

Purdue School of
Engineering and Technology

DIVERSITY, EQUITY, AND INCLUSION (DEI)

PLAN

2021

- t w e n t y t w e n t y - s i x

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Over the 2020-2021 academic year, the Purdue School of Engineering and Technology at IUPUI assembled a broad array of stakeholders including faculty, staff, students, alumni, and corporate partners to form four task forces. These task forces were charged to provide input regarding the update of our School's Diversity, Equity, and Inclusion (DEI) strategic plan aligned around four indicators: I) Viability and Vitality; II) Education and Scholarship; III) Climate and Intergroup Relations; and IV) Access and Success. Our School has strived to adopt and subsequently apply these four diversity indicators, as defined by Dr. Daryl Smith in her book: *Diversity's Promise for Higher Education: Making it Work*, as an organizational framework for our DEI strategic plan.

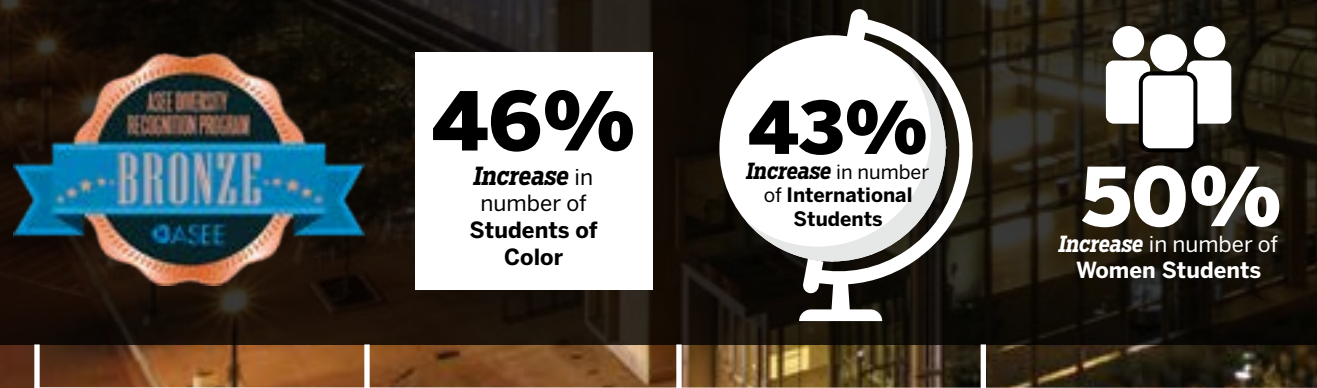
The School of Engineering and Technology at IUPUI has produced notable DEI accomplishments over the past several years. For example, when comparing 2012 to 2019, we increased the percentage of 1) students of color and 2) women pursuing degrees in our School by 46% and 50%, respectively. In 2019, we submitted a self-study document to the American Society for Engineering Education (ASEE) as part of the ASEE's Diversity Recognition Program (ADRP). The ADRP was created to publicly recognize those engineering and engineering technology colleges that make significant, measurable progress in increasing the diversity, inclusion, and degree attainment outcomes of their programs. Based on our self-study application, our School was selected, after a national peer-review process, as an inaugural member of ADRP. Moreover, our School was among a small number of engineering colleges/schools nationwide to be recognized as an "exemplar" among the inaugural set of ADRP selectees.

In addition, our School has made progress with respect to reaching parity and diversity of the faculty and staff composition. It is a goal of our School to have no underutilization in any job category as reflected in the Incumbency versus Estimated Availability report we receive on an annual basis from the IUPUI Office of Equal Opportunity. Underutilization exists if the percentage of women and/or minorities in a particular job group is less than 80% of the final availability percentage. We were particularly pleased that we had no underutilization reported in 2020 for several categories as is shown in the snapshot at the end of this document. Although such progress is positive, merely eliminating a prior shortcoming with respect to the 80% ratio does not indicate overall success, but meeting a minimum expectation with respect to goal setting for faculty and staff within our School. We have much work to do to advance shared DEI goals. Moreover, as we continue to invest resources and focus our efforts on achieving DEI goals, we will continue to confront racism, sexism, and other barriers to our excellence and growth as a School of Engineering and Technology.

Our updated DEI plan that follows includes a set of initiatives to help focus attention to create a sense of strategic direction for the School. The plan is not intended to cover all of the operational activities of DEI within our School. The fundamental purpose of our DEI strategic plan is to accelerate progress in areas of specific strength or potential, while capitalizing on our prior investments.

We appreciate your interest and your involvement in shaping the future of our School. With the continued help of our alumni, corporate partners, and friends, we will successfully compete at the highest levels, achieve excellence in our core mission, and enhance our image and reputation. We look forward to sharing with you the progress we are making with each of our DEI initiatives.

