

ASEE Diversity



A newsletter of the ASEE Diversity Committee

A Semi-Annual Newsletter

Issue No. 2, Winter 2015

Year of ACTION on Diversity

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Partnering Organizations

Many organizations work towards specific aspects of diversity - coordination and resources are included here.
SafeZoneLGBTQI Workshops
Safe Zone training workshops in Indianapolis and efforts for 2015 in Seattle!
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YoA Update on Activities:

ASEE's divisions/sections/zones have developed an array of creative activities spotlighting diversity.
Best of the Best Resources:
We've compiled your best resources on broad aspects of diversity. Please send more!
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ASEE Diversity Committee:

Who we are and how you can contact us with your thoughts.
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2014-2015 is the

Year of Action on Diversity

article by Adrienne R. Minerick

The ASEE Board authorized 2014-2015 as the Year of ACTION on Diversity, wherein members will discuss, engage, and highlight individual and collective activities that serve to advance the Society's diversity efforts and inclusivity. This is critical because engineering is now empowering society in unprecedented ways. It is at the core of all innovation and the most important discipline to address current and emerging challenges in the US and on a global scale. A fundamental requirement to enabling this, however, is for the engineering education community and the engineering profession to enlarge the engagement in engineering of all segments of our society. In particular, engineering must include and help promote the pursuit of engineering education and engineering careers for all those who have been historically under-represented within engineering. ASEE believes that embracing diversity and striving for inclusiveness enrich and are essential to educational experiences and innovations that drive the development of creative solutions to address the world's challenges. We learn from experiences, beliefs, and perspectives that are different from our own. Diversity, both intellectually and socially, can only fuel innovation and the development of imaginative and enduring solutions to global problems.

Prism Features: Each issue of ASEE's publication *Prism* includes a featured 1-page article on an aspect of diversity. See <http://diversity.asee.org/events>

Best Diversity Papers: We have released a call for nominations for the Best Diversity Papers (<http://diversity.asee.org/awards>). The call seeks to identify highly impactful efforts by ASEE authors that broaden participation and influence the inclusive, diverse future of engineering. Nominated diversity papers will be assessed for novelty of approaches/ideas/interventions, extent of inclusivity, and demonstrated magnitude of impact. The Best Diversity Paper rubric (<http://diversity.asee.org/DiversityPaperRubric>) will be utilized by an ASEE Diversity Selection Committee to assess scholarship attributes of the manuscript.

With monetary support from the Mechanical Engineering Division, we proudly announce a call for nominations for Best Diversity Paper.

Please note: The Best Diversity Paper is a completely separate process from the Best Paper selection process run by the PIC chairs. A division/section/zone may identify two separate papers for these entirely independent best paper competitions.

Mechanism #1: Papers from the 2014 ASEE Annual Conference: Individual reviewers are asked to nominate papers they review for the Best Diversity Paper competition. Outstanding manuscripts that address any aspect of diversity (see statement) may be nominated via the pull-down menu in the review window. This is encouraged at the draft stage, but

<http://diversity.asee.org/>

will remain available at the final paper stage. The reviewers are asked to justify the basis for their nomination in their comments to the chair. Program chairs will compile the nominations for their division; each division has the latitude to select the best nomination from the division and forward to the ASEE Diversity Committee as described below. All manuscripts nominated for best diversity paper will be flagged in the final 2015 program.

Mechanism #2: Papers from any 2014-2015 Section/Zone Conference Papers published within any section/zone conference proceedings between the dates of May 1, 2014 to April 30, 2015 may be nominated. Section/zones have the latitude to develop/use any evaluation procedure to identify suitable papers and to select the best two nominations from the section/zone.

Updated Statement: As part of the YoA, the Diversity Committee updated our broad statement on Diversity to convey inclusiveness and hopefully not leave anyone out by inadvertent omission. Older version: <http://tinyurl.com/nkkm7hp>
Newer version: <http://diversity.asee.org/DiversityStatement/>

Distinguished Lectures: We are pleased to report that the majority of lectures selected for 2015 have a connection to diversity, thanks to the ASEE team.

Delegates to Diversity Committee: Nine additional delegates will serve on the committee. Details forthcoming.

PARTNERING ORGANIZATIONS

article by Tim Wilson

In engineering projects, teamwork acts as a multiplier for individual efforts. The same is true in increasing diversity in engineering and engineering education. The ASEE Diversity Committee would like to highlight some of our partners on the path toward diversity and inclusion in each newsletter.

