



School of Informatics and Computing
Diversity, Equity and Inclusion
Strategic Plan
2021-2026

Indiana University Luddy School of Informatics, Computing, and Engineering

Effective January 2023, the School of Informatics and Computing was renamed the Indiana University Luddy School of Informatics, Computing, and Engineering in Indianapolis.

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About this Document

This Diversity Strategic Plan has been produced by the School of Informatics and Computing at IUPUI in connection with the diversity and inclusion efforts of Indiana University, and to fulfill a request by IUPUI campus administration. This document articulates the diversity and inclusion goals of the faculty, staff, students, alumni, and community partners in the School of Informatics and Computing.

More information about the School of Informatics and Computing and its diversity and inclusion efforts may be found online at soic.iupui.edu

Planning Committee and Working Groups

Classroom and Curriculum

Zeb Wood, Leader (HCC, Faculty)
Angela Murillo (LIS, Faculty)
Lisa DesNoyers (BHI, Faculty)
Saptarshi Purkayastha, (BHI, Faculty)
Kevin Mickey, (Polis)
Mahasin Ameen, (LIS, Adjunct Faculty)
John Burns, (BHI, Student)
Amira Malcom, (HCC, Alumni)
Al Carroll (Techpoint, Industry)

Climate

Vicki Daugherty, Leader (SoIC, Staff)
Soo Hyeon Kim (LIS, Faculty)
Robyn Hart (BHI, Staff)
Rosiel Marasco, (SoIC, Staff)
Jiaping Zheng, (BHI, Faculty)
Mallory Pate (BHI, Adjunct Faculty)
Adetoun Akinmboni (HCC, Alumni)
Nicole Hoffler, (Lilly, Industry)
Sahar Abdullah, (BHI, Student)
Allegra East, (Polis)
Unai Miguel Andres, (Polis)

Faculty Recruitment and Retention

Andrea Copeland, Leader, (LIS, Faculty)
Gary Schwebach (BHI, Faculty)
Hsi Chang (BHI, Student)
Jeff Hostetler, (SoIC, Staff)
Ashley Miller (HCC, Adjunct)
Kim Sarver (Polis)
Aqueasha Martin Hammond, (HCC, Faculty)
Rey Farais, (Salesforce, Industry)
Kisha Tandy, (LIS, Alumni & Adjunct)

Student Development and Co-curriculars

Melinda McCormick, Leader (SoIC, Staff)
Kym Kramer (LIS, Faculty)
Le'Joy White, (SoIC, Staff)
Taylor Dooley, (SoIC, Staff)
Marianne Cardwell, (Polis)
Nicole VanAndel, (BHI, Faculty)
Alaric Plett (HCI, Student)
Taniah Hamilton (HCI, Student)
Ran Chang, (HCC, Faculty)
Raneem Hijazi (HCC, Student)
Mikaylah Stumbo nee Gross (HCC, Alumni & Lilly, Industry)

Purpose

Through this plan as a school and community we intend to hold ourselves accountable for the actions, words, and systems that contribute to inequity and exclusion. As a predominately white institution, we fully acknowledge that there is work to be done to address identified problems with educational opportunities, as well as with representation of individuals from diverse backgrounds in our community, particularly with respect to faculty. We plan to build on successes learned from the iDEW (Informatics Diversity-Enhanced Workforce) and LiFT (Leading Informatics for Tomorrow) programs that have successfully increased diversity among students.

The DEI (Diversity, Equity and Inclusion) Working Group has created venues for students to engage in DEI discussions both inside and outside their courses. Through these efforts we have learned how important it is that all students, faculty, and staff have a positive experience in SoIC, the power of highlighting the accomplishments of persons from all different backgrounds to help others succeed, and the value of working with corporate and community partners to realize the benefits of diversity, equity, and inclusion.

Process

As co-leaders of this strategic plan, Andrea Copeland and Vicki Daugherty communicated with all stakeholders within our community: students, staff, faculty, alumni, associate faculty, and community partners. Four groups were formed with representation from all stakeholders and all three departments within SoIC. It was agreed by the co-leaders and Dean that it was important to approach this process from a whole-community perspective.

