FINALISTS FOR THE BEST DIVERSITY PAPER AWARDS

Following the successful response to last year’s inaugural Best Diversity Paper awards, we are pleased to continue the effort this year. The call for nominations went out in early 2016 and sought to identify highly impactful efforts by ASEE authors that broaden participation and influence the inclusive, diverse future of engineering. Papers from the 2016 Annual Conference as well as papers published within any section/zone conference proceedings between May 1, 2015 and April 30, 2016 were eligible. Nominated diversity papers were assessed for novelty of approaches, ideas, interventions, extent of inclusivity, and demonstrated magnitude of impact. This year the committee received 16 nominations.

The Best Diversity Paper rubric (http://diversity.asee.org/DiversityPaperRubric) was utilized by an selection committee to assess scholarship attributes of the manuscript, and determine the finalists. This year, the committee has identified 6 finalists who will present their work at the Best Diversity Paper Session (Convention center - 269) during the Annual Conference on Monday, June 27th at 1:15 pm (Session ID: 5625).

The finalists are listed below. Join us in hearing about the impactful efforts being led by our colleagues to positively impact diversity and inclusion! The presentations will help the committee identify the winning works.

<table>
<thead>
<tr>
<th>Paper Title</th>
<th>Division/Zone</th>
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<tbody>
<tr>
<td>Instructional Strategies for Incorporating Empathy in Transdisciplinary Technology Education by Dr. Colin M. Gray (Purdue University, West Lafayette), Luciana de Cresce El Debs (Purdue University, West Lafayette), Dr. Marisa Exter (Purdue University, West Lafayette), and Terri S. Krause (Purdue University)</td>
<td>Ethics</td>
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<td>Where Are They Now? Analyses of Alumnae Data by Dr. Andrea L Welker (Villanova University)</td>
<td>Civil Engineering</td>
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<td>Turning Away from the Struggling Individual Student: An Account of the Cultural Construction of Engineering Ability in an Undergraduate Programming Class Mr. Stephen Douglas Secules (University of Maryland, College Park), Andrew Elby (University of Maryland, College Park), and Dr. Ayush Gupta (University of Maryland, College Park)</td>
<td>Educational Research and Methods</td>
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<tr>
<td>The Effect of Financial Support on Academic Achievement and Retention of Female Engineering Students Yang Lydia Yang Ph.D. (Kansas State University) and Bette Grauer Ph.D., P.E. (Kansas State University)</td>
<td>Women in Engineering</td>
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<td>A Multi-Institutional Study of the Relationships between Nontraditional and Traditional Undergraduate Engineering Students by Dr. Joel Alejandro Mejia (West Virginia University), Mr. Dustin Drake (Utah State University), and Dr. Amy Wilson-Lopez (Utah State University - Teacher Education and Leadership)</td>
<td>Pacific Southwest Section</td>
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<td>Mapping Assets of Diverse Groups for Chemical Engineering Design Problem Framing Ability by Dr. Vanessa Sviha (University of New Mexico), Dr. Abhaya K. Datye (University of New Mexico), Dr. Jamie R Gomez (University of New Mexico), Victor Law (Program of Organization, Information, and Learning Sciences at University of New Mexico), and Ms. Sophia Bowers (University of New Mexico)</td>
<td>Chemical Engineering</td>
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ANNOUNCEMENTS AND OPPORTUNITIES

ASEE member wins the 2015 AAAS Mentor Award: Dr. Christine Grant, Associate Dean for Faculty Advancement in the College of Engineering and Professor of Chemical Engineering at North Carolina State University (NCSU) is the recipient of the 2015 AAAS mentor award. Dr. Grant is also a recipient of the 2004 NSF Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM). Of her 19 mentees earning Ph.D.s, about 80% were female, 13 were African American, and one was Hispanic American. Dr. Grant received her bachelor of science in chemical engineering (1984) from Brown University in Rhode Island, and earned a master (1986) and Ph.D. (1989) in chemical engineering from Georgia Institute of Technology in Atlanta. Dr. Grant is a 2013 Fellow of the American Institute of Chemical Engineers (AIChE) and an ASEE member.

The two categories of the AAAS Mentor Awards (Lifetime Mentor Award and Mentor Award) both aim to honor individuals who, during their careers, demonstrate extraordinary leadership to increase the participation of underrepresented groups in science and engineering fields and careers. If you would like to nominate a candidate please visit the Mentor Awards site.

