

ASEE Diversity

A newsletter of the ASEE Diversity Committee

A Semi-Annual Newsletter

Issue No. 1, Spring 2014

Introduction to the ASEE Diversity Committee:

From task force to committee with an overview of goals. Present and future activities are discussed
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LGBTQI Safe Zone Workshops at ASEE Annual Meeting:

LGBTQI is an initialism that stands for lesbian, gay, bisexual, transgender, queer or questioning, and intersex. Safe Zone is a training for allies and friends of LGBTQI individuals.
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Best of the Best Request for Resources:

Use this survey to contribute your best resources on gender, race, ethnic background, disability, sexual orientation, age, and other non-visible differences
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ASEE Diversity Committee Members:

Who we are and how you can contact us with your thoughts.
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Diversity Committee History and Mission

The year was 2009 and then ASEE president Sarah Rajala made Diversity one of her major initiatives to achieve during her tenure. She formed a diversity task force chaired by Bev Watford and gave the charge to: (a) create mission, vision and diversity statement; (b) heighten visibility of diversity in the organization; (c) develop a statement on commitment to diversity and focus on how ASEE can increase numbers of women and minorities pursuing degrees in Engineering, and (d) come up with an action oriented, 3-5 year strategic plan to support the mission that includes benchmarks plus evaluation.

Task Force members included Ray Haynes (Northrop Grumman), Karan Watson (TAMU), Diane Matt (WEPAN), Laura Bottomley (NCSSU), Willie Ofusu (Penn State) with Bev Watford (Va Tech) serving as chair.

A few years back, in 2002, a different ASEE task force had created a diversity statement including a list of measurable outcomes and strategies. The stated strategies were clear and direct, but not much evidence existed that many of the strategies had actually been implemented. This concerned the group and they wanted to make sure the same thing would not happen to their strategic plan.

The Task Force on Diversity became the ASEE Diversity Committee in 2011.

Fast forward to 2012

The Committee stayed on task and moved forward to achieve the following in 2011-12:

ASEE is committed to increasing the participation of diverse individuals in all venues where engineering is taught, practiced and supported.

- Created new PowerPoint for diversity booth at the annual conference.
- Created the Tool Kits on Root causes and Diversity training.
- Reached out to diverse groups through contacts with zones, sections and divisions. Promoted the use of the Diversity Power Point presentation at meetings.

Additionally, the following divisions and councils made a specific commitment to increasing diversity within their group or in the engineering profession as part of their mission and/or governance structure.

- Corporate Member Council (CMC)
- International Division
- Minorities in Engineering Division (MIND)
- Two-Year College Division (TYCD)
- Women in Engineering Division (WIED)

All divisions are encouraged to include a tangible sign of commitment to diversity within their bylaws and objectives. If your division has evidence of support of diversity within your bylaws and is not listed above, we invite you to contact diversity@asee.org for inclusion.

In planning for diversity activities in 2012-13, the idea of the year of diversity modeled after a previous ASEE Year of Dialogue was proposed by committee members. This would continue the conversation during the entire year. Each ASEE Section conference would commit to include an activity related to diversity whose purpose would be:

1. Celebrating Differences
2. Changing Our Culture
3. Uniting our Strengths
4. Creating Inclusivity

Year of Diversity Dialogue did not happen in 2013, but it is proposed for 2014-15. We need the help and support of the general membership and especially that of the society leaders to make this happen.

Present

Today's Diversity Committee is chaired by Teri Reed and Adrienne Minerick. Under their leadership, plethora of activities are being planned for the 2014 Annual Conference in Indianapolis, the details of which you can read elsewhere in this newsletter.

There are currently [32 distinct recommendations listed on the ASEE website](#) that represent the body of achievements so far of what the Diversity Task Force and the subsequent ASEE Diversity Committee has declared as priorities to be achieved. All of them can, in some way advance ASEE toward various diversity goals. Each recommendation has a description, the goal or purpose, person owning the responsibility for implementation, and perceived value of the action with respect to the overall goal. We invite you to please visit this webpage to view all the recommendations and take action in any way you can to move forward the vision. If diversity is to become an important factor in the way engineering, engineering education, and engineering technology education moves forward, it is going to require leadership on an on-going basis. The Diversity Committee accepts this challenge, but to accomplish this in a system that has been in place for a long time requires people to change traditional way of thinking and operating.

-J.P. Mohsen, ASEE Past President



CREATING A POSITIVE AND INCLUSIVE CAMPUS ENVIRONMENT FOR LGBTQI PEOPLE

Persons who are lesbian, gay, bisexual, transgender, queer or questioning, or intersex (LGBTQI) face unique life challenges.

Cultural outlooks towards LGBTQI people may be in flux, with a seeming trend towards increasing inclusion and acceptance particularly among younger persons, but attitudes still range from acceptance to hostility within every age cohort.

In the USA, legal protections vary from state to state and sometimes from locale to locale, with non-discrimination protection in employment and full recognition of same-sex marriage in some places to no legal recourse if fired or denied job opportunities because of sexuality and no same-sex marriage in others.

University campuses are similarly examples of a diverse set of attitudes, with many but not all having diversity and inclusion policies that are inclusive and supportive of LGBTQI students, faculty, and staff. A very few even have dedicated staff to provide support services specifically geared to the unique needs of LGBTQI students.