David J. Russomanno, Ph.D., Dean



2012-2019

Progress toward key DEI Goals

PURDUE SCHOOL OF ENGINEERING AND TECHNOLOGY AT IUPUI DEI PLANNING PROCESS

DIVERSITY'S PROMISE FOR HIGHER EDUCATION: MAKING IT WORK
Dr. Daryl Smith

IUPUI STRATEGIC PLAN
Our Commitment to Indiana and Beyond

IUPUI DIVERSITY PLAN
2016-2022

ENGINEERING AND TECHNOLOGY STRATEGIC PLAN
2018-2023

ASEE DEI SELF-STUDY
2019

Background context

DEAN

Charge

EDUCATE
ON DIVERSITY

ADVOCATE
FOR INCLUSIVITY AND EQUITY

ENGAGE
IN PARTNERSHIPS AND RESOURCES

EMPOWER
THE E&T COMMUNITY

ENGINEERING AND TECHNOLOGY DIVERSITY PLANNING TEAM

Marsha Baker, Assistant Dean for Recruitment, Retention, and Student Services

Julie Ji, Associate Professor, Biomedical Engineering

Jenna Machunas, HR Specialist

Corinne Renguette, Chair, Associate Professor, Technology Leadership and Communication

David Russomanno, Dean

Shelly Snider, Assistant Director, Career Services and Professional Development

Tami Tarpley, Assistant Dean of Development and External Relations

Background guidance

Vice Chancellor of **DEI**

DEI Framework @IUPUI

DIVERSITY STRATEGIC PLANNING LEADS GROUP

TASK FORCES

- Viability and Vitality
- Education and Scholarship
- Climate and Intergroup Relations
- Access and Success

Actions, Implementation Teams, Timeline

ENGINEERING AND TECHNOLOGY DIVERSITY PLANNING TEAM

Edits to align with scope

DEAN

Edits to align with resources

CHAIRS AND DIRECTORS

DIAC

DEI Plan **DRAFT**

Stakeholder **REVIEW**

DEI PLAN

Strengths, weaknesses, opportunities, and threats



Indicator I: School Viability and Vitality

SCOPE

To build School of Engineering and Technology's capacity for diversity through the recruitment and retention of a diverse faculty and staff; increase diversity in the School, departmental, and program advisory boards and the level of engagement of these boards in diversity matters as well as increase strategies for monitoring progress; and communication about inclusion and equity is addressed in this indicator.

Goal #1

Recruit and Retain Diverse Faculty



Action

1. Ensure search committees are given appropriate and robust training for all searches
2. Emphasize the composition of each search committee by including members from outside the School and/or department having a diversity of roles and responsibilities

Implementation Team

HR Specialist; Department Chairs; Hiring Supervisors

Timeline

Ongoing

Metrics

Track participation and types of training. Recognize participation and completing various training opportunities in annual faculty and staff reviews. Perform exit interviews with search committee members

Action

1. Engage with underrepresented PhD students and postdocs from other universities via invitations for speaking at on-campus seminar series
2. Provide funding for seminar speaking series, with emphasis on attracting speakers from HBCUs and other universities with high populations of underrepresented students
3. Cultivate and recruit invited speakers for faculty positions as they become available

Implementation Team

Associate Dean for Research; Department Chairs; Research Center Directors

Timeline

Ongoing

Metrics

Track annual number of invitations and presentations



Action

1. Develop equity-minded leaders through intentional programming and training such as opportunities offered through IUPUI's NSF ADVANCE project titled: EPIC: Evidence-Informed Promotion of Inclusive Climate
2. Support and sustain activities from the EPIC Departmental Enhancement Grant program

Implementation Team

Dean; Department Chairs; Associate Deans; Graduate Program Directors

Timeline

2021 - 2026

Metrics

Track participation of school leaders (deans, associate deans, department chairs, and graduate program directors) in intensive training opportunities offered through EPIC and other similar campus initiatives. Track achievement of outcomes of departmental enhancement grants funded by EPIC and other actions taken to improve the climate and support for women scientists' and engineers' career advancement.

Action

1. Structure mentoring around designated areas of scholarship such as domain-specific research, teaching and learning, and integrated excellence in DEI

