

A photograph of a woman with braided hair, wearing safety glasses and a white surgical mask, looking down at a tablet. A man in a blue lab coat and purple gloves is leaning over her, looking at the tablet. The background is a clinical setting.

EMBRACE

DIVERSITY AT IUPUI | FALL 2016

DIVERSIFYING THE HEALTH PROFESSIONS

IUPUI's **Breaking the Myths** programs introduce high school students from underrepresented minorities to careers in the fields of nursing and dentistry. **Page 10**



IUPUI



As we begin a new academic year and welcome our newest class of Jaguars, I am reminded of the foundation of diversity upon which IUPUI is built. Diversity has been at the core of IUPUI culture since the beginning, and it shows. We've created a campus community that truly reflects IUPUI's urban environment—a community that grows richer with each incoming class.

The stories in this issue of *Embrace* demonstrate the many forms inclusion, access, and equity take at IUPUI—and the ongoing efforts to strengthen diversity on campus. From an IU School of Medicine initiative to improve health care for members of the LGBTQ+ community to a precollege program that aims to diversify the fields of nursing and dentistry, this issue highlights the ways in which IUPUI students, faculty, and staff are embracing diversity on campus, in Indianapolis, and throughout the state.

We hope that reading these stories will inspire you to share your own with us as we continue to celebrate diversity at IUPUI.

A handwritten signature in white ink that reads "Karen Dace". The signature is fluid and cursive, written in a professional style.

Karen Dace

Vice Chancellor for Diversity,
Equity and Inclusion



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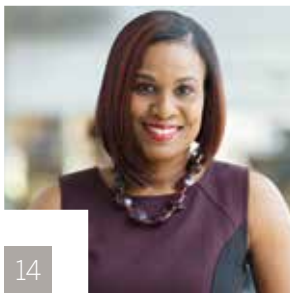
8



10



12



14

TABLE OF CONTENTS

- 4 Embracing Differences**
- 5 Staff Profile: Ivette Barbosa**
- 6 Better Health Care for All**
- 8 Advocating and Educating**
- 10 Breaking the Myths**
- 12 Boundless Options**
- 14 Faculty Profile: Jennifer Thorington Springer**
- 15 A Culture of Community Engagement**

EMBRACE

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EMBRACING DIFFERENCES

JAGiversity teaches the IUPUI community about diversity and multiculturalism



As a freshman at IUPUI, Cynthia Morraz struggled to find her niche. With the encouragement of a friend, she got involved with the Multicultural Center—and she knew she had found her place.

“The Multicultural Center became my niche and my home,” she says.

Morraz, a senior majoring in journalism and global and international studies, is now helping other students feel more at home at IUPUI. She is part of the Multicultural Center’s JAGiversity program, which aims to build awareness of and create meaningful dialogue about diversity-related issues. As a JAGiversity Peer Educator (JPE), she is part of a team of undergraduate students who present workshops on diversity and multiculturalism to the IUPUI community.

“Diversity talks about the differences among communities and individuals,” says Karina Garduño, assistant director of multicultural programming at the Multicultural Center. “JAGiversity acknowledges those differences, but also acknowledges there’s something that brings us all together at IUPUI—we are all Jaguars.”

Now in its third year, the JAGiversity program offers three workshop series. JAGiversity 1.0 is an introduction to multiculturalism at IUPUI, and JAGiversity 2.0 is an in-depth look at identity and privilege. JAGiversity Teams focuses on team building and leadership. JPEs also can customize workshops to meet the specific needs or interests of the audience.



Anyone at IUPUI can request a JAGiversity workshop, though most requests come from instructors asking for presentations to their classes. While JPEs usually present to other students, occasionally they conduct workshops for faculty and staff. Each JPE makes at least two presentations each school year.

“It’s a challenge as a Latina to go into classrooms that are dominated by white males and talk about diversity issues. But I like that because I recognize that I learn only by challenging myself and challenging others.”

