



EMBRACE

DIVERSITY AT IUPUI | WINTER 2015

EDUCATION FOR ALL:

IUPUI's new Center for Family, School, and Neighborhood Engagement paves the way to college. **Read on page 8**



IUPUI



It is my pleasure to introduce the inaugural issue of *Embrace*, a celebration of Indiana University–Purdue University Indianapolis initiatives advancing our commitment to diversity and inclusion.

The brainchild of Marsha Baker, director of diversity and enrichment in the IU School of Nursing, *Embrace* shares the stories of IUPUI students, staff, and faculty engaged in activities that help us create an inclusive climate. Last spring, we sent out a call to the entire campus requesting story ideas and received more than 40 suggestions. We were excited to see the variety of initiatives promoting inclusion and diversity of thought, culture, and experience through research, programming, curriculum, and community outreach.

If you don't see your suggestion in this issue, stay tuned—*Embrace* is just getting started. If you have an idea for future issues, we want to hear it!

Finally, this publication owes a very special “thank you” to Troy Brown with IU Communications, who upon hearing the idea paved the way for *Embrace* to be published. We are forever in his debt.

A handwritten signature in white ink that reads "Karen Dace". The script is fluid and cursive, with a long, sweeping underline.

Karen Dace

Vice Chancellor for Diversity,
Equity and Inclusion



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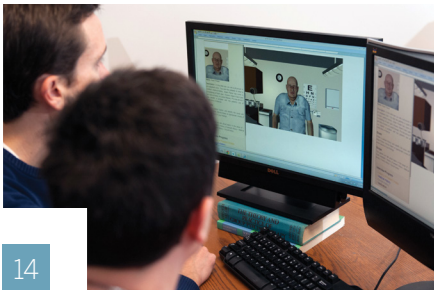
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EMBRACE

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Explore IUPUI's Special Programs for

ACADEMIC NURTURING

*Former TAKE6 student
Maria Alatorre*

Special Programs for Academic Nurturing (SPAN) is celebrating its 30th year of helping motivated high school students get a head start on their college education.

The IUPUI Crispus Attucks Medical Magnet High School (Cammhs) SPAN Scholars Program and the TAKE6 program provide underrepresented students with the opportunity to enroll at IUPUI.

IUPUI Cammhs SPAN Scholars Program

The goal of the IUPUI Cammhs SPAN Scholars Program is to increase the number of underrepresented students in secondary education and provide resources for success while creating a pathway for students to continue their education at IUPUI. “This gives students the opportunity to take IUPUI courses while they complete their junior and senior years of high school,” says J. R. Russell, director of SPAN early college entrance programs. “Highly accelerated seniors may in fact spend most of their school day at the IUPUI campus.”

IUPUI has committed up to \$250,000 each academic year to cover tuition for up to 18 credit hours per eligible student, or approximately \$5,000 per SPAN Scholar. Since fall 2008, 242 scholarship recipients have successfully completed more than 2,000 college credit hours. “More than half of these students continue at IUPUI or another IU campus after their high school graduation,” says Russell.

Deja Sanders completed 12 credit hours with a 3.75 grade point average (GPA) and is now majoring in elementary education at IUPUI. “The SPAN program allowed me to meet professors early, live the college life, and take some required classes,” she says. “It changed my transition from high school to college tremendously.”

To be eligible to apply for the SPAN Scholars program, students must be sophomores at Cammhs with a cumulative GPA of 3.3 or higher.

IUPUI SPAN TAKE6 Program

The SPAN TAKE6 scholarship allows underrepresented and population-at-risk high school seniors to enroll in up to six tuition-free credit hours at IUPUI. Students earn high

school and college credit at the same time as they demonstrate their ability to succeed in college. They get to know other students and have the opportunity to discuss academic and career plans with a SPAN advisor and counselor. IUPUI has committed \$50,000 per academic year to cover the cost of tuition for eligible students.

“Traditionally, about 90 percent of students who apply are awarded a scholarship,” says Russell. “We’ve awarded 35 scholarships this academic year, for a total of 93 since 2010.” TAKE6 scholarship recipients have completed more than 300 credit hours at IUPUI to date.

