



# WRIGHT STATE UNIVERSITY

**College of Engineering & Computer Science**

## **Diversity & Inclusion Plan**

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## **Wright State University - Diversity Statement**

Wright State University celebrates diversity. Our daily life is made rich by the diversity of individuals, groups, and cultures. The interplay of the diverse stimulates creativity and achievement in all facets of our existence.

Respect, tolerance, and goodwill are the keystones to enjoying the diversity of our world. We are all linked to each other in a world created for all of us to share and enjoy. Each member of humanity has a potential contribution to make to the whole. It is our duty to encourage and promote that contribution.

Wright State University is committed to achieving an intellectual, cultural, and social environment on campus in which all are free to make their contribution. We will achieve an environment in which every student may think, learn, and grow without prejudice, without intimidation, and without discrimination. We will achieve an environment in which personal dignity and respect for the individual are recognized by all.

Wright State University promotes the acceptance and appreciation of every individual regardless of race, gender, age, ethnicity, ability or disability, sexual orientation, socioeconomic status, religious affiliation, or national origin. We encourage appropriate activities and events that foster learning about the diversity of our world.

Wright State University will be a model for our geographic region, exemplifying that a human community can exist that celebrates diversity, enjoys the richness that diversity brings to our lives, and grows stronger with every new member.

*Adopted by the Wright State University Board of Trustees, March 28, 1991.*

## **Pledge**

The leadership of Wright State University's College of Engineering & Computer Science commit to:

1. Develop a Diversity Plan for our engineering programs with the help and input of national organizations such as NSBE, SHPE, NACME, GEM, SWE, AISES, WEPAN, NAMEPA, Campus Pride, Do-IT too, and the ASEE that would: articulate the definition and the vision of diversity and inclusiveness for the institution; assess its need or justification; provide a statement of priorities and goals; commit to equity, implicit bias and inclusion training across the school; define accountability; and the means of assessing the plan through various means including surveys.
2. Commit to at least one K-12 or community college pipeline activity with explicit targeted goals and measures of accountability aimed at increasing the diversity and inclusiveness of the engineering student body in our institution.
3. Commit to developing strong partnerships between research-intensive engineering schools and non-PhD granting engineering schools serving diverse populations in engineering.
4. Commit to the development and implementation of proactive strategies to increase the representation of diverse groups in our faculty.

## **Summary**

The College of Engineering & Computer Science exists primarily to serve the needs of the Dayton and Miami Valley engineering and computer science communities. By sustaining and growing their workforce, we act as one of the pillars of the region's economic growth. To meet the needs of regional employer constituents, a diverse and inclusive population of engineers and computer scientists is required. Local corporations and government entities are calling for this need to be met, as a strategy that seeks full participation in the STEM disciplines is the only means to remain competitive in national and global markets.

The College of Engineering & Computer Science has identified 4 areas of emphasis for continuous improvement in diversity: (I) climate, (II) degree completion, (III) outreach, and (IV) leadership.

## I. Climate

**Goal:** The College of Engineering & Computer Science will foster an inclusive climate that respects, values, and encourages diversity in all aspects of our mission.

<b>Strategies:</b>	<b>Actions:</b>
1. Create an environment of diversity for students.	a) Support the missions, activities, and growth of student organizations that foster diversity.  b) Partner with the Division of Student Success in the creation of diversity-driven, first-year learning communities.  c) Partner with local employers in diversity-oriented programming for career planning and experiential learning.
2. Create an environment of diversity for faculty.	a) Employ best practices in hiring that will encourage and attract applications from diverse individuals.  b) Partner with the Office of Faculty Development & Leadership in the offering of professional development programs.
3. Create an environment of diversity for staff.	a) Employ best practices in hiring that will encourage and attract applications from diverse individuals.  b) Partner with Human Resources in the offering of professional development programs.

### Measures of Success:

1. Student enrollment among underrepresented groups.
2. Faculty populations and career progression among underrepresented groups.
3. Staff populations and career progression among underrepresented groups.

## II. Degree Completion

**Goal:** The College of Engineering & Computer Science will grow the number of students completing degrees at all levels among underrepresented groups.

<b>Strategies:</b>	<b>Actions:</b>
1. Increase awareness of and interest in careers in engineering and computer science.	a) Partner with county educational service centers. b) Support outreach activities by diversity-driven student organizations.
2. Improve retention among underrepresented groups.	a) Provide bridge programs for under prepared students. b) Provide early alert systems for advising of at-risk student populations. c) Partner with the Division of Student Success in the creation of diversity-driven, first-year learning communities.
3. Improve degree completion among underrepresented groups.	a) Partner with local community colleges in the design of 2+2 pathways for the completion of undergraduate degrees. b) Partner with local employers in diversity-oriented programming for career planning and experiential learning.

### Measures of Success:

1. Student enrollment among underrepresented groups.
2. Student retention among underrepresented groups.
3. Student degree production among underrepresented groups.

### III. Outreach

**Goal:** The College of Engineering & Computer Science will increase participation in engineering and computer science among underrepresented groups within the local region.

<b>Strategies:</b>	<b>Actions:</b>
1. Participate in outreach activities that engage diverse populations.	a) Support the missions, activities, and growth of student organizations that foster diversity.  b) Support community outreach events such as Tech Fest, Science Fest, First Inspires, AirCamp, and Xtreme Bots.  c) Partner with local employers in diversity-oriented programming for career planning and experiential learning.  d) Partner with county educational service centers.

#### **Measures of Success:**

1. Number and variety of outreach activities supported on an annual basis.
2. Membership of diversity-driven student organizations.

## IV. Leadership

**Goal:** The College of Engineering & Computer Science will play a leadership role in the region in the development of a diverse and inclusive community for engineering and computer science.

<b>Strategies:</b>	<b>Actions:</b>
1. Develop leadership within existing faculty and staff populations.	a) Partner with the Office of Faculty Development & Leadership in the offering of professional development programs. b) Partner with Human Resources in the offering of professional development programs. c) Regularly meet with faculty and staff to insure broaden engagement in the mission and direction of the college.
2. Grow the next generation of leadership within diverse student populations.	a) Engage student organization leaders through the Dean's Student Advisory Board b) Partner with local employers in providing mentoring to diversity-driven student organizations.

### Measures of Success:

1. Career progression of faculty and staff from underrepresented groups.
2. Faculty and staff populations in senior administrative roles from underrepresented groups.
3. Level of engagement among local employers in leadership development among underrepresented groups.