



A newsletter of the ASEE Committee on Diversity, Equity and Inclusion

Message from the Chair, Dr. Susan Walden



I have had a tumultuous year since last fall prompting a lot of thinking about pathways and evolution, and how my journey has been influenced by relationships. I contemplated where I am, how I got here, what I've learned about myself and the world, and where I want to go. Many of the thoughts centered on the cultural contexts of the times and especially on the people who influenced me at critical decision points, educating, counseling, and encouraging me. Growth, evolution, relationships, and partnerships are also key components of the goals for the ASEE Committee on Diversity, Equity, and Inclusion (CDEI) for 2019-2020.

CDEI's growth in recent years is extraordinary – from about 25 members in 2016, to 50 in 2017, 120 in 2018, and 270 after sign-ups at the 2019 ASEE Annual Conference. With this many people wanting to contribute their enthusiasm, experience, and expertise, our collective efforts could have far-reaching impacts! It also means that our structure and strategies must evolve to stay connected, engaged, and manageable.

CDEI's evolution is visible in our expanding types of membership and subcommittees. If you have not already, please make a note to explore the new CDEI website that launched in June (<https://diversity.asee.org/deicommittee/>). It is still very much a work-in-progress and plans for new and recurring content are ready, so check back often. One part of the website that is mostly complete is the section describing our history and structure—where CDEI started, its evolution, and where it is now. Part of the growth described above resulted from opening eligibility for Delegates to all ASEE divisions. Previously only divisions with a diversity statement in their by-laws could designate a delegate to the committee. Because delegates serve as communication liaisons between their divisions and CDEI, we decided that role was also important (perhaps more so) for divisions that were not yet considering equity and inclusion. Recognizing that some divisions have many people interested in advancing inclusion, CDEI added a Friend designation in 2017 that allowed anyone seeking a like-minded community to join the efforts and to stay informed of CDEI activities and programming. Likewise, as our membership and activities grew, so did our need for an evolving organizational structure. New subcommittees emerged and dissolved to meet the demands of changing needs. Subcommittees are where the accomplishments of CDEI happen! Current subcommittees include: Communications; Conference Planning; Partnerships, Policy & Letters; Professional Development; Strategic Planning & Assessment; and the latest addition, Awards. Subcommittees also are the basis for forming relationships with other members of CDEI in a smaller group of people focused on shared goals and tasks.

A continuing goal launched last year grew out of evolving our traditional SafeZone trainings at the ASEE Annual Conference and professional relationships formed within CDEI—to use our collective experience and expertise to offer Professional Development for skills in support of equity and inclusion. CDEI sponsored several workshops and community conversations in Tampa, including two sessions developed by the new Professional Development subcommittee. Resources for professional growth are important features in our new website and an opportunity for involvement with CDEI. The subcommittee is also working on more interactive ways to provide professional development, perhaps through webinars or partnerships with other organizations.

Another goal for this year is developing relationships and strategic partnerships across ASEE and with other diversity, equity, and inclusion (DEI) supporting organizations. The CDEI leadership team is seeking ways to work synergistically with the divisions, zones, and other Committees of ASEE. The new Awards subcommittee has a pending application with the ASEE Board for a new award to celebrate outstanding impact to achieve DEI goals within other ASEE constituent groups. Watch for an announcement of the request for nominations soon! Because the appointed representative (Standing Member) from a diversity-supporting partner rotated off the CDEI Committee this year, the Society for Hispanic Professional Engineers (SHPE) is included formally for the first time. We extend deep gratitude to Christopher Carr (National Society of Black Engineers) for his many years of service to CDEI and a heart-felt welcome to Raquel Tamez and her SHPE internal delegate Kimberly Douglas-Mankin for agreeing to join CDEI.

Finally, as with all evolving organizations, we celebrated and welcomed other appointed Standing Members at the Annual Conference in Tampa. Transitioning to Delegate and Friend roles are Eric Specking (departing past-chair), Kristen Constant (Member-at-Large), Olga Pierrakos (Member-at-Large), and Darryl Williams (MIND representative). New appointees are Liz Litzler (vice-chair), Tasha Zepherin (Member-at-Large), Trina Fletcher (Member-at-Large), and Rochelle Williams (MIND representative).

