



EMBRACE

DIVERSITY AT IUPUI | WINTER 2016

MEET THE NEXT GENERATION OF RESEARCHERS

IUPUI's **Diversity Scholars Research Program** provides opportunities for underrepresented minority students to conduct research. **Read on page 4**



IUPUI



It's hard to believe that an entire year has passed since the inaugural issue of *Embrace*. The excitement generated from the previous issues tells us that there is a community out there—both on and off campus—that joins us in celebrating and appreciating the many benefits of diversity and the ways IUPUI students, faculty, and staff have found to be inclusive. I often hear from people who want to share their stories in *Embrace*. We are committed to telling those stories and sharing the ideas, programs, and research that are changing our campus and community for the better.

Recently someone visiting our campus noted that we often hear about the importance of collaboration but rarely see it in action. I am proud to say that IUPUI is an exception to that—one of the first things visitors to IUPUI experience is the collaborative spirit of our campus. Collaboration is a way of life for us, and the stories you will read in this issue reveal the power of working across differences to provide health care, prepare the next generation of researchers, and diversify our workforce—and make our campus one where everyone can thrive.

We look forward to telling your story soon.

A handwritten signature in white ink that reads "Karen Dace". The signature is fluid and cursive, with a long horizontal stroke at the end.

Karen Dace

Vice Chancellor for Diversity,
Equity and Inclusion



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EMBRACE

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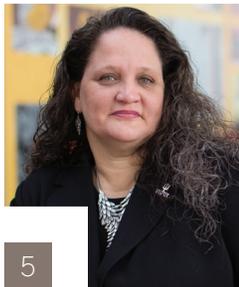
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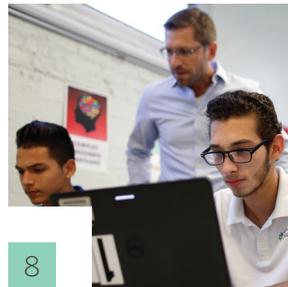
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Preparing Tomorrow's RESEARCHERS

The Diversity Scholars Research Program helps underrepresented minority students pursue scholarly research at the college level.



As an undergraduate at IUPUI, Darryl Watkins knew he wanted to pursue a degree in neuroscience. Thanks to the Diversity Scholars Research Program (DSRP), an initiative of IUPUI's Center for Research and Learning, not only was he able to study neuroscience

in the classroom, but he also had the opportunity to get hands-on experience in the research lab.

The initial goal of the program, which was founded in 1996 as the Minority Research Scholars Program, was to establish a pipeline of talented minority students from Indianapolis Public Schools to IUPUI by connecting them to undergraduate research opportunities. In 2004 it became the Diversity Scholars Research Program, and the focus shifted to providing performance-based scholarships for academically talented underrepresented minority students who have an interest in conducting research.

Ultimately DSRP aims to increase the number of underrepresented minority students who pursue

post-baccalaureate education. To date, 90 percent of DSRP scholars have graduated from IUPUI, and 48 percent have gone on to attend graduate school.

"Our students are prepared for admission into graduate and professional schools," says Vicki Bonds, program director.

As a DSRP scholar, Watkins conducted research under the guidance of Feng C. Zhou, Ph.D., a professor of anatomy and cell biology at the IU School of Medicine. Working in Zhou's lab, Watkins designed his own research project to study how low doses of radiation affect the brains of young mice.



He was selected to give an oral presentation on the project at the Louis Stokes Midwest Center of Excellence 2014 annual conference, one of several opportunities he has had to present his research.

“DSRP gave me so many opportunities to get out there and tell the world what I’ve learned,” says Watkins, who graduated in 2015.

The program is geared toward incoming freshmen and transfer students, though current IUPUI students also are eligible to apply. DSRP is open to full-time students in any major, and the IUPUI schools in which participants are enrolled cover up to four years of IUPUI tuition and fees at the in-state rate. Participants receive a yearly stipend for books and supplies.

The centerpiece of the program is the opportunity to conduct research at the university level. Each student is paired with a faculty mentor who works with him or her throughout the program, providing guidance and support.

“(The students) get better connected to their discipline through working on hands-on projects,” Bonds says.

