

**ASEE Diversity Recognition Program
Diversity, Equity, and Inclusion Plan**

**RISE: Realizing Intersectional Standards of Excellence
University of Kansas
School of Engineering
September 23, 2022**

1. DEI Plan

The vision of the [IHAWKe Diversity and Women's Programs](#) for the University of Kansas (KU) School of Engineering (SoE) is in alignment with the University's Realize Intersectional Standards of Excellence (RISE) by recruiting, educating, retaining, and graduating world-class diverse engineers that create empathetic and viable solutions for our local and global communities. IHAWKe supports and prepares innovative, team-oriented diverse engineers that conquer their classes, connect with others, and change the world through intentional programming and engagement with staff and faculty to foster an inclusive climate and enable success for all.

Our University's mission is to, "Educate leaders, build healthy communities, and make discoveries that change the world." When we [Realize Intersectional Standards of Excellence \(RISE\)](#), we contribute to the fulfillment of KU's mission and vision by ensuring that diversity, equity, inclusion, and belonging (DEIB) are integral to every part of KU's research, scholarship, teaching, service, community engagement, and support. RISE offers an action-oriented framework to advance equity and social justice at KU and within Engineering. There are four priorities of RISE: (P1) recruitment and retention; (P2) education, research, and scholarship; (P3) campus climate and infrastructure; and (P4) community engagement and impact. Each priority is listed, along with the SoE's overarching goal and specific objectives for addressing each priority. Our goals and objectives are intended for a three-year time-frame, and should be re-evaluated in two years.

1. Priority: Recruitment and Retention

Goal: Increase diversity in the School of Engineering, and contribute to increasing diversity in engineering and computing industries, government, and academia.

- Promote and engage diverse K-14 students in engineering and computing through school relationships, community partnerships, and on-campus events.
- Recruit and nurture diverse undergraduate and graduate students to be innovative leaders that successfully graduate and advance their engineering and computing careers.
- Expand and improve summer acclimation programs for incoming freshmen who are from BIPOC/global majority identities, under-resourced areas, first generation college students, women, LGBTQIA+ students, military-affiliated students, and students with disabilities.
- Engage and retain undergraduate and graduate students who are from BIPOC/global majority identities, under-resourced areas, first generation college students, women, LGBTQIA+ students, military-affiliated students, and students with disabilities through community building, design thinking, and project-based leadership development.
- Expand and improve peer mentoring and tutoring programs for undergraduate students.

- Expand the university's and regional companies' participation in the GEM Consortium and increase the number and pool of diverse graduate students and faculty and staff candidates.
- Increase the number of women and BIPOC/global majority faculty who are recruited, promoted, and tenured through KU's enhanced hiring for excellence practices.

2. Priority: Education, Research, and Scholarship

Goal: Nurture and empower diverse SoE students, staff, and faculty towards success.

- Create networking opportunities and exposure to engineering and computing careers through enhanced alumni and industry connections.
- Strengthen our academic and engineering partnership with Haskell Indian Nations University (co-located in the same city).
- Build academic and research bridges with local minority serving institutions such as Kansas City Kansas Community College and Donnelly College.
- Require staff and faculty to complete annual diversity and inclusion training.
- Provide information and training resources and encourage the staff and faculty to advance their learning of diversity, equity, inclusion, and belonging (DEIB), the needs of diverse engineering students, and their role in advancing DEIB initiatives.
- Develop research and education opportunities with faculty to broaden participation in engineering.
- Develop research-based, grant-funded programs that support the SoE's DEIB goals.

3. Priority: Campus Climate and Infrastructure

Goal: Build community around DEIB, including seeking input from and fostering engagement with students, staff, faculty, and alum, and expanding how the SoE operates inclusivity.

- Provide programmatic support and leadership training to IHAWKe student organizations, including NSBE, oSTEM, SASE, SHPE, SWE, WiC, AbilityKU, and AISES.
- Support the development and inclusion of the AbilityKU and AISES student organizations in IHAWKe and the SoE.
- Celebrate first generation college students currently pursuing degrees within the SoE and highlight first generation SoE faculty.
- Provide opportunities to the students to interact with diverse role models through existing speaker series, such as the Tiberti lecture, and existing award series, such as the Distinguished Engineering Service Award (DESA).
- Collaborate with and support existing KU programs such as the Multicultural Scholars, McNair Scholars, Emerging Scholars, GEAR-UP, and TRIO STEM.
- Dedicate space within Engineering to IHAWKe students for peer mentoring and community building.
- Demonstrate appreciation and provide reward to staff and faculty for the work they do to advance DEIB initiatives.
- Administer a climate survey to undergraduate and graduate students, staff, and faculty to evaluate climate and identify DEIB needs in the SoE on a periodic cycle.

- Frequently engage the DEIB committee, which consists of undergraduate and graduate students, staff, and faculty, to encourage continuous dialogue and active channels throughout the SoE on DEIB needs and initiatives.

4. Priority: Community Engagement and Impact

Goal: Leverage KU's mission to improve DEIB outcomes among those employing our students in Kansas and beyond.

- Partner with national professional societies in outreach, such as SHPE's Noche De Ciencias program and SHPE Academic Partnership Council.
- Partner with majority-minority public school systems, such as the Kansas City Kansas Public Schools through the Diploma+ program, to introduce K-12 students to engineering as a rewarding career.
- Partner with KU Libraries, KS EPSCoR and other on-campus programs to expand outreach to families in Kansas.
- Utilize social media platforms to disseminate IHAWKe activities, positive impacts, and opportunities.

The SoE commits to equity, implicit bias and inclusion training across the School through:

- Charging the Engineering Associate Dean for Diversity, Equity, Inclusion, and Belonging and IHAWKe Program Coordinator to establish and promote RISE, cultural competency, and implicit bias and inclusion training within the School of Engineering.
- Committing to practicing KU's enhanced Hiring for Excellence standards and best practices to increase the diversity of the faculty and staff hiring pool.

The SoE will hold itself accountable for pursuing the goals and objectives stated in this plan, and assessing progress through:

- Documenting metrics for each goal and objective, and evaluate on a regular basis, strategizing interventions for improvement, as needed.
- Administering a climate survey to undergraduate and graduate students, staff, and faculty to evaluate goals and objectives more broadly on a two-year cycle.
- Regularly engaging the DEIB committee, to maintain continuous dialogue and active channels throughout the SoE on assessment of DEIB needs, initiatives, and outcomes.