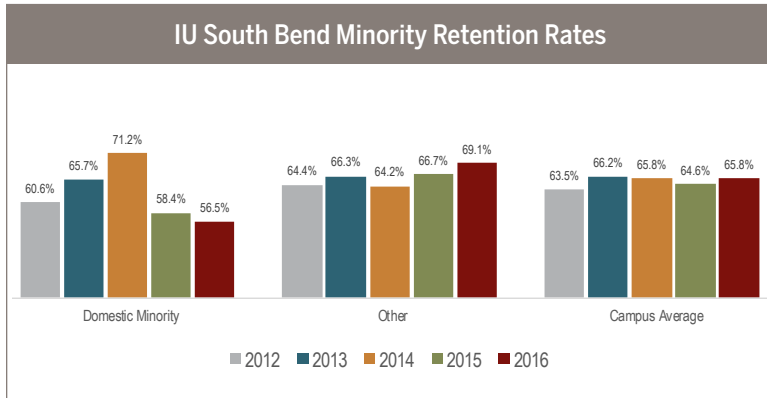
IU South Bend Tenured and Tenure Track Faculty		
	2005	2016
African American	7	7
Native American	0	0
Hispanic	5	3
Asian/Pacific Islander	22	34
Total Minority	34	44
White	139	124

A Diverse Faculty for Student Success

IU South Bend’s efforts to diversify its faculty and staff are paying off. Recruiting programs, training, and other initiatives have resulted in 44 minority faculty members who comprise the tenured/tenure track faculty at the IU South Bend campus.

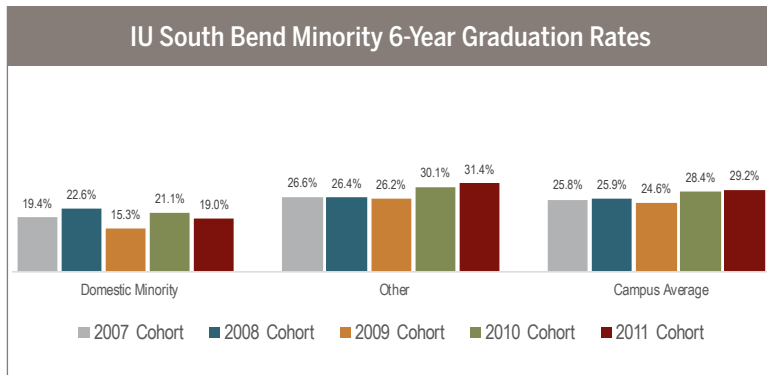
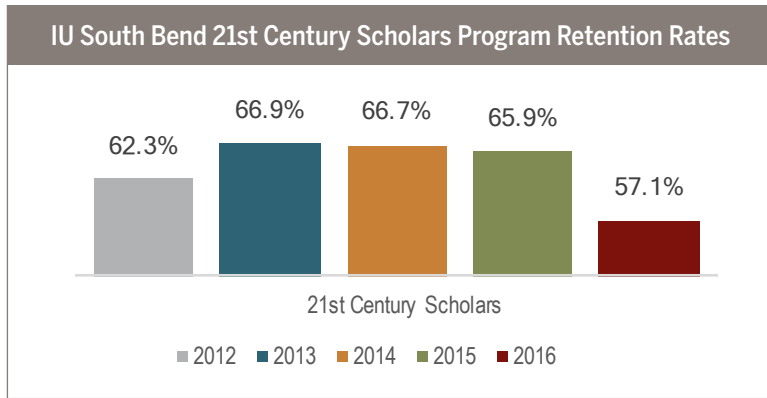
[†] IU South Bend’s minority enrollment goal is to mirror its service region goal for the minority population of citizens 18-24 years of age.

DIVERSITY BY THE NUMBERS



Rethinking Student Retention

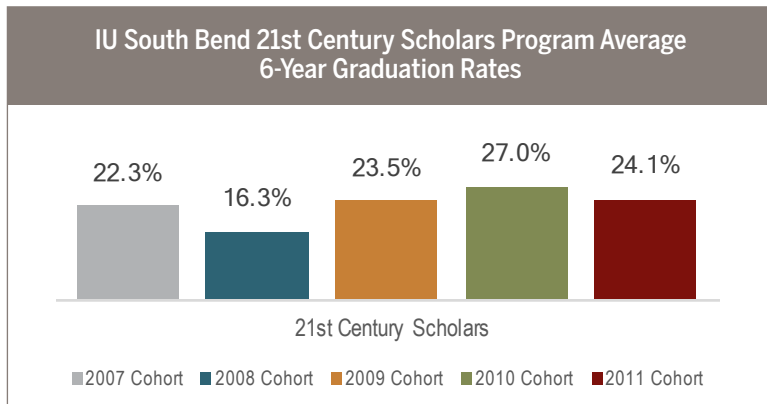
IU South Bend's continued focus on student success and investments in new academic programs, additional individualized advising, and pre-college support are making a difference for students. Earlier this year, IU South Bend introduced the Early Start Summer Academy, a program designed to benefit students with high potential. As part of the effort, students have the opportunity to enroll in six credits of general education coursework at no cost. The coursework also provides an introduction to college life, financial and career counseling, and peer mentoring.

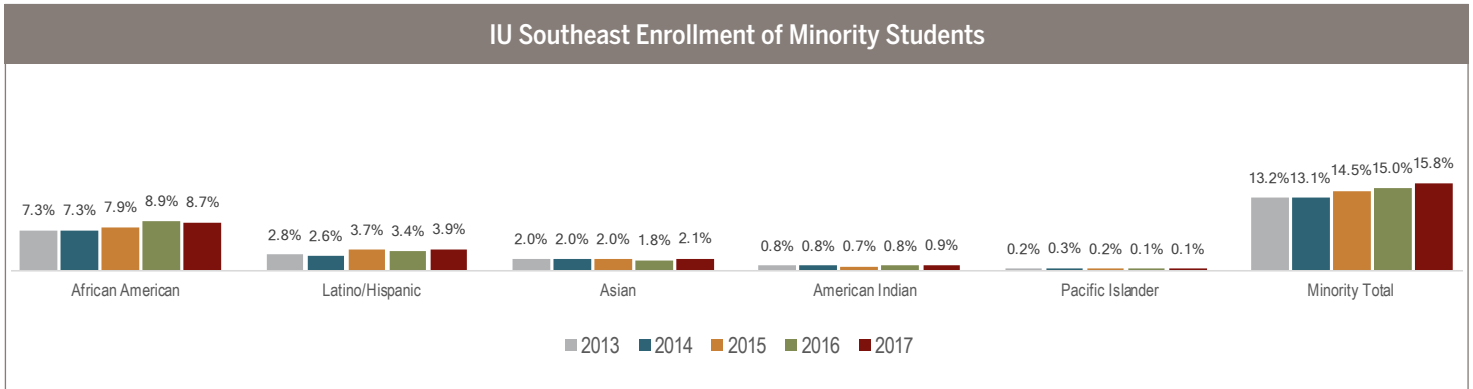


A Data-Driven Campus Culture

Collecting data is not enough, in isolation, to produce real change in higher education. Instead, using this data in ways to inform student success and drive degree completion must be the goal.

IU South Bend is doing just that, working with various data sets to identify where the institution can be more strategic in serving students during their junior year. Once complete, the analysis will play an important role in future degree completion initiatives.





— 2017 —
**IU Southeast
 Minority Enrollment**
15.8%
 Service Region
 Minority Population
13.2%[†]

Opening More Doors to College

The nontraditional college student has become today’s new college majority. Of the 17 million students attending college this fall, most do not fit the classic model of a recent high school graduate supported by his or her parents. The college student of today is likely to be financially independent, working full time, and raising a family.

IU Southeast recognizes these changing demographics and has developed a number of initiatives to address the needs of today’s students. These strategies are showing positive results: in 2017, minority enrollment reached 15.8 percent, up from 15 percent in the previous year and 6.8 percent in 2005.

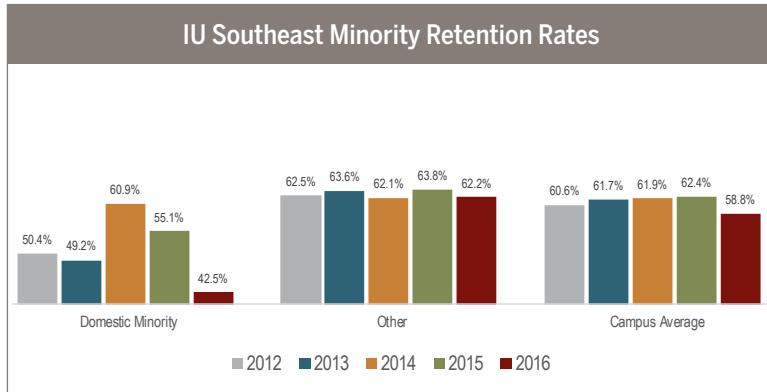
	2005	2016
African American	5	7
Native American	0	2
Hispanic	1	2
Asian/Pacific Islander	11	18
Total Minority	17	29
White	111	104

Diversity at a Glance

A diverse faculty has an important role to play in student success for underserved students. At IU Southeast, several initiatives contribute to promoting equity and diversity among faculty members. This includes a Council on Diversity and an Office of Equity and Diversity that reports directly to the chancellor. The efforts are working. From 2005 to 2016, IU Southeast has grown minority tenured and tenure track faculty from 17 to 29, a 71 percent increase.

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

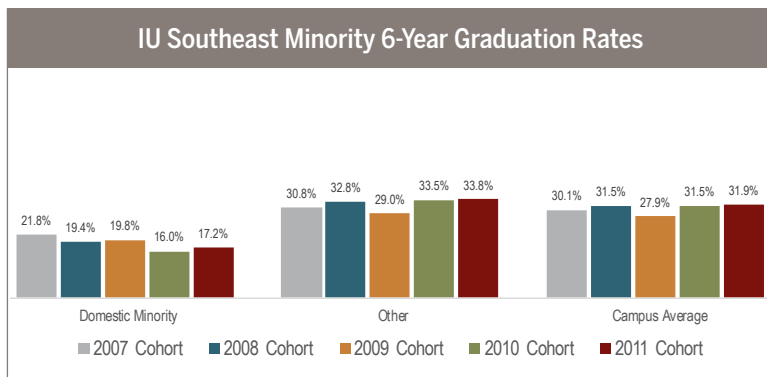
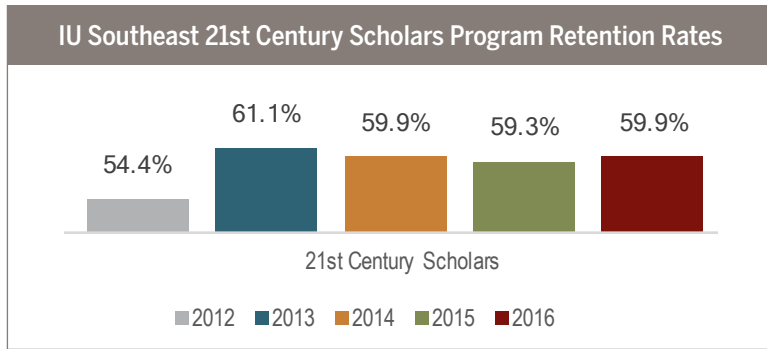
DIVERSITY BY THE NUMBERS



Connecting With Students

IU Southeast continues to invest in innovative programs and initiatives to boost retention rates of all students, especially minorities and first-generation students. From the admissions department to the financial aid process to first-year experience programs to early alerts for academic progress to free tutoring and mentoring, campus leaders work to find solutions that connect students to supports and services they need to persist to a degree.

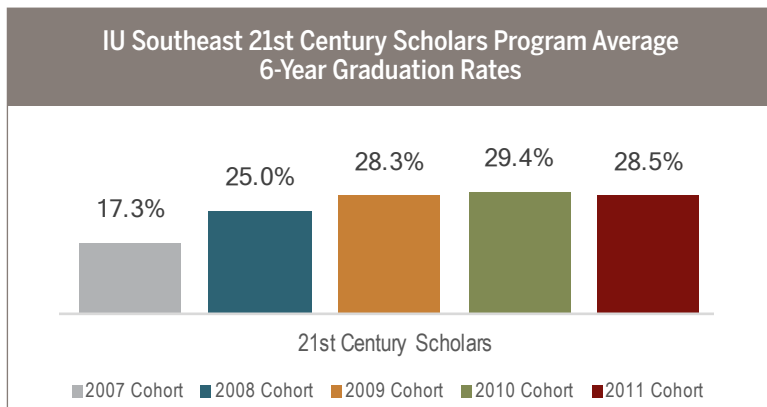
These programs are making an impact on retention. In 2016, retention rates for IU Southeast's 21st Century Scholars improved to 59.9 percent.