Maria Alatorre, who received the TAKE6 scholarship as a senior at Arsenal Tech High School, is an IU Bloomington alumna. She received her bachelor’s degree in biology with a 3.5 GPA. She is now a first-year student in IU’s accelerated bachelor’s in nursing program. “TAKE6 exposed me to the realities of college and allowed me to connect with my biology professor,” says Alatorre. “I learned to take full advantage of my college experience.”

To be eligible for a TAKE6 scholarship, students must be juniors or first-semester seniors at qualifying free and reduced-price lunch (FRL) high schools in Marion and surrounding counties. They must be participants in 21st Century Scholars, the federal FRL program, and/or Upward Bound. And they must have a cumulative GPA of 3.5 or higher.

“Our goal in providing these programs is to ensure that gifted, high ability, and academically motivated high school students have the opportunity to start their college education early,” says Russell. “With the immersion model our programs follow, our students don’t just prepare for college—they experience it.”

For more information about these programs, contact J. R. Russell at jrrussel@iupui.edu or 317-274-0382.

Making Career Connections with the IU School of Nursing

Most nurses go into the profession because they want to help people. In the IU School of Nursing (IUSON), helping people is what the T32 Training in Behavioral Nursing Research program and the Career Connections forums are all about.

Funded by a grant from the National Institute of Nursing Research, part of the National Institutes of Health, the T32 research training program has allowed the IUSON to provide funding for Ph.D. students for nearly a quarter of a century. “We’ve received funding every five years since 1990,” says Susan Rawl, director of the program. “It allows us to support three doctoral students and three postdoctoral fellows for two years.”



“Our commitment to cultural diversity in our faculty and students improves care for all patients.”
—Susan Rawl

Twice a year, the Career Connections forum brings together underrepresented minorities—promising undergraduates, master’s students, and alumni of the IUSON—with Ph.D. students and T32 fellows. Potential students learn what it means to be a nurse scientist, what having a Ph.D. means for their career, and the impact nursing research has on patient outcomes,” says Rawl. “We’re training the next generation of nurse scientists and addressing diversity issues in the future workforce.”

“A wonderful group of students from diverse backgrounds came through Career Connections, enrolled in the Ph.D. program, and were named T32 fellows,” Rawl continues. “Hearing about personal experiences in the Ph.D. program from students who were sitting in their seats just a few years earlier really plants the seed for potential students to consider pursuing a Ph.D.”

The IUSON recently hired two African American assistant professors who were funded through the T32 program. Dr. Ukamaka Oruche attended Career Connections, while Dr. Sharon Crowder came to the Ph.D. program from a faculty position. “They both received grants from NIH to finish their doctoral research here,” Rawl says. “Ph.D. graduates who have the ability to successfully obtain federal funding have a competitive advantage when seeking jobs. We are fortunate that they have chosen to join the IUSON faculty.”

Esther Smith-Howell is another of the program’s many success stories. She began coming to Career Connections forums as an undergraduate, and now returns as a T32 fellow. “Like all of our students, she’s very devoted to giving back,” says Rawl. In 2012, Smith-Howell was one of only five people in the nation to be named a Johnson and Johnson/American Association of Colleges of Nursing Minority Nurse Faculty Scholar.

Currently, fewer than 1 percent of nurses in the country hold a Ph.D., and Rawl hopes to change that. “There’s an urgent need for nursing faculty and researchers. And I believe we need to conduct research and provide nursing care that represents the multicultural makeup of our nation. Career Connections and the T32 program are important to IU, the nursing profession, and the patients we serve. Our commitment to cultural diversity in our faculty and students improves care for all patients.”

For more information about Career Connections or the T32 research training program, contact Susan Rawl at srawl@iu.edu or 317-278-2217.

Ph.D. student and Career
Connections panelist
Esther Smith-Howell

STUDENT PROFILE



KIM BURGESS

Doctoral student Kim Burgess' interest in biology was sealed in her high school freshman biology class. She then completed advanced placement biology her senior year and went on to graduate from Fort Valley State University with a bachelor's degree in biology and a concentration in forensic science.

In 2012, Burgess entered the Indiana University School of Medicine Biomedical Gateway (IBMG) program, which provides a common curriculum and shared experience for all first-year, pre-doctoral biomedical science students. "I love the opportunities the IBMG program provides," says Burgess. "It gives you a year to interact with students and faculty before you decide on a department and mentor. It made me feel as though I have a family here."