In addition, DSRP scholars have access to resources and support from the Center for Research and Learning, which coordinates research opportunities for undergraduates. The center helps students build their skills and prepare for graduate and professional school.

In fall 2015 Watkins entered the IU School of Medicine BioMedical Gateway, a special program for students pursuing doctoral degrees in biomedical science. He credits the networking opportunities he had through DSRP with connecting him to people who can open doors for him as a researcher.

“The connections that I’ve made will be career-long, lifelong connections,” he says. “Some of these people I never would have met without DSRP, and I consider them mentors.”

One of the most important aspects of the program, Watkins says, is being part of a community of minority students who are pursuing similar career paths.



“Our students are prepared for admission into graduate and professional schools.”

—Vicki Bonds,
DSRP director

“I think there is a kinship and a bond that happens, especially (among) minorities in science,” he says. “Having people who look like you and who do and understand what you do is very important for anyone.”

DSRP Partner Schools

IU Kelley School of Business
IU School of Education
Purdue University School of Engineering and Technology
IU School of Informatics and Computing
IU School of Liberal Arts
IU School of Nursing

IU Lilly Family School of Philanthropy
IU School of Physical Education and Tourism Management
IU School of Public and Environmental Affairs
IU Richard M. Fairbanks School of Public Health
Purdue University School of Science

STAFF PROFILE: CHARLI CHAMPION-SHAW



Charli Champion-Shaw, the director of American Indian Programs (AIP) at IUPUI, gained an appreciation for diverse cultures early in life. She grew up

in East Chicago, Indiana, in a multicultural family—her mother was of Irish descent, and her father was a member of the Cheyenne-Arapaho Tribes of Oklahoma, where as a child she spent summers with family.

Champion-Shaw’s experiences prepared her well for her role as director of AIP, which serves as the hub for all of IUPUI’s American Indian-related programs and organizations, including the Native American Student

Alliance and the Native American Faculty-Staff Council. The two organizations provide resources and support for Native American students, faculty, and staff and build awareness on campus and in the community about Native culture and contributions.

AIP also includes IUPUI’s Native American and Indigenous Studies Program. Launched in 2013, the program is housed in the IU School of Liberal Arts and offers a 12-credit minor. Champion-Shaw teaches Introduction to Native American and Indigenous Studies as well as courses on Native American communication and culture and Native American women.

Champion-Shaw says one of the challenges of her work is that unlike states such as

Oklahoma, Indiana does not have a highly visible Native presence. Many students have learned about Native Americans only in a historical context, and her classes are their introduction to the contemporary Native experience.

“By and large, this is the first time they’re hearing a Native perspective,” she says.

The most rewarding part of her work, says Champion-Shaw, is creating a space where everyone can be who they are and become the best version of themselves.

“What keeps me going is helping all students really come into their own authentic identity,” she says.

Bringing healing to the

COMMUNITY

The IU Student Outreach Clinic provides health care to underserved residents of Indianapolis.

Juan* was in dire straits. An undocumented immigrant who spoke only Spanish, the Indianapolis resident had run out of his medications. He also had been robbed recently, leaving him without any identification or money.

With nowhere else to turn, Juan came to the Indiana University Student Outreach Clinic for help. There he not only received the medications he needed, but he also got help addressing the other problems he was facing.

The clinic is the brainchild of Javier Sevilla-Mártir, M.D., an associate professor of clinical family medicine and the assistant dean for diversity affairs at the Indiana University School of Medicine. The idea of starting a student-run clinic in Indianapolis first took root in 2002,

*Not his real name

when he learned of a similar clinic in San Diego. But it wasn't until 2008, when a group of students at the School of Medicine came to him with a proposal for a clinic, that the idea began to fully take shape.

Sevilla-Mártir worked with the School of Medicine and IU Health to build the infrastructure to support the clinic. But he still needed to find a community partner to host it.

A year later, when he began volunteering at Neighborhood Fellowship Church, Sevilla-Mártir knew he had found the right partner. A small nondenominational congregation on Indianapolis's near east side, the church provides a number of services to the surrounding community.