College Completion Reforms That Work

Today's college students face many challenges during their college career that can prohibit them from completing a degree. Through a holistic support system, IU Southeast works diligently to help students who may be experiencing financial, academic, or other barriers. These efforts include the Fifteen-to-Finish initiative, one-on-one advising, and completion scholarships.

As a result, graduation rates are on an upward trajectory. Six-year cohort minority rates reached 17.2 percent in 2011, an increase from 16 percent in 2010.



Proactively Pursuing Diversity & Inclusion

As the flagship campus of Indiana University, IU Bloomington serves as the embodiment of IU's proactive commitment to a diverse and inclusive learning environment. From recruitment and retainment to timely graduation and a welcoming campus, IU Bloomington is deeply committed to the multifaceted work needed to produce and maintain a truly diverse and inclusive campus community.

The results of this commitment have not gone unnoticed. In 2017, *Insight Into Diversity* magazine awarded IU Bloomington with the Higher Education Excellence in Diversity (HEED) Award. In addition to winning the HEED Award for the third consecutive year, IU Bloomington earned *Insight Into Diversity's* highest distinction, the Diversity Champion, a recognition given to only 16 universities around the nation. It is the first year IU Bloomington received the honor. Indiana University also was recognized on Campus Pride's 2017 "Best of the Best" list, which featured the top 25 LGBTQ-friendly colleges and universities in the United States.



IU Bloomington is the recipient of *Insight Into Diversity* magazine's Diversity Champion, an award given to only 16 universities across the nation.

To build upon the successes, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) continually evaluates new ways to engage with students, faculty, and staff. To that end, the Office of the Vice Provost for Diversity and Inclusion, led by Associate Vice President for OVPDEMA, Vice Provost for Educational Inclusion and Diversity, and Chief Diversity Officer John Nieto-Phillips, implemented a new framework of associate vice provosts to engage in diversity and inclusion work at all levels of the university.

Embracing the Science Behind Diversity and Inclusion

An associate professor in the Department of Psychological and Brain Sciences in the College of Arts of Sciences, Associate Vice Provost Mary Murphy joined the Office of the Vice Provost to

provide resources for recruiting and retaining first-generation and underserved students. As part of this work, Murphy spent the year utilizing her expertise in academic research surrounding diversity to equip students, faculty, and administration with evidence-based best practices for building diverse and inclusive environments.

One of Murphy's top priorities in the 2017-2018 year was coordinating with IU's Residential Programs and Services (RPS), which oversees student housing on the Bloomington campus. Murphy served as a faculty advisor for RPS CommUNITY Educators (CUEs), students who implement educational programming in residence halls to teach residents about diversity and inclusion. Through training sessions in the fall and spring, Murphy introduced the CUEs to evidence-based diversity and inclusion practices that they can implement into their programming. In doing so, the Office of the Vice Provost aims to solidify and expand a relationship with RPS and reinforce residence halls as a foundational space to experience diversity and inclusion initiatives.



Helping Faculty Feel at Home

Improving recruitment and retainment of a diverse faculty is the focus of Associate Vice Provost Stephanie Li, who also is the Susan D. Gubar Chair in Literature and a professor of English in the College of Arts and Sciences. In the 2017-2018 year, Li embarked on a series of initiatives to ensure that, from their first interview to their continued academic life at IU, faculty from underserved backgrounds are able to thrive.

One of Li's biggest initiatives is working with candidates of color applying to tenure track positions. In these conversations, Li emphasizes the university's commitment to diversity and inclusion and introduces candidates to the resources available to support this mission. According to Li, these conversations are much appreciated by candidates, who often say that they had not received such information when applying to other institutions. As part of the hiring process for tenure track positions, Li also helps organize workshops to fulfill a university requirement that at least one member of each search committee attend workshops on diversifying candidate pools and combating implicit bias in hiring.



Building and Implementing Diversity Plans

A key focus of Associate Vice Provost Dionne Danns, chair of the Department of Educational Leadership and Policy Studies and associate professor in the School of Education, is coordinating diversity efforts between the degree-granting colleges and schools on the Bloomington campus. A central component of this work entails interacting with each school to help implement and update diversity plans specific to its community and needs.



During the 2017-2018 year, Danns also helped create Staff Diversity Councils in several schools, with the goal of giving



staff a centralized place to communicate priorities and needs related to diversity and inclusion in their specific schools. These councils provide a valuable space where she can gauge the needs of individual schools and direct resources to best address their requests. In addition, OVPDEMA is able to use the councils to connect with individuals across IU who do the hard work of diversity and inclusion every day.

A Hub of Support

For Sydney Ziegler, the LGBTQ+ Culture Center is all about connections. A senior and media advertising major, Ziegler has been involved with the LGBTQ+ Culture Center since her first days on campus. Now, as she prepares to graduate, Ziegler has had the chance to reflect on the impact of the LGBTQ+ Culture Center during her time as a student at Indiana University.

“Connecting with so many people, whether they’re alumni or new students, has really guided me toward what I want to do afterwards,” Ziegler says.

Ziegler was first introduced to the LGBTQ+ Culture Center during her first semester on campus, when she attended one of the center’s Connections events. A series of gatherings designed to help foster connections between female-identifying

and non-binary students on campus, the effort gave Ziegler the opportunity to form lasting friendships that helped her navigate IU. At the same time, events like the center’s Brown Bag Lunch Series broadened her understanding of topics and issues relevant to LGBTQ+ communities. And though Ziegler was able to come out in a supportive family environment in high school, she sees the support that the LGBTQ+ Culture Center offers students who face different circumstances as critical.

It is this community of support, friendship, and curiosity that inspired Ziegler to begin working for the center as an administrative assistant. She strives to provide the same initiatives that initially welcomed her to campus as a freshman, ensuring all students who walk through the center’s doors have the resources to live openly and honestly.



“Just seeing all the freshmen come in, so excited that it’s a resource for them and it’s something that is so accessible, is definitely something that keeps me coming back,” Ziegler says.

Building Futures, One Student at a Time

As demand for talent surges in every industry, colleges are stepping up to equip students for the workplace of the future. Educational requirements for most jobs are shifting, with companies large and small seeking employees who possess skills typically associated with postsecondary education.

Indeed, by 2020, more than two-thirds of U.S. jobs will require some form of postsecondary credential. At the current rate of degree completion, the United States will be nearly 20 million degrees short of reaching that need. Key to the attainment challenge is addressing access and graduation rates for all student populations: traditional students entering college out of high school, adults, and underserved minorities.

A Culture of Diversity

Diversity is a hallmark of Indiana University-Purdue University Indianapolis (IUPUI). Programs, training, and support for students, faculty, and staff are designed to inspire and innovate so individuals have a clearer path to reach their potential.

In 2017, IUPUI once again received the Higher Education Excellence in Diversity Award from *Insight Into Diversity* magazine. It is the sixth year in which IUPUI has been given the honor, which recognizes schools for their commitment to diversity and inclusion through innovative programs and on-campus support systems.

IUPUI's diversity efforts are being further enhanced with the White Racial Literacy Project. The project, which includes workshops, a speaker series, and a social media campaign, is funded through a \$25,000 grant from Lumina Foundation and its Racial Justice and Equity Fund.

Lori Patton Davis, professor of urban education in the IUPUI School of Education, says the project is an opportunity to specifically engage people of all races and backgrounds to combat racist incidents. Indeed, for IUPUI, this program has special significance. In 2016, fliers with White supremacist messages appeared on the school's campus.

"The idea for the project is to shift the culture on campus and change the focus of how racism is addressed," Patton Davis says.

The White Racial Literacy Project will begin in the fall and last through May 2019. IUPUI also will contribute funding to the effort.

Inspiring Others

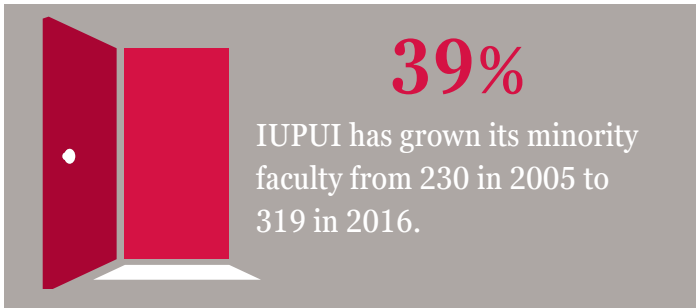
IUPUI's work to promote diversity and equity took center stage in July 2018, when the Informatics Diversity Enhanced Workforce (iDEW) won the Tech Educator of the Year award at TechPoint's 19th annual Mira Awards gala honoring the best of technology in Indiana. iDEW, a program of Indiana University School of Informatics and Computing at IUPUI, seeks to increase the number and diversity of high school students who pursue degrees and careers in computing and information technology—especially among underserved groups such as females, racial minorities, and students from low-income families. The workforce development initiative is led by the Indiana University School of Informatics and Computing (SoIC) at IUPUI in partnership with high schools, businesses, and community organizations.

Other 2018 awards and recognition include "The Advocate for Equity in Accessibility Award," which is given to individuals who "go above and beyond" to support students with disabilities. This year's recipients include: Wende Nickols Furguson, McKinney School of Law, senior associate director for Student Affairs; Ronald Sandwina, General Studies program director, School of Liberal Arts, and the director of Undergraduate Studies in the Communication Studies Department; and Mark Urtel, professor in Physical Education, School of Health and Human Sciences.

A Collective Impact Approach

IUPUI seeks to be a welcoming learning space. During his 2016 State of the Campus Address, IUPUI Chancellor Nasser H. Paydar announced the \$1 million Welcoming Campus Innovation Fund to inspire and fund collaborative projects that support the recommendations of the Welcoming Campus Initiative. The projects were developed during the 2017-18 academic year and will be showcased during IUPUI's 50th anniversary year (2018-19). The fund provides grants of up to \$25,000 per project, with a match by the proposing school or department and partner units.

The initiatives funded so far—24 to date—represent an imaginative variety of projects. Among them are organizing a refugee youth summit, recognizing past IUPUI stakeholders, and developing workshops for gender equity and inclusion.



Another notable diversity effort is APLU INCLUDES (Inclusion Across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science). The initiative is a National

Science Foundation-sponsored project designed to expand the diversity of STEM faculty.

The project's first phase aims to provide APLU's membership of more than 230 public universities and university systems with promising practices that broaden student participation in STEM programs, foster career pathways toward STEM, and offer tools to effectively recruit, hire, and retain STEM faculty from underrepresented groups.

"Moving forward, our work will continue to instill diversity into our institution's consciousness; reinforce it with equity and excellence through our policies, practices, and programs; and prepare the community for a multicultural world," says Chancellor Paydar.

Students First

When one thinks of accommodating students with disabilities, compliance with the Americans with Disabilities Act may be the first thing that comes to mind. But for Kevin McCracken and Mercedes Cannon, director and associate director of IUPUI's Adaptive Educational Services (AES) office, making sure that students with disabilities feel welcome goes beyond compliance alone.



"It's just the right thing to do. People who have some kind of limitation that might be categorized as a disability are people first,"

McCracken says. "They have something to offer, we have something to offer, and the role of our office is to minimize the barriers for our students with additional challenges."

Located on IUPUI's campus, Adaptive Educational Services works to provide support and resources to nearly 1,500 IUPUI students with documented disabilities. Much of this work is done on a one-on-one basis, allowing AES staff to gain a personal understanding of students' needs and connect them with the appropriate resources.

Efforts such as those orchestrated by AES are underway across IUPUI as part of the Welcoming Campus Initiative. By helping students with disabilities feel supported on campus, AES continues to ensure that this welcoming environment proves true for *all* students.

Cannon has worked with the office long enough to see the positive changes it has created. As an undergraduate student at IUPUI, she began working at AES as an



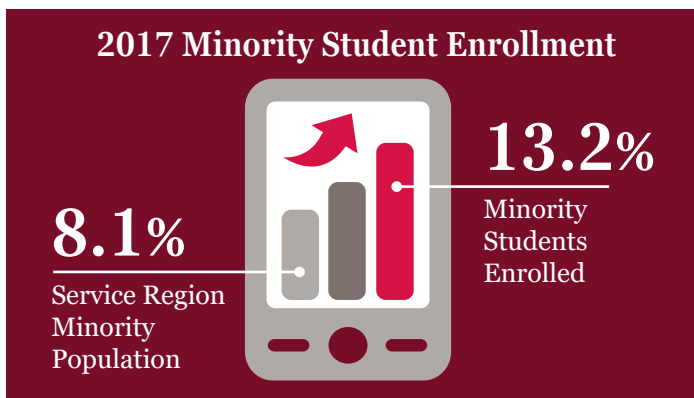
intern. From there, she moved into a student staff position and a graduate assistantship, before being hired as a student-faculty liaison. Now associate director of AES, Cannon looks forward to the return of familiar faces at the beginning of each school year. This, she says, is testament to the office's important work.

"When returning students can go to college and push themselves—develop skill sets and use their abilities—it truly makes what we do worthwhile," Cannon says.