Implementation Team

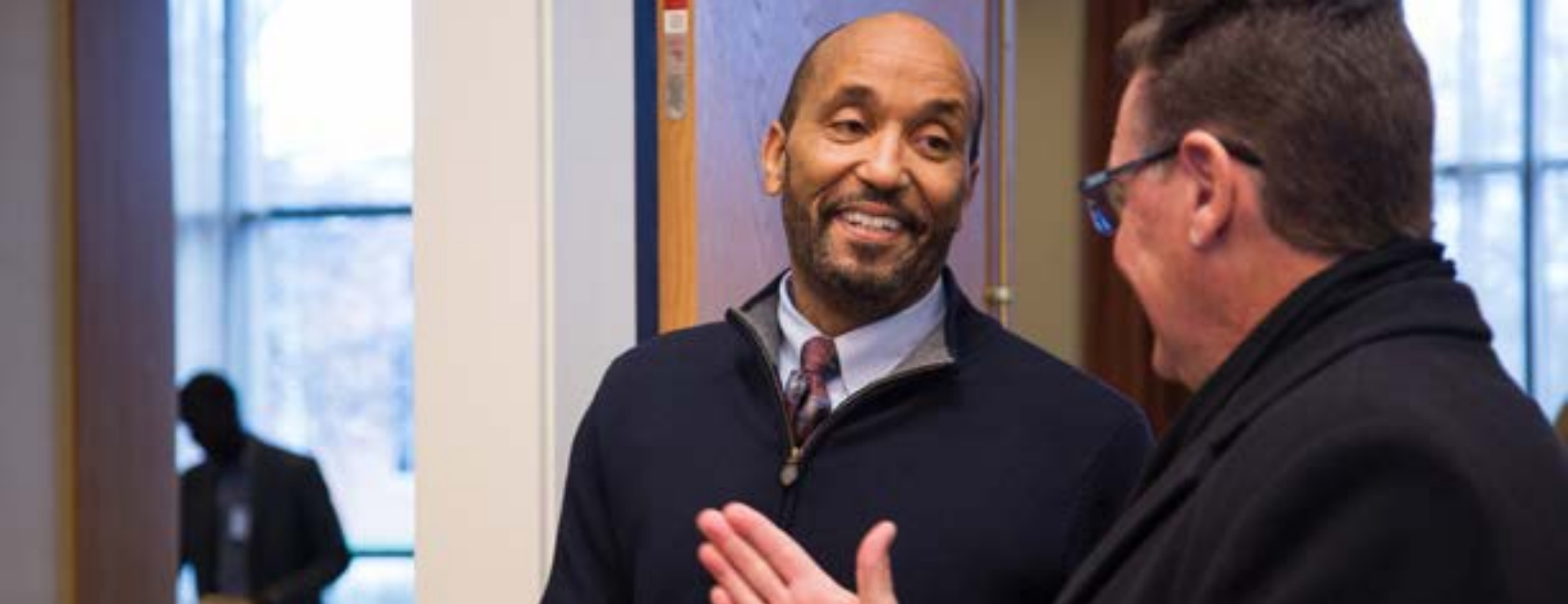
Dean; Associate Deans; Department Chairs; HR Specialist

Timeline

2021 - 2026

Metrics

Track the number of structured mentoring relationships in research/creative activity, teaching and learning, and integrated excellence in DEI. Interview mentors and mentees on an annual basis about aspects that may be working well and opportunities for improvement in the structured mentoring arrangements.



Goal #2

Recruit and retain diverse staff



Action

1. Deliver robust training for all staff search committees
2. Emphasize the composition of each search committee by including members from outside the School and/or department having a diversity of roles and responsibilities
3. Support those faculty and staff who evaluate staff to build a framework of continuous job performance feedback and support

Implementation Team

HR Specialist; Department Chairs; Staff Supervisors

Timeline

2021 - 2026

Metrics

Track participation and types of training

Additional instruments to monitor progress of Goals #1 and #2:

The Incumbency versus Estimated Availability report is provided by the IUPUI Office of Equal Opportunity (OEO) on an annual basis. The report is an additional instrument to track progress toward reaching parity and diversity with respect to the faculty and staff composition within the School.

At a minimum, it is a goal of the School of Engineering and Technology to have no underutilization in any job category as reflected in the Incumbency versus Estimated Availability report for tenure/tenure track, clinical, and full-time non-tenure track faculty, as well as full-time staff. Underutilization exists if the percentage of women and/or minorities in a particular job group is less than 80% of the final availability percentage. The availability percentage is specified by OEO based on national availability data for all faculty positions, and regional data for staff positions.

Goal #3

Ensure that diverse voices are represented and heard within the composition of School and program advisory boards and councils

Action

1. Charge the Dean's Industrial Advisory Council (DIAC) with developing strategies for growing a more diverse membership, including the nominations process and the inclusion of non-DIAC members from diverse backgrounds on subcommittees. Because the DIAC is composed of corporate members, engagement directly within companies and their respective resource groups and DEI leadership is important
2. Charge chairs of each program industrial advisory board (IAB) to develop a nominations process that includes specific strategies for growing diverse membership. As with the DIAC, the engagement of DEI professionals within companies we wish to engage may be helpful in identifying a broader range of candidates to represent the company
3. Charge the Alumni Council to engage a broader range of alumni participants in event planning and on the Council. Encourage incorporation of DEI efforts into the core responsibilities of this group
4. Encourage active engagement among DIAC, IABs, and Alumni Council to provide guidance and feedback with respect to issues of social justice, diversity, equity, and inclusion as a key charge within each group

