FINALISTS FOR THE BEST DIVERSITY PAPER AWARDS

Following the successful response to 2015’s inaugural Best Diversity Paper awards, we are pleased to continue the effort this year. The call for nominations went out in early 2017 and sought to identify highly impactful efforts by ASEE authors that broaden participation and influence the inclusive, diverse future of engineering. Papers from the 2017 Annual Conference as well as papers published within any section/zone conference proceedings between May 1, 2016 and April 30, 2017 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 18 nominations from across 17 zones and divisions.

The Best Diversity Paper rubric (http://diversity.asee.org/DiversityPaperRubric) was utilized by a selection committee to assess scholarship attributes of the manuscript and determine the finalists. This year, the committee has identified 5 finalists who will present their work at the Best Diversity Paper Session (Delaware B, Hyatt Regency) during the Annual Conference on Monday, June 26th at 1:30 pm (Session ID: M475A).

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

<table>
<thead>
<tr>
<th>Paper Title</th>
<th>Division/Zone</th>
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<tr>
<td>Mobile Aerospace Education Lab (m-AEL): A NASA Supported K-12 “Roadshow-In-A-Box” Initiative to Advance Aviation/Aerospace Education in Underserved Counties by Dr. Kuldeep S. Rawat (Elizabeth City State University), Dr. Ellis Eugene Lawrence (Elizabeth City State University), and Cmdr. Orestes Devino Gooden (Elizabeth City State University)</td>
<td>Aerospace Division</td>
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<td>Climate Control: Gender and Racial Bias in Engineering? by Dr. Su Li (U. C. Hastings, College of the Law), Dr. Roberta Rincon (Society of Women Engineers), and Prof. Joan Chalmers Williams (University of California, Hastings College of the Law)</td>
<td>ASEE Diversity Committee</td>
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<td>Closing the Gap: Using Supplemental Instruction as a Tool to Assist Minorities in Engineering by Lt. James Blake Gegenheimer (Louisiana State University STEP), Mr. Charles Algeo Wilson IV (Louisiana State University), Adrienne Steele (Louisiana State University), and Dr. Warren N. Waggenspack Jr. (Louisiana State University)</td>
<td>Student Division</td>
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<td>Calculus Reform - Increasing STEM Retention and Post-Requisite Course Success While Closing the Retention Gap for Women and Underrepresented Minority Students by Dr. Doug Bullock (Boise State University), Dr. Janet Callahan (Boise State University), and Ms. Jocelyn B. S. Cullers (Boise State University)</td>
<td>Mathematics Division</td>
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<td>The Inequality of LGBTQ Students in U.S. Engineering Education: Report on a Study of Eight Engineering Programs by by Dr. Erin A. Cech (University of Michigan), Prof. Tom J. Waidzunas (Temple University), and Dr. Stephanie Farrell (Rowan University)</td>
<td>Liberal Education/Engineering &amp; Society Division</td>
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SECOND ANNUAL TURNING POINTS PANEL: ADDRESSING LIVED EXPERIENCES IN THE FIELD TO RECLAIM AND CLAIM THE VOICE OF MARGINALIZED PEOPLE

by Jessica Alyce Wilson featuring panelist Kelly Cross, Kyle F. Trenshaw, TeAirra Brown, and Ibrahim H. Yeter

The Turning Points Panel at the annual meeting functions as a public platform to build awareness around the diverse experiences of individuals within the engineering education community. The 2016 Turning Points Panel functioned as an opportunity for students and early career professionals to share their stories and provide insight to their experiences since they are valuable contributors to the field. Panelists presented the barriers, challenges, support systems and opportunities they have experienced as a member of the engineering education community. In sharing this collective experience, the goal of the 2016 panel was to increase awareness relative to diversity to center the voice of individual members of the engineering education community. Each participant featured a “turning point” in their journey that influenced their persistence in the field.

Panelist Kyle Trenshaw, Ph.D., a STEM education Postdoctoral Research Associate at Brown University’s Science Center who identifies as a trans-man focused on the “painful, traumatic things that can and do happen [in the field]”. Trenshaw acknowledged that “you can find the support and resources you need to push through them [these experiences] and survive”.

Panelist Kelly Cross, Ph.D., an Engineering educational Postdoctoral Research Associate at the University of Illinois-Urbana Champaign discussed education as a “social phenomenon”. Cross shared that her experience in the field has forced her to be herself and allow others to be themselves in hopes of “successful engagement within the educational process”.

Panelist Ibrahim H. Yeter, a PhD Candidate in Curriculum and Instruction, who is simultaneously pursuing his Master’s degree in Petroleum Engineering at Texas Tech University, highlighted his experience as an international student transitioning into the field of Engineering. Yeter discussed obstacles relative to feelings of incompetency, norms of engineering discourse, and English as his second language adding complexity to the experience. Driven by passion and patience to persist in the field, Yeter stated his experience has developed a renewed sense of self and “commitment to serve and teach the future generations” in the field of Engineering Education.

