ABET Ad Hoc Committee for Diversity and Inclusion
Stakeholder Listening Session

Emily L. Allen, Chair

Ad Hoc Committee on Diversity and Inclusion: Committee charge

(From ABET President)

- To review and affirm or recommend revision to ABET's policy on diversity and inclusion.

- To reconsider ABET's role in supporting diverse learner populations within the broad range of ABET accredited programs and to make recommendations to the ABET Councils in this regard.

BOARD OF DIRECTORS

Serves As Strategic Planning Committee
Elected by the Board of Delegates

BOARD OF DELEGATES

Societies appoint in proportion to # of programs with limits, and all member societies and associate member societies have at least 1 delegate.

Area Delegations

Engineering Technology	Engineering	Computing	Applied Sciences

Finance Committee	Audit Committee	Governance Committee

Academic Advisory Council	Industry Advisory Council	Global Advisory Council

Committees and Advisory Councils Also Serve As Resources To The Board of Directors

ETAC   EAC   CAC   ASAC

Accreditation Council

Nominating Committee

Awards Committee

Committee Members

Emily Allen	AAC	Cmte Chair; Dean, College of Engineering, Cal State Los Angeles
Charles Isbell	AAC	Sr Assoc Dean, Georgia Tech College of Computing
David Tomasko	AAC	Assoc Dean, Undergrad Education, College of Engineering, Ohio State
Dwight Beranek	IAC	Chair of IAC; independent engineering consultant
Wahid Hermina	IAC	Senior Manager, Sandia National Labs
Ashok Saxena	GC	Provost, U Arkansas; member ABET BoDel
Lorraine Herger	GC, SWE	CIO, IBM Research; SWE rep to ABET BoDel
Irving McPhail	NACME	President, NACME; member ABET BoDel
Kristen Constant	WEPAN	Dept Chair, Iowa State; WEPAN rep ABET BoDel

Diversity and Inclusion

- Diversity – individual differences
  - Race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs… etc.
- Inclusion – behaviors and mindset
  - Promoting respect, belonging, leveraging the value and harnessing the power of diversity to the benefit of the organization