Implementation Team

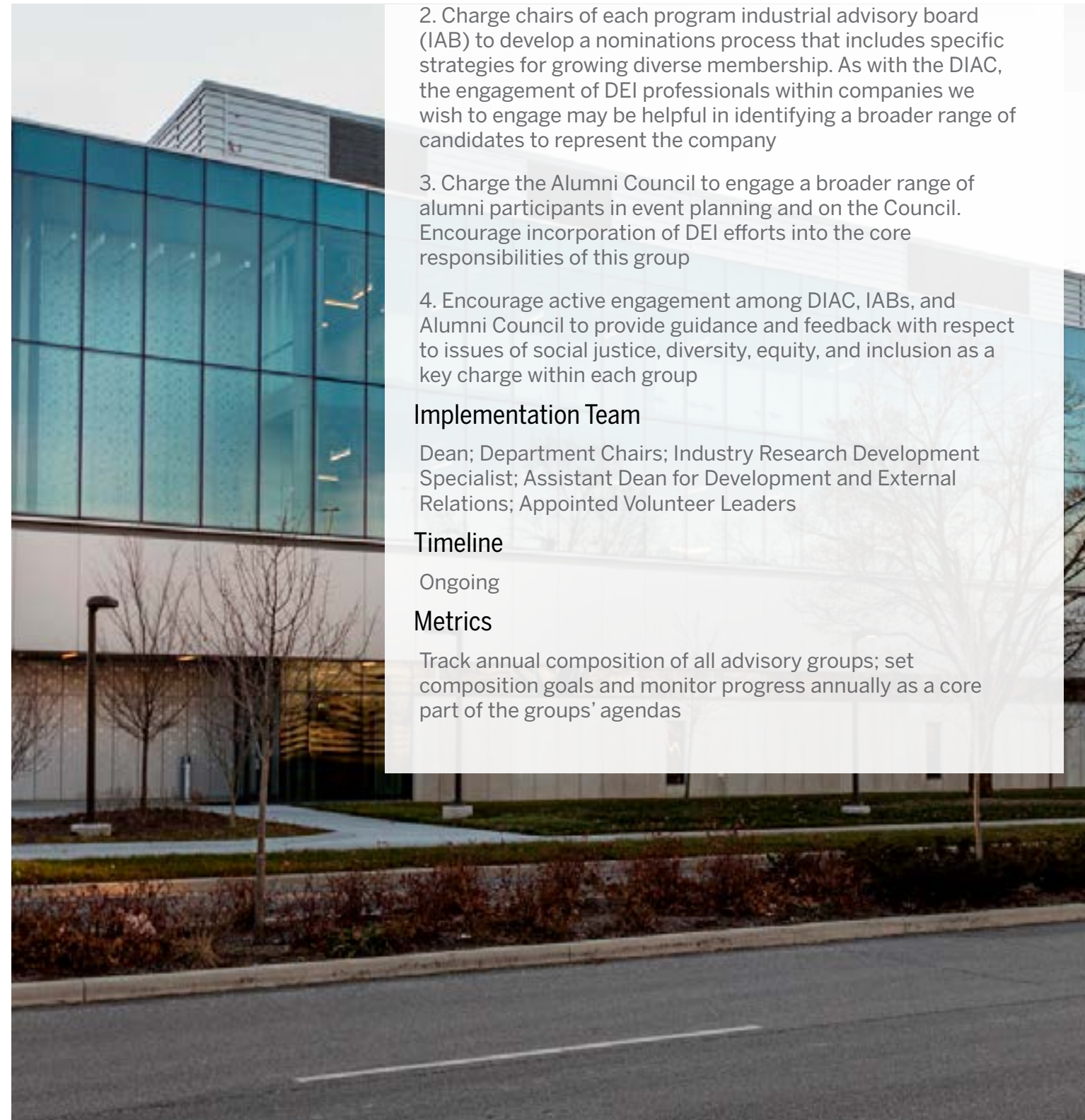
Dean; Department Chairs; Industry Research Development Specialist; Assistant Dean for Development and External Relations; Appointed Volunteer Leaders

Timeline

Ongoing

Metrics

Track annual composition of all advisory groups; set composition goals and monitor progress annually as a core part of the groups' agendas



Indicator II: School Education and Scholarship

SCOPE

Encourage the faculty and academic programs in the School of Engineering and Technology to engage diversity in curriculum, pedagogy, and in their research and creative activities. Ensure that every stakeholder of the School's programs has access to the information, materials, and experiences to engage in a diverse world.



Goal #1
Increase accessibility and foster DEI in the teaching and learning environment

- Action**
1. Increase accessibility and inclusivity in curriculum, educational materials, and assessments, including accessibility with regard to abilities
 2. Provide training and workshops to foster DEI in the classroom, teaching labs, and other educational spaces
 3. Encourage departments and/or programs to identify strategic areas to begin enhancements in their courses and curricula, including identifying examples of accessible curriculum, and create or adopt self-paced modules to help instructors
 4. Include supplementary questions on accessibility, equity, and inclusivity on course evaluations

Implementation Team
Undergraduate Curriculum Committee, Graduate Curriculum Committee, Assessment Committee, Associate Dean for Undergraduate Academic Affairs and Programs, Associate Dean for Graduate Programs, Department Chairs, Program Directors

Timeline
2021-2026

Metrics
Track course and curricular changes related to DEI, including enhancements to course syllabi, track participation in various workshops, and track results from course evaluations



Goal #2
Recognize and reward faculty integrated scholarship in DEI

- Action**
1. Increase accessibility and inclusivity in extracurricular activities and high-impact practices, including collaboration with other campus units to share best practices and initiatives
 2. Encourage student affinity groups and professional societies to consider increasing efforts related to accessibility and inclusivity in their activities

Implementation Team
Assistant Dean for Recruitment, Retention, and Student Services; Associate Dean for Undergraduate Academic Affairs and Programs; Faculty/Staff advisors to student groups

Timeline
2021-2026

Metrics
Track accessibility and inclusivity in extracurricular activities and high-impact practices