—Cynthia Morraz,
JAGiversity Peer Educator

Morraz gives JAGiversity 1.0 presentations to students in first-year seminars, required courses for freshmen that serve as an introduction to college.

To become JPEs, students go through a competitive application process. After they are accepted into the program, they undergo training in preparation for conducting the workshops, including a week of intensive training that helps them understand their own identities. The Multicultural Center’s campus partners also train JPEs on diversity-related topics such as intercultural communication.

Jamal Abdulrasheed, a JPE who graduated from IUPUI in May and is now a law student at the IU Robert H. McKinney School of Law at IUPUI, also has worked with students in first-year seminars.

“Being able to step out of my comfort zone and present to first-year seminars has been great,” he says. “It has been impactful not only for me, but also for those students. Being able to see the growth in students, and to see the growth in myself and my fellow JPEs, means a lot.”

JAGiversity workshops include activities that allow attendees to actively participate in the experience. In one such activity, each participant receives a note card with an identity written on it, such as Asian or transgender. As a group, the participants discuss what categories those identities fall into, such as age, race, or religion, and whether those identities are visible or invisible.

Sharing personal experiences is another important aspect of the workshops, Abdulrasheed says. In his presentations, he discusses his own identity to make important points and help participants feel more comfortable joining the discussion and sharing their own experiences.



“I bring up the fact that I’m an African American male and also a Muslim,” he says. “You can look at me and not know I’m Muslim. This helps me explain how people need to be aware of their surroundings and actions because you never know how someone identifies.”

Each JPE receives a scholarship for participating in the program, but that’s not why Abdulrasheed and Morraz became JPEs.

“I wanted to be a JPE because how can I complain about things that happen to my people or people I identify with and not do anything?” Abdulrasheed says. “As a JPE, I’m impacting the problem at the base. Being able to educate myself and others hits the root cause of problems that affect me.”



Morraz adds, “The most rewarding thing is to know that I can go into a room of 30 students, and at least one person will learn something new. And that person is the one who can make a difference.”

STAFF PROFILE: IVETTE BARBOSA



Ivette Barbosa, student services coordinator in the IU School of Social Work at IUPUI, has had many titles throughout her career, but her passion for helping others has never changed.

Ever since she came to Indianapolis from Puerto Rico in 1993, Barbosa has worked to serve the Latino community. She was part of the original task force that developed the Hispanic Health Project at Wishard Hospital (now Eskenazi Hospital), and she led the introduction of bilingual services at the Indianapolis social service organizations Healthy Families and Children’s Bureau, Inc.

But when offered the opportunity to join the School of Social Work, first as an adjunct faculty member and then as the student services coordinator in 2009, Barbosa realized her love for higher education.

“What better opportunity to help students be successful, particularly other Latinos, than to help them get a degree, because education is what took me out of my situation growing up,” Barbosa says. “I am an example for students that they can get an education, be successful, and have a better life.”

Barbosa is committed to students’ academic success—and the 98 percent retention rate of her advisees proves it. But she is also a dedicated mentor, helping her students grow into well-rounded professionals.

“I have found that many students have something that makes them feel different, whether they are Hispanic or African American, or have a learning disability,” Barbosa says. “I help them embrace their differences to prepare them for a professional setting.”

Though she was named Faculty Advisor of the Year in 2015, recognition isn’t what keeps Barbosa going.

“I just love my students,” she says. “It is an amazing feeling to give the same students I’ve known since the beginning their diplomas at graduation.”

BETTER HEALTH CARE FOR ALL



IU School of Medicine students and OutCare founders Chelsey Leffel and Dustin Nowaskie (right) with Dr. Alvaro Tori (center), the school's assistant dean for diversity affairs

OutCare Indiana aims to improve health care for members of the LGBTQ+ community

Visiting a doctor's office and revealing personal health information can be uncomfortable for anyone. But for people who identify as lesbian, gay, bisexual, transgender, or genderqueer, seeing a health care provider can be especially difficult.

