DIVERSITY, EQUITY & INCLUSION

College of Engineering   Ideas for Faculty to Get Involved in DEI Efforts

The following lists some ways faculty can support the College of Engineering's DEI plan. DEI departmental liaisons (hyperlink list https://docs.google.com/document/d/1yQaMOuaAS7CocqPOwm7C85idxsRHr40F9h2zG409C6M/edit) may also have specific suggestions for ways to engage in your department. Contact specified individuals or follow program links for more information about specific opportunities listed below.

MENTOR STUDENTS AND POST DOCS

- Serve as a mentor for a team at the Michigan Engineering Zone (MEZ)
- Serve as an advisor the Society of Women Engineers (SWE), National Society of Black Engineers (NSBE), Society of Hispanic Professional Engineers (SHPE), Females Excelling More in Math, Engineering, and the Sciences (FEMMES), etc. or speak at one of their meetings at the undergraduate or graduate level
- Participate in the MSTEM summer faculty dinner chats (Contact: Debbie Taylor: dpoet@umich.edu)
- Hire a Summer Research Opportunity Program (SROP) student for a summer in your lab/research group (Contact: Shira Washington, sjwashin@umich.edu)
- Sponsor a President's Postdoctoral Fellowship Program (PPFP) postdoc http://presidentspostdoc.umich.edu/about.php
- Attend mentoring plan workshops hosted by MORE http://www.rackham.umich.edu/mentoring
- Develop mentoring plans with graduate students that are cognizant of ways their social identities and backgrounds may influence their career interests/goals

OUTREACH AND RECRUITMENT

- Participate and share experience in NextProf. Encourage doctoral candidates and post-docs to apply. (Contact: Robert Scott, scottrd@umich.edu)
- Participate in federally funded programs to promote research opportunities for underrepresented high school students and undergraduates (REUs)
- Advertise graduate program, post-doc positions, etc. on list-servs and in minority-targeted or identity-based engineering organization publications

- Seek out opportunities to visit local (Detroit-area) k-12 classrooms to talk about STEM
- Speak about UM at a Minority-Serving Institution/University with the goal of attracting students to our graduate programs
- Invite K-12 students to campus for field trips to tour lab, participate in demonstrations or presentations (Contact: Hans Sowder, hsowder@umich.edu)
- Actively recruit (email/phone) women and underrepresented minority PhD students PhD students encouraging them to apply to CoE (Contact: Shira Washington, sjwashin@umich.edu)
- Attend a SWE, NSBE or SHPE conference to recruit talented students (Contact: Shira Washington, sjwashin@umich.edu). e.g. judge their symposium
- Participate in one of the spring or summer camps run by the CoE for middle school/high school students designed to increase diversity and broaden the impact of STEM (Contact: Chris Mitchell, clmitch@umich.edu)

INCLUSIVE TEACHING, RESEARCH, and ACADEMIC COMMUNITY

Research/Academic Community
- Serve on a departmental, CoE level DE&I committee or engage with Dean's Advisory Committee for Female Faculty (DACFF) and Dean's Advisory Committee for Faculty of Color (DACFC)
- Ask in faculty and staff meetings – what can be done to better support DEI in our department?
- Promote representation of diverse ideas/viewpoints in seminar and workshop series
- Attend a STRIDE workshop even if you are not on a search committee.
- Establish a reading group with other faculty interested in DEI issues (share articles). See *Faculty Communities for Inclusive Teaching* for funding opportunities.
- Participate in the DEI efforts or subcommittees of your national professional organizations/scholarly societies and share DEI insights and resources locally
- Conduct research on student learning in your own classrooms, investigating questions related to diversity, equity, and inclusion

Teaching
- Participate in workshops on inclusive teaching offered by CRLT in Engineering (CRLT-Engin) or CRLT
- Invite a colleague or a professional from CRLT-Engin to observe your teaching and reflect with you about opportunities to teach more inclusively
- Use tools provided by CRLT to reflect upon your current teaching practice and set realistic goals for the near future (e.g., Inclusive Strategies Reflection, Skills in inclusive

teaching reflection, setting the tone for inclusion)

- Form a teaching circle of colleagues who meet occasionally to troubleshoot challenges, share best practices, and/or observe one another's courses (see resources section for one source of funding for such a group)
- Explicitly communicate to students your goals of creating a welcoming, inclusive, and equitable environment where all students have the necessary support to succeed academically
- Communicate your concern about students' well-being: e.g., use syllabus statements, acknowledgments in class during especially stressful times (e.g., around midterms), and/or lists on Canvas of campus resources that can support student wellness and community in many arenas (e.g., CAPS, SAPAC, Spectrum, MESA)
- As much as possible get to know your students as individuals: e.g., learn and use their names (including how to pronounce them correctly) or invite them to come to office hours to talk about their interest in the course and their interests more generally
- Deliberately form student groups and teams according to best practices that maximize positive interdependence but avoiding isolating members of underrepresented groups. (See CRLT Occasional Paper No. 29, Student Teams in the Engineering Classroom and Beyond: Setting up students for success).
- Explicitly seek to include insights of, among others, women and people of color engineers in classrooms. Consider the following:
  o Highlight contributions of a range of experts in your field (through readings, guest lectures, and examples)
  o Structure interactions to equitably include students of all identities, being careful not to call upon students to speak 'as representatives' of groups you perceive them to be members of
- Have frequent, serious dialogue in classes about how diversity makes engineering better – how different perspectives on the world help solve different problems
- Find deliberate ways to acknowledge campus or world events that may be distracting or unsettling to students, especially those (e.g., racist postings on campus) that could likely have a disproportionately negative effect on students underrepresented or traditionally underserved in CoE