But even where university policies support LGBTQI inclusion in campus life, the reality in the classroom, lab, hallway, office, and quad doesn't always reflect that. LGBTQI students are subject to sometimes subtle, sometimes not-so-subtle, slights, insults, and derisive behaviors—even violence—as our

student bodies, faculties, staff, and administrators reflect the larger communities in which we live.

How can engineering educators make the academic environment more welcoming for their lesbian, gay, bisexual, transgender, queer or questioning, and intersex students and colleagues? By becoming an ally and creating safe zones for those LGBTQI persons.

An ally is someone who works to improve the lives of LGBTQI people. This can range from someone who is supportive and accepting of one LGBTQI person to someone who advocates for fairness and equality for all LGBTQI people.

A safe zone is a space where LGBTQI people feel they can be themselves. It could be a faculty or staff member's office or it could be an entire campus.

How can you become an ally and start creating safe zones on your campus? Join the ASEE Diversity Committee for one of our Safe Zone Ally Training sessions at this year's annual meeting in Indianapolis.

Safe Zone Ally Training is a two-part workshop for students, faculty, and the professional community during which participants explore the unique needs and concerns of LGBTQ people in higher education. At the workshop, you will build knowledge and skills for creating a more inclusive and affirming environment and practice techniques to

identify and interrupt discrimination. You'll learn how to become an ally on individual, departmental, and institutional levels and how to develop strategies to build an identifiable network of supportive persons on your own campuses.

See you at Safe Zone Ally Training in Indianapolis!

Session 1: Mon., June 16th, 7-8:30 am,
Jonathan Clark, Sheila Lopez-Aguirre

Session 2: Mon., June 16th, 12:30 - 2 pm,
Jonathan Clark, Sheila Lopez-Aguirre

Session 3: Mon., June 16th, 2:15 - 3:45 pm,
Jonathan Clark, Sheila Lopez-Aguirre

Session 4: Tues., June 17th, 7-8:30 am,
Marybeth Walpole

Session 5: Tues., June 17th, 8:45 - 10:15
am, Marybeth Walpole

Session 6: Tues., June 17th, 2:15 - 3:45 pm,
Stephanie Farrell, Kevin Dahm, &
Mariano Savelski

Session 7: Tues., June 17th, 4 - 5:30 pm,
Trevor Harding & Danny King

Session 8: Wed., June 18th, 7-8:30 am,
Danny King

Session 9: Wed., June 18th, 8:45 -
10:15 am, Danny King

Session 10: Wed., June 18th, 12:30 pm- 2
pm, Danny King

Session 11: Wed., June 18th, 2:15 pm- 3:45
pm, Milo Koretsky & Trevor Harding

Session 12: Wed., June 18th, 4 pm- 5:30
pm, Kevin Dahm & Mariano Savelski

'BEST OF THE BEST' RESOURCES SOUGHT



GOALS

Created in 2011, the ASEE Diversity committee encourages each member division to hold at least one activity per year that features inclusiveness, and engages ASEE leaders and members 1) to articulate the importance to the profession of advancing diversity and 2) promote individual and organizational opportunities and responsibilities in developing an engineering community that "looks like" America.

For more on ASEE's Statement on Diversity, visit: <http://www.asee.org/about-us/policy/diversity>



Your help is needed to create a living resource page for the benefit of the engineering community.

The [ASEE Diversity Committee](#) is seeking your expertise on our current efforts to increase diversity in engineering education, engineering technology education, and the engineering profession.

As noted in our [Statement of Diversity](#), ASEE is committed to increasing the participation of diverse individuals in all venues where engineering is taught, practiced and supported. To reinforce this commitment, we are in the process of expanding membership resources in the [Diversity section of the ASEE website](#).

Our intent is to create a living resource for the benefit of engineering education stakeholders (i.e. deans, faculty, instructors, professors of practice, administrators, students, etc.).

To accomplish this, the ASEE Diversity Committee invites all members to submit "Best of the Best" links to journal articles, websites, and white papers that provide practical guidance on actions to recruit, retain, develop, and advance diverse students and faculty/instructors in engineering education, engineering technology education, and the engineering profession. Please note that we seek resources to inform practice in all areas highlighted by ASEE's definition of diversity (i.e. the inclusion of individuals that represent variations in gender, race, ethnic background, disability, sexual

orientation, age, socio-economic status, nationality and other non-visible differences).

- Submit your "Best of the Best" resources in diversity online at: https://www.research.net/s/Online_diversity_resources
- The submission period is open from: April 7th – May 28th.

Thank you for your contribution to this important project. Your input will enable ASEE to increase engagement and "promote the pursuit of engineering careers among those who have been historically under-represented within the engineering community".

Please contact Andrea M. Ogilvie, P.E. at aogilvie@utexas.edu with any questions.

About the ASEE Diversity Committee

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2013-2014 Committee Members

The ASEE Diversity Committee is a Standing Committee reporting to the ASEE Board of Directors through our Chairs Teri Reed and Adrienne Minerick. We meet monthly to identify, implement, and oversee the actions associated with the ASEE Diversity Strategic Plan, and 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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