All groups met on October 30, 2020, to review the mission and receive direction from Dean Mathew Palakal. The four groups and their leaders consist of the following: Classroom and Curriculum: Zeb Wood; Climate: Vicki Daugherty; Faculty Recruiting, Retention, and Research: Andrea Copeland; and Student Development: Melinda McCormick. These four groups met throughout the fall semester in 2020 to brainstorm and develop goals. These goals were outlined in a draft dated February 1, 2021. The groups continued to meet to complete planning for each of the identified goals.

In late February 2021, the four group leaders met again with the Dean to discuss budget impact and alignment with the school's strategic plan. In March 2021, a revised draft of the plan was delivered to all stakeholder groups to receive feedback. A final version will be delivered to the Vice-Chancellor of Diversity, Equity and Inclusion by August, 2021.

The SoIC DEI Working Group took responsibility for monitoring the plan and evaluating progress towards plan goals. The working group evaluated progress on each of the 14 goals described in the plan during their school year meetings.

“Through this plan we intend to hold ourselves accountable for the actions, words, and systems that contribute to inequity and exclusion.”

“IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.”
-IUPUI Mission Statement

Classroom and Curriculum

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SoIC is committed to actively recruiting and retaining students from all nationalities, backgrounds, and cultures to join the next generation of innovators. We welcome what students bring to our learning environment— socially, geographically, and in thought and experience. At IUPUI, more than one in four newly-admitted students identify as coming from a diverse background.

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Goal 1 Increase faculty and staff awareness of neurodiversity and mental health issues

Action 1: Provide timely, repetitive reminders of CAPS (Counseling and Mental Health Services) and other campus resources to students, faculty, and staff.

- Advocate faculty announcements throughout the semester on Help Me R.O.A.R. (Registry of Options and Resources) and CAPS, and use the SER (Student Engagement Roster).

Action 2: Explore hiring a mental health counselor.

Action 3: Provide training for all faculty (full and part-time) and staff related to neurodiversity.

Action 4: Systemize professional development in this area utilizing CAPS and HR (Human Resources).

- Create onboarding modules through CITI (Collaborative Institutional Training Initiative) and Canvas for onboarding listing resources for mental health education.
- CAPS/Employee Assistant Program/Student Engagement Roster/Help Me

Action 5: Create FAQs (Frequently Asked Questions) and strategy documents for the

Goal 1 Accountability

Responsibility

Zeb Wood
John Burns
Cathy Fulton

Timeline

Action 1: AY 2021/2022
Action 2: AY 2022/2023
Action 3: AY 2022/2023
Action 4: AY 2022/2023
Action 5: AY 2022/2023

Metrics

Number of faculty and staff taking training.
Numbers of students seeking help.
Retention rates.

Goal 2 Align strategies with modalities (online/hybrid/in person) that are reflected in syllabi and classroom policies related to DEI to motivate caring and increase student success.

Action 1: Gather past student experiences from IUPUI/SoIC and other institutions to understand and identify work to be done on a per-program basis within the school.

Action 2: Survey faculty per program to understand DEI trending topics and opportunities for deeper work:

- Identify important topics for each program.
- Identify ethics topics for each program.
- Identify relevant speakers for each program.
- Identify faculty already modeling DEI ethics practices in their courses (e.g., including authors of color on course reading lists and/or creating assignments that

Action 3: Create FAQ and Resource Center for Faculty (by program).

- Describe importance of DEI practices in shaping students' futures, students' histories, and their industries' histories.
- Guide faculty to help students to understand, acknowledge the problem, and recognize they are a part of the solution going forward.
- Guide faculty to encourage students to provide leadership by capitalizing on the students' experiences with first-hand knowledge in this area.
- Guide faculty to design/redesign assignments, projects, and discussions.
- Identify core class opportunities with high impact (per program).
- Provide example assignments per program, and program specialization relevant to DEI.
- Provide faculty with teaching methods and strategies to help students with additional resources outside of class, such as paying attention to students who are not engaging, scheduling mentoring groups (senior peer-to-student), and encouraging students to commit to their own learning, with regular one-on-one sessions.

Action 4: Discussion with Chairs to discuss potential impact on annual evaluations and curriculum changes.

Goal 2 Accountability

Responsibility

Zeb Wood
Rodney Smith
Student Worker

Timeline

Action 1: Spring, Summer and Fall 2021
Action 2: Fall 2021
Action 3: AY 2021-2022, AY 2022-2023, AY 2023-2024, and Fall 2024
Action 4: Fall 2022

Metrics

Numbers of activities/methods cited in annual reviews – increasing by 10% each year for the first five years.
Numbers of underrepresented students successfully achieving learning outcomes and participating in high impact practice courses – increasing 10% each year for the first five years.