Her current work in Dr. Todd Skaar's clinical pharmacology lab focuses on how age-related changes in the liver affect the processing of drugs. Burgess also holds a patent for a livestock vaccine with her mentors from a summer research program at the University of Wisconsin.

Burgess would do it all again. "I love school and I love science, and the best piece of advice I've ever gotten is that if you do something you love, you'll never work a day in your life," she says.

PAVING THE WAY TO COLLEGE

*Patient Access Specialist
program teacher Sharmin Taylor*

As a part of the Martindale Brightwood partnership with IUPUI, the newly established Center for Family, School, and Neighborhood Engagement makes moving up easier through a program for the parents of Indianapolis Public School (IPS) 69 students. Director of Community Learning Sites Myron C. Duff Jr. thought that an existing IUPUI partnership with this site was an ideal choice and location to hold class.

“Our vision is to provide community-based education and career development opportunities for all adults,” says Duff. “We meet them where they are on their educational journey, helping to transform lives and communities.” Duff has a threefold vision: to offer more classes to increase male enrollment, to offer programs in fields that are lenient to individuals with criminal histories, and to offer more classes to individuals without excess income.

The Center recently began a partnership that offers parents of IPS 69 students an eight-week, forty-hour Patient Access Specialist program. After successful completion, participants are prepared to work as intake specialists in health care facilities. The first session, with six African American women enrolled, was held twice a week in the evenings from September through November 2014. The last class had a strong career component meant to prepare participants for the job search.

Participants in the program must be at least 18 years of age, have a high school diploma or GED, and have a child who attends IPS 69. Each pays a one-time enrollment fee of \$25. Instructor Sharmin Taylor of the IU School of Medicine was paid through the Martindale Brightwood Alliance for Educational Success, a \$2.5 million dollar grant that enabled IUPUI to establish full-service community schools in the Martindale Brightwood neighborhood in 2010. Funding is currently being sought to pay the instructor for another session in the spring of 2015.

The Urban Forestry program, set to begin in 2015, is designed to prepare people to work for tree service companies. It focuses on pruning, plant health care, tree planting and maintenance, plant identification, and tree risk assessment. Average starting pay is between \$9 and \$12 per hour. “I was looking to design a program where the field would employ ex-offenders,” says Duff. “After speaking with a friend who is the vice

president for a local tree servicing company, he suggested urban forestry.”

The six-week, twenty-four-hour program will be held at the East 38th Street Library. In addition to the same requirements as the Patient Access Specialist, students interested in the Urban Forestry program must pay a one-time fee of \$50.00 and sign a health liability waiver.

“We believe that if it’s something you really want, you’ll do what you can within reason to attain it.”

—Myron C. Duff Jr.

“We’re interested in developing skill-building programs in low-income and marginalized neighborhoods,” says Duff. “It’s rewarding work.”

This is evidenced by a call Duff received from one of the Patient Access Specialist participants. She told Duff that she had been in a similar program elsewhere, but it was expensive and time-intensive. “She was especially impressed with our program because we were able to offer her some flexibility, and the teacher was very patient and thorough.”

Students pursuing similar programs often encounter barriers when getting started, such as the amount of paperwork. “We try to provide a seamless experience,” says Duff. Getting the students into classes as quickly as possible helps sustain a sense of completion, and the small fee to enroll ensures that they feel personally invested and accountable. “We believe that if it’s something you really want, you’ll do what you can within reason to attain it.”

For more information about the Center for Family, School, and Neighborhood Engagement, contact Myron Duff Jr. at meduff@iupui.edu or 317-274-5050.



From **Atlanta** to **Indianapolis** through the **Dual Degree Program**

*Dual Degree Engineering Program
student Adrienne Fairbanks*

Imagine getting your bachelor's degree in science, technology, or mathematics, followed by a second bachelor's degree in engineering—all in about five years. Thanks to a partnership with the Atlanta University Center Consortium (AUCC), it's possible at the Purdue School of Engineering and Technology, IUPUI.



Spelman College, Morehouse College, and Clark Atlanta University are among the top-ranked historically black colleges and universities (HBCUs) in the nation. They're the undergraduate partners in the AUCC, which is one of the largest consortia of African American private higher education institutions in the world. These prestigious liberal arts schools have an agreement with schools of engineering in the eastern half of the United States to offer the AUCC Dual Degree Engineering Program (DDEP). Through the program, students spend three years earning a bachelor's degree at an AUCC school, then two years earning a second degree from an engineering school.