"We took on poverty culture as an intentional choice," says Jim Strietelmeier, one of the church elders.

Sevilla-Mártir approached Strietelmeier with the suggestion that the church host the clinic. Strietelmeier enthusiastically welcomed the idea, telling him that the congregation had been praying for an opportunity like this for years.



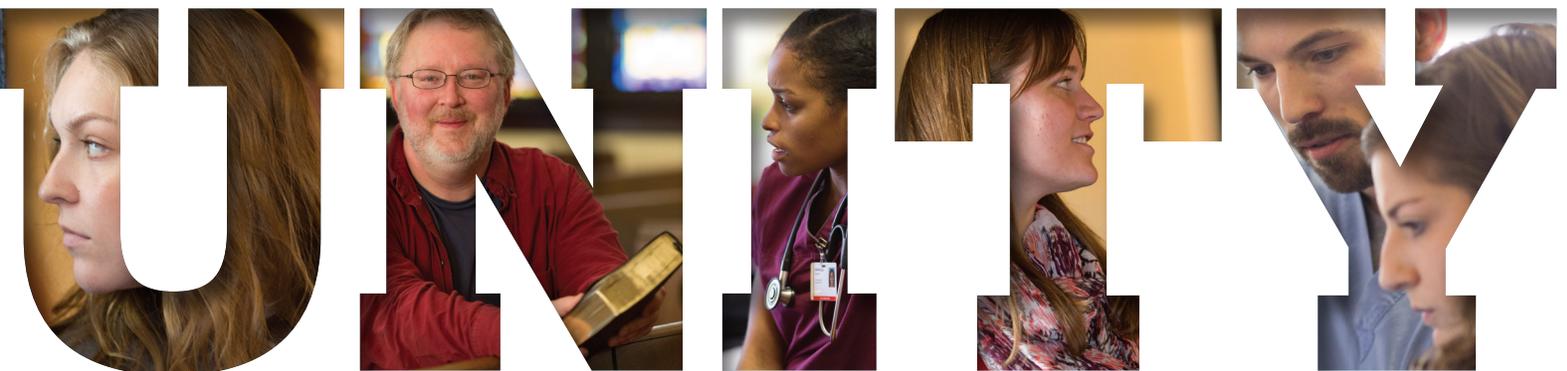
Strietelmeier had seen firsthand the need for this type of clinic. Since the church first began its ministry in 1996, he had been taking people to the ER about once a month. And though there were other clinics in the area, many in the community were reluctant to seek care there because they often weren't treated with dignity and respect, Strietelmeier says.

in which the church is located, has the lowest number of ER visits in Marion County.

But the patients aren't the only ones who benefit from the clinic. The student volunteers describe their experiences as one of the most significant parts of their education, Sevilla-Mártir says.

Katie Meyer, a fourth-year medical student and the chair of the clinic's School of Medicine board, agrees. Not only do students work directly with patients, but they're also able to collaborate with other health professions students.

"It really helps shape our volunteers into better health care professionals," Meyer says.



The IU Student Outreach Clinic first opened in 2009 with student volunteers from the School of Medicine providing medical care. Since that time it has expanded dramatically, bringing together students from the IU Richard M. Fairbanks School of Public Health, the IU School of Dentistry, the IU School of Social Work, the IU Robert H. McKinney School of Law, the IU School of Rehabilitation and Health Sciences, and the IU School of Nursing, as well as pharmacy students from Butler University and physical therapy students from the University of Indianapolis.

Today the clinic is the largest of its kind in the country, serving approximately 35 patients each Saturday. There is no cost to receive care, and it is open to anyone.

Though the clinic has made inroads in reaching the underserved, Sevilla-Mártir and Strietelmeier agree that they don't want the clinic to be a primary care provider. Instead they want to see it become an entry point into the health care system.

"The ultimate goal is to help connect them to the systems where they can get better health care," Sevilla-Mártir says.

Sevilla-Mártir hopes to soon begin offering services two days each week. Eventually he would like to see student-run clinics on all nine IU School of Medicine campuses. Students on the South Bend and Terre Haute campuses already have started their own clinics, he says.

