

University of Delaware College of Engineering Diversity and Inclusion Whole Community Engagement Plan

August 2020

The College of Engineering continues to work to achieve the university's goal of [Inclusive Excellence](#). This summer, we reevaluated college activities and updated our plans for a diverse, inclusive, supportive community in which all members can thrive.

In 2016, the College began a systematic, active initiative to improve diversity and inclusion. The COE Diversity and Inclusion Strategic Plan and Two-year Update (posted [online](#)) document that effort in detail. Through this work, a few points have become clear:

First, there is no one quick fix intervention. Creating and maintaining a diverse, inclusive community is a complex, multidimensional challenge, long in the making that requires a sustained, multi-prong approach.

Second, the plan must be a living document that is updated and improved as we learn, complete tasks, and observe changes in the situation. New ideas continue to emerge and be incorporated.

Third, no one person or group can achieve inclusive excellence alone. The challenges require ideas, energy, and commitment from all members of the community. As described in the [Collective Impact approach](#), the effort will be most effective if we are coordinated and we build on the best practices, research, and data that help explain these complex challenges and what will be the most effective interventions. We encourage all members of the community to become familiar with the goals, action items, progress reports, and approach on the [COE Diversity and Inclusion website](#) so that we can work together to maximize our positive impact.

With that in mind, here we suggest actions each of us can take in the coming years -- the College administration as well as each member of the community.

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WHAT THE COLLEGE ADMINISTRATION WILL DO

Building on the many tasks undertaken in the last few years, as summarized in the [Two-year Update](#), the College commits to the following actions:

- Continue to collect and disseminate [demographic data and survey-based climate information](#) to track changes over time, identify new and on-going problems, and evaluate the success of interventions.
- Create a link to the Office of Equity and Inclusion's electronic *Discrimination/Harassment Incident Reporting Form* from College homepage.
- Recognize College community members who demonstrate sustained and impactful commitments to diversity and inclusion through the [College Diversity and Inclusion Award](#).

For undergraduates

- Recruit a new, full-time Director for the Resources to Inspire Successful Engineers (RISE) program, a key retention effort for students from underrepresented groups, to update and expand the program.
- Increase scholarships through a development campaign.
- Develop a two-week summer program for incoming students from underrepresented groups.

- Collaborate more actively and directly with admissions to recruit a more diverse student body.
- Continue the on-going effort to develop new articulation agreements with local technical colleges and associate degree programs.
- Provide additional financial support for diversity-focused student organizations and incentivize interactions with other student organizations by expanding the [COE Student Group Funding program](#).
- Maximize the frequency of offerings of freshmen and sophomore undergraduate classes (e.g., Statics), including summers, to enhance flexibility.

For graduate students

- Expand current outreach efforts for graduate student recruiting (e.g., [GEM](#), [Bridge to the Doctorate](#), [ENGINE](#), [McNair Scholars Program](#)).
- Increase scholarships through a development campaign.
- Collaborate with departments to support overlap of recruitment opportunities with conference attendance and professional development (e.g., at [SACNAS](#), [NSBE](#), [SWE](#), and [SHPE](#) conferences).
- Clarify policies related to graduate student progress and grievances.
- Plan events to facilitate conversations about diversity and inclusion.
- Provide additional financial support for diversity-focused student organizations and incentivize interactions with other student organizations by expanding [COE Student Group Funding program](#) to include graduate student organizations.
- Meet with each department to review program data on surveys, enrollments, time to degree, and other indicators to best inform where targeted interventions are warranted.

For faculty and staff

- Encourage the addition of questions on diversity, equity, and inclusion into end-of-semester student course feedback forms.
- Develop and disseminate College expected behaviors list and code of conduct to enhance visibility of expected behaviors and support an improved culture.
- Expand faculty mentoring seminars, networking, and other opportunities, especially for faculty from underrepresented groups and women faculty.
- Continue to host opportunities for honest, open discussions about race and inequity as started this summer.
- Evaluate pay equity for faculty and staff, and request adjustments if needed.
- Analyze data on staff hiring to identify opportunities to broaden participation, including possibly implementing workshops to teach best practices for staff hiring similar to those for faculty hiring.
- Develop a staff mentoring program.
- Expand training opportunities for staff professional development.
- Encourage positive faculty-staff interactions by introducing faculty-staff partnership awards.

WHAT YOU CAN DO

The following are suggested actions each of us can take.

Everyone

- Educate yourself about racism, sexism, diversity, equity, inclusion, and related topics. [see [OEI list of resources](#)]
- Share your diversity/inclusion concerns and/or ideas with the [Chief Diversity Advocate](#) and/or appropriate [COE diversity working group](#). Join one of the groups if you can!
- If you experience or witness microaggressions, discrimination, or any behavior that is inconsistent with the College values of inclusive excellence, say something, or report it to the [Chief Diversity Advocate](#).