As one of only 11 engineering partners, IUPUI is in a unique position to provide an excellent education to DDEP students. "We have so much to offer," says Director of Student Services and Recruitment Marilyn Mangin. "Once a student sees our campus and realizes the benefits of a Purdue degree, they're eager to come here. We're very competitive with schools like Georgia Tech, Rochester Institute of Technology, and Notre Dame. We offer a scholarship that covers the out-of-state portion of tuition for students with a 3.0 GPA. For students with a 2.8 or 2.9 GPA, or those who are Indiana residents, we offer a \$5,000 scholarship annually. We also waive application fees and offer an all-expenses-paid campus visit."

Twice a year, staff from the Office of Student Services take a current DDEP student to Atlanta to recruit potential students. "Our students perform volunteer activities and outreach as a condition of their scholarship," says Mangin. "In particular, we ask them to help us reach out to other AUCC students. They also serve as student ambassadors, work as interns, and help us reach out to local underrepresented high school students."

The DDEP, which began in 1969 with a partnership between the AUCC and Georgia Institute of Technology, aims to increase the number of minorities in science, technology, engineering, and mathematics (STEM) professions. More than 1,000 students have graduated through the DDEP in the last 45 years—two of them from IUPUI, which partnered with the AAUC in 2010. Currently 11 DDEP students are studying at IUPUI.

"Our students perform volunteer activities and outreach as a condition of their scholarship."
—Marilyn Mangin



For more information about the AUCC partnership, contact Marilyn Mangin at mmangin@iupui.edu or 317-278-2407.



Building Diversity in the Nursing Workforce

For many students who are interested in a career change, the New Careers in Nursing scholarship opens doors to a second bachelor's degree.

The Robert Wood Johnson Foundation and the American Association of Colleges of Nursing's New Careers in Nursing (NCIN) scholarship program is designed to increase the number of students enrolled in accelerated second degree programs and to enhance efforts to recruit students from underrepresented groups in nursing or disadvantaged backgrounds. NCIN provides scholarships in the amount of \$10,000 to eligible students enrolled in an accelerated second degree nursing program.



"NCIN has given me some excellent opportunities, such as being able to network with renowned nurses and travel to conferences."

—Michael Hutchison

The IU School of Nursing (IUSON), which offers an accelerated bachelor's degree, received two rounds of grant funding in 2013 and 2014 for a total of \$100,000. "We want our students to be leaders in the field," says Marsha Baker, IUSON director of diversity and enrichment and principal investigator on the grant.

"We've been able to offer \$10,000 scholarships to ten of our underrepresented students in our accelerated second degree BSN program as well as provide them with leadership and mentoring opportunities. And with the additional supplemental funding from the National Program Office, we've purchased leadership books, sent students to national nursing conferences, and paid for their memberships in a national nursing organization. As a partner with IU Health, we have been fortunate in that they provide our students shadowing opportunities and nurse mentors."

One of those students is Michael Hutchison, who is in his seventh semester of the eight-semester accelerated BSN program. "NCIN has given me some excellent opportunities, such as being able to network with renowned nurses and travel to conferences," Hutchison says. "Without the scholarship, I wouldn't have been able to pursue my nursing degree."

As part of their leadership training, NCIN scholars help with programs and events, as well as serving as IUSON ambassadors to alumni and prospective and incoming students. Hutchison was an ambassador for IUSON Breaking the Myths of Nursing, a two-day program for underrepresented high school students considering a career in nursing. "We help students understand what it is to be a nurse," he explains. "There are a lot of misconceptions—nursing is only in hospitals, only women are nurses, only specific races are nurses. We break those stereotypes."



*IUSON NCIN scholar
Michael Hutchison*



NCIN focuses on alleviating the nursing shortage, increasing the diversity of the nurse pool, allowing university nursing programs to expand their offerings to more students, and increasing the number

of faculty available to nursing schools. “The program is designed to expose students to leadership positions in nursing as well as to graduate programs in nursing,” says Baker. “At IUSON, we are developing future nurse leaders who will make an impact in the nursing field thanks to the NCIN program that is helping to support their education.”