Strietelmeier is grateful for the opportunities that this partnership has brought to Neighborhood Fellowship Church and the surrounding community. He says the partnership demonstrates that IUPUI and faith-based organizations can collaborate successfully "to bring healing to the community."

"If they come in the door, they will receive care," Strietelmeier says.

The clinic's impact on the community has been dramatic. Six years after the clinic first opened its doors, the 46201 zip code,



BUILDING THE WORKFORCE OF THE FUTURE

The Informatics: Diversity-Enhanced Workforce program prepares high school students for careers in the fast-growing field of informatics.



According to the U.S. Department of Labor, there will be 1.4 million new IT-related job openings in the United States by 2018. However, nearly two-thirds of those will go unfilled.

The Informatics: Diversity-Enhanced Workforce (iDEW) program at IUPUI is doing something to change that. Hosted by the IU School of Informatics and Computing at IUPUI in collaboration with community and business partners and local high schools, the iDEW program aims to address informatics workforce needs while attracting diverse high school students to informatics subjects.

“The biggest overarching goal is to help fill the critical IT workforce shortage in Indiana, as well as nationally,” says Stacy Zearing, director of development at the School of Informatics and Computing. “A very close second to that is recruiting underrepresented groups to achieve that first goal.”

The School of Informatics and Computing works with faculty at Arsenal Technical High School, Pike High School, and Providence Cristo Rey High School to select students with an interest in technology. From there the students are enrolled in computing-in-context classes and become involved in a series of hands-on projects guided by IUPUI faculty and graduate students.

“They start by researching a problem, and then move to designing concepts, actually building, and then evaluating it and looking for feedback,” says Jim Lyst, a lecturer at the School of Informatics and Computing who is involved with the program.

Although the curriculum meets state standards for computer science classes, it is not presented as a typical computer science class, says Vicki Daugherty, iDEW program manager.

“Instead, we’re engaging students in problem-solving,” she says. The project-based curriculum also has a real-world, hands-on focus.

“Students work on socially relevant problems by learning and using technology and are introduced to in-demand, lucrative career opportunities in information technology,” says Mathew Palakal, executive associate dean of the School of Informatics and Computing.

The funding from donors supports the development and delivery of the curriculum to the high schools. JPMorgan Chase and Co.; Care Institute Group, Inc.; the Cummins Foundation; IU Foundation Women’s Philanthropy Leadership Council; Nina Mason Pulliam Charitable Trust; Nicholas H. Noyes, Jr., Memorial Foundation; RB Annis Educational Foundation; and Old National Bank all provide financial support for the iDEW program.

Outside of the curriculum, encouraging diversity in the information technology workforce remains the focus of the iDEW program.

“If you look around in these tech companies, it’s mostly white males,” Zearing says. “The tech leaders like Apple and Google are embarrassed by the fact that less than 3 percent of their workforce is underrepresented groups.”

Most important, the iDEW program serves as a way to help students build confidence in preparation for college and real-world careers.



“When you say computing or technology, I think a lot of people have a preconceived notion that they will spend eight hours a day sitting in a cubicle writing code,” Daugherty says. “We do need people who want to write code—but we also need people who understand

what technology means and what solutions there are to everyday problems.”

The program currently serves 70 students in the Indianapolis area. Since its launch at the beginning of the 2015–16 school year, the program has logged more than 17,000 contact hours between faculty and informatics students in the high schools.

“I hope the program can help students build confidence and intuition about how to apply computing and technology, so that even when they’re introduced to a new concept they don’t have to be intimidated by it,” Lyst says. “We want to give them the concepts and the knowledge so that they can say, ‘I can figure this out.’”

MAKING SPACE FOR NURSING MOTHERS

When it comes to supporting nursing mothers, IUPUI is ahead of the curve. Though it wasn’t until 2008 that state law began requiring Indiana employers to provide space for nursing mothers to breastfeed or pump milk, the first lactation room on campus opened in 2007, thanks to the efforts of the IUPUI Office for Women, the Human Resources Administration, and the Purdue University School of Engineering and Technology.

“Our efforts preceded the laws,” says Kathleen Grove, director of the IUPUI Office for Women. “We were concerned with sustaining the health and well-being of our employee and student mothers and their children.”