Goal 3: Increase awareness regarding lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) student positions to increase inclusivity through visible cues and

Action 1: Normalizing pronouns.

- School-wide adoption and tutorial for Canvas, email signatures, and syllabi.
- Include in FAQs and strategy documents for the School, Department, or Program

Action 2: Provide training to faculty and staff.

Action 3: Identify spaces that are designed for the heteronormative masculine position.

Action 4: Conduct surveys for students/staff/faculty to determine where this is occurring.

Action 5: Address physical spaces based on results of surveys.

Goal 4: Increase awareness and use of accessibility technologies to address barriers created by a disabling environment.

Action 1: Research and Analysis - FAQ/Strategies/Standards documents by modality (online/hybrid/in-person).

Action 2: Evaluate classrooms and spaces for hybrid teaching and social environments.

Action 3: Development - FAQ/Strategies/Standards documents by modality (online/hybrid/in-person).

Action 4: Creation of Canvas module to train instructors.

Action 5: Implementation - FAQ/Strategies/Standards Documents by modality (online/hybrid/in-person).

Goal 3 Accountability

Responsibility

Zeb Wood
Mahasin Ameen
Student Worker
DEI Trainer

Timeline

Action 1: Online environment
AY 2021/2022

Actions 2: Online environment
AY 2021/2022

Actions 3: Physical environment
AY 2022/2023

Actions 4: Physical environment
AY 2022/2023

Actions 5: Physical environment
AY 2022/2023

Metrics

Rates of adoption for pronoun normalization, increasing over time.
Conduct counts of shared spaces, increasing over time by 10% each year for five years.

Goal 4 Accountability

Responsibility

Bill Helling
Saptarshi Purkayastha
Angela Murillo

Timeline

Action 1: AY 2021/2022

Action 2: AY 2021/2022

Action 3: AY 2022/2023

Action 4: AY 2023/2024

Action 5: AY 2023/2024

Metrics

Counts of access to documents over time.

Delta for course reviews after implementation.

Review course sites for implementation – 100% compliance by year 5.

Survey instructors for feedback.

Climate

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Rosiel Marasco, (SoIC, Staff)

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Sahar Abdullah, (BHI, Student)

Allegra East, (Polis)

Unai Miguel Andres, (Polis)

Goal 1: Increase opportunities for informal socialization.

Action 1: Establish schedule of weekly meetings.

Action 2: Extend Zoom meeting times before or after class for students to “hang out” in the virtual classroom setting.

Action 3: Create thematic weekly/monthly lunch meeting opportunities for anyone to join.

Action 4: Provide spaces and activities for informal gatherings.

Goal 1 Accountability

Responsibility

Vicki Daugherty
All Interested Instructors
DEI Working Group
Student Worker

Timeline

Action 1: Summer 2021
Action 2: Ongoing
Action 3: Ongoing
Action 4: Ongoing

Metrics

Numbers of Zoom sessions, lunches, informal gatherings, and attendees.

Goal 2: Create mentoring programs for students, faculty, and staff.

Action 1: For each group, surveys for career and mentoring needs and expected engagement level for those who would like to participate.

Action 2: Investigate available campus and university resources, such as Graduate Mentoring Center, Office for Women.

Action 3: Investigate resources outside the university, such as conferences, etc.

Action 4: Seek opportunities to partner with local organizations, government and non-profits, and other universities. What collaborations are possible vs. competing?

Action 5: Develop mentoring program.

Action 6: Provide training for mentors.

Action 7: Launch mentoring programs.

Action 8: Build accountability through check-ins, with mentors and mentees having groups of their own.

Action 9: Identify opportunities for volunteering in the community.

Goal 2 Accountability

Responsibility

Vicki Daugherty
Chairs, Program Directors
Unit Leaders

Timeline

Action 1: AY 2021-2022
Action 2: AY 2021-2022
Action 3: AY 2021-2022
Action 4: AY 2021-2022
Action 5: AY 2022-2023
Action 6: AY 2022-2023
Action 7: AY 2022-2023
Action 8: AY 2022-2023

Metrics

Survey completion rates.
Numbers of participants recruited.
Measurement of satisfaction.
Recognitions and noteworthy achievements.