I hope that you will find a way to be involved with CDEI through participating in available options for your own personal and professional growth and/or contributing to the work of the CDEI committee. To reach the CDEI Chairs team with questions or comments, please email CDEIChairs@asee.org. We look forward to seeing you in Montreal!

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ASEE 2019 Conference Highlights

CDEI Workshop: Addressing Race and Privilege in the STEM Classroom

At the Annual Conference on Sunday June 16th 2019, *Drs. Kelly Cross, Liz Litzler, Emily Affolter and Christian Mathies* presented an interactive workshop that explored many of the ways U.S. cultural norms disenfranchise people of color by privileging whites and the concept of whiteness. **We co-facilitated a platform for discussion surrounding difficult, power-laden topics, encouraging audience members to discuss problems with the status quo, including but not limited to white dominance in STEM classrooms.** These discussions acted as an invitation to disrupt those hierarchical status quos. Our intent was to provide community-building resources for faculty and staff to be reflective about how power and privilege dynamics can play out in the educational environment. We also provided frameworks and theories to provide a foundation for on-the-ground practices, and handouts to support action and continued conversation. The original presenters plus Dr. Pheather Harris are planning to present a revised version of the workshop at the 2020 conference in Montreal. We would love to see you there!

Approximately **94%** of attendees reported that the workshop stimulated their learning, and **91%** indicated that they will be able to use what they learned in the workshop. Many of the evaluation comments wished the workshop could have been longer. One of our attendees emailed us after the workshop to say, **"I wanted to thank you for the resource list and for the workshop you did at ASEE. I am still feeling the power of that workshop and noticing and appreciating the power of increasingly explicitly calling white supremacy for what it is."**



Session Materials can be found on the CDEI Website: <https://diversity.asee.org/deicommittee/resources/>

Diversity, Equity, and Inclusion (DEI) 100

ASEE 2019 CDEI Quick facts:

- 117 Signed in on the sign-up sheet expressing interest in the CDEI.
- 106 people stopped by the Division Mixer table*
- 438 stopped by the Diversity Pavilion*
- There were also 24 helpers covering shifts at the Diversity Pavilion.

* counted using a clicker counter

A team from the Committee on Diversity, Equity, and Inclusion presented a workshop at the Annual conference called DEI 100, which was facilitated by Meagan Pollock, Alisha Sarang-Sieminski, Liz Litzler, Lisa Abrams, Jeremy Magruder Waisome, and Dianne Hendricks. The workshop covered the basics of diversity, equity, and inclusion and why it is important, definitions of key terms, unconscious bias, and inclusive strategies for effective teaching/becoming a more equitable educator. Five of the facilitators then ran mini-breakouts on the topics of promoting inclusive teaching strategies, serving persons with disabilities with universal design, understanding white privilege and learning to talk about race, writing a diversity statement, and examining your research practices using a critical DEI lens.

Almost all the attendees would recommend a similar workshop to their colleagues, and reported that it was very valuable. People appreciated the glossary that was provided and appreciated the opportunity to discuss with others. One attendee said: "It was interesting, thoughtful, [and] brought up things I think about + don't have people to talk to about."

Diversity, Equity, and Inclusion (DEI) 200

DEI 200 was an interactive session for individuals who wished to take a more active role in advocating in support of DEI efforts within their sphere of influence. Like DEI 100, it was designed by members of the professional development subcommittee within CDEI. The workshop facilitators (Jeremy Magruder Waisome, Meagan Pollock, Alisha Sarang-Sieminski, and Tershia Pinder-Grover) led the participants through exercises that incorporated both self-reflection and discussion to better understand and identify ways in which participants could expand their personal DEI lens. Participants leveraged their understanding of the "4 I's of Oppression" (i.e., ideological, institutional, interpersonal & internalized oppression) as a lens for identifying DEI issues and ways to address these concerns through the use of case studies. Participants found the framework and the case studies as key strengths of this session.