Today there are 15 lactation rooms on the IUPUI campus, with plans to build more in the future.

“Space is at a premium on campus,” Grove says. “We are dependent upon each school and unit to find and dedicate the space. However, we are building a new nursing mothers and infant care room in the Campus Center, which

should help address more of these needs.”

These efforts haven’t gone unnoticed. Last year IUPUI received an honorable mention award from the Indiana Perinatal Network for its efforts to support nursing mothers.

“I hope our lactation spaces on campus send the message that we support new mothers and that we value women and their contributions to our campus, as well as their families and their health,” Grove says.

DIVERSIFYING *the* SCIENCES

IUPUI faculty member Jomo Mutegi aims to increase the participation of underrepresented minorities in the sciences.

Long before he became a science educator—or even took a science class—Jomo Mutegi was fascinated by science. From reading science-themed books such as *A Wrinkle in Time* to watching television’s *MacGyver* use his scientific knowledge to defeat the bad guys, Mutegi’s childhood experiences instilled in him a lifelong love of the subject.

“There’s a broad range of different experiences I had growing up that fostered my interest in science,” he says.

Despite his affinity for science, Mutegi initially pursued a business degree in college. He wanted to start his own school, and he hoped that a successful business career would give him the means to fund it. But he disliked his business classes, so he changed his major to chemistry.

After earning his bachelor’s degree, Mutegi set about fulfilling his dream of starting a school. He decided to pursue a graduate degree in education, enrolling in a



doctoral program at the University of Florida, where he met a mentor who introduced him to the field of science education—a natural fit for him. It was then that he began to consider a career in academia.

After completing his Ph.D., Mutegi went on to a postdoctoral fellowship at the University of

Pittsburgh, followed by a faculty position at Morgan State University. He joined the IUPUI faculty in 2008 as an associate professor of science education in the IU School of Education, where he teaches courses that prepare elementary education majors to teach science.

He also conducts research that explores the teaching and learning of science among African Americans and other people of African descent. One aspect of his research focuses on career attainment among African Americans in science—something he says is often misframed.

“If you look out on the landscape of scientists, you see that very few of them are of African descent,” he says. “When we frame that problem, we start to problematize the career choices that African Americans make. It assumes that the numbers are disproportionate because blacks are not choosing that career option.”

Mutegi says his research has found that choice is just one of the factors that affect the career attainment of African Americans in the sciences.

“What we need to look at—instead of the choices that the students are making—is the fullness of this process of making a scientist,” he says.

The second part of Mutegi’s research involves developing curricula that meet the needs of African American learners by focusing on the ways in which the sciences are relevant to people of African descent. He draws on this research to create educational materials such as lessons, workshops, and activities that better prepare African American students for success in science.

Mutegi also brings his research focus to his teaching at IUPUI, applying the curricular model he has developed for teaching African American students to his IUPUI

courses. While the current approach to science education introduces abstract concepts first and then moves to specific examples, his model instead begins with specific examples and then uses those to explain abstract concepts. For example, when he teaches Introduction to Scientific Inquiry, a required course for all elementary education majors, the class is framed around food systems.

“In exploring food systems—how we grow, harvest, process, distribute, and consume food—we learn quite a bit about all areas of science,” he says. “Now when we go into the abstract concepts, we have a concrete basis so that they make some sense and have relevance to us as learners.”



“What we need to look at—instead of the choices that the students are making—is the fullness of this process of making a scientist.”

—Jomo Mutegi, associate professor of science education

In addition to his teaching and research, Mutegi serves as co-director of IUPUI’s STEM Education Research Institute (SERI), which coordinates research initiatives that evaluate the effectiveness of educational practices in science, technology, engineering, and mathematics (STEM) and explore how people learn STEM subjects. Previously he was the director of IUPUI’s Urban Center for the Advancement of STEM Education (UCASE).

Mutegi also writes science-related children’s books for African American learners. The first series, *Kayla’s First Chickens*, is a collection of four books that follow the adventures of a young girl named Kayla as she raises her own chickens.