- Action**
1. Adapt existing campus promotion and tenure (P&T) guidelines, which recognize integrated excellence in DEI scholarship, in School-level P&T guidelines
 2. Extend School-level P&T guidelines with department-level P&T guidelines
 3. Provide and promote training for those faculty likely to serve on primary and unit boards on adapted P&T guideline documents
 4. Implement a self-assessment for individual faculty effort related to DEI to be referenced by the department chair during annual performance evaluations

Implementation Team
Faculty Affairs Committee, Unit Board, Department Chairs; HR Specialist

Timeline
2021-2022 for P&T; Training; Self-assessment; Ongoing

Metrics
Track instances of DEI activities cited in self-assessments. Conduct summary assessment of issues that arise during each annual P&T application cycle related to integrated excellence in DEI

Goal #3

Recognize and reward staff activities and efforts supportive of DEI

Action

1. Revise staff annual review instrument to recognize and reward activities supportive of DEI
2. Implement a self-assessment instrument for individual staff effort to be referenced during annual performance evaluations and include personal development plans in annual evaluations

Implementation Team

HR Specialist, Staff Council, Department Chairs, and other Supervisors who evaluate staff

Timeline

2021-2022 for annual reviews; self-assessment; ongoing

Metrics

Track training sessions for all staff evaluators on revised instruments. Track instances of DEI activities cited in self-assessments

Goal #4

Increase research and creative activities with significant DEI components

Action

1. Identify research funding opportunities for projects which include a significant DEI component. Localize awareness and host opportunities in a central location
2. Highlight faculty who receive awards on websites and strive for broader dissemination through various media
3. Highlight students who receive or participate in research and creative activity awards on websites and during appropriate events (e.g., SWE, NSBE, SHPE, oSTEM, etc.)

Implementation Team

Associate Dean for Research; Assistant Director of Marketing and Communications

Timeline

2021-2026

Metrics

Track disseminated research award opportunities and resulting funding. Track funding to students from populations with diverse backgrounds. Track media exposure about awards with strong DEI component



Indicator III: School Climate and Intergroup Relations

SCOPE

Improve type and quality of group interactions within the School of Engineering and Technology, including perceptions of climate and fairness, as well as commitment to diversity matters; and improve quality of experience/engagement satisfaction within the School and on campus.

Goal #1

Enhance type and quality of group interactions and experiences and engagement across the School

Action

1. Provide two School networking events a year including opportunities for sharing DEI actions, accomplishments, challenges, and opportunities

Implementation Team

Form ad hoc team on an academic year basis from a subset of indicator implementation team members focused on various DEI actions in the School to coordinate possible themes for networking events for an academic year

Timeline

Once per semester starting in Spring 2022

Metrics

Track number of participants and returning participants to events

Goal #2
Enhance perceptions within the School about climate and fairness, as well as commitment to diversity matters

Action

1. Prepare a bi-annual report of key advancements in DEI. Compile, present, and use campus and School climate survey summaries and other relevant data to enhance communication efforts
2. Present actions and results to various groups including School Convocation, student leadership council, student professional societies, and diversity related committees and implementation teams

Implementation Team
Dean, HR Specialist, Assistant Director of Marketing and Communications

Timeline
2021-2023 and re-occurring

Metrics
Track access of bi-annual report online. Track number of presentations to various groups with significant diversity related content



Goal #3
Enhance quality of experience/engagement satisfaction within the School and on campus

Action

1. Facilitate debrief sessions at least two times a year to disseminate ongoing and completed DEI initiatives at the School and/or campus and/or university levels. Advertise sessions in advance to maximize participation

Implementation Team
Form ad hoc session planning team on an academic year basis from a subset of diversity indicator implementation team members focused on various DEI actions to form an agenda for the debrief sessions during the academic year

Timeline
Once a semester

Metrics
Track number of participants and returning participants

Indicator IV: School Access and Success

SCOPE

Improve access and success of underrepresented undergraduate and graduate students in the School of Engineering and Technology, including increasing the number of students admitted, enrolled, and persisting to graduation.

Goal #1
Increase applications, acceptance, and enrollment of African American and Latinx undergraduate and graduate students into School programs

Action

1. Increase funding for scholarships for African American and Latinx students by 20% over five years by identifying and cultivating donors and other sponsors, including grants from governmental agencies and corporate foundations

Implementation Team
Dean; Assistant Dean for Development and External Relations; Industry Research Development Specialist; Assistant Dean for Recruitment, Retention, and Student Services; Associate Dean for Graduate Programs; Associate Dean for Undergraduate Academic Affairs and Programs; Department Chairs

Timeline
2021-2026

Metrics
Track annual funding for scholarships to underrepresented students



Action

1. Increase the number of African American and Latinx students in the graduate programs by developing and marketing a Direct Admit 4+1 BS/MS accelerated program to underrepresented high school students

Implementation Team
Assistant Dean for Recruitment, Retention, and Student Services; Associate Dean for Undergraduate Academic Affairs and Programs; Department Chairs; Associate Dean for Graduate Programs; Director of Graduate Programs; Director of Recruitment and Enrollment Services; Recruitment and Outreach Coordinator

Timeline
Ongoing

Metrics
Track the number of African American and Latinx student applications to and enrollment in graduate programs