Distinguished Lecture given by Mel Chua, Ian Smith, and Giordon Stark

The 2019 CDEI Distinguished Lecture by *Mel Chua, Ian Smith, and Giordon Stark* was entitled: **“Alternate-Universe ASEE: An Engineering Education Conference Session from a World where the Majority of Engineers are Deaf.”**

Via the medium of interactive theater, attendees experienced a culturally deaf engineering education session conducted primarily in American Sign Language (ASL) with English voice interpretation. Participants experienced firsthand how cultural assumptions, communication mediation, and other factors impact the conference for them.

Bruce Neville, CDEI delegate from the Engineering Libraries Division, reported on a CDEI all-hands call that this session had an impact on his thinking:

“I attended the hearing impairment awareness distinguished lecture and it was truly awesome. It put me in a different place, in terms of re-thinking my own privilege, for example, watching closed captioning in real time and realizing how poor a substitute it is. It was very impactful and I would like to see more like it. Putting those of us who don’t think about it, in the position to HAVE to think about it, was very impactful.”



Diversity Pavilion Comment:

“The [diversity] pavilion felt like a safe haven that I could retreat to and find like-minded people. I didn’t need a separate pull to be there, beyond the fact that I could find community there.” – Linda Vanasupa

Challenging implicit bias training

The **Challenging Implicit Bias Train-the-Trainer Program**, coordinated by Rocio Chavela (ASEE) and presented by Christian Mathies and Christopher Lenn, aimed to provide participants with the tools, training, and mentorship needed to prepare and deliver workshops on implicit bias and related topics at their institutions. The first offering of the program was divided into three sessions: a face-to-face workshop (held June 15th, 2019, co-located with the ASEE Annual Conference), and two interactive online sessions during fall 2019. The initial session covered: 1) identifying/understanding audiences, 2) base concepts on implicit bias, 3) pedagogy/curriculum design for training/instruction/facilitation, and 4) campus policies, resources, and partnerships. Comments from participants attending the kick-off workshop highlighted the usefulness of concepts, materials, activities, and practical tools to build their training curriculum:

- “The workshop actually exceeded my expectations because I was exposed to new ways of thinking that really challenged me.”
- “The materials and concepts were excellent! I will use this material as I try to construct my own training.”
- “I liked the variety of activities: presentation of content (mini-lecture) and some slides followed by application of that content in groups. I learned a great deal from the facilitators as well as those at my table (morning) and work group (afternoon), so I also liked that structured collaboration. Overall, I sensed a strong commitment from the facilitators and participants to make a difference, which I found inspiring and invigorating.”
- “[...] I walked away with practical tools to develop implicit bias training workshops and a network of people for feedback on those developing materials.”

Additionally, all participants were assigned a team to develop their own implicit bias workshop. All teams were given time during the workshop to start developing their curriculum and figure out future collaboration. After the conference, all teams met to make progress on their team’s workshop and participated in virtual follow-up meetings. The follow-up meetings covered additional topics and provided a time for all teams to share and receive feedback on progress.

The program helped Eric Specking and his team create and implement a 2-hour bias workshop for students. The workshop’s objective was to help students understand the role that biases play, build knowledge and skills around different kinds of implicit biases, and develop tools to address implicit bias. The workshop was piloted during their Fall 2019 engineering student ambassador training and have received great feedback from the participants. Additionally, the students appeared to be more empowered to identify and overcome their own biases and the biases they face in their lives.

A second iteration of the program will be offered during spring 2020. Information coming soon at <http://diversity.asee.org>.

ASEE AWARDS

Awards: Recognizing Efforts to Make Engineering More Inclusive

The five finalists described in our spring newsletter for the best Diversity, Equity and Inclusion Paper award presented at the 2019 conference and were judged by a team of evaluators. The best paper was awarded to The Ohio State University ("Work in Progress: Aligning What We Want With What We Seek: Increasing Comprehensive Review in the Graduate Admissions Process," by Dr. La'Tonia Stiner-Jones and Dr. Wolfgang Windl).

There are two new awards to recognize diversity, equity and inclusion in our engineering community. The first recognizes institutional progress. The second recognizes constituents of ASEE and progress made within our professional society and we hope for final ASEE approval soon. Both highlight impact of efforts made by groups.