United States Coast Guard
<http://www.uscg.mil/diversity/>



Although the smallest of the service branches, the United States Coast Guard is not

small in its approach to diversity. The USCG adopted a diversity strategic plan, including in its mission “valuing Diversity... to build a positive work environment for all personnel, regardless of their similarities or differences, to enhance mission capabilities” and envisioning being “recognized as the ‘Employer of Choice’ in the federal government for recruiting, retaining and sustaining a ready, diverse and highly-skilled Total

Workforce.” The strategic plan’s five goals include a commitment to leadership accountability, use of communication and focus groups, expanded outreach to underrepresented populations, equity in hiring and career opportunities, and diversity training and education. Objectives include adding diversity goals in supervisor performance evaluations, utilizing social media to communicate the value of diversity and the results of diversity efforts, and developing diversity mentoring and counseling resources for Active Duty, reserve, and civilian personnel. Of course, strategic plans mean nothing without the commitment of resources to implement them. The USCG has assigned staff, both commissioned officers and NCOs, to the several aspects of the strategic plan.

The ASEE Diversity Committee welcomes the United States Coast Guard as a partner working toward diversity in engineering practice and education.

American Indian Science and Engineering Society
www.aises.org



Great Minds in STEM
www.greatmindsinstem.org



National Action Council for Minorities in Engineering
www.nacme.org



NAMEPA, Inc.
www.namepa.org



The National GEM Consortium
www.gemfellowship.org



National Organization of Gay and Lesbian Scientists and Technical Professionals
www.noglstp.org



National Society of Black Engineers
www.nsbe.org



Devoted to Advancing Hispanics, Chicanos & Native Americans in Science
www.sacnas.org



Society of Asian Scientists and Engineers
www.saseconnect.org



Society of Hispanic Professional Engineers
www.shpe.org



The Society of Mexican American Engineers and Scientists
www.maes-natl.org



Society of Women Engineers
www.swe.org



Women in Engineering ProActive Network
www.wepan.org



Women in Technology International
www.witi.com



CREATING A POSITIVE AND INCLUSIVE CAMPUS ENVIRONMENT FOR LGBTQI PEOPLE

article by Tim Wilson

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.



YOA: CONSIDER UPDATING BYLAWS



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.

A small action to help each division/section/zone keep diversity forefront in their mission is to consider adding this as a priority in bylaws. Sample language, that can be adapted as the unit sees fit, is

The _____ Division (section/zone) is also committed to promoting the inclusion and education of diverse individuals and embracing diverse ideas in the professions of engineering and engineering technology. The ____ Division (section/zone) recognizes that diversity is strength in creativity, broadness of new ideas, and embracing new perspectives to arrive at the most truly innovative, resource-smart solutions possible.



‘BEST OF THE BEST’ RESOURCES

article by Andrea M. Ogilvie

ASEE members, thank you for your contributions! To date, we have received more than 30 responses to our request for your recommendations on “Best of the Best” resources in diversity. We are in the process of formatting content to go live on the ASEE website in 2015. However, we wanted to give you a sneak peek at what to expect by highlighting a few submissions in advance.



Group Work in Science, Engineering, and Mathematics: Consequences of Ignoring Gender and Race - *“A fantastic description of how race/ethnicity and gender figure into team dynamics -- and what to do about it.”* <http://www.jstor.org/stable/10.2307/27558891?origin=api>



Searching for Excellence & Diversity: A Guide for Search Committees - *“This resource outlines ‘6 Essential Elements of a Successful Search’. The guidebook includes specific advice and best practices for faculty search committees. It is designed to be used within a workshop or training session for faculty search committee chairs and members.”* <http://wiseli.engr.wisc.edu/searchguidebooks.php>



Institute for Broadening Participation - *“IBP provides a variety of diversity-related resources (e.g., project overviews and directory) in STEM. The educational portfolio includes searchable projects and resources for K-12 students, K-12 teachers, undergraduates, graduate students, postdoctoral professionals, faculty, and administrators. People are encouraged to post information about their projects, about events, and about STEM diversity news.”* <http://www.ibparticipation.org/>

We are continuing to collect recommendations from ASEE membership, so please submit your “Best of the Best” resources in diversity online at https://www.research.net/s/Online_diversity_resources. Please contact Andrea M. Ogilvie, P.E. at aogilvie@utexas.edu with any questions. Thank you for your contribution to this important project.

Submit your ‘Best of the Best’ resources in diversity online at:
https://www.research.net/s/Online_diversity_resources

2014-2015 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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