Educational Research and Methods (ERM) Division works to incorporate diversity and inclusion into its governance: One of the goals of the diversity committee is to promote the recognition of diversity and inclusion among the ASEE divisions. We are happy to share that the ERM division of ASEE is currently considering adding new text to its bylaws to formally communicate a diversity statement. Additionally, ERM will be forming a standing committee to assist and review its organizational processes with respect to diversity and inclusion. The standing committee could be approached by the board or another committee and asked: “How could we make our process for ______ more inclusive?” For example, ERM might ask the committee: “How do we recruit diverse candidates for office to ensure that the composition of appointed and elected leaders reflect ERM’s values?” or “How do we reflect our commitment to diversity and inclusion in our conference programming?” ERM is on the path to join other divisions that have a specific commitment to increasing diversity within their group or in the engineering profession as part of their mission and/or governance structure.

Student essay and video contest - win cash prizes!

Commit to P12: When Engineering Begins!

In response to this celebration and focus of P12 education, the ASEE diversity committee invites students from all walks of life and grade levels (graduate, undergraduate, K-12) to share their community story by submitting an original work entry in the form of an essay (300-500 words) or video (3-5 minutes).

Timeline:
- September 1: Contest submission open
- March 1: Submission review deadline
- February 1: Submission deadline
- April 1: Winner notification deadline

Visit http://diversity.asee.org/essay-contest for submission details and additional information.

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Apply Now for the 2016 GEDC Airbus Diversity Award!

Have you or your team started an initiative to make engineering schools more diverse and inclusive? If you’re closely involved with a project that’s been successful in increasing representation of all types of diverse people within your institution, then we want to celebrate your achievements and share your work with the world.

Apply for the 2016 GEDC Airbus Diversity Award by June 30, 2016.

Airbus Group is a corporate member of the GEDC (Global Engineering Deans Council). This is a leading global organization whose members are individuals responsible for setting the agenda for higher education in engineering in their countries and universities.

Visit our website for submission details and additional information or email info@gedcairbusdiversityaward.com.
Diversity Sessions at a glance

<table>
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<tr>
<th>Monday, June 27</th>
<th>Tuesday, June 28</th>
<th>Wednesday, June 29</th>
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<td>9:30</td>
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<tr>
<td>10:00</td>
<td>Focus on Exhibit</td>
<td>Safe Zone Ally Training (Level 1)</td>
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<td>11:00</td>
<td>Planary</td>
<td>Safe Zone Ally Training (Level 3)</td>
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<tr>
<td>12:00</td>
<td>Turning Points Panel</td>
<td>Safe Zone Ally Training (Level 1)</td>
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<td>12:00</td>
<td>Safe Zone Ally Training (Level 2)</td>
<td>Men Allies for Gender Equity (Male participants only)</td>
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<tr>
<td>14:00</td>
<td>Men Allies for Gender Equity (Female participants only)</td>
<td>Students with Disabilities</td>
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<tr>
<td>16:00</td>
<td>Safe Zone Ally Training (Level 2)</td>
<td>Men Allies for Gender Equity (Open to all)</td>
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<tr>
<td>17:00</td>
<td>Roundtable Discussions on Diversity &amp; Inclusivity</td>
<td>President’s Farewell Reception</td>
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<tr>
<td>18:00</td>
<td>Awards Ceremony</td>
<td>Division Social Events</td>
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<tr>
<td>19:00</td>
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<td>Division Social Events</td>
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Best Diversity Papers: The Best Diversity Paper finalists will present their work at this session. Please note that the Best Diversity Paper is a completely separate process from the Best Paper selection process run by the PIC chairs at the Annual Conference. Please join us for the best of the best papers on all aspects of diversity and inclusion!

Turning Points Panel: Addressing Lived Experiences in the Field To Reclaim and Claim the Voice of Marginalized People (Moderator: Jessica Alyce Wilson) - The objective of this panel is to reclaim and claim the voice of individuals from diverse backgrounds by providing a space for them to share their personal experiences as members of the engineering education community. The Turning Points Panel allows each of the panelists to address challenges, barriers and support systems that are significant to their journey and highlight a turning point that has influenced each of them to persist in the engineering education community.

