

ASEE Commission on Diversity, Equity, and Inclusion

2021-2022 Annual Report to the ASEE Board of Directors

Commission Objectives:

The work of CDEI fits within the ASEE Board's objective on Access, Diversity, and Inclusion: “ASEE will catalyze open and thoughtful dialogue to identify and acknowledge underserved constituencies and advocate for their enhanced participation, inclusion and success. ASEE will promote promising practices of inclusiveness and model public accountability.” We continue to promote diversity, equity, and inclusion (DEI) and build on the commission’s foundational objectives, which are to: 1) increase visibility and discussion of DEI issues; 2) develop guidance to foster inclusive environments in which all engineers thrive; and 3) facilitate and encourage adaptation of strategies to promote the empowerment of all through the work of the Commission guided by the CDEI Strategic Framework. In addition to the strategic framework, we have developed high-level values and associated objectives for the 2022 – 2027 strategic plan to further guide the work of the commission.

Under the leadership of our 2021 – 2022 Chair, Jeremi London, we had an additional focus to help leverage and extend the societal momentum toward greater awareness and action to dismantle white supremacy and racism with our Year of Impact on Racial Equity. In the following table, we present the objectives established for the 2021-2022 academic year and the activities and outcomes developed towards those goals.

Specific new objectives for the 2021 – 2022 year:	2021-2022 Activities & Outcomes
1) Kick-off the Year of Impact on Racial Equity at the 2021 Conference and the taskforce groups that will lead efforts focused on the three pillars of impact & Support the Year of Impact on Racial Equity through committee programming and communications (<i>chairs</i>)	<ul style="list-style-type: none"> ● Over 80 people completed the interest survey designed to identify volunteers for the three (3) YIRE Taskforces ● Each taskforce meet at least once per month throughout the year to work toward their objectives. Liz led the Faculty/Admin Pillar; Jeremi led the Undergraduate Design Teams Pillar; and Homero led the K-12 Parents/Guardians Pillar. ● The list of highlighted accomplishments present the outcomes of each pillar.

2) Maintain CDEI communications via website, blog, social media and other ASEE media (e.g., Prism) <i>(communications and chairs)</i>	<ul style="list-style-type: none"> ● 10 total blog posts since May 1, 2021 ● 4 Guest Blog posts ● 3 Scholar Spotlight Blog posts ● Several CDEI event google calendar
3) Increase participation in CDEI professional development workshops (virtual and annual conference) and scale up static and dynamic resources available to members <i>(professional development)</i>	Each virtual workshop included highly-engaged attendees, though the attendance itself varied by workshop.
4) Organize special events for the culmination of the Year of Impact on Racial Equity at the 2022 Annual Conference <i>(conference planning)</i>	<ul style="list-style-type: none"> ● Student recognition for 90-day Equity Challenge for engineering student organizations. See “ASEE Conference Outcomes” section below.
5) Develop strategic plan <i>(strategic planning and assessment)</i>	<ul style="list-style-type: none"> ● Input solicited and discussions facilitated at member and committee levels (process outlined here) ● Strategic Plan values and objectives developed (here)
On-going objectives included:	2021-2022 Activities & Outcomes
6) Plan for the 2022 Annual Conference CDEI engagement activities <i>(conference planning)</i>	2021 Virtual conference had 293 attendees across CDEI hosted sessions.
7) Maintain regular communication on CDEI’s and community members’ work via CDEI website and blog <i>(communications)</i>	<ul style="list-style-type: none"> ● Fall 2021, Spring 2022, and planning Summer 2022 All Hands Quarterly calls. ● <i>Blog updates related to Best DEI Paper Award</i> ● <i>Twitter activity</i>
8) Award the Best DEI Paper award for 2022 Annual Conference <i>(awards)</i>	Review is in progress and will be completed after the conference.
9) Plan for special session programming in the 2022 Annual Conference <i>(chairs and professional development)</i>	<ul style="list-style-type: none"> ● Several special interactive sessions submitted by ASEE members or organized by CDEI

