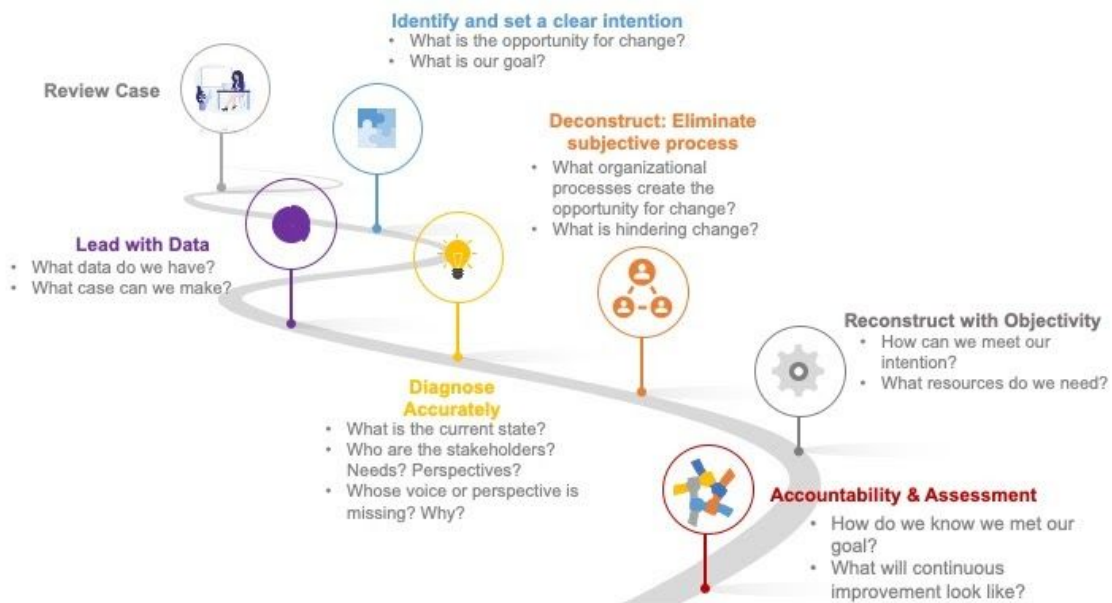


Welcome to DEI 200: Promoting Institutional Transformation to Advance Inclusion in Engineering Education

In your breakout groups, review the case about Lisa, a first-year graduate student at ZU. Use the Erasing Institutional Bias Systemic Change Framework (Jana & Diaz Mejias, 2018), Figure 1, to identify the institutional biases and pathways to systemic transformation to advance inclusion. Additionally, think about what other questions should be asked to manifest and sustain our intention for inclusion.

Figure 1 - Erasing Institutional Bias Systemic Change Framework (Jana & Diaz Mejias, 2018)



Key Terms:

- **Diversity:** Differences among people
- **Inclusion:** the ability for people of every identity and background to realize their full potential as a contributing member of our institutions
- **Institutional Bias:** Societal structures and practices in organizational systems that support inequities based on prejudices or stereotypes.
- **Racism:** A system of oppression involving systematic subordination of members of targeted racial groups by those who have relatively more social power. This subordination occurs at the individual, cultural and institutional levels.

Let's meet Lisa!

Lisa is a first-year graduate student in chemical engineering at ZU. Lisa has been one of three Black students in ZU's large department and recently found out that one of the other Black students will be leaving the department. Lisa grew up in a middle-class community outside of Chicago. For undergrad, she attended an HBCU and studied honors chemistry. When she was

accepted to ZU, a mid-sized public university in the Northeast, she was extremely excited because of ZU's prestigious reputation in chemical engineering. While at ZU, Lisa is an active member of the graduate student community and chairs the Professional Development Committee for the engineering college. In addition, she has a great relationship with the departmental administrative staff, many of whom are women of color, which have been part of Lisa's support system as she has gotten acclimated to ZU and the program.

Lisa's faculty advisor, Tom, who is white, has also been supportive, although he occasionally makes comments that indicate he assumes that Lisa comes from a lower socio-economic background and that she may need to make up for some gaps in her educational background. Tom is also a member of the PhD admissions committee, who are trying to increase the diversity of the department. Tom often asks Lisa to participate in admissions outreach activities, although he rarely asks the other students in the department. Lisa really wants to help because she values the initiative, however, she is concerned about dividing her time as a busy graduate student and received advice from mentors to stay focused on her progress to graduation. Furthermore, while the committee is committed to increasing representation of students who are typically underrepresented in engineering, there is luke-warm support from the Dean and no resources have been allocated for them to attend targeted recruiting events (i.e. at HBCUs) or bring in students for recruiting visits.

<u>Erasing Institutional Bias Framework</u> <u>(Jana & Diaz Mejias, 2018)</u>	<u>Reflective Prompts</u>
Identify and set a clear intention	<ul style="list-style-type: none"> ● What are opportunities for change? ● What are departmental or institutional goals to promote inclusion?
Lead with data	<ul style="list-style-type: none"> ● What data is available? ● How can we use this data to rally support?
Diagnose accurately	<ul style="list-style-type: none"> ● What is the current state? ● Who are the stakeholders? What is their perspective on the current state? What are their needs? ● Whose voices or perspectives are missing? Why?
Deconstruct: Eliminate subjective processes	<ul style="list-style-type: none"> ● What organizational process creates the opportunity for change? ● What organizational processes is hindering change? Why?
Reconstruct with objectivity	<ul style="list-style-type: none"> ● How can we meet our intention? ● What do we need to create or modify? ● What resources do we need?
Accountability and assessment	<ul style="list-style-type: none"> ● How will we define and measure success? ● How do we sustain our goal? ● What will continuous improvement look like?

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