



Committee on Diversity,
Equity, and Inclusion

VIRTUAL WORKSHOP SUMMER SERIES

HOSTS

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*Welcome!
We'll get started
at the hour.*

A discussion on the ASEE & SEFI Joint Statement on Diversity, Equity, and Inclusion: A Call and Pledge for Action

June 3, 2020

How can we use this statement as a springboard to launch more disruptive and intentional change?





Committee on Diversity, Equity, and Inclusion

- The American Society for Engineering Education Diversity, Equity, and Inclusion Committee is comprised of Members appointed from several diversity serving divisions of ASEE and other organizational councils.
- All ASEE Divisions may nominate a Delegate to serve on the Committee.
- Other ASEE members stay connected and serve as Friends.

Visit our website to learn more and join. diversity.asee.org/deicommitee



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Equity, and Inclusion

VIRTUAL WORKSHOP SUMMER SERIES

May 20th- August 15th



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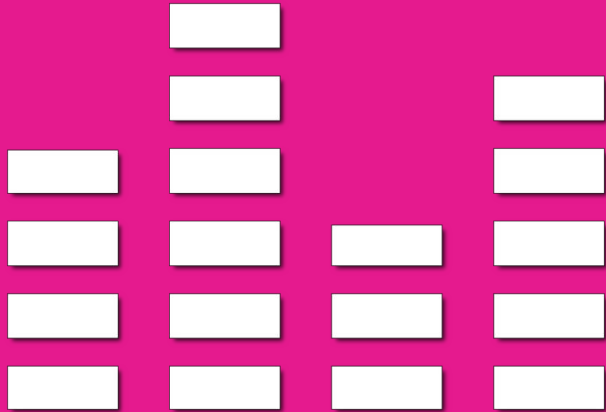
bit.ly/CDEISummerSeries

Agenda

- 5 mins Intro
- 10 mins Background with Authors
- 5 mins Set Up Breakout Groups
- 20 mins Breakout Groups
- 15 mins Summarizing
- 5 mins Closing



Check-in Poll



Share your answers
with us via the poll.

ASEE And SEFI Joint Statement On Diversity, Equity, And Inclusion: *A Call and Pledge for Action*

**This joint statement was
collaboratively written by
volunteers.**

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Yvonne Galligan | *Director of Equality, Diversity and Inclusion –
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Anne-Marie Jolly | *Former Professor and Director at Polytech Orléans.
Vice-president of the French Engineering School Accreditation*

Eric Specking | *Director of Undergraduate Recruitment, Outreach, &
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Linda Vanasupa | *Professor of Materials Engineering, Franklin W. Olin
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The following ASEE members not appointed to the writing task force made critical contributions: Rebecca Bates, Jean Bossart, Karin Jeanne Jensen, Liz Litzler, and Tasha Zepherin. SEFI acknowledges additional contributions by: Gabrielle Orbaek White, Bill Williams, Martin Vigild. We also extend our gratitude to the former ASEE and SEFI Presidents whose conversations initiated this effort: Stephanie Farrell, Bevlee Watford, and Mike Murphy.

Call for Action

We believe that diversity across all dimensions is essential to enriching engineering educational and professional experiences. Diversity fuels innovative and creative solutions to address the world's complex challenges as it also ensures that engineered solutions meet the needs of all people.

We envision a culture of engineering that values different perspectives, represents, celebrates, and serves the whole of society.

We must actively promote diversity in engineering, particularly supporting those who have been continuously disadvantaged, and also ensure that all individuals are provided with equal opportunity to access, pursue, and advance in engineering careers.

With equity and inclusion, our society will systematically evolve. Engineering solutions will consider all societal contexts and truly serve all society's well-being.

Pledge for Action

As a member of a global engineering community, I pledge to celebrate diversity, create opportunities, and actively support inclusive environments, in which all my students, colleagues, and members of the wider society are welcomed, respected, and valued. I acknowledge that a path with no examination, reflection, and action perpetuates an inequitable status quo. I commit to work collaboratively with all engineering community members and stakeholders to disrupt systemic exclusion and to create a culture where all will thrive.

Breakout Session

Guiding Questions

1. WARM-UP: What does the statement mean to you?
2. TAKE NOTES: How can we use this statement as a springboard to launch more disruptive and intentional change?

Breakout Group 1

- Type your notes here

Aimed to encourage action

Encouraging advocacy

-

- Additional questions:
- What can be done to change or expand hiring practices to ensure more BAME/PoCs are coming through the door?
 - Use evidence-based practices
- How do we ensure *all* people with relevant and credible work experience get recognized in academia (evidence suggests white men get more credit for their work experience)?
- How do we ensure marginalized or minoritized people get credit for unseen work they are doing? (i.e. diversity work, more intensive mentoring work)

Breakout Group 2

- **Question 1**

- Language is confusing
- How do we put it into practice? It provides a good framework, but there is no information on how to enact it/put it into practice
- Cultural differences may make it difficult to put it into action.
- Does not answer the question “what next?”
- What is the dissemination plan?
- Where is the representation or all voices that are marginalized?