Getting ‘Intentional’ About Diversity

When students arrive on the campus of Indiana University East in Richmond, Indiana, they become part of a diverse learning community. The institution has taken an intentional approach to promote diversity and inclusion, with programming designed to inspire, enrich, and inform students and faculty alike.

IU East is indeed making major strides when it comes to growing student diversity, reaching a high of 13.2 percent in 2017. This growth is substantially greater than the 8.1 percent minority percentage in the area’s service region.

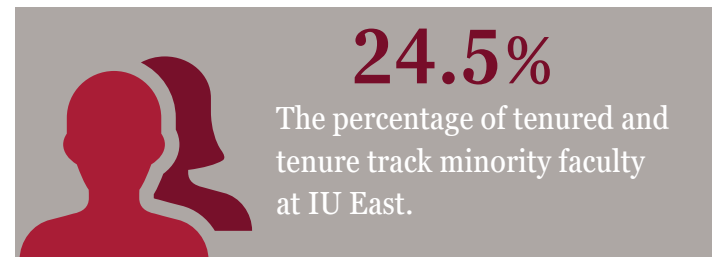


The improvement stems from a number of programs and projects, as well as collaborative partnerships with the local community and beyond. For example, the former chief diversity officer/special assistant to the chancellor, Latishea Varnesdeed, worked on a special project involving mentoring of 21st Century Scholars. Among other things, she met one-on-one with students who were experiencing various issues in their lives, offering advice and counsel to support their needs.

Such support is visible throughout the IU East campus. Targeted academic efforts, expanded counseling services, and opportunities to create a sense of belonging are all designed to help IU East students persist in their studies and complete a degree or credential.

Earlier this year, the IU East campus library served as a host site for English Language Learners from Richmond’s Third Grade Reading Academy during the month of June. Students, faculty, and staff from the campus shared their talents with the younger students, who spent much of the day improving their reading skills and becoming comfortable in a college environment.

This year also saw IU East establish the IU East School of Education Minority Scholarship. In February 2018, Elizabeth “Elly” Huereca became the first scholarship recipient of the effort. The school also raised funds for the scholarship through the IU East Campus Campaign.



“The School of Education Minority Scholarship Fund was created to support talented pre-service teachers who are from under-represented groups,” explains Jerry Wilde, dean of the School of Education at IU East. “Currently, only about 17 percent of teachers nationwide are people of color. Research strongly suggests that all students benefit from a diverse pool of teachers. IU East is committed to supporting efforts to increase the diversity of educators in the service region and beyond.”

Inspiring the Future

Special diversity events remain a mainstay of the IU East culture. Co-curricular and academic areas bring diverse speakers to campus as a way to reach broader audiences and help educate non-minority students, faculty, and staff. In the past year, the school’s Martin Luther King Jr. Day events were particularly noteworthy and well-attended. Karen Freeman-Wilson, mayor of Gary, served as a guest speaker. Additional MLK Day events included a presentation from faculty member Denise Dallmer on the Underground Railroad. Her remarks focused on the Levi & Catherine Coffin House in Fountain City, Indiana, which is in the IU East service region.

Other noteworthy events in 2018 include efforts by IU East Campus Life to bring Tall Paul, a Native American (Anishinaabe and Oneida) hip-hop artist, to campus in April 2018. The effort served to highlight ongoing Native American issues while also celebrating native culture.

“Tall Paul represents, in his work, both the reflected past, as well as a vision for the future. His music is fresh and current while giving attention to current issues faced by native people,” says Professor Denise Bullock, chair of the Diversity Events Committee.

In March 2018, as part of a celebration of Native American History and Women's History Month, IU East hosted speaker Reanae McNeal, an award-winning international performing artist, inspirational speaker, acclaimed vocalist, and cultural activist. Dr. Ayanna Thompson, professor of English at George Washington University, also visited the IU East campus in March for a presentation on "Shakespeare, Race, and Performance: What We Still Don't Know" at an evening public lecture that attracted a number of community and campus members.

As IU East looks to the future, it is focused on strengthening its diversity work. For several years, IU East has had a "Diversity Commission" in place, and recently renamed the effort the "Diversity and Inclusion Committee." The name change reaffirms

the school's commitment to building a truly diverse campus where every student has the opportunity to succeed.

IU East also will continue to build upon its external collaborations. One new initiative includes serving as the campus partner and host for the Randolph County Promise "Walk Into My Future" day. This initiative brings third-graders from Randolph County to the IU East campus, helping them feel part of a larger college-bound culture and getting them excited about college. Students will participate in various activities with faculty, staff, and students and learn about college life up close and personal. The effort incorporates activities in Spanish, as some schools in Randolph County have significant Hispanic populations.

Realizing Your Dreams

As the first U.S. citizen and college student in her family, IU East student Ana Aquino recognizes the challenges that first-generation students face. That's why Aquino, a junior, has worked diligently throughout her own educational journey to ensure Hispanic students from the community at large are aware of their college options.

"Considering the political situation that we are in right now, I think it is so important to highlight the fact that no matter what, we are still able to go to college," Aquino says.

A biochemistry and Spanish double major, Aquino has embraced a leadership position in service activities throughout IU East. In the summer before her first year on campus, she became involved with the Center for Service Learning, a campus organization that aims to foster social responsibility among students by engaging them in service activities. She also got involved with Circle K



International, another service organization on campus. She later became vice president of the group's IU East chapter. Through it all, her foremost goal is to help other students from underserved backgrounds understand that their college dreams can become a reality.

One way Aquino engages with local communities is through Hispanic College Night, an initiative that she launched with the Center for Service Learning. Held in the community, Hispanic College Night gives pre-college students and families the opportunity to learn about ways to pay for school, the college application process, and how to resolve difficult legal situations.

An aspiring doctor, Aquino hopes that her work on events like Hispanic College Night gives more students from her community access to the transformative education she has enjoyed, along with the supportive relationships found at IU East.

"You can talk to one person, that person talks to another, and more doors keep opening," Aquino says. "I think that once I'm done with all my studies here, there will still be people I can communicate with, who can still push me forward to become a future doctor."

Celebrating Diversity

Higher education is the passport to the future. Individuals with some college training or degree experience achieve higher earnings than those without, and they are more likely to have greater career and professional opportunities.

To ensure every student has equal opportunities and success, IU Kokomo embraces a number of support strategies, programs, and initiatives beginning when students set foot on campus, during their academic journey, and through graduation.

IU Kokomo has experienced significant changes in its student population over the past 10 years. Today's classes are now predominantly full-time, traditional-age students coming directly from high school. There also has been a notable increase in racial/ethnic diversity of the student body. Since 2005, IU Kokomo has gone from an enrollment of 154 minority students to 407 in 2017. Students from 26 different countries of origin call IU Kokomo home.

As a result of IU Kokomo's emphasis on student success, graduation rates continue to rise. The school's four-year graduation rate for bachelor degree-seekers increased from 9.3 percent in 2008 to 22 percent in 2013. Six-year graduation rates for bachelor degree-seekers also experienced improvement, increasing from 27.9 percent for the 2007 cohort to 39.5 percent for the 2011 cohort.

“At IU Kokomo, we are grounded on the principle that every student matters here.”

—IU Kokomo Chancellor Susan Sciamè-Giesecke

This progress is the result of initiatives like the Indiana University Kokomo Minority Mentoring Program. Designed to support students during their transition to IU Kokomo, the effort provides one-on-one connections between mentors and mentees via campus social gatherings and cultural events. Specifically, underserved, first-generation students and those who identify as a part of the LGBTQ+ community or those who may be underrepresented in their field of study are matched with faculty and staff from similar backgrounds. The idea is to create a setting in which mentors can become support systems for students, offering additional academic and emotional connections, expanding professional development opportunities, and fostering a climate that promotes persistence and degree completion.

Diversity in the Classroom and Beyond

Rosalyn Davis, Ph.D., faculty diversity liaison for IU Kokomo, is leading the charge with various academic units to ensure that diversity and inclusion are part of the IU Kokomo curriculum. Among her priorities is working with department heads to identify ways to incorporate diversity into overall programming and instruction. In addition, she is investigating how student learning around diversity and inclusion can ultimately be assessed.



IU Kokomo has a long tradition of advocating for diversity and equity. From serving as host of the IU Enhancing Minority Attainment Conference to creating the new Faculty Diversity Liaison to conducting a climate survey designed to drive future diversity initiatives, leadership at IU Kokomo strives to provide students and faculty alike with experiences that foster a more diverse higher education learning experience.

Further evidence of the school's commitment to diversity can be seen in the 2015-2020 campus strategic plan, which focuses on key diversity and equity goals related to campus leadership, climate, curriculum, and the retention and recruitment of minority students, faculty, and staff. Each year, the school celebrates a faculty or staff member and a student for outstanding service, community involvement, and academic pursuits that promote diversity at IU Kokomo. Programming also is an important aspect of IU Kokomo's diversity efforts, with the campus hosting nearly 100 diversity-related events during the past five years.

For example, IU Kokomo had very limited international travel opportunities for students 10 years ago. In 2017-18, faculty members led student travelers on various trips that included Guatemala, Italy, South Korea, Poland, and throughout Europe for academic courses on World War II. As a result, students are being immersed in different cultural experiences and gaining a greater understanding of the diverse world in which we live and work.

“At IU Kokomo, we are grounded on the principle that every student matters here,” says IU Kokomo Chancellor Susan Sciame-Giesecke. “Students at IU Kokomo come from very different backgrounds with very different goals and very different stories. But each and every one of them brings to campus an adventurous, determined

spirit. They see our campus as a place of tremendous opportunity and hope to pursue a better life. The faculty and staff, in turn, make a commitment to each student to support them in their journey no matter what path it takes.”

Our Differences Connect Us

J.R. Pico is well acquainted with the need for a diverse campus. A senior lecturer in Spanish at Indiana University Kokomo, Pico’s Hispanic heritage has made him the target of slights and microaggressions for many of the 33 years he has lived in the United States. But Pico, a passionate traveler who has visited every continent but Antarctica, also understands the benefits of learning from other cultures. It is these benefits that he emphasizes to his students on the IU Kokomo campus.

“I teach Spanish, but I don’t want [my students] to just learn how to conjugate verbs or do something mechanical. I want them to know about cultures, the history of language, and think about travelling internationally to broaden their horizons,” Pico says.

A holistic approach to diversity and inclusion is a hallmark of Pico’s work. As a member of several diversity-focused councils, Pico has long advocated for an understanding of diversity that transcends boundaries and encompasses individuals from all



backgrounds. Just as he believes the definition of diversity and inclusion must be constructed broadly, Pico also argues that every discipline, from modern languages to mathematics, should fully engage with diversity and inclusion efforts in the classroom.

“When my students graduate, I want them to be more tolerant, more accepting, and more respectful of others and our differences,” Pico says.

Pico recognizes his role as a mentor to students who face similar struggles due to their identity. Pico came to the United States as an international student, later working with this student population to help them excel in their transition. Pico engages with Hispanic students as he instills in them the knowledge that regardless of how they may be treated beyond IU Kokomo’s campus, they must remain proud of their heritage.

“I make them feel proud of who they are, encouraging them to continue speaking Spanish, and to always remain in touch with their roots,” Pico says.

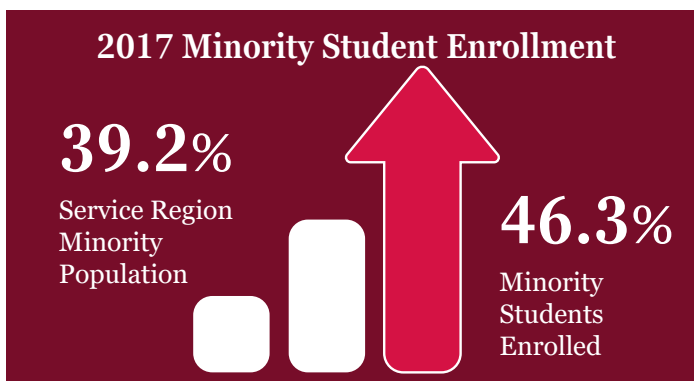
A Roadmap to Student Success

At Indiana University Northwest, student success starts on the first day of classes thanks to carefully designed support services that ensure students not only access higher education but also graduate on time.

“If we admit you,” says Cynthia O’Dell, associate executive vice chancellor for academic affairs, “we are saying that we can help you get to the finish line. You can graduate, but not by yourself. We are going to support and help you.”

This is the idea behind Re-Imagining the First Year, a project aimed at creating success for all students, particularly low-income, first-generation, and students of color.

Re-Imagining the First Year is one of several student supports resulting from the efforts of the American Association of State Colleges and Universities (AASCU) and its coalition of 44-member institutions, including IU Northwest. The group, formed in 2016, works to transform students first year of college and help sustain their success through graduation.