FACULTY PROFILE



CRYSTAL GARCIA

As a green-eyed, blonde child with a Mexican American father, Associate Professor Crystal Garcia became frustrated by stereotypes at a young age. “Everything I saw in the community and at home really drove me to give back,” she says. “I was the first in my family to go to college, and so it was a big deal when I decided to pursue my Ph.D. My grandmother always encouraged me to read and get a good education. She’s the reason I went to college.”

In 1997, Garcia joined the School of Public and Environmental Affairs (SPEA) faculty. She teaches criminal justice courses at both the undergraduate and graduate levels, with an emphasis on service learning. Through working with the prisoners at the Indianapolis Re-entry Educational Facility, her students learn that people aren’t defined by their worst mistakes.

Garcia is a seven-time recipient of the IU Trustees Teaching Award. Among the many other awards she’s received are the 2014 Tonja Eagan Faculty Service award recognizing her mentorship efforts and the 2013 Barbara D. Jackson Award for being an advocate of first-year students. “I love teaching,” she says. “My favorite part is helping students realize they can develop a plan to achieve their goals.”

Reducing Biases that Lead to Differences in **PAIN** CARE

Andy Painer is miserable. He was injured on the job several weeks ago, and he's gone to the doctor with recurring, agonizing pain in his back. It's made him miss several days of work and makes caring for his daughter difficult. His doctor asks questions about Andy's pain, his daily activities, and how he has been dealing with the pain. His answers help the clinician understand more about him and how pain affects his life from day to day. It seems like an ordinary visit to the doctor's office, but there's something different about Andy—he's not human.



Researchers Adam Hirsh and Leslie Ashburn-Nardo

Through a \$1.8 million grant from the National Institutes of Health, researchers Adam Hirsh and Leslie Ashburn-Nardo are testing an innovative training method that will allow medical professionals to interact with virtual patients to discover—and overcome—their own natural biases. “Previous research suggests that clinician biases contribute to differences in pain treatment for some groups of patients,” says Hirsh, an assistant professor of psychology. “What we don’t yet know is how big a factor these biases are, and when they’re more or less likely to affect pain care. Understanding the complex relationships between patient, clinician, and the environment is a major theme in our work.”

Pain is a major cause of suffering and disability worldwide, and is one of the costliest health problems in the United States. Research shows that minorities and people with a low socioeconomic status (SES) are among those at high risk of poor pain management. “We hope to make people aware of ongoing challenges faced by racial and ethnic minorities, individuals with low SES, and other disadvantaged groups,” says Ashburn-Nardo, an associate professor of psychology. “Health care is just one area where these challenges are well documented—they’re also in education, employment, and housing, to name just a few. Understanding why these disparities exist and how to address them is important.”

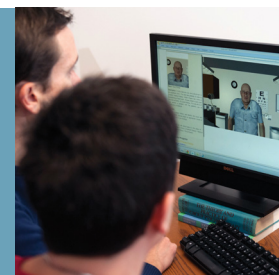
Hirsh and Ashburn-Nardo’s virtual patients allow clinicians in training to have exposure to a greater range of racially and socioeconomically diverse patients than they would normally see in a traditional training setting. A clinician types

questions to each patient, who responds verbally in real time. These simulations are dynamic, natural, and unscripted—the patients respond with high accuracy to questions about their pain. And the virtual environments include videos that let clinicians see a wider view of each patient’s daily life, giving them insight into how that patient interacts with the world.

The perspective clinicians gain through their interactions with the virtual patients is expected to increase clinicians’ knowledge of their own biases, enhance their empathy toward patients, and reduce their anxiety about treating patients with a wide range of backgrounds. These results will be the primary driving force behind reducing disparities in pain treatment. “Current education lacks effective approaches to shine light on and reduce biases and treatment disparities,” says Ashburn-Nardo. “We think our work will directly address this problem scientifically and in a way that’s relevant to real life.”

“Previous research suggests that clinician biases contribute to differences in pain treatment for some groups of patients.”

—Adam Hirsh



“Unfortunately, pain receives far less media attention and research funding than other health conditions,” points out Hirsh. He and Ashburn-Nardo hope their research will improve pain care for all patients, especially the most vulnerable. “High-quality pain care is a public health priority, and the impact of pain on individuals and on society cannot be overstated,” Hirsh says.



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FULLFILLING *the* **PROMISE**