Fifty-six percent of lesbian, gay, and bisexual patients and 70 percent of transgender and gender-nonconforming patients have experienced some type of discrimination in health care, according to the 2016 Human Rights Campaign Healthcare Equality Index. Because of the barriers they often face, many LGBTQ individuals avoid seeking health care at all.

This was true for Dustin Nowaskie, a student at the Indiana University School of Medicine (IUSM) at IUPUI. When he lived in California, finding a doctor who could provide culturally competent health care for LGBTQ people was as easy as a Google search. But when he returned to his home state of Indiana for medical school, he had difficulty finding an LGBTQ-competent primary care physician.

"I realized the state of Indiana and the Midwest as a whole are behind in talking about LGBTQ health care, and in convincing people that it's important," he says.

Nowaskie and fellow IUSM student Chelsey Leffel decided to take action. With support from the IUSM Office of Diversity Affairs, they founded OutCare Indiana, the state's first resource on LGBTQ health for patients and providers. The project began in summer 2015 with the OutList—a website with a searchable list of LGBTQ-competent health care providers in Indianapolis—but has grown into an initiative changing LGBTQ health care throughout Indiana.

When Nowaskie and Leffel presented their idea to the Office of Diversity Affairs, Assistant Dean Alvaro Tori, M.D., immediately supported it. He helped them to recruit LGBTQ-competent health care providers for the OutList as well as to secure funding for the initiative.

"There is a lot of effort within the LGBTQ community for equal rights, but one thing we are lacking is the amount and quality of medical resources for the LGBTQ community here in Indiana," says Tori, who serves as OutCare's faculty advisor.

The OutList, online at outcareindiana.com, makes it easy for patients to search for LGBTQ-competent providers by health care specialty and geographic location. Nearly 100 health care providers in 10 Indiana cities have joined the



OutList since it debuted in 2015. But connecting LGBTQ community members with health care providers is just one part of OutCare's mission.

"There isn't enough education within the medical community on LGBTQ health, and OutCare and the IU School of Medicine are working to change that," Tori says.

To help teach health care providers about working with LGBTQ patients, OutCare provides brochures and a pocket reference guide for physicians.



outcareindiana.com

"We're specifically tackling issues in the LGBTQ community, but I hope that the topics we are bringing up and

the trainings we are offering physicians are things that can be applied to any type of minority health care issue," Nowaskie says.

Leffel adds, "We are trying to educate providers that it's important to create a welcoming environment for any type of patient."

Though the project is still in its infancy, it is growing rapidly, thanks to outreach by the OutCare team. A presentation on OutCare at the LGBTQ Health Workforce Conference in New York in April 2016 led to a partnership with the University of Louisville School of Medicine to bring OutCare to Kentucky. Eventually, the team would like to expand OutCare to medical schools across the country, Nowaskie says.

In February 2016, Nowaskie and Leffel received IUPUI's Joseph T. Taylor Award for Excellence in Diversity—an honor rarely awarded to students—in recognition of their work on OutCare.

"IUPUI recognizes that we really want to make a difference, and I'm very thankful that they do," Nowaskie says.



FEATURED PROGRAM

ADVOCATING *and* EDUCATING

IUPUI alumnus and IU
employee Frank Epperson

Adaptive Educational Services empowers people with disabilities

Diversity takes many forms at IUPUI, including members of the campus community with some kind of disability. Adaptive Educational Services (AES), a department within IUPUI's Office of Diversity, Equity and Inclusion, helps people with disabilities get the assistance they need to be successful at IUPUI.

AES's primary role is to help students with documented disabilities arrange accommodations for their classes. The department works with students with disabilities such as physical, learning, and emotional disorders.

During the 2015–16 academic year, AES served nearly 1,500 IUPUI students, helping arrange accommodations ranging from sign language interpreters to screen-reading software. Much of AES's work involves acting as a liaison between students and faculty so that faculty understand the needs of students with disabilities and provide appropriate accommodations in their classrooms.