A team of 60 IU Northwest faculty, staff, and students has collectively developed initiatives designed to do just that. New student orientations are more robust. First-year seminars are now required. Summer bridge programs ease students into college life. Faculty members regularly work one-on-one with students and involve them in innovative research typically reserved for graduate students. And mentors are everywhere—ready to assist, lead, guide, and teach.

“Our job is to create a campus culture focused on access and success and to ensure that all students, especially minorities and first-generation students, have the opportunity to succeed.”

—IU Northwest Chancellor William J. Lowe

A Sense of Belonging

First-year experiences are key to retention. Research shows that students who get involved on campus at the beginning of their college experience are more likely to persist in their studies and earn a degree or credential. Many programs and resources support this goal at IU Northwest, including the Annual RedHawk Induction Ceremony.

The effort serves as first-year students’ official welcoming into the IU Northwest campus community. Now in its second year, the event introduces new students to faculty members, who ceremoniously welcome them in full academic regalia, just as they will during future graduation ceremonies.

In addition, the Redhawk program provides an online resource to help students find activities and organizations on campus that align with their interests and talents. Through this interactive tool, students also can create their own co-curricular transcript, which serves as an official record of their activities outside of the classroom and one they can provide to future employers.

Learning by Doing

When it comes to teaching and learning, IU Northwest believes students—the end consumers—should be part of the conversation. With this in mind, Re-Imagining the First Year team members have developed nine Pedagogical Innovation Groups with 58 faculty participants whose mission is to study best teaching practices and collect data to inform student success.

Roughly 400 students have experienced redesigned courses because of these efforts. There also has been an 11 percent decrease in drop/fail/withdrawal rates in the courses, with retention rates for students increasing from 67 to 77 percent.

The AASCU project officially concluded earlier this summer, but IU Northwest has no plans to stop “reimagining” the future. The work created by the university will continue, with new programs developed to help students imagine and fulfill their educational destiny.

Student success initiatives were further enhanced by changes in the Division of Student Affairs. This entailed a new Financial Aid Director and an Internship Coordinator, both of which bring a student-centered focus to their work. A new Dual Degree Program Transfer Specialist now helps students pursuing an associate degree with a clear path to a four-year degree. The effort is part of a partnership with Ivy Tech Community College that entails sharing space and resources in the new Arts & Sciences building at IU Northwest.

A Diverse Faculty

Student success requires intentional synergy of faculty members who are committed to high-impact student learning. To that end, IU Northwest continues to make strides in enhancing the diversity of its faculty and staff.

From recruitment to outreach, the school has seen a sizable increase in faculty diversity since 2005. Notably, African American and Latino/Hispanic non-tenure track faculty saw increases of

67 percent and 20 percent respectively, while the percentage of minority hires now equals 57 percent.

Additional efforts underway to improve the pool of applicants for job openings at IU Northwest have resulted in several diversity-related programs with external organizations. This includes the Blacks in Philanthropy conference taking place in the fall of 2018 and approved through the IU Office of the Bicentennial and the Center for Urban and Regional Excellence (CURE).

A commitment to diversity and inclusion is woven throughout the fabric of IU Northwest. The campus strives to educate students to be citizens of the global world that awaits them. It does this by creating a welcoming and inclusive environment in which every individual has the opportunity to achieve his or her potential. Looking ahead, campus officials will continue to leverage its unique identity as IU's most diverse campus.

"Our job is to create a campus culture focused on access and success and to ensure that all students, especially minorities and first-generation students, have the opportunity to succeed," says IU Northwest Chancellor William J. Lowe.

From First-Generation Student to Future Doctor

Gabriela Jaimes lives by two quotes. The first, coined by Latino civil rights activist Cesar Chavez to unify American farm workers, is: "Sí se puede," or "Yes, we can."

The second references something her father told her when she first encountered failure in her dream to practice medicine. "How bad do you want this? How bad do you want to succeed," Jaimes recalls.

A recent graduate of Indiana University Northwest, Jaimes comes from a background filled with incidents of overcoming adversity. With little education and limited knowledge of English, her parents came to the United States to escape poverty in Mexico. The oldest of five children, Gabriela is not only a first-generation college graduate, but the first in her family to graduate both middle school and high school.

"Not only is this my story, but this is my community's story. There's somebody within my community who has this same opinion,

this same view, who is also struggling," Jaimes says.

The support that Jaimes found at IU Northwest changed the trajectory of her life. It allowed her to believe in herself and take advantage of the many opportunities the campus offers. This year, IU Northwest will dedicate a community center affiliated with the Office of Diversity, Equity, and Multicultural Affairs, where members of the campus community can host workshops on diversity and inclusion and plan various activities. The campus also is expanding its Re-Imagining the First Year experiences, an effort that provides students with an introduction to college life and various academic supports to persist to a degree.

Jaimes is only one example of the results of these efforts. She graduated in May with a double bachelor's degree in chemistry and Spanish, as well as a minor in biology. One day, she hopes to return to Mexico to open



a clinic in the same region where her father once lived in a home made from sticks. In doing so, she hopes to continue a story that will make her, her family, and her community proud.

"If one person has success, we all celebrate," she says.

Embracing Diversity

The IU South Bend campus is a welcoming and inclusive college community. Targeted support and resources are strategically designed to ensure every student has the opportunity to succeed and experience higher education to the fullest, in and out of the classroom.


As a smaller campus, students are encouraged to stretch their imagination. They have the space and support to dream bigger and do more. They are given the resources to find their voice and their purpose.

Freshman Emily Hernandez knows this first hand. Hernandez is a 21st Century Scholar from Washington High School in South Bend and the first in her family to go to college. After graduating from high school, she took part in IU South Bend's Leadership Academy. The effort serves as an academically focused summer program that prepares students for college while enabling them to earn college credits.

Hernandez credits the Leadership Academy, and specifically her recruitment/retention counselor Cynthia Murphy, for making college become a reality for her.

"I'm the first in my family to attend college; it was very hard in the beginning to know how to get started. I didn't know who to talk to or where to go, but Cynthia showed me the way," she says. "It made all the difference for me."

25.9%
IU South Bend achieved
a minority student
enrollment record in
2017.



The academy is much more than just summer classes, however. A variety of supportive social events and opportunities, field trips, and leadership building group activities are integrated in the program to help students connect with the campus and to each other.

Students in the academy earn six free college credits through two courses. One is a three credit-hour course on the history of the Black and Chicano Civil Rights Movements; the other is a seminar that prepares them for the transition from high school to college level coursework and responsibilities.

Creating this kind of supportive campus culture is critical to the success of students like Hernandez—and instrumental to their degree completion. Other efforts underway at IU South Bend to promote similar successes include the Early Start Summer Academy.

Designed to benefit first-year students with high potential, the program gives young adults the opportunity to enroll in six credits of general education coursework at no cost. The work itself introduces collegiate-type skills and abilities, financial and career counseling, peer mentoring, and one-on-one advising.

Leading by Example

The Civil Rights Heritage Center (CRHC) is a key part of IU South Bend's commitment to provide students—and the entire campus community—with the benefit of diverse perspectives.

The center itself was born out of the transformation of the former Engman Public Natatorium. When it opened July 3, 1922, the Engman Public Natatorium in South Bend was the largest public swimming pool in the state and was used by Notre Dame and citizens of the area. Many of those individuals remember it as a place where they learned to swim. For African Americans, the story was altogether different. The "public" Natatorium denied full access to South Bend's growing African American population based on race.

From 1922 to 1936, Blacks were completely prohibited from swimming at The Natatorium. Through the persistence of many Black residents, limited admission to the facility was granted on a segregated basis only from 1936 to 1950. After 28 years of exclusion and unrest, The Natatorium was fully desegregated in 1950. The pool operated on a non-exclusionary basis until it was officially closed in 1978.

The unique rebirth of the public pool as the Civil Rights Heritage Center (which was honored in South Bend's designation as an All-America City in 2011 and a 2014 Freedom Award presented at the Annual Dr. Martin Luther King Jr. Indiana Statehouse Celebration) now pays tribute to the civil-rights contributions of local citizens.

Today, the CRHC is committed to the advancement of civil rights and social justice research, education, and outreach, with a focus on South Bend and the surrounding area. Programming work focuses on civil rights education, economic justice, and voting rights.

In 2009, the Engmann Natatorium was dedicated as part of the CRHC. This once-segregated public swimming pool now hosts public lectures, programming, and exhibitions on topics related to civil rights and social justice. Located on the west side of South Bend, The Natatorium stands as a community symbol of determination, struggle, and justice won.

Additionally, the center's library, which is free and open to the public, features thousands of books on topics related to civil rights and social justice both locally and nationally. With more than 200 titles for juvenile readers, many of the books share stories of the national civil rights struggle for African Americans, Latinxs, and LGBTQ+ people.



INDIANA UNIVERSITY SOUTH BEND

Finally, the CRHC partners with state and local communities to provide creative solutions for 21st century issues and challenges through public programming, exhibitions on topics related to civil rights and social justice, classes, and community meetings.

Looking Back to Move Forward

For Alfred Guillaume Jr., revisiting the American South with students through the 2018 Freedom Summer Program is a dream realized. Guillaume, retired executive vice chancellor of academic affairs and professor emeritus of French at Indiana University South Bend, has been instrumental in establishing the campus' Civil Rights Heritage Center, which now organizes the trip. But for Guillaume, who grew up in the South and was arrested for participating in the Civil Rights Movement, revisiting this moment in history was personal.

"For me to go through this experience once again, I was awash with emotions," Guillaume says "Pain of the past, pain of the hatred and intolerance of people. It was also a time of elation, as I was able to share these experiences with students and faculty and to speak about hope and joy for the future."



The notion of looking back to move forward was a key element of the Summer Freedom class. Students took a two-week bus trip through the South to visit the historic landmarks of the Civil Rights Movement

Through tours of historical landmarks and conversations, participants were exposed to the history of everyday people and their fight for equality. Sheree Harris, a student in IU

South Bend's paralegal certificate program, found this approach to history, often told by those who witnessed it firsthand, particularly gratifying.

"You hear voices. And to me, that's powerful. It touches you more than what you read in a textbook. And many times, these stories aren't in a textbook," Harris says.

In addition to its focus on telling the stories of the Civil Rights Movement, the Freedom Summer Program exposed IU South Bend students to the struggles faced by African Americans—then and now. Harris took this message to heart and, upon her return, began working in the community of Elkhart, Indiana, to raise awareness about the importance of voting.

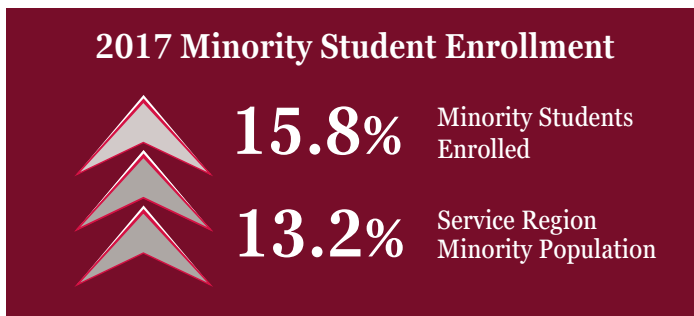
"As long as I'm speaking and saying something, as long as I'm spreading the word to others, I think I'm doing my job," Harris says.

Creating Many Entry Points to College

Today's college students are increasingly diverse and nontraditional. They are older, have a child or other dependent, attend school part time, and work full time.

A snapshot by the National Center for Education Statistics of the 17 million Americans enrolled in undergraduate higher education offers further insight into today's college learner:

- 1 in 5 is at least 30 years old
- About half are financially independent from their parents
- 1 in 4 is caring for a child
- 47 percent go to school part time at some point
- A quarter take a year off before starting school
- 2 out of 5 attend a two-year community college
- 44 percent have parents who never completed a bachelor's degree



IU Southeast is well acquainted with these changing student demographics. The campus is home to a diverse and eclectic community of learners. In addition to its core of traditional students who arrive as freshmen straight out of high school or homeschool, nontraditional students such as adult learners and veterans play a prominent role in shaping campus life.

IU Southeast has developed a number of initiatives to address the needs of this new student population, including improvements in the financial aid process, first-year experience programs, one-on-one academic advising, Fifteen-to-Finish initiative, early alerts on academic progress, free tutoring and mentoring, and other support services.

These and other strategies are showing positive results. In 2017, minority enrollment reached 15.8 percent, up from 15 percent in the previous year and 6.8 percent in 2005.

Cultivating Diversity at IU Southeast



As a regional campus of Indiana University, IU Southeast is located in New Albany, Indiana, just across the Ohio River from Louisville, Kentucky. This location attracts both a mix of students from southeastern Indiana and the Louisville metropolitan area, as well as a growing international student population.

International engagement is a central part of IU Southeast's work to promote diversity and help students see and learn about the world from a global perspective. Students have access to more than 300 study abroad programs through the IU Office of Overseas Study, including places such as Argentina, Australia, China, England, Germany, Ghana, Ireland, Italy, Japan, Spain, Indonesia, Samoa, France, England, Costa Rica, New Zealand, and many more.