Panelist TeAirra Brown, a Ph.D. Candidate in Industrial and Systems Engineering at Virginia Tech discussed the power of believing in her self and her research agenda and how this overall experience has helped her identify her divine purpose as it contributes to the progression of the field.

As a fellow panelist, I, Jessica Alyce Wilson a Ph.D. Candidate in Mathematics Education at the University of South Florida highlighted my experiences as a young, Black woman of size in the field. I provided insight to this intersectional experience through a discussion of isolated incidents that occurred during my time as a student, educator, teacher educator and Engineering program director and developer. To have every aspect of my being rejected in this educational space, I feel an obligation to honor these experiences by serving as a change agent to make our field more inclusive of those not explicitly defined by the status quo.

The collective experiences shared by the panelists demonstrate evidence of a diverse Engineering Education community, but demonstrate the need for change as a field if we seek to advocate for persistence among these marginalized members of the community. To get an impression of the impact of this session, I asked each of the audience members to submit a one-word descriptor that represents their “take-away” for the session (responses are represented above in the hand-shaped word collage to signify the vision of unity among the engineering community). Some of the words identified included strength, authenticity, empathy, enough and publish. The words aligned with the audience members’ acknowledgement of the panelists individual narratives and the conversation that developed from the dynamic interactive discussion with the audience that concluded this session. Panelist Trenshaw stated, “Even if my story connected with only a few members of the audience, it was completely worth reliving my painful experiences to uplift others”. Join us for more dialogue at the Turning Points Panel this year.

2017 Turning Points Panel
“Marginalized spaces: Shifting the engineering education community through dialogue”
Tuesday, June 27, 1:30-3 PM
Columbus Convention Center - A223
This year’s annual conference features a rich slate of sessions focusing on diversity and inclusion ranging from our new Diversity Track featuring 4 sessions, to interactive workshops, panels and presentations by the finalists for the Best Diversity Paper Awards.

New Diversity Track and Best Diversity Papers -
New this year is our Diversity Paper Track, featuring 4 sessions. In addition the Best Diversity Papers session highlights papers selected for this award from submissions across the entire conference as well as at regional and zone conferences in the past year. The presentations, in combination with their paper review scores, will be used to select the 2017 Best Diversity Paper for the conference.

Turning Points Panel: Marginalized spaces: Shifting the engineering education community through dialogue - The objective of this panel is to continue the dialogue relative to individual experiences in the field. This year the intent is to extend the conversation by considering ways in which the individual experiences presented by panelists can be utilized as tools to provide insight to structural and institutional level conditions that have the potential to shift the engineering education community in hopes of diversifying the field. An ideal outcome is to move towards structural level solutions that can positively influence this shift.

Roundtable on Diversity and Inclusivity - Bring 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.

Allies for Gender Equity - 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. This workshop is offered in two concurrent sessions: the traditional men-only format helps promote candid discussions and safe conversation spaces for the target male audience while the mixed-gender session allows workshop access to all conference attendees. Workshops are led by teams of three experienced faculty presenters drawn from North Dakota State University, the Ohio State University, Rochester Institute of Technology, the University of North Texas, and the University of Wyoming.

Safe Zone Ally Training - Safe Zone Ally Training is a two-part interactive workshop for students, faculty, and the professional community, during which participants will build the knowledge and skills needed to create a more inclusive and affirming environment for LGBTQIA (lesbian, gay, bisexual, transgender, queer or questioning, intersex or asexual) individuals in engineering. In Level 1, participants will focus on understanding LGBTQIA concepts and identity development, creating an inclusive environment, and becoming an ally. In level 2, participants will discuss aspects of engineering culture that act as barriers to LGBTQIA equality, explore heterosexual and cisgender privilege, and learn to recognize bias and disrupt discrimination. Our Deep Dive Inclusion workshop will focus on supporting transgender students and colleagues.

Distinguished Lecture on Accessibility - The purpose of this Distinguished Lecture, co-sponsored by the Student Division and the ASEE Diversity Committee, is to explore topics intended to stimulate engineering educators, students, and industry partners to collaborate in ways that establish inclusion and universal design as core tenants of our engineering culture in classrooms across campuses worldwide. Our speaker for this lecture, Mr. Matt King, is Facebook’s first blind engineer and currently serves as an accessibility specialist on their accessibility engineering team. Matt assists engineers and designers across Facebook in understanding and incorporating accessibility into their products. Matt views his position as a powerful catalyst for breaking down barriers imposed by disability to make Facebook’s products not only technically accessible, but also equally enjoyable for all people. (Session ID: W247, 9:45 am, Wed, June 28, Ballroom III, Convention Center.)

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

| Cooperative & Experiential Education Division | Minorities in Engineering Division |
| Engineering Ethics Division | New Engineering Educators Division |
| Engineering Libraries Division | Student Division |
| Liberal Education/Engineering & Society Division | Women in Engineering Division |

ASEE Diversity Committee Newsletter, Issue No. 7, Spring 2017
The ASEE Diversity Committee is a standing committee reporting to the ASEE Board of Directors through the Chair. 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.

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Design in Engineering Division,
Multidisciplinary Engineering Division
Olga Pierrakos
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