"We work one-on-one with each individual and provide the services that individual needs," says Pamela King, director of AES.

Senior Shadiyah Jones is one of those students. Jones, who is majoring in general studies, is paralyzed from the neck down and uses a wheelchair. She credits AES with helping her professors understand what accommodations she needs, such as extended time to complete her exams.

Jones encourages students with disabilities to be proactive about taking advantage of the resources and support offered by AES.

"You have to be your own advocate," she says. "You have to go to AES and tell them what you need."

IUPUI alumna Trischa Zorn agrees. Zorn, who earned a master's degree from the IU School of Education and a J.D. from the IU Robert H. McKinney School of Law, was born with the eye condition aniridia—the absence of the iris—which limits her vision. As a student at IUPUI, she sought assistance from AES, which provided services such as notetakers for her classes and large-print textbooks.

"Tell people what your expectations and needs are to be put on an equal playing field," Zorn says. "Don't let anybody tell you that you can't do something."

AES also plays a key role in educating the IUPUI community about disability. Among its offerings is a series of workshops that help people understand what it's like to have a disability.

"When we're able-bodied, we do not think of what other people need until we're faced with it," King says.

King has served as director of AES since 1989, and she says that much has changed in her 27 years in that role. When she first started at IUPUI, little attention was paid to autism spectrum disorders, in contrast to today's high level of awareness about autism. In recent years, there has been an increased focus on the effects of concussions, something reflected in AES's recent work with the IUPUI Department of Athletics to allow student-athletes who have been diagnosed with a concussion to reschedule exams.



"We work one-on-one with each individual and provide the services that individual needs."

—Pamela King, director of AES

Another thing that has changed is people's attitudes. Frank Epperson attended IUPUI in the late 1980s, earning a bachelor's degree in physical education. Epperson, who has spina bifida and uses a wheelchair, says the fact that people with disabilities are included in the definition of diversity shows the progress that has been made since he was in college.

"When I was a student, it was diversity and—oh, people with disabilities," says Epperson, who was the first wheelchair user to graduate from the IU School of Physical Education and Tourism Management. "Diversity and the disabled instead of just diversity, which should have always included people with disabilities."

Today Epperson is an Americans with Disabilities Act (ADA) employment consultant for Indiana University. He works with IU employees who need accommodations to perform their job duties, as well as with job applicants who need accommodations in the application process.

Epperson says his favorite part of his job is helping people reach their full potential. He encourages people with disabilities not to let others define their limitations.

"Everybody's got limitations," he says. "But just because somebody told you that was your limitation, or just because society tells you that's your limitation, does not make it your limitation."

"Figure out what your strengths are, what your abilities are, and then use all of those strengths and abilities to reach your full potential, whatever that is. As long as you're reaching your full potential, that's what matters."

PARTNERSHIPS



BREAKING *the* MYTHS

IUPUI aims to diversify the health professions by introducing high school students to career options in nursing and dentistry

For many high school students, knowledge about the fields of nursing and dentistry comes from pop culture depictions of those professions, such as the TV show *Grey's Anatomy*. In an effort to challenge stereotypes and educate students about career opportunities, the IU School of Nursing and the IU School of Dentistry have teamed up to offer a summer program that helps high schoolers gain a deeper understanding of what it's really like to pursue a career in those fields.

The School of Nursing launched the Breaking the Myths of Nursing program at IUPUI in 2011 in partnership with the Eta Chi chapter of Chi Eta Phi, a national nursing sorority. In 2015, the School of Dentistry worked with the School of Nursing to start a Breaking the Myths program focused on dentistry. While both programs are open to all high school students, there is an emphasis on recruiting students from underrepresented minorities to participate.

"The program was designed to make students more aware of the different types of degrees and specialty areas within nursing," says Marsha Baker, who as director of diversity and enrichment at the School of Nursing created the Breaking the Myths of Nursing program. "Students learn about how they can become a research scientist or a psychiatric nurse as well as about health care as a team sport."