Goal 3: Increase knowledge of bias related to types of diversity.

Action 1: Identify existing resources on campus, in the community, and within the university.

Action 2: Survey SoIC for topics of interest and areas of concern.

Action 3: Create a schedule of monthly programs.

Action 4: Host conversations acknowledging bias, as well as exploring implicit bias.

Action 5: Provide education/awareness training through interactive events to explore topics.

Action 6: Increase support of and engagement with international individuals, e.g., simulation training and/or programs to raise awareness of anti-Asian bias.

Goal 4: Create a student/industry engagement program to support academic and career success, with a focus on underrepresented groups in various industries.

Action 1: Identify industries to engage, including academia.

Action 2: Investigate resources of support.

Action 3: Survey students for career and mentoring needs.

Action 4: Program chairs and others to make connections to potential mentors.

Action 5: Create Canvas page with career resources.

Action 6: Create short videos of industry professionals.

Action 7: Create programs to address areas of need; start with alumni and existing connections to identify others to participate.

Goal 3 Accountability

Responsibility

DEI Working Group
Chairs
Advisor
Staff Supervisors
Student Worker

Timeline

Action 1: Summer 2021
Action 2: Summer 2021
Action 3: Summer 2021
Action 4: Ongoing
Action 5: Ongoing
Action 6: Ongoing

Metrics

Numbers of attendees - increasing over time.
Feedback from attendees through surveys.

Goal 4 Accountability

Responsibility

Vicki Daugherty
Fawzi BenMessaoud
Student Worker

Timeline

Action 1: Summer 2021
Action 2: Summer 2021
Action 3: Fall 2021
Action 4: Fall 2021
Action 5: Fall 2021
Action 6: Spring 2022
Action 7: Ongoing

Metrics

Numbers of partnerships, events, attendees.
Assessment feedback from attendees.

Faculty Recruitment, Retention, and Research

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Gary Schwebach (BHI, Faculty)

Hsi Chang (BHI, Student)

Jeff Hostetler, (SoIC, Staff)

Ashley Miller (HCC, Adjunct)

Kim Sarver (Polis)

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Goal 1: Increase effort to diversify faculty to match efforts to diversify student body

Action 1: Identify organizations to partner with to recruit diverse applicants.

Action 2: Identify and incentivize faculty who wish to join these organizations.

Action 3: Build relationships with those that can help us recruit.

- Become active members of organizations that recruit diverse faculty.

Action 4: Create more visible cues that show our school values DEI.

Action 5: Revise P&T (Promotion and Tenure) standards to reflect our commitment to DEI work.

Action 6: Acknowledge and reward DEI work through annual evaluations and merit rewards.

Action 7: Plan, recruit, and implement a postdoctoral program.

Goal 1 Accountability

Responsibility

Andrea Copeland
SoIC P&T Committee
Student Worker

Timeline

Action 1: AY 2021/2022,
and then ongoing
Action 2: AY 2021/2022,
and then ongoing
Action 3: AY 2021/2022,
and then ongoing
Action 4: AY 2021/2022
Action 5: AY 2022/2023 (plan),
AY 2023/2024 (recruit),
AY 2024/2025 (implement).
Action 6: AY 2021/2022

Metrics

Numbers of faculty and organization participation, partnerships formed, and events attended.
Numbers of women and persons from underrepresented backgrounds who apply, are hired, retained, or join as a postdoc.

Goal 2: Creating a welcome environment for faculty at all levels

Action 1: Training for Chairs and for interested associate faculty and program directors; training for mentoring faculty of color/women/diverse backgrounds.

Action 2: Create a mentoring program specifically for faculty from underrepresented groups. Update the onboarding process to include to support for DEI work, access to campus resources, etc. Create pathways to connect to relevant communities [Connect with II: Goal 2].

Action 3: Provide educational opportunities for faculty and leadership to learn about DEI; Training for faculty: Implicit bias training related to P&T [Connect with II: Goal 2].

Goal 2 Accountability

Responsibility

Andrea Copeland
DEI Trainer
Chairs
Interested Program Directors and Associate Faculty
Jeff Hostetler

Timeline

Action 1: Spring 2022
Action 2: Spring 2022
Action 3: Ongoing in coordination with Climate programs.

