

AT HOME WITH ENGINEERING EDUCATION
JUNE 22 - 26, 2020
Asee's Virtual Conference #ASEEVC

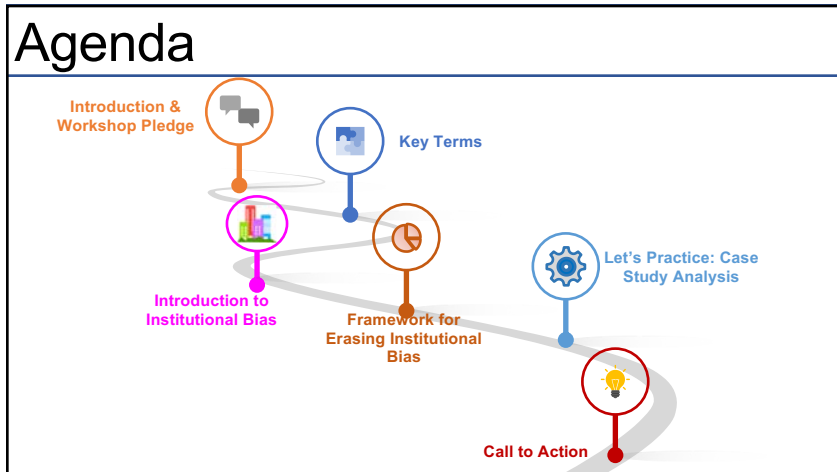
ASEE
AMERICAN SOCIETY OF ENGINEERING EDUCATION

Welcome to DEI 200!

Promoting Institutional Transformation to Advance Inclusion in Engineering Education

Presented By:

ASEE'S VIRTUAL CONFERENCE #ASEEVC



Acknowledgements

Thank you to the Professional Development Planning Committee for their contributions to this workshop session.

- Lisa Abrams
- Rebecca Atadero
- Lesley Berhan
- Colleen Bronner
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- Jeff Ferguson
- Bryce Hughes
- Elizabeth (Liz) Litzler
- Bruce Neville
- Tershia Pinder-Grover
- Meagan Pollock
- Saeed Rokooei
- Linda Vanasupa
- Jeremy Waisome

Meet the Facilitators!



Kayla Maxey
(she/her)
PhD Candidate
Purdue University



Linda Vanasupa
(they/them)
Visiting Professor in Materials
Engineering



Alisha Sarang-Sieminski
(they/them)
Associate Dean
Professor of Engineering
Olin College



Brianna Benedict
(she/her)
PhD Candidate
Purdue University

We would like to meet you!

Using the chat box to tell us:

- Your name
- Your pronouns (e.g. they/them/theirs, ze/zir/zirs, she/her/hers, he/him/his, etc.)
- One concern you have about engaging in diversity, equity, and inclusion work
- One goal you have for the workshop

In this workshop, I will...