Roundtable on Diversity and Inclusivity (Moderator: Rebecca Bates, Minnesota State U, Mankato) - Join us in celebrating the year of diversity by bringing your voice to the table. We will have multiple topics for small groups to discuss. Come ready to listen, learn and contribute. We will provide an opportunity to plan for next steps that we all can take to support diversity and inclusivity in engineering.

Men Allies for Gender Equity (Roger Green and Robert Gordon) - This interactive workshop encourages and equips men to serve as effective allies for gender equity in STEM settings. To begin, we highlight data on the recruitment, retention, and advancement of women as well as the importance of institutional climate. Next, we review recent literature that helps explain why and how gender inequity occurs. Lastly, we introduce and develop concepts, vocabulary, actions, and practical skills to promote gender equity. The earlier session on Tuesday is for men only while the later session is open to all.

Safe Zone Ally Training: Creating a Positive and Inclusive Campus Environment for LGBTQ People: The perception of campus environment influences learning and developmental outcomes and discriminatory environments have a negative effect on student learning. LGBTQI (lesbian, gay, bisexual, transgender, queer or questioning, or intersex) people have a more negative perception of campus climate than other populations. Safe Zone Ally Training is a two-part interactive workshop for students, faculty, and the professional community during which participants will build knowledge and skills to create a more inclusive and affirming environment for LGBTQI individuals in engineering. In Level 1 participants will focus on understanding LGBTQI concepts and developing awareness of biases. In level 2, participants will learn to reduce discrimination and heterosexual privilege and explore aspects of engineering culture that act as barriers to LGBTQI equality. There will be six Safe Zone Ally Trainings throughout the conference.

Students with Disabilities: Now That We Know Who They Are, How Do We Respond? (Moderator: Barbara Moskal, Colorado School of Mines) - Students with disabilities are advancing to the college level. Although this has always been true, in prior generations many of these students (especially those with learning disabilities) had not been identified. This panel discussion will explore programs that are underway to support this diverse student population as they advance to college studies. Open questions which will be discussed include: What are the legal responsibilities for supporting such students? What are our ethical responsibilities? What programs are available to support such students?

The diversity committee acknowledges the gracious support of the following divisions for co-sponsoring various sessions.

- Chemical Engineering Division
- Engineering Ethics Division
- Engineering Libraries Division
- Engineering Physics and Physics Division
- Liberal Education/Engineering & Society Division
- Student Division
2015-2016 Committee Members

The ASEE Diversity Committee is a standing committee reporting to the ASEE Board of Directors through our Chair Adrienne Minerick. We meet monthly to identify, implement, and oversee the actions associated with the ASEE Diversity Strategic Plan. We welcome your feedback about diversity-related engineering education issues and topics. Please contact any of our committee members with your questions or concerns.

Chair
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Vice Chair
Stephanie Farrell, farrell@rowan.edu
Rowan University

Past Chair
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Oregon State University.

K-12 Division Representative
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Virginia Tech

Diversity Committee Delegates

Ex-officio individuals from divisions/zones/sections that have dedicated diversity statements in their bylaws.

Chemical Engineering Division
P. Arthur Felse
Northwestern University

Educational Research and Methods Division
Julie P. Martin
Clemson University

Electrical and Computer Engineering Division
Hossein Mousavinezhad
Idaho State University

Engineering and Public Policy Division
James Ammons
Florida A&M University

Engineering Economy Division
Erick Jones
University of Texas at Arlington

Engineering Ethics Division
Rebecca Bates
Minnesota State University, Mankato

Entrepreneurship & Engineering Innovation Division
Nathalie Duval-Couetil
Purdue University

Industrial Engineering Division
Eric Specking
University of Arkansas

Liberal Education/Engineering & Society Division
Donna Riley
Virginia Tech

Mechanical Engineering Division
Sriram Sundararajan
Iowa State University

Multidisciplinary Engineering Division
Olga Pierrakos
James Madison University

Pre-College Engineering Education Division
Susan Walden
University of Oklahoma

Systems Engineering Division
Alice Squires
Washington State University

Student Division
Jessica Wilson

Women in Engineering Division
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Chairs
Adrienne Minerick — Chair
Stephanie Farrell — Vice Chair