The study abroad experiences at IU Southeast are campus-based, faculty-led study trips that take place every spring and summer and last two to three weeks. New programs continue to be developed, including those in Japan, Israel, and Nicaragua. Approximately 50 students participated in IU Southeast's faculty-led programs in 2017-2018, with several students selected for longer IU-sponsored programs.

Also in 2018, an International Programs Assessment tool was developed to determine the impact of various IU Southeast International programs/initiatives.

IU Southeast will continue to enhance its international programming and initiatives as part of its campus diversity strategy. Among its goals: Increasing the number of faculty members who are interested in developing IU Southeast faculty-led programs and increasing students' awareness of the accessibility of studying abroad.

Additional goals being undertaken include redefining the office's identity to prevent confusion regarding its purpose and mission. The concept of a new study abroad scholarship also is being explored via the use of student fees.

“We believe that access to higher education, preparation to enter the workforce, and the ability to function in a diverse and globalized society is critical for student success. To that end, IU Southeast will continue to strengthen and improve diversity in its programming, hiring, student recruitment, business practices, and community initiatives,” says Dr. Valerie Scott and Dr. Anne Allen, co-directors of IU Southeast’s study abroad program.

“Our objective is to put study abroad on the ‘mental/academic’ map of our students,” adds Scott and Allen.

Supporting Student Success

Collaborations with outside organizations and businesses are another integral piece of the student success puzzle at IU Southeast.

Dakota Russell of Floyds Knobs, Indiana, is the benefactor of one of these programs. Russell is entering her freshman year with 24 credits and a full year of in-class and online experience. She got a head start by participating in the collaborative certificate program in entrepreneurship offered by IU Southeast and Purdue Polytechnic University/New Albany.

By completing a five-course sequence offered at both campuses, Russell became the first student to earn the certificate in entrepreneurship.

The certificate is open to anyone, with the intention that individuals from small business owners and other community members—high school students included—will sign up to gain needed expertise in areas that can help them succeed.

The program delivers a foundational introduction to entrepreneurship theory, practical applications, and a core of required courses that enable students to expand their business experience and craft a capstone from either IU Southeast subjects or Purdue offerings.

“Ms. Russell is the epitome of a ‘with-it’ student,” says IU Southeast Chancellor Ray Wallace. “With nearly one year of college courses already completed, with a little more planning with her academic advisor, she could enroll later in a one year Masters in Management and have all completed in the usual four years. Smart, very smart!”

Music Transports Everyone

highlights the diversity of Spanish music, while exploring the cultural and political forces that continue to shape the genre today.

“Music is easy for people to understand—even if you don’t know what the words are, you can enjoy the beats and instruments. Music is one of the easiest ways to show people how different countries operate,” Ortiz says.

The Latin Lunch Hour emerged from one basic goal: to bring Spanish music from cultures beyond Mexico to the IU Southeast community. Ortiz, an assistant professor of criminology and criminal justice, and Aponte, a student in the Masters of Interdisciplinary Studies program, both experienced this deficit firsthand. As Puerto Rican members of the IU Southeast community, they decided to use their

radio program as a way to broaden the community understanding of Spanish music to include cultures like theirs.

Ortiz and Aponte try to place such music in the social context that influences it. They also trace the growing popularity of Spanish music in popular culture, examining its influence on songs ranging from Luis Fonsi’s “Despacito” to Cardi B’s “I Like It.” In doing so, Ortiz and Aponte hope to introduce IU Southeast students to cultural experiences far beyond what might be found in southern Indiana.

“For many students, [college] is their first experience engaging with different cultures, different races. I think it’s our responsibility to make sure these students graduate with a broader knowledge base besides what is found in textbooks,” Ortiz explains.



At 11 a.m. every Tuesday, Jennifer Ortiz and Jose Aponte sit down in a glass-walled radio studio in IU Southeast’s University Center. From there, they transport listeners on an hour-long journey through the musical traditions of South America, Central America, and the Caribbean. Now nearing a year on the air, the duo’s Latin Lunch Hour

Building Bridges

Efforts to promote diversity and inclusion permeate all aspects of Indiana University. This includes public safety. In September 2017, the Indiana University Police Department (IUPD) appointed its first-ever chief diversity officer, Wayne James.

The IUPD, which serves all IU campuses, is one of the largest certified law enforcement agencies in the state of Indiana. The chief diversity officer appointment is part of Indiana University's ongoing work to support and energize efforts that ensure diverse and inclusive recruitment, training, promotion, and community engagement by the IUPD. According to Superintendent of Public Safety Benjamin Hunter, James was selected for the new role because of his exemplary work as chief of police for IU Northwest. He continues to serve in that capacity in addition to chief diversity officer.

"The chief diversity officer position brings new emphasis to a central part of IUPD's mission," says John Applegate, IU executive vice president for Academic Affairs at Indiana University. "I am equally excited about our collaboration with the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) because it is critical to the long-term success of this position and to IUPD's goal of being a progressive, inclusive campus law enforcement agency."

James' responsibilities as IUPD chief diversity officer include working with the IUPD campus division leadership on strategic and positive approaches to diversity, partnering with the director of public safety education and the IU Police Academy to create programs and activities geared toward equipping officers with the skills and resources to address social justice, prejudice, and discrimination issues, and collaborating on behalf of IUPD with campus organizations and offices to resolve issues affecting success for diverse and underserved populations.

A Born Protector

James is a product of the Gary, Indiana, school system. Staying out of trouble was a constant struggle, according to James. As he once said, "trouble is easy to find and hard to get out of." Many of the individuals James called friends were either headed for prison or an early grave. Others became victims of their environment. This includes his brother, who has been confined to a wheelchair since the age of 15 after being shot.

Positive influences helped James avoid a similar fate. James was especially protective of his mother, who raised five sons and a daughter on her own. She often took James to the police department to visit with the chiefs and the commanders there. James' grandfather, a southern-born pastor and one of the first African Americans to settle in Glen Park, moved to Gary to preach at a local church. Julius James had attended Morehouse College in Atlanta with Martin Luther King Jr. and remained close to his family. The elder James became a respected leader in the Gary community and introduced his young grandson, James, to positive people who served as mentors.

Becoming a police officer wasn't exactly a favored career in his family's opinion. "A few people just don't like cops, because of some of the things they experienced from growing up in a tough urban environment," James recalls.

But James saw things differently. He was and is a born protector.

"I always wanted to protect my mom. I think that is where being a police officer came from," James says. "I would set up a pallet next to her bed and sleep next to it. I was protecting her. I was only 11, but I would have been there fighting with her."

James also is a certified Indiana law enforcement instructor specializing in gangs, building entries, and general instruction. He is a 2011 graduate of the Police Executive Leadership Academy (PELA), Northwestern University Staff and Command. Throughout his career, he has received several awards, commendations, and recognitions for excellence. In July 2012, he received a Medal of Valor, as well as a commendation award for a SWAT call. Additionally, he is the recipient of awards for officer of the year and drug investigations.

Creating Momentum for Positive Change

People familiar with James know firsthand how he feels about community engagement. It's a critical part of police work in that it helps break down the barrier of fear and encourages information-sharing between officers and the public. Even before James assumed the chief diversity officer role, much work was needed to engage the local community and build relationships within and outside law enforcement.

James began with town hall meetings on IU campuses in the spring of 2018. His goal: establish mutual trust with students. The format of the sessions included panel discussions involving community members, leaders from IU, and state police, as well as the Sheriff's Department. The exchanges and role-playing that took place offered a better understanding of different perspectives and how people can work together for positive change.

The meetings also allowed James to identify critical safety strategies, including the designation of campus liaisons whose job is to work with the local community and IU. As part of their work, the liaisons spend time attending student events and meeting with students in formal and informal settings.



“The idea is to educate students on the expectations of police during various situations, as well as help officers learn what students expect,” explains James. “When this happens, healthy discussions can transpire for both law enforcement and students.”

In addition, the town hall meetings reaffirmed the importance of forging stronger relationships with the Martinsville Police Department. Located midway between Indianapolis and Bloomington, Martinsville is known for its troubled racial history, alleged ties to the Ku Klux Klan, and its designation as a “sundown town” in which African Americans were expected to vacate the streets before dark. In 1968, this image was further fueled by the murder of Carol Jenkins, an African American woman.

Today, Martinsville officials are working hard to dispel the images of a racist past. And James is part of this important work.

Having previously met Martinsville Chief of Police Matt Long (both James and Long attended the police academy together some 14 years ago), James contacted Long to discuss some of the issues that came about through the town hall meetings. The phone call served as a stepping stone to constructive dialogue, eventually creating opportunities for the city of Martinsville to partner with IUPD and work together to dismantle the negative stigma associated with the city and Morgan County.

As a result of the partnership, several initiatives have occurred:

- Long and James recently participated on WFHB’s African American Radio Show, “Bring It On,” to address public concerns regarding safety and law enforcement.

- Beginning in the fall of 2018, a series of cultural awareness training begins. State police will facilitate a six-hour training session that is now required for every Martinsville law enforcement officer. In addition, training is available to all law enforcement in Morgan County, as well as to members of the Fire Department.
- A civilian training program is being explored for the general community.
- Cultural training is being expanded statewide, with training recently provided to the Indiana School Resource Officers Association and police officers for school systems in 92 Indiana counties. The goal is to help officers build stronger relationships with students.

Protecting IU

James also serves as the Chair of the De-escalation and Training Commission. Created in 2017 by Superintendent of Public Safety Benjamin Hunter, the commission—which includes public safety representatives, students, and faculty/staff from across the state—is charged with reviewing fair and impartial policing.

Hunter created the commission within months of beginning his role as superintendent of public safety at IU. No specific incidents prompted the review, according to Hunter; rather, it reflects a national concern about options available to police when encountering resistance, he says.

“Identifying and providing needed training is critical to this review,” Hunter says. “IUPD is progressive in its work to engage the community; this is a vital extension of that effort.”

The commission is tasked with identifying areas where training can be enhanced, as well as providing recommendations on more or different enforcement measures. Even the definition of “use of force” is being examined to determine if the 200 officers across IUPD define and report it in the same way.

“Controversial police-involved shootings have inflamed communities across the country. Therefore, the safety of our officers and the community we serve is the utmost priority,” adds James.

The commission has met four times and is working through the information-gathering portion of the review process. As part of that work, it is examining use of force reports to determine if having other options available for specific incidents might be more useful. The commission is expected to complete this process and present its findings by the end of the semester.

Partnerships Create Opportunity

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) works in collaboration with many campus partners and community organizations to help minority and underserved students, faculty, and staff find a sense of belonging at IU. To support OVPDEMA's priorities, a number of strategic initiatives came to bear in 2017-2018. Below are just a few highlights.

The Power of Giving

In 2020, Indiana University will celebrate an important milestone—its 200th birthday. That's 200 years of doers and dreamers. Of pioneers and pacesetters. Two-hundred years of life changing teaching and learning.

It is indeed a moment worth celebrating. At the same time, there's still so much more to do. As the world changes, it requires us to constantly reevaluate how we live up to the principles of diversity and inclusion. For decades, Indiana University has been at the forefront of this work, striving for a more diverse and inclusive learning environment for people of all backgrounds.

As we approach IU's 2020 Bicentennial, it is not only a time to celebrate this legacy of excellence, but also an opportunity to reaffirm our commitment to an even more diverse and inclusive future and acknowledge the work, both old and new, that makes it possible.

Through **For All: The Indiana University Bicentennial Campaign**, OVPDEMA is deeply engaged in securing funds critical to fueling research and academic achievement while supporting the priorities established by OVPDEMA. In support of this historic campaign, Joyce Q. Rogers, vice president for Development and External Relations for Diversity, Equity, and Multicultural Affairs at the Indiana University Foundation, leads a development team driven to ensure diversity and inclusion continues to be part of Indiana University's legacy. It is clear that the understanding of the profound impact of philanthropy is everywhere. On every campus. With alumni, students, faculty, and the community at large.



1820-2020

**INDIANA UNIVERSITY
BICENTENNIAL**

IU Johnson Chair of Diversity and Leadership

In October 2017, an unprecedented gift of \$1.5 million to OVPDEMA from Lacy M. Johnson, a prominent Indianapolis attorney with Ice Miller LLP, and his wife Patricia, further strengthened Indiana University's commitment to diversity and inclusion.

With the funding, the university established the Johnson Chair for Diversity and Leadership, an endowed position to which James C. Wimbush—IU vice president for OVPDEMA, and dean of The University Graduate School—was appointed by IU President Michael A. McRobbie.

The Johnsons' gift—the first-ever endowed chair from African American donors at IU—strengthens IU's diversity efforts and enhances the cultural climate of its campuses through scholarships and programming. The gift also is earmarked to benefit faculty, staff, and underserved, first-generation, LGBTQ+, and minority students via academic support, leadership efforts, and training.