Action

1. Enhance enrollment of African American and Latinx first-time and transfer students into School programs by 20% over five years through increased support of pipeline programs
2. Strengthen partnerships with community organizations, such as Minority Engineering Program of Indianapolis (MEPI) and Center for Leadership Development (CLD), to visit campus and connect with current students in learning environments
3. Develop a Peer-to-Peer Ambassador program by partnering with student organizations and with non-profit organizations, such as First/Vex Robotics, National Pan-Hellenic Council (e.g., NPHC-AKAs, Alphas, Deltas, Kappas, etc.), National Society of Black Engineers (NSBE), Society of Professional Hispanic Engineers (SHPE), to enhance ongoing relationships

Implementation Team

Director of Recruitment and Enrollment Services; Recruitment and Outreach Coordinator; Freshmen Engineering Faculty; Industry Research Development Specialist; Assistant Dean for Recruitment, Retention, and Student Services

Timeline

2021-2026

Metrics

Track student participation in pipeline programs and applications to and enrollment in School programs

Goal #2

Increase retention and graduation rates of African American and Latinx undergraduate students

Action

1. Enhance collaboration with the Diversity Enrichment and Achievement Program (DEAP) to develop summer bridge and first-year seminars for pre-engineering and pre-technology University College and direct admit students.

Implementation Team

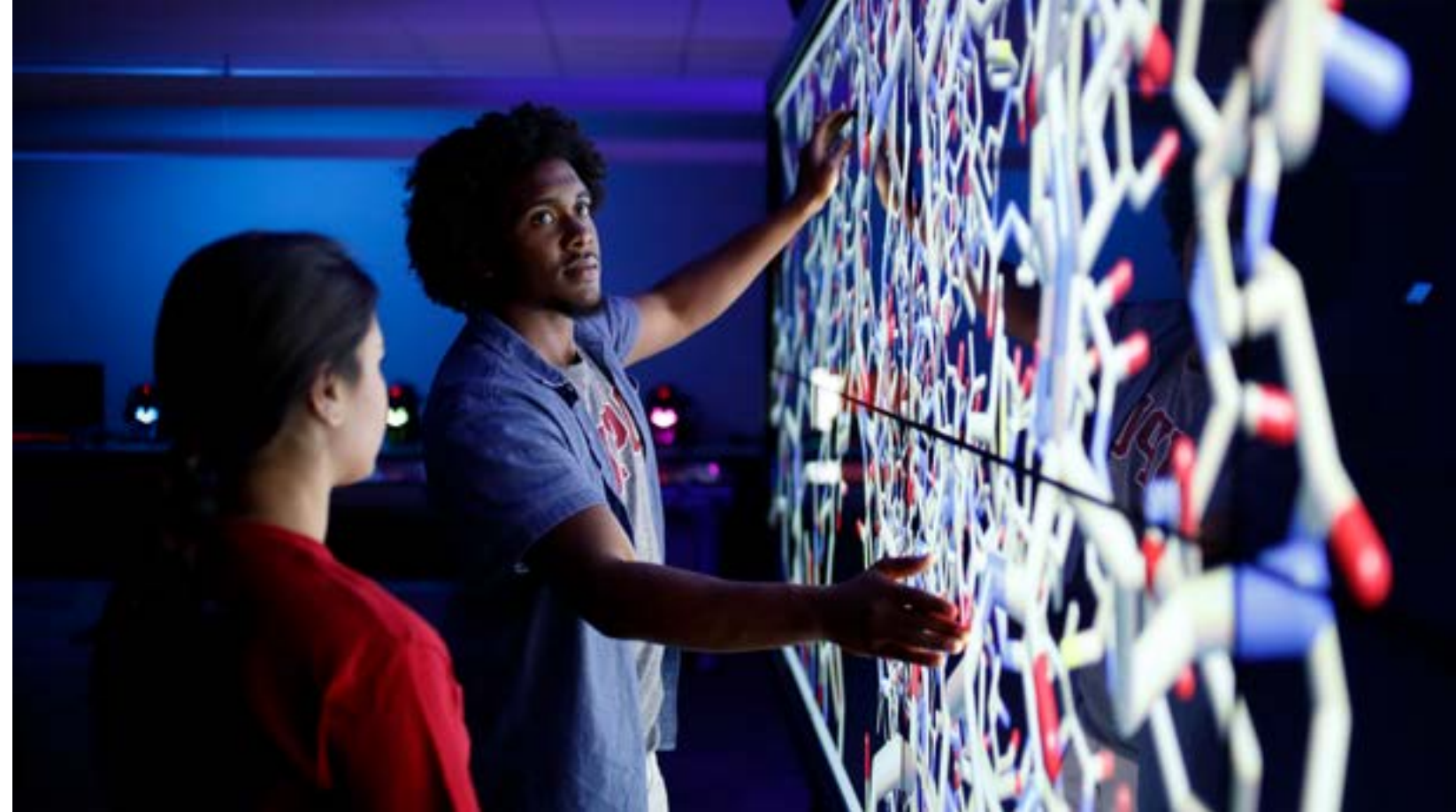
Assistant Dean for Recruitment, Retention, and Student Services; Executive Director of Trio Program in University College; Director of First-Year Programs in University College; Academic Advisor and First-Year Coordinator, Academic Advisor(s); Freshmen Engineering Faculty