- **Question 2**

- Who has the power to influence what certain institutions do? And how do we use it as a springboard to create impact?
- The statements may hold symbolic importance, but it is hard to determine whether these symbolic statements can be used as support for local initiatives.
 - How to leverage SEFI and ASEE impact?
 - Maybe used in combination with the Dean’s pledge to create more impact

Breakout Group 3

- Apply new technologies and knowledge to fix the issues we are facing.
 - Strong & important - our hiring practices are big challenges; need to address how to make hiring & faculty more diverse
 - Think early - address p-12
 - To retain anyone who is interested - always reach out so students know welcome, supported, & trust in their ability
 - Implies direct action for faculty, staff, & students
 - Have role models & explain to students what the possibilities of engineering are
 - Talk about racism & social justice - unless talk about them, they are too easy for people to ignore & disengage
- Recognize that it takes active constraints to keep the system where it is; need to mobilize those forces to disrupt the status quo

Breakout Group 4

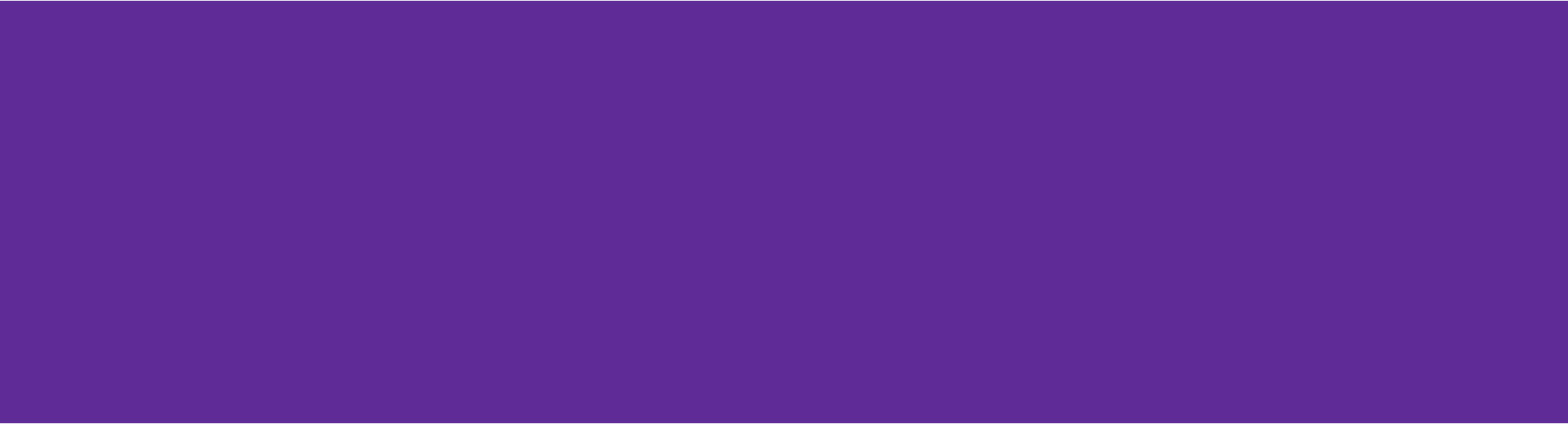
- Concrete actions we can quickly use in classroom
 - Translate research into actions
- Be specific about expectations
 - Ex: If autistic may not know the unwritten rules
 - Are some traditions offensive to certain groups?
 - Maybe use an online course
- Examination and reflection can be hard--white leaders may feel uncomfortable leading discussions about diversity
 - Especially in white male privileged student body
 - Need to take personal time to develop strategy
- Engage resources that are available on campus and in your college (diversity specialists to lead conversations in your classroom)
- Require engineering student orgs to submit plans for D&I - in particular consideration for recruiting and inclusion within the org
- Engage students in informing administrators through listening groups
-

Breakout Group 5

- Warm-up:
 - Pledge for action - need for change. accountability
 - Questioning the status quo
 - Impact on wider community, the whole professional state of engineering (addressing multiple stakeholders)
- Classroom: educators positionality - allyship
- University/departments: Accountability; changes in the curriculum - measures for success
- Resources/content: represent different perspectives in engineering literature
- Learn from failure/history in engineering - opportunity for reflection
- Reflection and best practices - Reflection on what has worked and not worked in engineering education. For example: what works better for systemic changes within engineering departments - top down approaches vs. grassroots approaches? Or for recruiting more diverse students to engineering - what approaches have worked in the past, and which have been less successful?
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Collective Strategy

Everyone please contribute to this note-taking as we work together.



Strategy 1

- We need strategies to get more black female engineering Professors (there are zero Full Professors in UK)
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- Diversity statement, improving it.
- We also have to look in different places-- not just near completion PhDs, but also look at pathways from industry.
- What can be done to change or expand hiring practices to ensure more BAME/PoCs are coming through the door?
 - Use evidence-based practices
- How do we ensure *all* people with relevant and credible work experience get

ACCOUNTABILITY PLEDGE

Name	Institution	Email
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Strategy 2

- Ongoing training about bias
- Teach people about how bias is embedded in the institution's policies, procedures and norms, AND how to address those issues.
- What are the key actions?
- Provide unconscious bias training to search committee members.
- Ask for chair of search committee to report on strategies and actions used at every stage of the search to ensure DEI .

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Strategy 3

- Identify ways to support neurodiverse learners. We need a different approach than what is used for neurotypical learners.
- What are the key actions?

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Strategy 4

- Include equitable voice & outcomes as an ethical requirement in engineering classes
- What are the key actions?

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