Pamella Shaw, associate dean of diversity, equity, and inclusion at the School of Dentistry, says the primary goal of the Breaking the Myths of Dentistry program is to show students that dentistry is a viable career option for them.

"Sometimes students don't know exactly what they want to do, but they're interested in a health or science profession, so this is an opportunity to pique their interest a little," Shaw says.

During the programs, which are held on the IUPUI campus over the course of two days in June, Breaking the Myths

participants take part in a series of hands-on activities. Nursing students practice checking vital signs on a special medical mannequin, while dentistry students prepare cavity restorations on plastic teeth. Participants also have opportunities to interact with nursing and dental students and professionals.

"We just hope that they come away knowing what [these fields] are truly about and if that's something that matches their core values of where they see themselves and their future career," Baker says. "For the students that can see themselves pursuing nursing or dentistry in the future, we want them to know what their resources are so they can be competitive, get into the program they want, and be successful once they're in that program."

Maryam Elghouche, a 2012 Breaking the Myths participant who is a senior in the School of Nursing at IUPUI, says attending the program helped ease her nerves about applying to nursing school.

"It was nice to meet different people and prenursing students," she says. "We were sharing the same anxiety about whether or not we'd be able to get in, so it was nice to be able to relate to a group and get to know each other."

In addition to educating high school students about careers in the health professions, the programs help prepare them for college life. Students learn about the application process for the nursing and dentistry schools, practice writing essays for scholarship applications, and tour the IUPUI campus.

Both Breaking the Myths programs were offered in summer 2016. As interest in the programs grows, Baker and Shaw hope to expand to include other fields such as medicine in order to continue to diversify the health professions.

"An increase in diversity is needed and will help decrease health disparities within the minority community," Baker says.



RECRUITMENT



BOUNDLESS OPTIONS

The Summer Law and Leadership Academy helps undergraduate students learn about the diverse career opportunities a law degree can provide



For undergraduate students, the thought of pursuing a law degree can be daunting. The IU Robert H. McKinney School of Law aims to change that with its Summer Law and Leadership Academy, a program that introduces undergraduates to the legal profession.

The program launched in summer 2015 under the leadership of McKinney

faculty Chasity Thompson, assistant dean for the Office of Professional Development, and Shawn Boyne, professor of law. Held on the IUPUI campus, it serves as a way to acquaint undergraduates with the benefits of law school and legal careers. The program is partially funded by IUPUI's Office of Diversity, Equity and Inclusion, and it also received a grant from the IU Women's Philanthropy Council.

In 2015, 22 students participated in the program, which is open to undergraduates who have completed at least 50 credit hours and have a GPA of 2.7 or higher. After the success of its inaugural year, the program was offered again in summer 2016, and the number of participants increased to 37.

"The vision behind the program is to help foster diversity in the legal profession," Thompson says. "So while the program is open to everyone, we definitely want students from historically underrepresented backgrounds to apply for the opportunity and to participate."

The program's activities, which include introductory-level law classes, preparation for the LSAT exam, and networking opportunities with McKinney faculty and alumni, help participants have a better understanding of the different career paths that a law degree can provide, Thompson says.

"A law degree is limitless and gives students the opportunity to explore and work in different areas," she says. "There's not a cookie-cutter approach when we talk about the law."

Throughout the program, students participate in several hands-on activities, including field trips to law offices, a one-on-one writing session with a professor, and a mock trial. Ericka Jones, a 2015 participant who is now a graduate student in the IU School of Public and Environmental Affairs at IUPUI, says the focus on hands-on learning was beneficial for her. She eventually hopes to attend law school at McKinney, and the mock trial provided the real-world experience she had been seeking.

"The mock trial was my favorite part of the program, because it's what really happens when you become a lawyer and go to court," she says.

