

2017-2018 ASEE Board of Directors Annual Report

Introduction

This year the ASEE Diversity Committee transformed into the Committee on Diversity, Equity, and Inclusion (CDEI). In November 2017, the goals of the CDEI were aligned with the mission and goals of ASEE. Soon thereafter, the committee proposed operating procedures to provide a sustainable structure and outlined the main charge and activities of the six standing CDEI subcommittees.

The subcommittees submitted reports in May 2018 that outlined activities, outcomes and plans for 2019. This report, compiled by the Strategic Plan Subcommittee, summarizes those activities, describes major developments by CDEI, and provides recommendations to the ASEE Board of Directors. Detailed quantitative and qualitative information can be provided upon request. This report was guided by the ASEE vision and mission statements.

Highlights of Activities

Below is a summary of activities arranged by CDEI subcommittee. This sample reflects what CDEI has implemented and achieved in 2017-2018.

Communication: The CDEI website is continually updated and is transitioning to Wordpress to allow for easier updates. From May 2017 to May 2018 the website garnered more than 2,000 unique visitors and 4,500 page views. The CDEI has two newsletters per year. The Fall 2017, Issue No. 8 *ASEE Diversity* was distributed Jan. 2018 by ASEE headquarters. Issue No. 9 is planned for Jun. 2018.

Conference Planning: The *Diversity Pavilion* was designed and created in conjunction with ASEE headquarter staff. This year's *Pavilion* highlights the added emphasis on equity and inclusion and will contain handouts on best practices, resources, and CDEI's paper program. Social media, t-shirt giveaways, and enhanced in-person interactions are planned to increase *Pavilion* traffic and visibility. The *Footsteps* project continues as a messaging agent that creates awareness of themes and issues. *Pronoun stickers* for badges will be available at the *Pavilion* and ASEE information booths. CDEI worked with headquarters to offer enhanced resources during the 2018 Annual Conference, which included: *scooters, childcare, gender neutral restrooms, mother's room, and closed captioning during plenaries.*

Paper Program: In all, 161 reviewers participated with 40 abstracts resulting in 19 finalized papers (distributed in five technical sessions and one workshop). All papers that pertained to another division were sent to the appropriate division for consideration. Also, four conference papers were nominated for the ASEE *Best Paper (PIC)* competition. After Committee review, one was submitted for PIC V consideration. In addition, the review committee nominated one paper for *Best Diversity Paper*. The *Best Diversity Paper* competition was managed by a separate review committee and an electronic submission portal was used. Eighteen papers were submitted with five finalists selected.

Partnership: The *Student Essay/Video Contest*, announced in Fall 2017 (<http://diversity.asee.org/essay-contest>), attracted 25 submissions (23 essays and two videos). This was the first year that the competition was a partnership activity with the Student Division. Fourteen finalists were selected using a rubric consisting of four criteria (Relevance to Diversity, Relevance to Engineering Teams, Effectiveness of Message, and Language and Mechanics). Information on the 2 winning essays are forthcoming in the Fall issue of PRISM. Additionally, CDEI partnered with WEPAN to help disseminate their Transforming Engineering Culture to Advance Inclusion and Diversity (TECAID) as best practices. CDEI also hosted a diversity, equity, and inclusion panel for ASEE at the National Science Teachers Association STEM Forum and Expo.

Policy & Letters: In March 2018, the ASEE Board of Directors issued a “Letter Supporting Scholarly Research in Diversity and Inclusion in STEM Education” (see <https://www.asee.org/documents/about-us/the-organization/public-policy/LetterSupportingScholarlyResearchinDiversityandInclusioninSTEMEducation.pdf>). The letter was drafted and vetted by CDEI and widely disseminated in the science, engineering, and higher education media. It is a detailed response to “a proliferation of targeted attacks on scholarly work addressing diversity and inclusion in STEM education, including work in engineering education specifically.” It references ASEE partner organizations, lists resources, and recommends actions by all stakeholders. In addition, a CDEI “Champion of Diversity” acknowledgement was created and awarded to Rochelle Gutierrez and Donna Riley.

Relevance of CDEI Outcomes to ASEE Policy, Practices, or Membership

1. Content of the Newsletter is relevant to all ASEE members. The content could be expanded by harvesting from all committees and division information on diversity and inclusion activities as central to ASEE’s mission.
2. Additional resources hosted on CDEI website would support the Best Diversity Paper and other committee activities.

3. Conference planning activities directly helped ASEE update and include more inclusive conference practices at the 2018 Annual Conference.
4. The Student Essay/Video Contest is a mechanism that raises awareness of engineering career options for precollege students. It also exposes current engineering undergraduate and graduate students to ASEE, which could contribute to growth in ASEE membership. The competition needs better circulation to help with membership.
5. The CDEI Paper Program provides a means to record relevant research that is not covered under other divisions' call for papers.
6. The Board Letter on diversity and inclusion boldly asserted its leadership and the need to combat mass media criticisms that go to the heart of the ASEE mission.

Proposed Recommendations

1. A charge or direction by the ASEE Board of Directors would help CDEI better align its activities to ensure its efforts are aligned with the Board's.
 - a. A review of the Diversity Strategy and Implementation Plan to determine focus is needed. Should the committee focus internally (Goal 1) or externally (Goal 2) with regards to ASEE as an organization? What goals and strategies are realistic/feasible?
2. Consider developing other mass media resources that underscore the value of ASEE and diversity, equity, and inclusion in engineering education.

Committee Impact Statement

In 2017, the ADC became CDEI. This change is more than cosmetic. It signaled that diversity, equity, and inclusion were core components of the ASEE mission to be monitored and supported by a single committee working in concert with other parts of ASEE to increase the extent and forms of participation in the engineering education and the profession.

By creating a template for reporting, CDEI offered a blueprint for measuring performance (activities and outcomes) that directly aligns with the Strategy and Implementation Plan created and approved in 2016. CDEI has thus codified both expectations and achievements, clarifying where the organization excels in advancing diversity and inclusion in all of ASEE's "business" and how to improve in areas slower to change.

2017-2018 focused primarily on Goal 1 (*increase visibility, improve baseline knowledge, empower members, and leverage events within ASEE and ASEE affiliates to increase diversity*). This internal focus was meant to ensure that diversity, equity, and inclusion was a core part of ASEE and "start the fire within" to then spread to the broader community. ASEE must be an example before it can be an effective voice. CDEI has progressed towards Strategy 1A, 1B, and 1C. Most of this year's progress is seen in Strategy 1A. While the focus has been internally (Goal 1), Goal 2 (external to ASEE focus) has had some progress in all Strategies as well. Future effort should be focused on Goal 1: strategy 1B and 1C and Goal 2: Strategy 2A, 2B, and 2C.