He sees his work not only as an opportunity to increase African American participation in the sciences, but also as a way to contribute to the African American community.

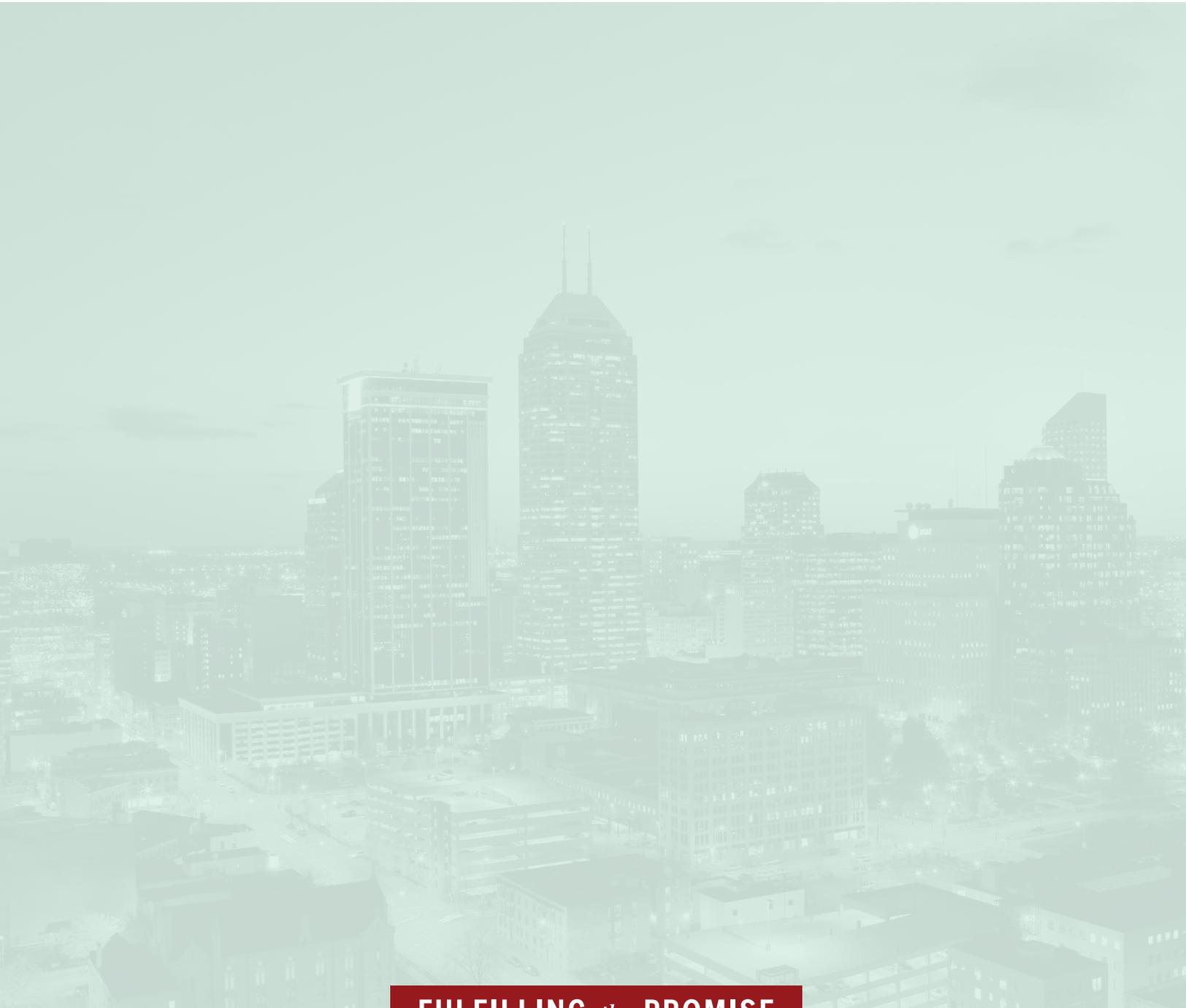


“If I have a chance to teach a young person, it’s great if they become a scientist, but that’s really secondary to being a person who can contribute positively to the community in which we live,” he says.



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