"The unwavering support of IU's efforts in diversity and inclusion by Lacy and Patty Johnson resonates with the entire university community and with myself personally, as it buoys our already-firm stance on these issues," McRobbie says. "Through the outstanding work being performed by the office led by James Wimbush, Lacy and Patty's remarkable contribution will have a tremendous influence on current and future generations of IU students."

The gift is matched by **For All: The Indiana University Bicentennial Campaign** under its guidelines for establishing endowed faculty positions.

Today's Students, Tomorrow's Leaders

The Johnsons' gift coincides with the creation of the Indiana University Black Philanthropy Circle (BPC). Formed by 23 founding members, IU alumni and friends of the university, including Johnson, the BPC tackles education equity issues faced by Black communities through the power of philanthropic giving. In partnership with OVPDEMA, the BPC aims to establish programs and scholarships that improve access to higher education and erase barriers to degree attainment. Wimbush and IU alumna Rose Mays lead the efforts as interim co-chairs.

Another key part of the circle's mission will be to shine a light on the extent and nature of Black philanthropy. According to Rogers, a founding member of the circle, research suggests that Black individuals give at rates equivalent to or higher than the

population as a whole. Positioning the BPC as a prominent initiative will help boost this trend and combat some of the lingering stereotypes around Black communities and philanthropy, she says.

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

The BPC also supports research on diversity and philanthropy. As part of this support, the group collaborates with Indiana University’s Lilly Family School of Philanthropy, the first school in the world dedicated to studying philanthropic giving. The first official gift of the BPC reinforces this commitment by supporting the Mays Family Institute on Diverse Philanthropy at IUPUI.

Collaborations for Change

For the first time ever, Indiana University has entered into a partnership with the Madam Walker Theatre Center (MWTC) as a part of a collaboration to refurbish and modernize one of Indianapolis’ most beloved landmarks.

The partnership continues the rich legacy and tradition of the renowned entrepreneur, civil rights activist, and philanthropist Madam C.J. Walker, and entails new programming, workshops, seminars, and a speaker series in partnership with IUPUI. The initiative also engages the local community to provide thoughts in shaping future programming and events.

Critical to this endeavor is the support of the Lilly Endowment Inc. Grants from the Lilly Endowment totaling more than \$15.3 million will assist in the transitional operations of the project and a full renovation of the MWTC building, complete with state-of-the-art equipment, operational system updates, and exterior improvements.

“Together, MWTC and IUPUI are poised to launch one of the most creative and forward-looking partnerships and economic revitalization projects in the city of Indianapolis,” IUPUI Chancellor Nasser H. Paydar says. “Through this joint initiative, IUPUI is pleased to support the effort in offering programs to further serve our neighboring community and attract national attention to Madam Walker’s legacy here in Indianapolis.”

Presidents Circle Laurel Pin

No year-end summary would be complete without noting the remarkable impact of Indiana University’s most generous philanthropists. The Presidents Circle Laurel Pin commemorates the contributions of these truly special individuals who have gone above and beyond in providing resources to make IU a prominent force for good now and in the decades to come.

This custom-designed lapel pin by Tiffany and Co. is reserved for donors who are part of the top three levels of the Presidents Circle. One, two, or three garnets represent the Benefactor (\$1 million), Fellow (\$5 million) or Founder (\$10 million) levels respectively. Administered through the IU Foundation, the Laurel Pin was created in 2013 and is presented during an exclusive presidential gathering held at the Musical Arts Center on the Bloomington campus.

In June, Indiana University recognized the 2018 Presidents Circle Laurel Pin Honorees and the first two African Americans to receive the award, Lacy Johnson and Rose Mays.



A Welcoming and Safe Community

The academic mission of higher education is obviously paramount to Indiana University and so, too, is taking care of the IU community both inside and outside the classroom. Indiana University prides itself on being a safe and welcoming learning environment that advocates access, diversity, equity, inclusion, and community for all. As an institution, we believe that everyone can and will work together to learn from each other, bridge our differences, and treat every individual with respect and civility. As part of the mission, OVPDEMA implemented the following initiatives.

Support for All

In August of 2017, IU launched a university-wide bias student-on-student reporting system and campus communication tool. The goal of the effort is two-fold: build awareness around IU’s systemwide incident reporting system and encourage students, faculty, and staff to support and report incidents of hate, harassment, discrimination, and retaliation.

OVPDEMA STRATEGIC PLAN INITIATIVES

An incident reporting website was developed as part of this project to support communications and reporting. A campaign entitled “We Will” was designed to raise awareness about incident reporting and response efforts at IU, as well as to generate momentum about the new digital platform. The creative idea behind “We Will” is to inspire everyone at IU to take part in creating a safe, welcoming, and inclusive community. Moreover, it instills a sense of responsibility in audiences, while communicating that IU is here to support them.

Finally, all offices, schools/departments, cultural centers, and student organizations were brought on board to support the site and provide information about the effort on their individual campuses.

A Resource for Change

As threats of hate speech and violence plagued colleges and universities across the country in the past year, Indiana University’s OVPDEMA took action. Under the leadership of Yolanda Treviño, assistant vice president for strategy, planning, and assessment for OVPDEMA, a long and lengthy process was undertaken to formulate a dynamic resource for IU campuses: the **Inclusive Campus Environment Toolkit**.

The toolkit, launched in August 2017, serves as a reference of best practices to help IU faculty, staff, and students manage various situations on their respective campuses.

“Given that IU is deeply committed to ensuring that all members of its community, regardless of their background, can have access to safe learning environments, the toolkit should be seen as a complementary guide for difficult situations and a proactive way to learn more about how to support welcoming places across IU,” says Treviño.

Because IU recognizes the importance of different perspectives and their value to diversity, the toolkit enables students, faculty, staff, and local residents on and around IU campuses to educate themselves about techniques that can reframe or resolve matters before they escalate, as opposed to taking a reactive approach.

The toolkit categorizes information under four key areas—awareness, prevention, training, and response—to give members of the IU community the ability to quickly research materials and information specific to building inclusive learning environments on their campus.

In addition to linking to websites where individuals can report bias, discrimination, and hate crimes, the toolkit contains strategies to promote community building, diversity, and inclusion. Contact



information for IU’s chief diversity officers, affirmative action officers, and campus law enforcement also can be found in the toolkit.

Because the university’s campuses are an integral part of the communities in which they are located, some of the toolkit’s resources can be shared with local residents, organizations, and agencies.

The toolkit is a living document; it will continue to grow. Members of the IU community are encouraged to share its resources and initiate conversations with IU’s chief diversity officers who, in turn, will take their recommendations to Treviño.

“We invite IU’s students, faculty, and staff to thoughtfully consider the issues discussed in the toolkit, and contribute to it by sharing resources they believe can benefit the entire university community,” Treviño says. “Demonstrating openness to the views of others builds trust and confidence and will help IU’s campuses continue to be open places for all.”

Diversity: Doing the Work

IU’s OVPDEMA annual report for the 2017–18 academic year features a number of significant milestones related to diversity and inclusion. We thought it might be of interest to review one of the key projects designed to assess these efforts as we strive for diversity excellence on each of our campuses.

Between December of 2015 and February 2017, Indiana University took on a comprehensive external assessment of its campuses for the purpose of measuring and strengthening diversity efforts and learning ways in which it could improve for the future. An outside consultant, Halualani & Associates, conducted the assessment and compiled data, as well as offered action steps for change.

Specifically, the Halualani & Associates' report included:

- A thorough assessment of all diversity, inclusion, and inclusive excellence efforts and programs via diversity mappings across campuses;
- An evaluation of retention-graduation/student success initiatives and efforts via retention-graduation mappings across campuses;
- A diversity benchmarking through the Atlas database to generate a comparative ranking of Indiana University across comparable peers/universities/systems in terms of diversity, inclusion, and inclusive excellence areas; and
- An examination of the organizational capacity, effectiveness, and impact of OVPDEMA.

From the assessment, individual campuses began the task of developing a strategic student success plan, with a focus on creating high-impact practices, identifying metrics, and using predictive data analysis to continuously refine their diversity processes.

"Following the assessment, I am thrilled to learn that Indiana University is making a valuable impact on students, faculty, staff, and the respective communities in which our campuses are located," stated Wimbush. "That said, while there are certainly areas in which we would like to improve, I believe that IU's campuses have each outlined plans that can enable the entire IU community to thrive, regardless of an individual's background."

Meanwhile, OVPDEMA continues to work with each IU campus to ensure that the research garnered is being optimally leveraged and that the best practices collected are shared.

Specifically, the report concluded that IU has made significant and important strides to create an inclusive campus environment. In particular, Halualani & Associates applauded the commitment of OVPDEMA's program/center directors and staff members to the mission of diversity and inclusion.

The report also noted that OVPDEMA has experienced "tremendous historical growth, development, and improvement" over the past few years because of its clarified mission and structure.

Additionally, the report commended OVPDEMA's reporting structure across all levels and the newly added senior leadership roles (strategy, planning, and assessment; development and external relations; and marketing and communications) as contributing to an excellent foundation for OVPDEMA overall.

A small sampling of how IU campuses responded to the diversity assessment include:

- The IU Bloomington campus will increase funding for historically underrepresented minorities, financially disadvantaged and first-generation students to \$27.5 million by 2025 and boost funding for academic support programs.
- IUPUI expanded its pool of advisors for African American, Asian American, Latino, and LGBTQ+ students within the campus multicultural and LGBTQ+ centers, helping them to better navigate the campus, connect with mentors, access campus services, and promote retention and graduation.
- The faculty-led Diversity Commission at IU East revised its action steps in response to the retention and graduation report about its campus.
- Similarly, the IU Kokomo campus prepared a comprehensive response to the Halualani & Associates diversity assessment.
- The IU Southeast campus developed its current strategic plan, taking the inclusive approach of distributing diversity goals throughout the plan, as opposed to creating a separate campuswide diversity plan.

At the same time, there is more diversity work to be done.

"We recognize that we have much more work ahead as we continue to think outside of the box, be inclusive, and avoid the temptation to believe our work is complete," says Wimbush.

To that end, each IU campus, while at different stages of implementation, continues to integrate inclusive excellence as a framework, weaving it into their campus strategic plans.

OVPDEMA also is proactively undertaking a number of action steps outlined in the Halualani & Associates report. This includes creating and implementing more specific assessment models, measures, and metrics with key outcomes, as well as providing opportunities for OVPDEMA members to have more strategic conversations around what this process should look like.

In addition, OVPDEMA leadership is exploring the development of a strategic vision concerning future demands and emerging issues with regards to diversity, equity, and inclusion in higher education, private industry, and public life.

"A university should be a place where all types of people can come together as a community dedicated to inclusion and celebration," adds Wimbush. "We have and continue to be dedicated to creating a welcoming and open campus where faculty, staff, and students can do—as often stated by former IU President Herman B Wells—their best work."

Building Bridges in School and Beyond

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) strives to remove barriers to equity, provide enriching opportunities for students, faculty, and staff to learn from each other, and build a college culture that values the unique characteristics of everyone. A number of initiatives support this work, including those that are accomplished in collaboration and sponsorship within and across IU campuses, external organizations, and individual supporters. The following two university-wide programs are designed to inform and inspire.



Community & School Partnerships

With a focus on working with educational and community partners to help remove barriers to a college education, Community & School Partnerships (CSP) interacted with nearly 1,000 pre-college students in the 2017-2018 year. Working with these students enabled CSP to build on its vision where students from all backgrounds, especially those from underserved communities, are informed about the resources available to help them seek a college degree.

A key part of CSP's efforts this year included the continuation of the IU Bound Program, a partnership between OVPDEMA, the Indianapolis Public School Corporation (IPS), and the Center for Leadership Development (CLD). The goal of this partnership is to select students in IPS, help them develop a strong relationship with Indiana University, provide academic and character-based programming, and give participants opportunities to learn about college affordability resources that IU offers.

As part of IU Bound, 14 high school freshmen and eight returning high school sophomores from Arsenal Technical High School engaged in this year's program. Among their activities, students visited IU Bloomington, built camaraderie through events like screenings of the film *Black Panther*, and participated in informational sessions to help guide them on their pre-college journey. Each student in IU Bound also is a 21st Century Scholar and completes educational programming and group activities designed to prepare them for college life at Indiana University. Evidence of the value IU Bound brings to students and families can be seen in the 147 percent increase of applications for the program in 2017-2018—a remarkable achievement given the fact that the program is only in its second year.



Other key programs supported by CSP include the James Holland Biology Programs, which were held in June and July 2017 and 2018. Designed to engage high school students interested in science and introduce them to STEM-related opportunities at Indiana University, the James Holland Biology programs bring participants to campus for five to 10 days of workshops, laboratory work, and exposure to on-campus living. The summer efforts target rising sophomores, juniors, and seniors offering extensive opportunities

to conduct research with faculty and experience the possibilities of a science-focused college education at Indiana University. Between the three programs, the James Holland Biology initiatives served 78 students from historically underserved communities in summer 2017 and 75 students in summer 2018.