<p>10) Support ASEE and the Chairs team with drafting policy statements to emergent social justice issues (<i>policy & letters and chairs</i>)</p>	<p>Policy Statements or ASEE Guidance written on:</p> <ul style="list-style-type: none"> ● ABET proposed language related to Criterion 5c and Criterion 6. ● ASEE statement on State Bills on Divisive Concepts. ● Which underserved groups ASEE should prioritize
<p>11) Host year-round virtual workshops for continued professional development of ASEE members in DEI-related topics (<i>professional development</i>)</p>	<ul style="list-style-type: none"> ● X virtual workshops, serving over X unduplicated individuals
<p>12) Recognize DEI work within the community via awards and communications (<i>communications, awards, chairs</i>)</p>	<ul style="list-style-type: none"> ● Scholar Spotlights on the Blog ● Guest Blogs ● Tweets and re-tweets ● Blogs/Hub/Emails to support DEI efforts in the community ● Best DEI Paper award in progress

Highlighted Accomplishments

Year of Impact: We have built on previous years focus on racial justice with the Year of Impact on Racial Equity. A summary of the initiative can be found [here](#) on the CDEI website. Within our three focus areas and more generally, we have achieved the following:

- 1) Faculty and Administrators
 - a. Engagement of 33 individuals in the work of this taskforce.
 - b. A blog post with introduction to the inclusive classrooms work and summarize our commitments to this work. It will include a call to action encouraging other ASEE members to submit their own reflections.
 - c. A resource page will be added in the CDEI website “Other Resources” tab and will include the template for inclusive classroom practices anti-racism reflection. (<https://diversity.asee.org/deicommittee/other-resources/>) This page can expand as other reflections are written.
 - d. Meetings held to discuss and reflect on divestment from cultures of White male supremacy.
 - e. Challenge to Dean’s of Engineering and Engineering Technology was sent out asking the top 1-2 most effective programs or actions to improve conditions for BIPOC students, staff and faculty in recent years and why. In total 37 schools responded with their actions. These will be shared at the Annual Conference and on the CDEI website.

- f. Future outcomes: Workload, Promotion and Pay working group will work on a paper for the 2023 ASEE conference
- 2) Engineering Design Teams: Approximately 40 engineering students across 10 teams participated in the design competition. The outcomes associated with this pillar organized into three categories: Taskforce Outcomes; Design Team Outcomes; and ASEE Conference Outcomes

Taskforce Outcomes:

- a. Designing the parameters of the competition and criteria for identifying winners, which can be found here:
<https://diversity.asee.org/deicommitee/yire/90-day-challenge/>
- b. Organizing and hosting a virtual kick-off event on Jan. 17, 2022, which included an inspiring keynote address by [Dr. Alexander Byrd](#), Vice Provost for Diversity, Equity, and Inclusion at Rice University
- c. Coaching teams (as needed) during the 90-day competition
- d. Organizing and hosting a virtual wrap-up event on April 18, 2022
- e. Evaluating digital stories submitted at the end of the competition and determining awards
- f. Co-authoring an ASEE conference paper entitled, “WIP: ASEE Year of Impact on Racial Equity: Engineering Student Engagement via the 90-day Equity Challenge”

Design Team Outcomes:

- g. Ten teams (or 4-5 people) submitted plans for using the engineering design process to address an equity issue within their student organization
- h. At least 1 representative from each of the 10 teams participated in the virtual kickoff.
- i. Eight (8) of the ten teams participated in the virtual wrap-up event and submitted digital stories, which can be found here:

<https://www.youtube.com/playlist?list=PL1UHZU5PLSfwP-mXDnmH6ZW1jLxRXrAPK>

Their names and their DEI foci are:

1. Fresno State University - American Society of Civil Engineers (Outreach) | [Their Digital Story](#)
2. Grand Valley State University - American Society of Mechanical Engineers (Recruitment & Retention) | [Their Digital Story](#)
3. The College of New Jersey - National Society of Black Engineers (Recruitment & Retention) | [Their Digital Story](#)
4. Univ. of Nevada-Las Vegas - Engineering without Borders (Outreach) | [Their Digital Story](#)

5. Univ. of British Columbia - Bionics Engineers (Recruitment & Retention) | [Their Digital Story](#)
6. Univ. of Georgia - Equity Engineers Council (Recruitment & Retention) | [Their Digital Story](#)
7. Utah State University - Society of Women Engineers (Outreach) | [Their Digital Story](#)
8. University of Wisconsin-Madison – American Institute of Chemical Engineers (Culture) | [Their Digital Story](#)

Each of the eight winning teams will receive \$1000 to continue advancing diversity, equity, and inclusion within their student organization.