Speak my truth

Listen and respect others

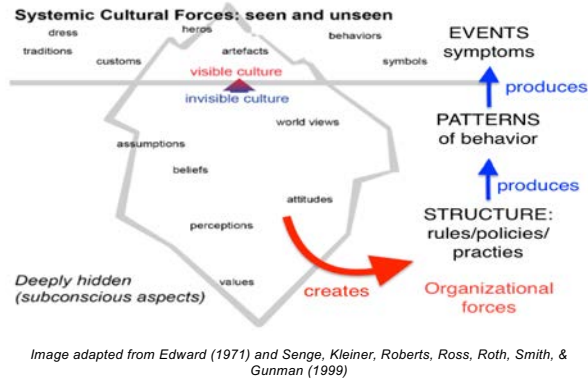
Move up or move back

Expect to experience some discomfort and lack of closure

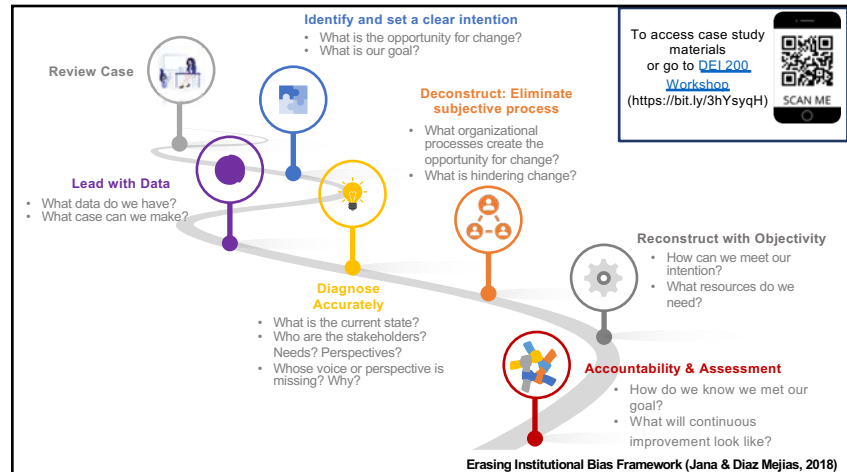
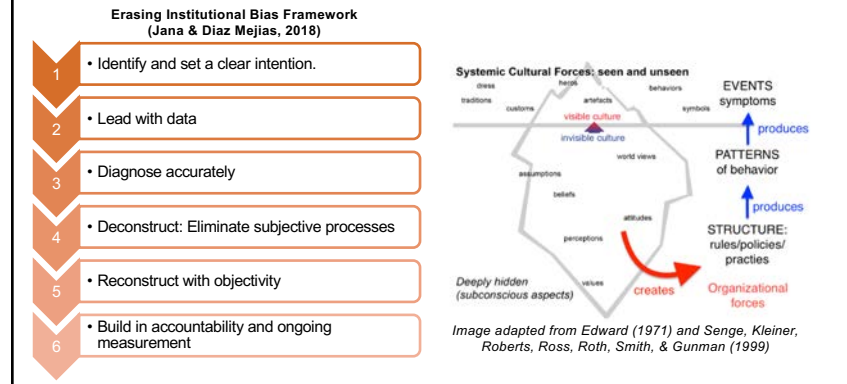


*Adapted from Courageous Conversations about Race (Singleton & Linton, 2006) and Erasing Institutional Bias: How to Create Systemic Change for Organizational Inclusion (Jana & Diaz-Mejias, 2018)

Systemic Cultural Forces Sustain Institutional Biases




Systems Thinking Framework to Promote Institutional Change






Let's Practice

Allendale College is a small college with a well-established engineering program. A new dean of undergraduate admissions for the school of engineering, Dr. Docker, is hired with a mandate to increase the diversity of the student body, which is largely white and middle-class. While there is widespread support of this diversity effort, it is clear that the mandate has a second requirement: the increase in diversity not come with a change in admissions requirements that have rigorous standards for testing and high school course prep in science and math. Dr. Docker conducts a thorough overhaul of the admissions process and engages in national efforts to reduce barriers to college admissions for traditionally underrepresented groups.




Identify and set a clear intention	Lead with data	Diagnose Accurately
<ul style="list-style-type: none"> • What is the opportunity for change? • What is our goal? 	<ul style="list-style-type: none"> • What data do we have? • What else do we need to know? • What case can we make? 	<ul style="list-style-type: none"> • What is the current state? • Who are the stakeholders? Needs? Perspectives? • Whose voice or perspective is missing? Why



Allendale College is a small college with a well-established engineering program. A new dean of undergraduate admissions for the school of engineering, Dr. Docker, is hired with a mandate to increase the diversity of the student body, which is largely white and middle-class. While there is widespread support of this diversity effort, it is clear that the mandate has a second requirement: the increase in diversity not come with a change in admissions requirements that have rigorous standards for testing and high school course prep in science and math. Dr. Docker conducts a thorough overhaul of the admissions process and engages in national efforts to reduce barriers to college admissions for traditionally underrepresented groups.