Individual differences are not always visible
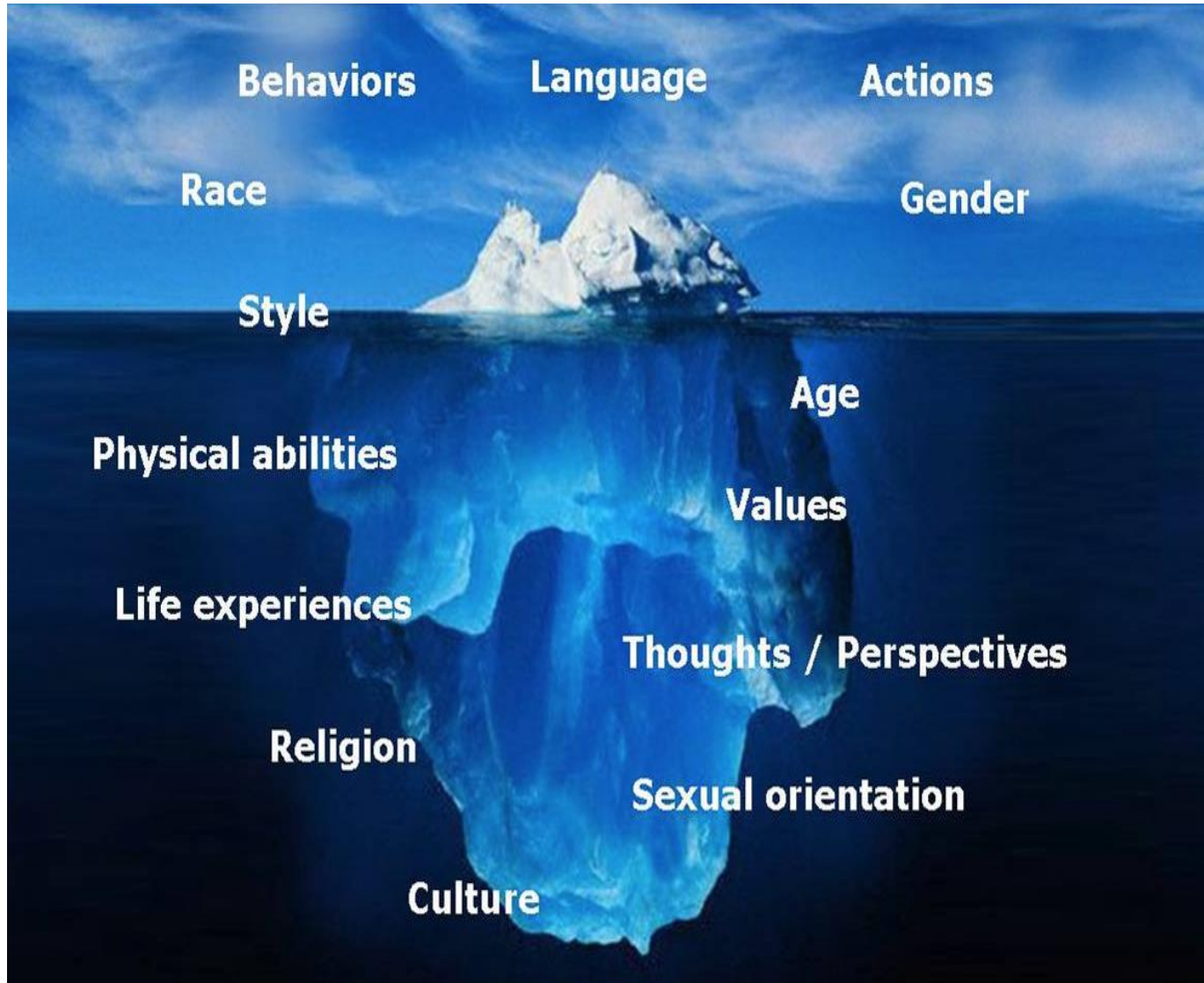
Improving inclusivity – removing barriers to inclusion

- Explicit exclusion
- Unconscious Bias
- Micro-messages
- Accumulated advantage/disadvantage
- Privilege

'Diversity' is being invited to the dance.

'Inclusion' is being invited *to dance*.

ABET's Policy on Diversity

ABET is committed to developing and using the talents of all qualified persons who study or work in the applied science, computing, engineering, and engineering technology professions.

We respect the human qualities, both similarities and differences, present in the work and study environments of our constituencies as they are affected by our efforts to assure quality and stimulate innovation.

The **actions of ABET's program evaluators**, commissioners, staff, and Board of Directors **must demonstrate and confirm respect** for each other and the contributions that each of us can make.

Our professions **benefit from the creativity and constructive improvements** best informed and achieved by persons with varied perspectives, experiences, and talents who work toward shared goals.

Differences and similarities among the ABET constituency include, but are not limited to:

- age and experience
- economic status
- education and training
- employment history
- gender
- job level

- physical and mental abilities
- professional employment
- race, nationality, and ethnicity
- religion
- sexual orientation
- ways of learning and communicating

1. What should be the role of ABET in either advocating for, or considering, diversity and inclusion in ABET-accredited programs?

2. Is excellence in diversity and inclusion a marker of quality that ABET accreditation processes should consider?

3. Can (or should) the accreditation process be leveraged to improve diversity and inclusion?

4. Should ABET require programs to reflect (in their self-study) on their goals and processes for continuous improvement in diversity and/or inclusion?

5. Should the accreditation process consider institutionally-defined or program-defined metrics for diversity and inclusion in the criteria?

6. If so, which accreditation criteria would you use to require diversity and/or inclusivity markers?

- Criteria 1 – Students
- Criteria 2 – Program Educational Objectives
- Criteria 3 – Student Outcomes
- Criteria 4 – Continuous Improvement
- Criteria 5 – Curriculum
- Criteria 6 – Faculty
- Criteria 7 - Facilities
- Criteria 8 – Institutional Support

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7. Are there other ways that the accreditation process should address diversity and inclusion?