**Big Ten++ DEI Summit Pre-Work**

**October 16-18, 2022**

This pre-work is intended to help you prepare for the upcoming Big Ten++ DEI Summit. The purpose of this summit is to help you plan for your college and program’s response to the changing ABET criteria regarding diversity, equity, and inclusion (DEI). Please note the following as you complete this document:

* The Planning Team developed this document with the premise that teams will be working on ABET criteria for a certain program within their institution. If your team has a different composition and is looking more broadly at the DEI requirements, change the questions to fit your roles in the university.
* This document is intended to be a working document, for your team to gather resources about your institution and to complete reflection activities before the event. As you work with other teams, we expect that you will continue to build upon this document.
* Some questions may require you to make inquiries from other individuals or units at your institution. If you are able to do this before the Summit, that may be helpful for your team. However, if you do not have the time to do so, feel free to indicate who you need to follow-up with when the summit is over.
* It is okay if you are unable to answer certain questions! Every institution is in a different place regarding DEI. Just indicate you are unable to answer a certain question.
* We know you’re all super busy people! Do your best to complete the pre-work, but we understand that you have many competing demands on your time.

In order to help members of our community learn from each other, we are asking teams to submit their pre-work to us before the Summit. We will share disaggregated, anonymized responses back with the group. Please note that all content will only shared at the aggregate level. All names and institutional data will be removed prior to any summarization of the data.

Please submit a copy of this completed document to Lisa Petrine at lap31@psu.edu by October 10, 2022. If you have questions about the content of this pre-work, please contact Sarah Zappe at ser163@psu.edu.

We can’t wait to see you in October!

**Institution:**

**Team members and titles:**

**Program name (if applicable):**

**Step 1: Familiarize yourself with the DRAFT ABET Criteria**

The definitions and criteria listed below have been approved by the ABET Engineering Accreditation Commission (EAC) but have not yet been fully finalized by ABET. While we do not expect the language to change significantly, there is a chance it may. ABET has developed definitions of diversity equity and inclusion, which are listed below. The pertinent language relating to Criterion 5 (Curriculum) and Criterion 6 (Faculty) related to DEI are highlighted in yellow.

*Definitions provided by ABET:*

Diversity is the range of human differences, encompassing the characteristics that make one individual or group different from another. Diversity includes, but is not limited to, the following characteristics: race, ethnicity, culture, gender identity and expression, age, national origin, religious beliefs, work sector, physical ability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, and cognitive differences.

Inclusion is the intentional, proactive, and continuing efforts and practices in which all members respect, support, and value others.

Equity is the fair treatment, access, opportunity, and advancement for all people, achieved by intentional focus on their disparate needs, conditions, and abilities.

*Criterion 5 (Curriculum)*

 The curriculum must include:

a) a minimum or 30 semester credit hours (or equivalent) of a combination of college-level mathematics and basic sciences with experimental experience appropriate to the program.

b) a minimum of 45 semester credit hours (or equivalent) of engineering topics appropriate to the program, consisting of engineering and computer sciences and engineering design, and utilizing modern engineering tools.

c) a broad education component that complements the technical content of the curriculum and is consistent with the program educational objectives.

d) content that respects the institution’s mission and the program educational objectives and that ensures awareness of diversity, equity, and inclusion for professional success.

e) a culminating major design experience that 1) incorporates appropriate engineering standards and multiple constraints, and 2) is based on the knowledge and skills acquired in earlier course work.

*Criterion 6 (Faculty):*

The program must demonstrate that the faculty members are of sufficient number, and they have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.

The program faculty must have appropriate qualifications and must have and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program. The program faculty must also demonstrate knowledge of applicable institutional policies on diversity, equity, and inclusion and demonstrate awareness appropriate to providing an equitable and inclusive environment for its students that respects the institution’s mission.

**Step 2: Create an Inventory of Institutional Resources**

Please make an inventory of DEI resources and initiatives that already exist at your institution. Please complete the following table.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Program-Level** | **College-Level** | **University-Level** |
| Events, offerings, etc. already in place for **students**  | *Example: World in Conversation Event offered in a first-year seminar* |  |  |
| Events, offerings, etc. already in place for **faculty**  |  |  | *Example: New Faculty Orientation* |
| Available resources (offices, individuals, trainings, etc.)  |  | *Example: Office for Equity and Diversity for the College of Engineering* |  |

**Step 3: Idea Generation and Reflection**

1. The new criterion states that faculty need to “demonstrate knowledge of applicable institutional policies on diversity, equity, and inclusion.” What applicable policies at your university should faculty be aware of?
2. Consider the curricula for your program. Where might there be natural fits for the new ABET DEI requirements to be included? Are there courses that already include elements of DEI? If so, to what extent are they integrated (i.e., are they part of the learning outcomes and assessed explicitly or are they included as extracurricular elements/resources)?
3. Consider required faculty events/meetings/retreats etc. your program or college holds. Where might there be an opportunity to introduce or expand on DEI to help meet the ABET requirements? Are existing opportunities currently evaluated?
4. What challenges do you think you will experience with implementing the new ABET criteria in your program?
5. What resources do you need to help to address these challenges?
6. What is the environment in your program regarding teaching and learning? What type of inclusive approaches could be used by your program faculty in various settings (i.e., teaching, advising, etc.)? What changes would you be able to make (or not be able to make) in your program to make your environments more inclusive or equitable?

**Step 4: Community Crowdsourcing and Sharing**

Beyond institutional-specific resources, what resources should the community of participants at the October DEI Summit be aware of to can help grow knowledge and ability relating to DEI (i.e., pertinent publications, available trainings, etc.)?

**Step 5: Pre-Reading**

We will provide a list of recommended pre-reading shortly. Stay tuned!