ASEE Conference Outcomes:

- j. Winning teams were invited to nominate a representative from their team to attend the ASEE conference; three teams responded to this invitation. They are:
 - Daniella Rivera from the Society of Women in Engineering (SWE) chapter at Utah State University
 - Drayen Glover from the National Society of Black Engineers (NSBE) chapter at The College of New Jersey
 - Vivienne Zhao from the University of British Columbia’s Bionics chapter
 - k. Each student representative will receive the following:
 - Roundtrip Airfare to/from Minneapolis, MN (June 26 – 29, 2022)
 - Hotel Stay at Conference Hotel (June 26 – 29, 2022)
 - ASEE Student Member & Conference Registration
 - \$500 Travel Stipend for ground transportation and food
 - l. While at the conference, the students will participate in the following activities:
 - Monday, June 27th, 9:30-10am (CT):
 - Interview with ASEE TV
 - Winning teams will be announced at the ASEE Awards Banquet
 - Tuesday, June 28th, 3:30-4:30pm (CT):
 - Students meet ASEE members at CDEI Booth
 - Wednesday, June 29th, 1-4pm (CT)
 - Students present poster during ASEE Student Showcase
- 3) P-12 and Guardians: To meet our goal of increasing recruitment and retention of students from traditionally marginalized backgrounds, the pillar focused on developing different forms of communication (e.g., videos, interactive maps, curated resources) so that parents, guardians, and teachers would have broader access to engineering education best practices, engineering programs, and other initiatives. Our first effort was to start some conversations online about engineering that would validate and encourage Black and Brown students to feel welcome in engineering. We made social media posts that would depict students of color and ask questions of the social audience to share their experiences of engineering and being an engineering student. Another project was a

showcase of a day in the life of an engineering student of color. We collected short videos from Black and Brown students in different engineering and engineering technology programs where they shared what they do and who they are. The goal was for kids to visualize themselves being engineering or engineering technology students and imagine themselves in the hallways, dorms, labs, and classrooms. Finally, part of our goals was to make it easier for P-12 students, teachers, parents, and guardians to find engineering and engineering technology outreach opportunities in their area. We found that while there are many national engineering publications, including ASEE's own Engineering Go for It!, there was not a fully comprehensive clearinghouse of engineering activities to browse. Therefore, the Pillar is developing a national interactive map tool that can help users identify current outreach programs in their area to support this. (Opportunities may be added at <https://forms.gle/QvfJftA7aEiY4V6h8>.) This tool aims to map and share the different outreach programs in the country in different states. The goal is for parents and guardians to go to the map and locate their zone and see what programs are available for their Black and Brown kids.

4) General Outcomes:

- a. Four WIP papers presented at the 2022 ASEE Annual Conference; we partnered with the ERM division to make this happen. All the papers will be presented in a session where we expect to expand the reach of the YIRE initiatives.
- b. Five ASEE zones received DEI footprints for their meetings and Zone IV and Northeastern zone shared photos of the footprints at their meeting. The theme of this year's Zone IV conference is Impact Through Equity, you can visit the website here: <https://aseezoneiv2022.engineering.ubc.ca/> Keynotes were Alice Pawley and Kory Wilson (Kwakwaka'wakw), BSc. JD, is the Executive Director of Indigenous Initiatives and Partnerships for British Columbia Institute of Technology.
- c. North Carolina State University put ASEE footprints around their building aimed at awareness around race and diverse engineer's achievements.
- d. Divisions shared about the YIRE work with their constituents; As an example, on February 4, 2021, just days after the Year of Impact was approved by the board, the Engineering Management 2021 Program Chair, John Richards, sent an email to their members, and the first item on their list of updates was the following: "ASEE has designated a Year of Impact on Racial Equity (July 2021-June 2022). As part of this, our division will be revisiting and potentially revising our Diversity, Equity, and Inclusion Statement included in our Division Bylaws to be approved at our Business Meeting."
- e. Six Prism articles were written and shared in ASEE Today sections