- Attend one of the many diversity and inclusion events hosted by the College, Office of Equity and Inclusion ([OEI](#)), [Office of the Vice Provost for Diversity](#), [Center for the Study of Diversity](#), [UD ADVANCE](#), or other groups.
- Become a Leveraging Equity and Diversity ([LEAD](#)) Ally.

Departments/Department Chairs

- Develop a department diversity and inclusion committee that includes the representatives of the four College working groups. Each department committee should facilitate communication between the College and the department, as well as taking on any department-specific efforts.
- Support the student ambassador program in your department (e.g., [MESS](#), [ACES](#)). Start one if one does not exist.
- Support [COE-EmPOWER](#), the graduate student peer mentoring program.
- Link to the COE Diversity and Inclusion website from your department website.
- Support faculty, staff, and student attendance at professional development events, such as [SWE](#), [NSBE](#), [SHPE](#), and field-specific conferences.
- Work with COE Communications to publish stories of accomplishments of faculty, staff, and trainees who are part of groups that are traditionally marginalized in academia/STEM.
- Schedule departmental faculty meetings and events during traditional workday hours to minimize conflict for individuals who have other obligations.
- Review graduate student recruitment policies, such as the GRE requirement, and ensure a holistic review takes place.
- Coach faculty if negative interactions occur or are chronic; treat as an opportunity to improve the dept/lab/office culture and climate for all who are under your purview.
- In annual appraisals, Department Chairs should ask faculty and staff what they are doing to support diversity and inclusion and to ensure high quality, effective mentoring of junior faculty.
- Department Chairs continue to invite the Chief Diversity Advocate and College diversity working groups to present at a department faculty meeting once per semester.

Faculty members

- Watch the [inclusive teaching modules](#) and incorporate inclusive teaching tips in your classes, such as eliminating weed-out culture, mitigating bias in evaluating student work, and promoting positive student teamwork.
- Select teaching assistants deliberately to achieve diverse representation, and help them receive appropriate training.
- Embed topics of diversity, equity, and inclusion in your courses.
- Develop a diversity, equity, and inclusion statement to include on your course syllabi and [research group expectations](#) document.
- Adopt the [graduate student advising tools](#) to best support your graduate research assistants.
- Invite senior graduate students and post-doctoral researchers from underrepresented groups to give seminars to support pre-recruitment of a more diverse faculty.
- Implement best practices in faculty search committees, holistic graduate admissions practices and post-doctoral researcher recruitment, as well as promotion and tenure committees to minimize the negative effects of implicit bias ([Faculty recruitment guidelines](#) and [UD ADVANCE resources](#)).
- When developing broader impacts for proposals to the National Science Foundation, collaborate with one of the COE diversity working groups.
- Keep in mind the importance of diversity when nominating colleagues for awards, identifying speakers for conference presentations, and planning seminar series.
- If you supervise staff members, take one or more ConnectingU “Management Essentials” courses.

Staff members

- Attend [brown bag lunches](#) and other diversity and inclusion events for COE staff.
- Implement best practices in staff search committees to minimize the negative effects of implicit bias ([UD ADVANCE resources](#)).
- Join the COE staff diversity working group.
- Participate in workshops and training opportunities when presented in order to continue demonstrating your commitment toward maintaining, and growing, COE standards for culture and climate.

Graduate students

- Ask your advisor to adopt the [graduate student advising tools](#).
- Watch the [inclusive teaching modules](#) and incorporate inclusive teaching tips in classes in which you are a teaching assistant.
- Contact the COE graduate student diversity working group to help organize a speaker, panel, or event.
- Look at your study groups and consider expanding your network to include people whose racial or gender identity is different from yours.
- Write a team norms document at the start of each team project (even when it's not required) to establish protocols for communication, division of labor, and establishing an inclusive environment; periodically review and revise this document as the project progresses.
- Join a diversity-focused student group (e.g., [SWE](#), [NSBE](#), [SHPE](#)) or organize joint events with one and apply for [funding through the College of Engineering](#) (scroll to COE Student Group Funding).

Undergraduate students

- Bring #Hengineer materials back to your high school to help recruit a diverse group of new students to UD.
- Look at your study groups and consider expanding your network to include people whose racial or gender identity is different from yours.
- Write a team norms document at the start of each team project (even when it's not required) to establish protocols for communication, division of labor, and establishing an inclusive environment; periodically review and revise this document as the project progresses.
- Join a diversity-focused student group (e.g., [SWE](#), [NSBE](#), [SHPE](#)) or organize joint events with one and apply for [funding through the College of Engineering](#) (scroll to COE Student Group Funding).
- Join the student ambassador program ambassador program in your department (e.g., [MESS](#), [ACES](#)). Help start one if one does not exist.
- Ask your department's representative(s) to the [COE Diversity Committee](#) how you can get involved in department initiatives.