Timeline

2021-ongoing

Metrics

Track pre-and post-survey results of summer bridge and first-year seminars



Action

1. Develop programming to engage and retain direct admit, pre-engineering and pre-technology African American, Latinx, and women students
2. Increase outreach to University College pre-engineering and pre-technology students to connect them to the School and their future department or program

Implementation Team

Assistant Dean for Recruitment, Retention, and Student Services; Associate Dean for Undergraduate Academic Affairs and Programs; PLTL Coordinator; Executive Director of Advising and Career Services; Director of Student Success Technology

Timeline

August 2021-2026

Metrics

Track the number of students attending and participating in the programming and matriculating to School programs. Post survey to evaluate the programs. Track retention rates





Action

1. Enhance support for courses with high D/F/W rates through Peer Led Team Learning (PLTL) and other high-impact practices shown to be effective in retention
2. Increase outreach to University College pre-engineering and pre-technology students to connect them to the School and their future department or program

Implementation Team

Assistant Dean for Recruitment, Retention, and Student Services; Associate Dean for Undergraduate Academic Affairs and Programs; PLTL Coordinator; Executive Director of Advising and Career Services; Director of Student Success Technology

Timeline

August 2021-2026

Metrics

Track the number of students attending and participating in the programming and matriculating to School programs. Post survey to evaluate the programs. Track retention rates

Action

1. Increase the number of internship and career opportunities for African American, Latinx, and women students
2. Partner with student organizations such as NSBE, SHPE, ETSC and SWE to increase formal and informal networking opportunities for students from underrepresented groups to connect with employers and alumni (e.g. Diversity Breakfast, panels, and speed networking sessions)

Implementation Team

Executive Director of Advising and Career Services; Assistant Director of Career Services

Timeline

2021-2026

Metrics

Track internships, career placement, and salary surveys

Other tools: Data available from the IUPUI Office of Institutional Research and Decision Support is used to track progress with respect to student enrollment, retention, and graduation. Key data, including student headcount, graduates, and retention rates is updated annually and is used to track annual progress toward goals

Chairs, Deans, & Directors

Sherri Alexander
Assistant Dean for Finance and Administration

Karen Alfrey
Associate Dean of Undergraduate Academic Affairs and Programs

Marsha Baker
Assistant Dean for Recruitment, Retention, and Student Services

Debra Burns
Chair, Department of Music and Arts Technology

Jie Chen
Chair, Department of Mechanical and Energy Engineering

Brian King
Chair, Department of Electrical and Computer Engineering

Danny King
Director of Student Success Technology, Student Services

Jim Kippenbrock
Director, Computer Network Center

Feng Li
Chair, Department of Computer Information and Graphics Technology

Valerie Lim Diemer
Director, Graduate Programs and Admissions

Razi Nalim
Executive Associate Dean for Research and Global Initiatives

Corinne Renguette
Chair, Department of Technology Leadership and Communication

David Russomanno
Dean

Paul Salama
Associate Dean for Graduate Programs

Ryan Senkpeil
Director, Freshman Engineering

Tami Tarpley
Assistant Dean for Development and External Relations

Joseph Wallace
Chair, Department of Biomedical Engineering

Robert Weissbach
Chair, Department of Engineering Technology

Research Center Directors

Mangi Agarwal
Director, Integrated Nanosystems Development Institute (INDI)

Yaobin Chen
Director, Transportation Autonomous Systems Institute (TASI)

Scott Deal
Professor, Music and Arts Technology, Director, Tavel Center

Peter Schubert
Director, Richard G. Lugar Center for Renewable Energy (LCRE)

Hiroki Yokota
Director, Biomechanics and Biomaterials Research Center (BBRC)

Diversity, Equity, and Inclusion Planning Taskforce Members

Marsha Baker
Assistant Dean for Recruitment, Retention, and Student Services

Julie Ji
Associate Professor, Biomedical Engineering

Jenna Machunas
HR Specialist

Corinne Renguette
Chair, Technology Leadership and Communication

David Russomanno
Dean

Shelly Snider
Assistant Director, Career Services and Professional Development

Tami Tarpley
Assistant Dean of Development and External Relations

Indicator I: School Viability and Vitality

Deb Burns (Co-Chair)
Chair, Music and Arts Technology

Cliff Campbell
Campbell Consulting

Charlie Feldhaus
Professor, Technology Leadership and Communication

Brian King
Chair, Electrical and Computer Engineering

Feng Li
Chair, Computer Information and Graphics Technology

Jenna Machunas (Co-Chair)
HR Specialist

Clayton Nicholas
Industry Research Development Specialist

Dave St. John
Applied Engineering Services

Tami Tarpley
Assistant Dean of Development and External Relations

Joseph Wallace
Chair, Biomedical Engineering

Sheila Walter
Assistant to the Chair, Computer Information and Graphics Technology