- Summer 2021: Join us for the Year of Impact on Racial Equity.
<https://www.asee-prism.org/asee-today-7/>
- September: Holloman and Lee “Racial Equity Series: ‘None of our Hands are Clean’” <https://www.asee-prism.org/asee-today-sep-7/>
- November: Leader visibility “Racial Equity series: The potential influence of engineering education leaders”
<https://www.asee-prism.org/asee-today-nov-dec/>
- January 2022: Holly Jr. and Murzi. Beyond Diversity.
<https://www.asee-prism.org/asee-today-jan-8/>
- March/April 2022: Martin, Stefl, Slaton. A Call to methodological activism. <https://www.asee-prism.org/asee-today-mar-apr-7/>
- May/June: Chair’s summary of YIRE activities over the year

5) Possible future outcomes

- a. Holly Matusovich, Editor of Advances in Engineering Education, has extended the invitation to create a special issue focused on the Year of Impact on Racial Equity. Jeremi London and Sindia Rivera-Jimenez will serve as Associate Editors for this special issue. The call for papers will go out in the Fall of 2022.
- b. Adrienne Minerick suggested that this could become a topical foci for the Engineering Grand Scholars Programs. Conversations about this continued with Jenna Carpenter and are ongoing.

Strategic Plan: The strategic planning process culminated in 20 objectives guided by four key values and priorities distilled from member and committee feedback:

Partner	We partner with ASEE groups to assess and implement equitable and inclusive policies and practices that advance ASEE’s vision, mission, values, and goals.
Model	We listen to the needs of ASEE members, and seek to lead authentically, transparently, and inclusively by modeling best DEI practices.
Empower	We aim to cultivate a supportive, respectful, and accountable community that empowers us to strive for diversity, equity, inclusion, and justice in engineering.
Grow	We provide opportunities and support for the engineering education community to grow in their DEI knowledge, capabilities, and effectiveness.

These revised values will be central to our activities and operations as we continue to plan and execute the work of the commission. We have also brainstormed the use of a team structure

(successfully executed by the Professional Development Committee in recent years) to encourage broader active CDEI participation in leadership opportunities that complements and strengthens the existing committee structure and empowers friends and delegates to be more involved in CDEI initiatives.

By subcommittee, specific accomplishments include:

Awards

The Awards Committee focused on updating the awards website and promoting the ASEE Best Diversity, Equity, and Inclusion paper Award. We welcomed 25 nominations for 2022. The 2022 review is in progress and will be completed after the conference. Our 2021 Best DEI paper winners will present at the 2022 ASEE Conference. This year, no nominations were entered for the ASEE Constituent Award and we will work to increase the ASEE Community's awareness of the Constituent Award in the upcoming year.

Communications

In the past year, the communications subcommittee has focused on providing a range of resources on our website. As of June 1st, we've had nearly 10 blog posts including 4 guest blog posts on topics examining systemic racism in engineering to prioritizing mental health. We've also featured 4 scholars from a range of institutions who share their sense of belonging stories. New this year, we were able to redesign several of our website pages to feature the Year of Impact on Racial Equity, including the 90 day challenge, as well, as creating pages to encourage our membership to engage with CDEI. As a committee, we are reviewing website data analytics to discover how our community engages with our website. Finally, we are continuing to grow our social media presence by regularly tweeting @ASEEDiversity.

Conference Planning

2021 Conference planning began with the hopes that the conference could be held in person in Anaheim, CA. However, due to the COVID pandemic, it was held virtually July 26 – July 29, 2021. To accommodate the virtual conference format, a CDEI Social was held before the Annual Conference on Thursday, 7/22/2021.

All DEI sessions were virtual “live” sessions with a live audience. There were 15 sessions offered. The Conference Planning Committee worked with Meagan Pollock to setup all sessions in “Pathable” (the on-line conference system) and recruit moderators for the virtual conference sessions. A bookmark was created for all of the CDEI sessions being offered or sponsored at the virtual conference (See: [bookmark](#)). *Moderators included: Mahesh Aggarwal, Lynn Albers, Jafar Al-Sharab, Leonard Bohmann, Henriette Burns, Beth Cady, Teresa Larkin, Liz Litzler, Carmen Lilley, Jeanne Sanders, and Susan Walden.*

The total attendance to CDEI sessions was 293. The CDEI sponsored Distinguished Lecture titled “Black In Engineering: A Social Justice Movement for the Academy” had the highest attendance (46 attendees). The 2021 Annual Conference was another recruitment avenue for the Year of Impact on Racial Equity and teams were developed to plan and execute initiatives throughout the year with highlights showcased at the 2022 Annual Conference.