Through academic initiatives like the James Holland Biology Programs, CSP makes clear the value of giving high school students the opportunity to experience life as a college student in as holistic a manner as possible. For that reason, CSP brings high school sophomores and juniors to campus for Spring Shadow, a three-day, two-night shadowing experience. During the course of the visit, students follow an IU student through classes, work, studying, and extracurricular activities. By having such extensive exposure to everyday life at Indiana University, participants can learn skills for transitioning from high school to college and gauge the benefits of attending IU. Spring Shadow students also receive information and deadline dates related to admissions, financial aid, and other scholarship opportunities to help make their IU experience possible.

To help aid middle school and high school students prepare more broadly for college, CSP also produced a publication titled "Passport to Your Future." Designed to address 21st century competencies, "Passport to Your Future" lays out 10 pre-college steps to help students increase their college readiness skills. Students complete each step by attending community events and are invited to visit one or all of Indiana University campuses to practice the skills that each step requires. Students who complete all 10 steps are eligible for a special gift provided by CSP to continue their college planning.

Community & Student Engagement

College life at Indiana University is filled with countless new experiences and opportunities. From academics and sports to a campus culture that values all backgrounds and perspectives. Community and Student Engagement (CSE) encourages students to engage in transformative learning experiences that promote social justice. These opportunities give participants the chance to experience volunteerism and leadership as the foundational learning tools of practicing social justice. CSE embraces the collaborative and inclusive spirit of many OVPDEMA programs and centers, working within the community through civic organizations and nonprofit groups to help educate students from all backgrounds on matters of equity, diversity, and community for all.



Supporting Student Success

Even the most promising students may face challenges after high school. The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) offers several scholarships and scholar programs for current and incoming IU Bloomington students and specifically those from underserved populations and minority backgrounds. These programs provide a meaningful learning foundation for students, giving them resources and guidance through caring staff and peer mentors as they embark upon their educational journey. Most importantly, they instill students with a true sense of community. The following IU Bloomington academic and scholarship programs offer academic and financial support to sustain students' educational dreams.

21st Century Scholars Program

As an academic support program that served nearly 4,000 students in the 2017-2018 year, the 21st Century Scholars Program is the largest student support services program at any university in the state. Recognizing that students from low-income backgrounds may require additional support to attain their degree, the 21st Century Scholars Program offers scholarships to qualified students and provides academic advising, programming, and outreach initiatives for students once they reach campus. These efforts have resulted in a 51 percent four-year graduation rate among 21st Century Scholars at IU Bloomington, double the average four-year graduation rate for the program across Indiana as a whole. In 2017, the program graduated more than 500 scholars, the largest graduating class in the program's history.



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

Outreach to pre-college students also is key to the 21st Century Scholars Program. By conducting campus and community visits, the program helps prospective scholars become aware of the program and stay on track to complete their program requirements. The program's outreach at Indiana Black Expo's Summer Celebration, where students can visit the IU booth to complete these requirements and learn more about the program, also is central to this effort.



Academic Support Center

Many students, especially students from communities where college attendance is often out of reach, arrive to IU unprepared to succeed academically. The Academic Support Center works to address these gaps and ensure that they have their best shot to succeed in college. The center accomplishes this goal by hosting tutoring centers across the Bloomington campus, including in residence halls and in OVPDEMA cultural and academic centers. Students visiting these locations have access to free, one-on-one tutoring sessions in a variety of subjects. Other academic support center programs, including group study tables, workshops, and academic advising, all serve to help students grow and thrive academically.

By working with OVPDEMA cultural centers and academic units, the Academic Support Center welcomed more than 2,300 students over the course of 11,000-plus visits in the 2017-2018 academic year. Many of these students were members of OVPDEMA programs such as the 21st Century Scholars, Group Scholars, and Hudson & Holland Scholars.



In addition to these long-standing partnerships, the Academic Support Center developed new initiatives this year. This includes targeted support to historically underserved communities in the chemistry department. During 2017-2018, 40 chemistry students utilized this outreach 374 times, and many saw improvements in their academic performance as a result.

Groups Scholars Program

The Groups Scholars Program has been making college more accessible to low-income students at Indiana University Bloomington since 1968. Qualified students receive financial assistance covering tuition and fees, books, and room and board for four years of their undergraduate education. This assistance is fully funded by Indiana University and supported by OVPDEMA. In addition, the Groups Scholars Program provides tutoring, academic advising, mentoring, and a sense of community to help scholars through every step of the college experience.

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

During the 2017-2018 year, the Groups Scholars Program took steps to strengthen its academic supports by increasing general education course offerings to 14 and adding courses in Latino and American Studies and Psychology. This initiative gave scholars opportunities to engage with even more disciplines within the university. The program's First Year Seminar Program also was

extended to include a course in the spring semester, providing students with additional support in mental health management, career preparation, goal-setting, and financial education. These efforts sparked demonstrable improvements to participants' academic performance.

As it prepares to celebrate the 50th anniversary, the Groups Scholars Program looks to achieve another milestone: the program is on track to graduate its highest percentage of students ever. Of the Groups Scholars who began their college education in 2015, 78 percent have persisted through to their fourth year. These encouraging numbers are seen throughout the other classes of Groups Scholars; in particular, the 2017 class of scholars saw a 92 percent persistence rate to the second year. Such figures not only reflect scholars' hard work, but are testament to the commitment of a network of recommenders who identify potential students while in high school and guide them through the application process.



Hudson & Holland Scholars Program

As Indiana University's largest merit-based scholarship and support program, the Hudson & Holland Scholars Program welcomes hundreds of students each year. In 2017-2018, the program included a record 503 scholars, the largest incoming class in its history; the median high school GPA of the class was 3.95, also a record for the program. The momentous gains also applied into the group's first year—the median GPA of the 2017 class was 3.49, the highest in the program's history. These trends, in addition to the 100 percent increase in scholars over the last five years, represent the tremendous growth in the number of students the Hudson & Holland Scholars Program serves each year.

OVPDEMA ACADEMIC AND SCHOLARSHIP PROGRAMS



Increased enrollment numbers are just one aspect of Hudson & Holland Scholars' success. To celebrate its 30th anniversary, the program awarded the Hudson & Holland Legacy Award to Charlie Nelms, Ph.D. and Kevin Brown, J.D. for their contributions to the program. The program also hosted the 2018 Diversity Leadership Summit, which focuses on the impact of stereotypes on leadership and identity; 578 HHSP Scholars attended the event.

Mentoring Services & Leadership Development

OVPDEMA-supported units are dedicated to providing support for students of all backgrounds. This is evident in Mentoring Services & Leadership Development (MSLD), an OVPDEMA unit that connects students with mentors from around the university. A central program under Mentoring Services & Leadership Development is Faculty and Staff for Student Excellence (FASE), an initiative that pairs student protégés from underserved backgrounds with peer mentors to guide them through their college experience. In doing so, FASE involves students as both mentor and mentee, while creating lasting support networks and relationships for those it serves.

This year, MSLD recruited nearly 300 new protégés into the FASE program. Additionally, the average fall 2017 GPA for the protégés as a whole was 3.04—a nod to the robust academic support students receive from mentors when they enroll in the program. While the mentoring relationship produces academic benefits for protégés, student mentors benefit, too. Their average 2017 GPA was 3.35.

Mentors also participated in many FASE events, with 96 percent attendance at major gatherings and a 98 percent performance average on achieving required mentor responsibilities. This year, mentors coordinated with the Career Development Center and the 21st Century Scholars Program to hold workshops where students could learn resume writing, practice LinkedIn account management, and receive a professional headshot for their profile.



Another OVPDEMA-supported program is the Faculty Mentoring Initiative (FMI), an effort that fosters mentor-mentee relationships between faculty and students. With 51 faculty mentors and 75 student mentees, the FMI offers students small-group and one-on-one opportunities to meet with faculty dedicated to helping them attain their degree.

Overseas Studies & Scholarship Program

Initially created in 2013 from a partnership between OVPDEMA and the IU Bloomington Office of the Provost, the Overseas Studies & Scholarship Program has provided 594 students, many from underserved communities, with OVPDEMA study abroad scholarships. In the 2017-2018 year, 162 students received funding from the Overseas Studies & Scholarship Program—a 24 percent increase over the previous year.

Also in 2017, the Overseas Studies & Scholarship Program added Peru to its roster of custom OVPDEMA study abroad programs. This includes group trips to Brazil, Dominican Republic, Ghana, and India. On each trip, students join IU faculty and staff on overseas experiences that expose them to new cultures and focus on unique, country-specific themes. Fifteen students from first-generation, low-income, and minority backgrounds participated in the inaugural Peru trip, which allowed them to study cultural heritage and diversity in that country. For many of these students, it was their first time traveling outside of the United States.



Looking forward, the OVPDEMA Overseas Studies & Scholarship Program hopes to share the benefits of studying abroad with even more students from underserved communities. It currently is planning a series of panel discussions where minority and underserved students will share their experiences about studying abroad. The program also intends to work with other IU offices to bolster support for students applying for nationally competitive study abroad scholarships. These efforts will be paired with initiatives like the Embrace Diversity, Share Culture Study Abroad Fair, which attracted more 400 students last year.

Growing Potential

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

Adam W. Herbert Presidential Scholars Program

The 2017 incoming class of Adam W. Herbert Presidential Scholars Program boasted a combined high school GPA of 3.98 and included 74 of Indiana's brightest young students. Freshmen were welcomed at the annual banquet in January 2018, where they engaged with senior leadership from all IU campuses.

Recipients are encouraged to grow academically and professionally during their time at IU. Toward that end, the program funds study abroad experiences for students interested in expanding their horizons beyond the boundaries of their home campus.

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



Experiences That Educate, Inspire, and Empower

The African American Arts Institute (AAAI) is the nation's first and only university-based program dedicated to the performance and promotion of Black music and dance. The AAAI features three performing ensembles offered for academic credit, artistic directors of international acclaim, performance and arts management experience for students, and workshops for high school students. From the annual Potpourri of the Arts performance to the individual shows on campus and across the state, nation, and even other continents, the AAAI has earned a deserved reputation for sustained excellence through the following three performing ensembles.



African American Choral Ensemble

The African American Choral Ensemble's performance schedule started early in the 2017-2018 year, when the group performed for more than 3,000 students during the Welcome Week CultureFest. This was just the beginning of an exciting year for the ensemble, which had the opportunity to perform at the MLK Leadership Breakfast for the third consecutive year. As part of its performance, the ensemble opened for W. Kamau Bell, Emmy award-winning political comic and CNN host, with songs like "We Shall Overcome" and Director Raymond Wise's original song, "When Will We Learn to Love One Another." In addition, the group interacted with the Bloomington community by headlining the city's MLK Birthday Celebration, held at the Buskirk-Chumley Theatre that evening.

When paired with the group's yearly Spring Concert, which this year broke attendance records with nearly 550 attendees, and the group's fourth annual performance at Bloomington's University Elementary School, the African American Choral Ensemble continued to make a significant creative impact on both Indiana University and the Bloomington community.



African American Dance Company

The 2017-2018 year marked the first of Stafford C. Berry Jr.'s leadership of the African American Dance Company (AADC). Continuing the legacy of Iris Rosa's 43-year tenure at the company's helm, Berry came to IU from his work as an assistant professor of dance and Black studies at Denison University, as well as an extensive performance, choreography, and teaching history built throughout the United States and in the Caribbean.





In his first year leading the company, Berry worked with the AADC to present the group's 20th Annual Dance Workshop at the Neal-Marshall Black Culture Center. The workshop, which was created by Rosa to introduce students and community members to the dance traditions of the African and African American diaspora, attracted more than 200 participants—from pre-college students to IU faculty, staff, and alumni. Participants learned instruction by masters dance artists and professionals who brought rich traditions of Cuban, Salsa, West African, Jamaican, Vogue, and Jazz dance to Indiana University. Support for the AADC from the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) included funding scholarships for 50 high school students to attend the workshop.

It also was an exciting year for members of the African American Dance Company, who had the opportunity to learn from the cast and choreographers of *Motown the Musical*, produced by the IU Auditorium in October 2017. Activities included a master dance class, Q&A sessions, and the opportunity to experience the famous "Dancing In the Streets" routine with the show's cast. The Motown workshops also gave AADC members a chance to work with their fellow artists of the IU Soul Revue.

During the 2017-2018 year, the African American Dance Company also found ways to give back. In a visit to the Highland Park Elementary School, located in an underserved area in Bloomington, Berry and the AADC engaged hundreds of elementary students with West African songs and dances and activities.