Building on the Engineering Deans Diversity Initiative, the Engineering Deans Council has initiated ASEE recognition of institutions that have made progress in developing and implementing internal plans to increase diversity as well as practices that improve equity and inclusion at their institutions. Last year, 75 institutions were awarded inaugural Bronze awards (<http://diversityrecognition.asee.org/award-recipients>) in the ASEE Diversity Recognition Program. Institutions hold the distinction for three years, after which they can re-apply for Bronze or future Silver or Gold awards. This year's recognition cycle closed on November 25 and awards will be announced next June.

The Committee is working on finalizing the details of a new award recognizing ASEE constituents (divisions, zones, committees, etc.) and their work to increase diversity, expand inclusion, and promote equity. How has your constituency group aligned your work with the mission of the Committee on Diversity, Equity & Inclusion and how has that benefited ASEE and your constituency? Details of this award will be in our next newsletter and published on the website. Applications will be due in early March for this year's award.



CDEI Best Paper Award



CDEI Business Meeting



Committee on Diversity,
Equity, and Inclusion

"My experience [with the CDEI committee] has been very positive overall. Since I'm a "friend" of the committee, it took me a while to figure out what that meant. I'm grateful to our past Chairs, Eric and Becky, who helped to onboard me by maintaining communication and suggesting opportunities for me to become further involved. After hearing about the subcommittees, I eventually chose to join the professional development team. Joining the subcommittee gave me a sense of place within CDEI. This year we created the DEI 100 and 200 workshops where I was able to implement strategies I've learned to help other ASEE Annual Conference attendees. It was such a rewarding experience."— Jeremy Waisome, a friend of the CDEI

The ASEE Diversity, Equity and Inclusion Committee is a standing committee reporting to the ASEE Board of Directors through the Chair. We meet monthly to identify, implement, and oversee the actions associated with the ASEE Diversity Strategic Plan. We welcome your feedback about diversity related engineering education issues and topics. Please contact any of our committee members with your questions or concerns.

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Diversity, Equity and Inclusion Committee Delegates

Ex-officio individuals from divisions that have nominated delegates to maintain connections between divisions and the committee.

Aerospace Sharanabasaweshwara Asundi	Cooperative & Experiential Education Sandra English	Engineering Management Ona Egbue	Materials Mary Vollaro
Architectural Engineering Saeed Rokooei	Design in Engineering Education Sindia Rivera-Jimenez	Engineering Physics & Physics Teresa Larkin	Mathematics Eliza Gallagher
Biological & Agricultural Engineering Youngmi Kim	Educational Research & Methods Beth Cady	Experimentation & Lab-Oriented Studies Karin Jensen	Mechanical Engineering Sriram Sundararajan
Biomedical Engineering Tanya Nocera	Electrical & Computer Engineering Jenna Carpenter	Faculty Development Tershia Pinder-Grover	Minorities in Engineering Darryl Williams
Chemical Engineering Shannon Ciston	Energy Conversion & Conservation Madhumi Mitra	First-Year Programs John Estell	Multidisciplinary Engineering Educator Jean Bossart
Civil Engineering Frank Falcone	Engineering Design Graphics Lulu Sun	Graduate Studies Jeffrey Fergus	Pre-College Engineering Education Morgan Hynes
College-Industry Partnerships Maresh Aggarwal	Engineering Economy Erick Jones	Industrial Engineering Karen Bursic	Systems Engineering Federica Robinson-Bryant
Community Engagement Felicia Jefferson	Engineering Ethics Diana Bairaktarova	International Homero Murzi	Technological and Engineering Literacy - Philosophy of Engineering Suzanne Keilson
Computers in Education Afrin Naz	Engineering Leadership Development Jena Asgarpoor	LGBTQ Inclusion Brian Kirkmeyer	Two-Year College Jared Cammon
Continuing Professional Development Mitchell Springer	Engineering Libraries Bruce Neville	Liberal Education/Engineering & Society Donna Riley	Women in Engineering Debra Friedrichsen