Policy & Letters

- Committee provided feedback on the ABET proposed language related to Criterion 5c and Criterion 6.
- Committee provided feedback on the ASEE statement on State Bills on Divisive Concepts.
- Provided feedback to ASEE on which underserved groups ASEE should prioritize.

Strategic Planning & Assessment

The Strategic Planning & Assessment committee supported the development of the 2022 - 2027 strategic plan. After an initial draft was developed by members of the committee, further discussions identified the need to solicit broader input into CDEI’s direction to develop a plan that meets the needs of our membership and rallies our efforts as CDEI friends, delegates, and leaders. A broader discussion with CDEI and ASEE members was facilitated as outlined [here](#). Input from the ASEE membership was solicited via a survey (87 respondents) and listening session (15 attendees). A smaller working group helped to distill the collective input into 4 primary key values and 20 objectives. In the upcoming year, the committee will help committee leads further expand on the plan and identify intermediate goals and measurable outcomes.

Professional Development

The Professional Development Committee operates with four teams: virtual workshops, programs, conference, and community teams. In an effort to collectively establish our goals for the year, we sent out a feedback survey and 44 people contributed. We had about 31 volunteers of varying capacities. The PD committee hosted 6 virtual workshops, serving over 250 individuals, and all recordings are available on our website and youtube. Sessions had an average of ~40 people per session, an increase of 20% from last year. Our programs team made modest improvements to the DEI 100 and 200 sessions, shifting back to an in-person format. Complete speaker notes and slides will be posted on the CDEI website prior to the annual conference. For the 2021 virtual conference, we had 8 sessions plus a distinguished lecture. For the 2022 conference, seven proposals were submitted. Four people blind reviewed the proposals, and six proposals were accepted. In addition, we were able to nominate Dr. James Holly Jr. as a Distinguished Lecturer, and we are facilitate the inclusion of three safe zone sessions, DEI 100, DEI 200, and more, for a total of 19 CDEI hosted sessions. The community team hosted an event on March 25 called “[Belonging in Engineering: A Community Building Conversation](#),” and 37 people participated. In addition, we created a [Get Involved](#) page on the website, and trained the communications committee to access and edit

the shared google calendar in order to expand access and awareness to the opportunities within the CDEI. View the complete report [here](#).

CDEI's Future Objectives (2022 – 2023):

- 1) All CDEI/Chairs: After a successful YIRE where we identified several concrete initiatives across the country focused on the three pillars, we consider the next step will be to widely share some of those initiatives and resources. We aspire to some of the focus of CDEI work to build community through communication. Despite multiple initiatives to broaden participation in engineering and make engineering more equitable, having wide and easy access to information remains a challenge. We aspire to not only develop communication strategies to widely share the information collected in the YIRE, but also to promote interactions where people in the field from different roles can interact and share what they know from their roles. We consider it important to close the research-to-practice gap and to incorporate all voices in terms of the roles that represent academia and are also important to sustain this work.
- 2) All CDEI: A call for people interested and create some working teams to expand on the papers that way also we can expand the reach of YIRE and make sure some of the initiatives are incorporated at other institutions.
- 3) Conference Committee: Organize special events for XXX, in addition to recurring programming and community submitted sessions
- 4) Professional Development Committee: *Increase participation in CDEI professional development workshops (virtual and annual conference) and scale up static and dynamic resources available to members (e.g., downloadable guides, virtual workshop recordings, community-of-practice.)*
- 5) Communications Committee: *Maintain CDEI communications via website, blog, social media and other ASEE media (e.g., Prism) and track media use to inform future integrated communication plans*
- 6) Awards Committee: Increase awareness of and applications for ASEE Constituent Award
- 7) Strategic Planning & Assessment Committee: Support the assessment and execution of the new strategic plan
- 8) Policy and Letters Committee: Support ASEE and the Chairs team with drafting policy statements to emergent social justice issues.