IU Soul Revue

Like the African American Dance Company, IU Soul Revue welcomed a new director, Indianapolis native and IU Soul Revue alumnus James Strong. Strong, a renowned bassist, musical director, and producer, is known for his work with artists such as Toni Braxton, En Vogue, and LL Cool J and performances in venues ranging from Madison Square Garden to Radio City Music Hall, as well as recording projects with companies from Atlantic to Universal and Warner Bros. By returning to lead the performance ensemble where he crafted his skills in performance and business, Strong's presence inspires a new generation of students to take their musical expression to new heights while at IU.

In addition to its yearly Spring Concert, which was attended by nearly 600 people this year, IU Soul Revue participated in several special performances. As part of its 50th anniversary celebration, Indianapolis R&B radio station WTLC invited the Soul Revue to perform at the Indiana State Museum. This year IU Soul Revue also had the opportunity to perform with a legend: Funk musician William "Bootsy" Collins. Soul Revue provided an opening performance for Collins' talk, showcasing a medley of the musician's greatest hits. At the end of his visit, Collins was so impressed with Soul Revue that he invited the group to perform with him at the Cincinnati Music Festival. He also extended an invitation to Strong and several Soul Revue members to perform with him in Los Angeles.

Finding a Cultural Connection

Located on IU's Bloomington campus, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) culture centers serve as vital learning spaces for students, faculty, staff, and the local community. More than offering personal and academic support, the following culture centers provide a home away from home for students, a cultural connection, and an outlet for creative expression.

Asian Culture Center

As it approached its 20th anniversary, the Asian Culture Center (ACC) continued its work of collaborative events and programming to give members of the IU community a chance to engage with Asian culture. Through a combination of regular weekly events and new programs, the center estimates it served nearly 1,000 students from the community in the 2017-2018 year.

A highlight of the ACC's 2017-2018 programming was the welcoming of several renowned cultural figures to campus. Over the course of the year, the ACC hosted artist, actor, and activist George Takei, Pulitzer Prize-winning author Viet Nguyen, and award-winning filmmaker Mira Nair, whose visit was held in collaboration with the IU Cinema. These opportunities allow attendees to interact with prominent Asian Americans and learn about their experiences at the forefront of cultural and artistic exchanges.



In addition to the high-profile visits it sponsored, the ACC made sure to highlight voices closer to home. The center's "Over a Cup of Tea" series invited Asian Americans from the community to share their experiences as a way to examine the influence of power systems on everything from law enforcement to gender roles and relationships. Other discussion programs, such as the "Who Are Asian Americans and Pacific Islanders" event, continued ongoing discussions about Asian and Asian American culture.

The ACC also worked to take these conversations beyond the university with two important initiatives. The first, DestinAsian: Learning on the Road, partnered with the CommUnity Education program to bring participants on an educational trip to Chicago.

The second, Hearabouts: Midwest Asian American Radio, worked with WFHB to launch a community-focused public affairs forum covering issues pertaining to Asian Americans. Both initiatives are instrumental in bringing the ACC's work to an even wider audience as it celebrates its 20th anniversary in 2018.

First Nations Educational & Cultural Center

Founded in 2007, the First Nations Educational & Cultural Center (FNECC) offers visitors of all backgrounds the opportunity to learn about contemporary Native American culture. As with all OVPDEMA-supported centers, the work of the FNECC is highly collaborative with organizations on campus and beyond. This year, the FNECC continued this tradition by increasing its collaboration with other campus organizations, as well as solidifying efforts to connect with Native communities throughout the Midwest to share experiences and best practices. The center's participation in the Second Annual Big 10 Native Student Association Conference is just one highlight in a year marked by collaborative partnerships.



Another achievement of FNECC's work this year is its visit to the Citizen Potawatomi Nation as part of the second annual First Nations Leadership Ambassadors Council Meeting in Shawnee, Oklahoma. During the visit, the FNECC met with tribal leaders and members of the community; it also worked with IU Admissions to provide prospective students from the community with information on the opportunities available at IU. The visit represents one step in the larger aim of the FNECC to build meaningful connections with Native communities throughout the country—especially those removed from their original homelands in Indiana.

In the years to come, FNECC hopes to build upon these strong foundations. To boost recruitment of Native students, the FNECC is working with Community & School Partnerships to develop a program that will help Native students visit IU's Bloomington and Indianapolis campuses. The program will connect Native students with state resources and introduce them to the history of Native Americans in the state. Finally, the FNECC will continue its annual Powwow, held in Dunn Meadow each year, which brings celebrations of Native American culture to the IU and Bloomington communities.

La Casa/Latino Cultural Center

Founded in 1973, La Casa/Latino Cultural Center serves as a campus hub that brings academic support, advocacy, and programming about Latino culture directly to students. Central to its role is La Casa's commitment to serving as a home and place of support for every student.



Many of La Casa's successes in 2017-2018 stem from its commitment to support students and communities passionate about Latino culture. As part of its new Latino/Latina/Latinx Initiatives, the center held bi-weekly meetings to give students opportunities to make new friends and develop support systems during their time on campus. For students looking to immerse themselves in Latino culture in a residential setting, the center implemented the Luis Davila Latinx Thematic Community. Students in the community live together on a residence floor and have the opportunity to collaboratively examine cultural, historical, and political issues affecting Latinx communities.

Collaboration extends far beyond the Luis Davila Latinx Thematic Community and into many of La Casa's initiatives. Similar events held by La Casa in the past year include the New Student Welcome Dinner, which attracted 220 students, and Dia De los Muertos. Held in conjunction with the LGBTQ+ Culture Center, the First Nations Educational & Cultural Center, and the Canterbury House, La Casa's annual celebration of Day of the Dead provides yet another opportunity for attendees to engage with the rich heritage of Latino communities.

Celebrating its 45th anniversary in 2018, La Casa looks forward to continuing its engagement work with Latino culture and acting as a gateway to a better understanding of the issues affecting Latino and Latin American communities.

LGBTQ+ Culture Center

One stand-out moment in 2017 for the LGBTQ+ Culture Center was a campus visit by transgender actress and *Orange Is the New Black* star Laverne Cox. Cox, who once attended Indiana University, spoke to a full house about her experiences as a transgender African American woman and her time at IU. Other events organized by the LGBTQ+ Culture Center included participation in the Provost's First Thursdays Celebration, where the center presented information on the contributions of drag culture and invited two drag queens to meet with attendees. Support from the LGBTQ+ Center also was instrumental in making possible the annual Ryan White Lecture Series, held in co-sponsorship with the School of Public Health, and allowed a group of IU students to attend the annual Harvey Milk Dinner.

In addition to its collaborative programming, the LGBTQ+ Center continues to seek out new ways to boost visibility and support for LGBTQ+ individuals on campus. The center plans to premiere a mentorship program this year in which volunteers will help new IU students who identify as LGBTQ+ navigate their first year of college. More than 20 students have signed up to be mentors, with training set for fall 2018. The center also brought on a new postdoc fellow and worked with OVPDEMA and the IU Foundation to provide five scholarships for student research and support.



While the LGBTQ+ Center has a focus on serving the community through larger programs and events, it also is committed to working with students one-on-one. Whether connecting students who lost financial support from their parents to scholarship opportunities or helping organize the creation of an LGBTQ+ book club, the LGBTQ+ Center places a strong emphasis on meeting the needs of each and every individual who walks through its doors.

Neal-Marshall Black Culture Center

Founded in 1969 and the oldest of Indiana University's cultural centers, the Neal-Marshall Black Culture Center (NMBCC) continued its work to engage and inspire the Black community in the 2017-2018 year. In addition to long-standing events such as the Freshman Pinning Ceremony, the Black Congratulatory Celebration, and the Homecoming Fish Fry, the NMBCC hosted its annual Poetry Slam and a variety of programming during the 2018 Black History Month. With the theme of "Black and Free," these events included a storytelling night, an interactive Black Knowledge Bowl game show, and a sold-out showing of *Black Panther* on the film's opening night.

The NMBCC also implemented programs to holistically engage first-year students during the fall semester. The Neal-Marshall Leadership Academy, a four-month leadership development program hosted by the center, welcomed its first cohort of African American students. As part of the program, students are taught leadership skills and given opportunities to connect with the center. As with other OVPDEMA cultural centers, the NMBCC functions



as a space of respite and reflection in a divisive political climate. During the year, the NMBCC held three Cultural Collective programs where attendees discussed topics ranging from the Charlottesville protests to Black celebrity and community injustice to the dynamics of intersectional relationships (an event held in collaboration with the LGBTQ+ Center). These three gatherings brought nearly 200 students together to discuss current events and find community support. The center's Unity Summit, held on Martin Luther King Jr. Day, also focused on creating discussion and examining the dynamics needed to align the campus with Dr. King's vision of peace and unity.

People With Disabilities and Veterans

OVPDEMA recognizes that no one identity can be considered the sole measure of a diverse and inclusive campus. Rather, a truly diverse and inclusive university must do everything it can to engage and serve people from all places and backgrounds.

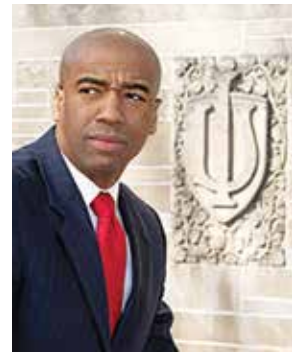
At the heart of this mission is supporting students with disabilities—and recognizing that people with disabilities are people first. Their disability does not define who they are. Campus offices work with students with disabilities, helping them best accommodate students' needs inside and outside the classroom. Many of these offices provide resources to faculty to assist in making accommodations for students with disabilities as seamless as possible.

Indiana University is equally supportive of its faculty and staff who have disabilities. The university recognizes that a disability can affect anyone at any stage of his or her life; thus, it is critical to be proactive. In pursuing this belief, Indiana University welcomes people regardless of ability and works to make its campuses more accessible for all that it serves.

This commitment also applies to military veterans. Indiana University has been serving veterans since its founding, ensuring

“What I like most about IU is the global focus the institution has in order for students to impact the world.”

—Jamal Allen Sowell, veteran and Pat Tillman Military Scholar at IU Maurer School of Law



that they have the support and resources they need to excel. Led by the Division of Student Affairs' Veteran Support Services, offices on each IU campus are available to meet with veterans and address their specific issues. In addition to these offices, the university offers veteran-specific programs such as student organizations, healthcare, counseling and psychological services, disability and rehabilitation programs, community resources, and more. The goal of each: to help military veterans make a successful transition to campus life.



OVPDEMA Administration

James C. Wimbush

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

Elizabeth Blevins

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

Gwen McCay

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

Eric Mokube – current

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

Julia Fisher – former

Director
Financial and Budgetary Services

John Nieto-Phillips

Associate Vice President
Vice Provost, Diversity and Inclusion
IU Bloomington Chief Diversity Officer
812-855-2076
jnietoph@indiana.edu

Joyce Q. Rogers

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

Yolanda Treviño

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

Indiana University Chief Diversity Officers

IU Bloomington

John Nieto-Phillips

Associate Vice President, OVPDEMA
Vice Provost, Diversity and Inclusion
IU Bloomington Chief Diversity Officer
812-855-2076
jnietoph@indiana.edu

IUPUI

Karen Dace

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

IU East

Francis Yates

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

Latishea Varnesdeed – former

IU East Chief Diversity Officer
Special Assistant to the Chancellor

IU Kokomo

Sarah Sarber

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

IU Northwest

James Wallace

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

IUPD

Wayne James

Police Chief, IU Northwest
IUPD Chief Diversity Officer
219-980-7222
wjames@iun.edu

IU South Bend

Marty McCampbell

Director
Diversity and Affirmative Action
and Title IX Deputy Coordinator
IU South Bend Chief Diversity Officer
574-520-4524
mmccampb@iusb.edu

IU Southeast

Darlene Young

Director
Staff Equity & Diversity
Title IX Deputy Coordinator
IU Southeast Chief Diversity Officer
812-941-2306
dyoung01@ius.edu

OVPDEMA

Directors

Doug Bauder

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

Nicky Belle

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

Stafford Berry

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

Herb Caldwell

Director
Development and External Relations
812-855-1557
herbcldt@indiana.edu

Lillian Casillas

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

Melanie Castillo-Cullather

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

Ochmaa Escue

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

Arnell Hammond

Director
Faculty Mentoring Initiatives
812-855-9818
hammonda@indiana.edu

David Hummons

Director
Community & Student Engagement
812-855-8286
dhummons@indiana.edu

Vincent Isom

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

Julia Jennings

Director
Community & School Partnerships
University-wide Coordinator
Adam W. Herbert Presidential
Scholars Program
812-855-5697
jenninj@iu.edu

Monica Johnson

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

Marsha McGriff

Director
Hudson & Holland Scholars Program
812-856-0335
mcurrin@iupui.edu

Leslie Robinson

Director
Academic Support Center
812-855-7016
ljobins@indiana.edu

Patrick Smith

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

Mary Stephenson

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

James Strong

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

Charles Sykes

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

Raymond Wise

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

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

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

09/2018

Connect with us.



INDIANA UNIVERSITY
FULFILLING *the* PROMISE