Metrics

Numbers of training sessions and attendees.
Numbers of mentoring program participants.

Goal 3: Identify, encourage, and reward DEI research.

Action 1: SoIC Awards for DEI work for staff and faculty.

Action 2: Design challenges involving faculty and students in at least two of the three departments.

Action 3: Create support for grant submissions: Diversity Plans/Broadening Participation (NSF).

Action 4: SoIC to create a funded DEI Summer Research Challenge program.

Action 5: Increase the number of diverse students participating in research with faculty.

Goal 3 Accountability

Responsibility

Andrea Copeland
Gary Schwebach (Action 2)
SoIC Award Committee
DEI Working Group
Student Worker

Timeline

Action 1: AY 2021/2022
Action 2:
Action 3: Spring 2022
Action 4:
Action 5:

Metrics

Numbers of awards given.
Numbers of participants in design challenge.
Numbers of users of supporting documentation for grants submissions.
Numbers of students participating in research.
Numbers of faculty working with diverse students doing research.

Student Development and Co-curriculars

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Goal 1: Increase opportunities for both informal and formal connections.

Action 1: Create spaces in the buildings that represent our students and allows for more organic conversations with other students and faculty [Connect with I: Goal 3 and II: Goal 1].

- The IT building should represent our student culture and make students feel at home.
- Focus on creating more outdoor gathering spaces.

Action 2: Create programs/events/activities to create a sense of belonging in the community.

- Underrepresented speakers with topics on how to navigate future careers.
- Class specific challenges/competitions (take a friend to an event, drop a resume to career services, etc.).
- Stress management and mental health group workshops.
- Work with current student groups like SIGGRAPH, ICSG and WiT for collaborative programs.
- Discussions on current topics such as Covid, social justice, politics, etc.

Goal 1 Accountability

Responsibility

Melinda McCormick
Jeremy Smelser
Student Worker

Timeline

Action 1: AY 2021/2022
Action 2: Ongoing

Metrics

Numbers of events and attendance at events.
Demographic analysis of diversity at events – increasing diversity over time.
Student satisfaction via surveys – increasing satisfaction over time.

Goal 2: Improve communication with students to promote events and activities to increase involvement.

Action 1: Survey students to identify how they best learn about events and what serves them best with the Student Satisfaction Surveys.

Action 2: Create a marketing plan/timeline for the academic year.

Action 3: Decide on a platform that will work best for students (Discord, FB, Canvas, SoIC Inclusion site), and consistently promote events, student groups, and/or uplifting news and informational stories regarding diversity and technology. Determine what students desire in this capacity.

Action 4: Roll out a new social networking platform to all.

Action 5: Implement weekly postings using the new site to promote stories and programs, with students working and engaging in the site daily.

Goal 2 Accountability

Responsibility

Melinda McCormick
Student Worker
SoIC Communications

Timeline

Action 1: AY 2021-2022 and then ongoing.
Action 2: AY 2021-2022 and then ongoing.
Action 3: AY 2021-2022 and then ongoing.
Action 4: AY 2021-2022 and then ongoing.
Action 5: AY 2021-2022 and then ongoing.

Metrics

Volume of audience reached by platform – increasing over time.
Number of communications sent.

Goal 3: Support student initiatives for DEI work.

Action 1: Create a DEI student advisory board to take the lead on communication, marketing, and programs.

Action 2: Provide leadership development for student organizations (more hands-on help from faculty/staff for student groups).

Action 3: Offer diversity grants to help pay for speakers/travel as well as to incentivize leadership development after students complete inclusion trainings.

Action 4: Recruit more underrepresented students, including adult learners and transfer students, for leadership roles/student employee positions (within recruiting, iDEW, SoIC student positions), as well as connecting students to mentorship programs and scholarship opportunities [Connect with II: Goal 2].

Goal 3 Accountability

Responsibility

Melinda McCormick
Taylor Dooley
Student Worker

Timeline

Action 1: Summer/Fall 2021
Action 2: Ongoing
Action 3: Ongoing
Action 4: Ongoing

Metrics

Numbers of student-led DEI events/
initiatives, and attendance rates.
Numbers of student participants in
external DEI programs/conferences.
Numbers of social media connections.
Numbers of underrepresented students
in leadership roles, and student
employee positions