McKinney faculty play an active role in the mock trial and other program activities, ensuring that the students get an accurate look at what law school is really like. Boyne served as the judge in last year's mock trial, in addition to teaching an introductory course on criminal law.

"We know that in this market, law school is an expensive investment," Boyne says. "So [the goal is] to really show prospective students what they will get out of that investment, and what it takes to succeed as a law student."

Thompson hopes that in addition to preparing students for law school, the program will give them a better idea of the career opportunities that a law degree can provide.

"The goal is to expose [students] to a lot of different areas that perhaps they didn't originally think about when they thought about lawyers," she says. "Here they have the opportunity to see lawyers that are involved in business and politics, all in addition to what's considered traditional practice."

JENNIFER THORINGTON SPRINGER

For Jennifer Thorington Springer, an associate professor in the Department of English at IUPUI, scholarly research isn't just part of her job—it's a deeply personal exploration of her own identity.

"I was born and raised in Barbados, and the personal became political for me as I was trying to understand my own sense of self as a Caribbean immigrant," she says. "My own blackness was something that I knew about but never really had to address because I grew up in a country that was predominantly black. But once I moved to this country, I had to address it in a way that I never had before."

Thorington Springer's research focuses on literary representations of identity within the black diaspora from the Caribbean perspective as well as representations of gender and sexuality in Caribbean literature. She enjoys the opportunity to conduct research in her areas of interest, but just as important to her is sharing that research with others through teaching.

"I am always excited about developing ways in which I can engage my students while exposing them to a literature that they would otherwise perhaps not encounter—a literature that may not talk about them but about others—and helping them to engage in conversations not only about the differences but also the similarities between them and others in the world," she says.

Thorington Springer's teaching has been recognized with the Chancellor's Award for Excellence in Multicultural Teaching. She also has received the Joseph T. Taylor

Award for Excellence in Diversity, the IUPUI Student Council Outstanding Mentor/Motivator Award, and the IUPUI Outstanding Woman Leader Award. She is a four-time winner of the Trustees Teaching Award.

In addition to her faculty position, Thorington Springer serves as the director of IUPUI's RISE initiative, which encourages undergraduates to participate in research experiences, international experiences such as overseas study, service-learning opportunities, and experiential learning opportunities such as internships.

Thorington Springer sees a connection between her teaching and her work with RISE.

"As a professor, I like the opportunity to share literature and cultural representation that will help to transform our students, and RISE is about transformative learning," she says.





A CULTURE OF COMMUNITY ENGAGEMENT



IUPUI has long been recognized as a national leader in community engagement. The campus has been named to the President's Higher Education Community Service Honor Roll every year the list has been compiled. And with the establishment of the campuswide Office of Community Engagement (OCE), IUPUI continues to strengthen its commitment to making connections between campus and community.

"It's a responsibility that the campus takes very seriously," says Vernon Williams, OCE's communications and engagement strategist.

The formation of OCE in July 2014 brought together several existing offices—the Office of External Affairs, the Center for Service and Learning, the Community Learning Network, the Solution Center, and the Office of Alumni Relations. At the same time, OCE introduced two new initiatives: Family, School, and Neighborhood Engagement and Professional Development and Corporate Education.

Integrating these units puts IUPUI in a position to be more effective in the community by helping them coordinate activities and share knowledge and resources, Williams says.

"It's been a win-win situation," he says. "It's strengthened each of the individual entities as well as the collective."

Deepening IUPUI's commitment to community engagement is a key point in IUPUI's strategic plan, *Our Commitment to Indiana and Beyond*, and a high priority for Chancellor Nasser H. Paydar.

OCE will play a critical role in accomplishing the goals set out in the strategic plan, Williams says—and in ensuring that IUPUI continues to collaborate with its community partners to address the common goal of making central Indiana a better community with more opportunities for its residents.

"IUPUI is a genuine, caring, skilled, empathetic, and committed partner to Indianapolis and central Indiana," he says.



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