Deconstruct	Reconstruct	Accountability & Assessment
<ul style="list-style-type: none"> • What organizational processes create the opportunity for change? • What is hindering change? 	<ul style="list-style-type: none"> • How can we meet our intention? • What resources do we need? 	<ul style="list-style-type: none"> • How do we know we met our goal? • What will we sustain our efforts?

Breakout Discussion: Let's meet Lisa...



Speak my truth


Listen to and respect others experiences

Move up or move back

Expect to experience some discomfort and lack of closure

Reminder!

To access case study materials or go to [DEI 200 Workshop](https://bit.ly/3hYsyqH) (<https://bit.ly/3hYsyqH>)



Breakout Room 1: Identify and Set a Clear Intention (Notes)

Breakout Room 2: Lead with Data (Notes)

Breakout Room 3: Diagnose Accurately (Notes)

Breakout Room 4: Deconstruct to Eliminate Subjective Processes (Notes)

**Breakout Room 5:
Reconstruct with Objectivity (Notes)**

**Build in Accountability and Ongoing
Measurement (Notes)**

Based on Lisa's story, tell us how we can create systemic change in our institution?



Discussion Debrief:

- What are our intentions?
- What data do we have or need?
- What is the diagnosis?
- What must be deconstructed to be successful?
- How could we reconstruct the system for an improvement?
- How can we sustain these changes?

To access case study materials or go to [QEL200 Workshop](https://bit.ly/3hYsyqH) (<https://bit.ly/3hYsyqH>)



CALL TO ACTION



“You have to act as if it were possible to radically transform the world. And you have to do it all the time.” - Angela Davis

Call to Action

1. Examine the current state of DEI at your institution.

2. Commit to learning more.

- Literature, podcasts, articles, research (resources provided)
- Share & discuss what you have learned with others
- When you see a gap in your understanding, dig in & ask questions.

3. Connect with others doing similar work.

- Contribute to discussions and be open to change.

4. Reflect on the work you and others are doing.

- How do individual decisions contribute to systemic issues.
- Contemplate how your work is reflected in your actions & practice.

5. Commit to continue to “do the work.”

- It is important to remember that no single approach will eradicate all disparities.
- This work often takes time and the active involvement of many



References

[DEI 200 Workshop Materials](https://bit.ly/3hYsyqH) (https://bit.ly/3hYsyqH)

- Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin Press
- Jana, T., & Diaz Mejias, A. (2018). *Erasing institutional bias how to create systemic change for organizational inclusion*. Oakland, CA: Berrett-Koehler.
- Edward, T. (1971). *Hall, Beyond Culture*. New York: Anchor.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B., & Guman, E. C. (1999). The dance of change: The challenges to sustaining momentum in learning organizations. *Performance Improvement*, 38(5), 55-58.

Additional Resources

Institutional Biases

- Deane, B. R., & Ferdman, B. M. (2013). *Diversity at work : The practice of inclusion*. San Francisco, CA: John Wiley & Sons, Inc.
- Sturm, S. (2007). The architecture of inclusion: Interdisciplinary insights on pursuing institutional citizenship. *Harvard Journal of Law and Gender*, 30, 409-424
- Strum, S., Eatman, T., Saltmarch, J., and Bush, A. (2011). Full participation: Building the architecture for diversity and community engagement in higher education. *Imagining America*, 17.

Systemic Racism (<http://ANTIRACISMRRESOURCES>)

- Kendi, I. X. (2019). *How to Be an Antiracist*. New York: Random House.
- DiAngelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston, MA: Beacon Press.
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- Oluo, I. (2018). *So you want to talk about race*. New York: Seal Press.
- Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? and other conversations about race*. New York: Basic Books
- Racial Equity Tools: <https://www.raciaequitytools.org/fundamentals>.
- Twitter: #BlackinThe Ivory