Indicator II: School Education and Scholarship

Mangi Agarwal
Professor, Mechanical and Energy Engineering

Karen Alfrey
Associate Dean of Undergraduate Academic Affairs and Programs

Sally Catlin
Lecturer, Computer and Information Technology

Ricardo Goitia
Mechanical Engineering Undergraduate Student

Matt Griffin
Alumnus; Principal Analyst, Microsoft 365 Technical Services

Tim Hsu
Assistant Professor, Music and Arts Technology

Danny King
Director of Student Success Technology, Student Services

La'Taja Long
Mechanical Engineering Undergraduate Student

Emily McLaughlin
Program Director, Clinical Associate Professor, Interior Design

Sharon Miller (Co-Chair)
Clinical Associate Professor, Biomedical Engineering

Corinne Renguette (Co-Chair)
Chair, Technology Leadership and Communication

Christian Rogers
Associate Professor, Computer Graphics Technology

Paul Salama
Associate Dean of Graduate Programs

Madelyn Smith
Technology Graduate Student

Indicator III: School Climate and Intergroup Relations

Darius Adams
Organizational Leadership Undergraduate Alumni

Harry Chaubey
Music Technology PhD Student

Chris Dobbs
Technical Services Coordinator, Music and Arts Technology

Rob Elliott
Teaching Professor, Computer and Information Technology

Julie Ji (Co-Chair)
Associate Professor, Biomedical Engineering

Marvin Johnson
Academic Lab Supervisor, Engineering Technology

Connie Justice
Clinical Associate Professor, Computer Information and Graphics Technology

Jim Kippenbrock
Director, Computer Network Center

Michele Luzetski
Academic Advisor and First Year Coordinator, Student Services

Jenna Machunas
HR Specialist

Kayla Maxey
Visiting Lecturer, Biomedical Engineering

Razi Nalim
Associate Dean for Research; Professor, Mechanical and Energy Engineering

Karl Nkemzi
Mechanical Engineering Undergraduate Student

Shelly Snider (Co-Chair)
Assistant Director, Career Services and Professional Development

Ariana Verges
Computer Engineering Graduate Student

Indicator IV: School Access and Success

Jantina Anderson
Carrier

Marsha Baker (Co-Chair)
Assistant Dean for Recruitment, Retention, and Student Services

Crystal Evans
Allison Transmission

Julia Cilleruelo Fernandez del Moral
President, ET Student Council

Patrick Gee
Lecturer, Freshmen Engineering

Alex Gitten
Vice President, National Society of Black Engineers (NSBE)

Willow King-Locke
Executive Director, Academic Advising and Career Services

Valerie Lim Diemer
Director of Graduate Programs and Admissions

Shamima Mithun
Senior Lecturer of Computer and Information Technology

Marilyn Mangin
Director of Recruitment and Student Success

Jill Mendoza (Co-chair)
i.d.o.

Jerry T. Mooney
Academic Advisor, Mechanical and Energy Engineering

Clayton Nicholas
Industry Research Development Specialist

Paul Salama (Co-Chair)
Associate Dean of Graduate Programs

Andres Tovar
Associate Professor, Mechanical Engineering



Snapshot

UNDERGRADUATE PROGRAMS ^{1,2,3}		GRADUATE PROGRAMS ^{1,3}	
Headcount (total)	2634	MS Headcount	413
BS Degree Programs Offered	19	PhD Headcount	91
BS Degrees Awarded (Annual)	667	MS Degree Programs Offered	13
4-year Graduation Rate	35.3%	PhD Degree Programs Offered	4
6-year Graduation Rate	56.6%	MS Degrees Awarded	181
Undergraduates (% URM)	20%	PhD Degrees Awarded	8
Undergraduates (% Women)	25%	Graduate Students (% URM)	12%
		Graduate Students (% Women)	30%

POPULATION ^{1,3}	
Faculty (Tenured/Tenure-Track)	77
Faculty (Non-TT, Clinical, Lecturer)	46
Staff	61
Faculty (% URM, TT, Clinical, Lecturer)	12%
Faculty (% Women, TT, Clinical, Lecturer)	26%

INTERNATIONALIZATION ¹	
International Undergraduate Headcount (Total)	215
International Graduate Headcount (Total)	179

INCUMBENCY TO AVAILABILITY ANALYSIS					
Job Group	HSP	BLK	NHI	ASN	AMI
Faculty (Tenured/Tenure-Track)	✓	✓	✓	✓	✓
Faculty (Non-TT, Clinical, Lecturer)	✓	✓	✓	-	✓
Staff (Professional, Clerical, Technical)	✓	✓	✓	✓	✓

✓ Indicates no underutilization
- Indicates underutilization exists

Underutilization exists if the percentage of women and/or minorities in a particular job group is less than 80% of the final availability percentage. The availability percentage is specified by OEO based on national availability data for all faculty positions, and regional data for staff positions. Eliminating an instance of underutilization does not indicate overall success but meeting a minimum expectation.

Notes:

1. Headcounts from fall 2020; degrees awarded from August 2019 through May 2020.

2. Graduation rates are for first-time, full-time freshmen awarded a degree on any IU campus

3. %URM – traditionally underrepresented in STEM fields: (African Americans, American Indians including Native Alaskans, Hispanic/Latino/a, and Native Pacific Islanders, including 2 or more).

Purdue School of
Engineering and Technology

**DIVERSITY, EQUITY, AND
INCLUSION (DEI) PLAN**

2021 - 2026



et.iupui.edu

*The School of Engineering and Technology at IUPUI
is a Purdue and IU degree-granting school on the IUPUI campus.*