Add us on Social Media!

@esciowastate
Green Dot Outreach Opportunity

Megan Ziemann
mziemann@iastate.edu
Application for Build Space in AMSL

Submit your request for consideration of building space allocation at: https://iastate.qualtrics.com/jfe/form/SV_egkqpxzbPMEO3vD

Applications for Fall 2020-Spring 2021 Academic Year. Access will begin April of 2020.

Applications due by March 9th, 5:00pm
Leadership Banquet

● Send photos of your club from the past year to: isu.esc.events@gmail.com

● Sign ups went out yesterday
  ○ 2 people per club
  ○ Due Friday, March 6
  ○ Sign up here
ESC Elections

- ESC Elections will take place at our next meeting (3/31)
  - See position descriptions and apply
    - [https://forms.gle/exQwQADy1MHQ84oG8](https://forms.gle/exQwQADy1MHQ84oG8)
Updates & Announcements

● Vote in the Student Government Election!! March 3 & 4
  ○ View minutes from the engineering senator debate [here](#)

● General Meetings
  ○ (3/31), (4/21) in Marston 2200 from 5:10-6p

● Office Hours
  ○ 11a-12p on Thursdays in Marston 1200

● Review ESC constitution updates at end of slides
  ○ Will vote on in March, need a 2/3rd majority to pass
Becoming an Engineer: Preconceived Notions
Goals

• Gain knowledge of the demographics of our CyclONE community
• Gain a greater understanding of the definition of diversity and why inclusivity is important
• Recognize that a successful engineer must contribute towards creating an environment in which everyone is respected and valued
• Think critically about your environment and your role in it; Preconceived notions and microaggressions
• Learn ways in which you can strengthen your competency in Cultural Adaptability
Our Agreement

• Safe Space: Peer thoughts and opinions shared in this room remain anonymous
• Everyone’s thoughts and opinions are valuable to the conversation
• Active participation and full engagement by everyone is expected and appreciated
• All questions are good questions
• We are all a work in progress
• Discomfort is ok; learning is occurring
More Than A Number
Our Community

ISU Total Multicultural Undergrad: 4,318 (15.3% of 28,294 total ISU Undergrad)
- American Indian or Alaskan Native: 53
- Black: 708
- Asian: 1,019
- Native Hawaiian or Pacific Islander: 17
- Hispanic/Latino: 1,778
- Multiracial: 743
- International: 1,501*
- White: 22,475

CoE Total Multicultural Undergrad: 1,110 (14.6% of 7,597 total CoE Undergrad)
- American Indian or Alaskan Native: 15
- Black: 158
- Asian: 340
- Native Hawaiian or Pacific Islander: 3
- Hispanic/Latino: 415
- Multiracial: 179
- International: 564*
- White: 5,923

CoE Total Female Undergrad: 1,244 (16.4% of 7,597 total CoE Undergrad)
*Not included in Multicultural Student Totals

Based on Fall 2019 Enrollment Data from the Office of the Registrar
http://www.registrar.iastate.edu/enrollment
## FALL SEMESTER 2019 ENROLLMENT

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<th>College of Engineering</th>
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<th>Female</th>
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</table>

*Includes U.S. Citizens, Immigrants, Refugees and Asylees only.

1 = American Indian or Alaskan Native
2 = Black
4 = Asian
5 = Native Hawaiian or Pacific Islander
6 = Hispanic/Latino of any race
7 = Two or more races

Based on Fall 2019 Enrollment Data from the Office of the Registrar
http://www.registrar.iastate.edu/enrollment
Scientists and engineers working in science and engineering occupations: 2015

- White men 49%
- White women 18%
- Asian men 14%
- Asian women 7%
- Black men 3%
- Black women 2%
- Hispanic men 4%
- Hispanic women 4%
- Other men 1%
- Other women 1%

30% Women
34% People of Color

NOTES: Hispanic may be any race. Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and multiple race.

Women, Minorities, and Persons with Disabilities in Science and Engineering: 2017


Diversity. What is it?
Diversity Defined

Activity:
• Write your name in the circle
• Surrounding your name, write 10 (or more) attributes/characteristics that best describe you
• In groups of 3-4, share and compile your attributes/characteristics into categories
• Share your categories (dimensions of diversity) and their make up with the larger group

African American Female Educated
Able-Bodied Visually Impaired
Educator and Administrator Introvert
Mother Urban Upbringing
Christian-Baptist

IOWA STATE UNIVERSITY

College of Engineering
Diversity Defined…More Than Race

Diversity Is:
- the quality or state of having many different forms, types, ideas, etc.
- the state of having people who are different races or who have different cultures in a group or organization

(www.merriam-webster.com/dictionary/diversity)

Accessed from

“Implicit bias” is the use of the unconscious, automatic, involuntary processes we use to view the world around us and process information; leads to our perceptions and assumptions about others.

Various parts of our identity create filters we use to view the world around us and process information; leads to our perceptions and assumptions about others.

Internal Dimension and External Dimension are from Workforce America! By Colleen Abner and Judy Rosener.
Preconceived Notions
Scenario: You are given the opportunity to select the team leader for your interdisciplinary senior design project that will lead to a full-time job with your dream company.

- Review the team leader profiles
- Rank order your preferences 1-4
- List as many attributes, phrases, characteristics, etc. that you attribute to the team leader based on their profile and list reasons why you chose them
- Move to the area of the room where your 1st preference for a team leader is posted
- Within small groups, share why you chose your leader
Preconceived Notions

Team Leader Profiles

Michael
White
Male
Industrial Engineer

Chevonna
African American
Female
Aerospace Engineer

Joseph
Asian American
Transgender Male
Mechanical Engineer

Gloria
Latinx
Female
Ag Engineer
Preconceived Notions

Reflect and Discuss (TTYP: Turn To Your Partner):

• Initial thoughts/reactions to activity?
• Why did you choose your first team leader?
  • What characteristics did you associate with this team leader?
  • Why didn’t you choose the other team leaders?

• What assumptions did you make?
  • Why did you make these assumptions? What “truths” were these assumptions based on? Where did you learn these “truths”?
Preconceived Notions

• Preconceived Notions – Bias/Assumptions (Thoughts) => Microaggressions

• Microaggressions (Actions)
  – Everyday verbal, nonverbal, and environmental snubs/slights, insults, indignities, and denigrating messages, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to people based upon their identity (gender, ethnicity*, race*, sexual orientation, ability, etc.)

Adapted from “Microaggressions in Everyday Life: Race, Gender and Sexual Orientation” by Derald Wing Sue (2010)
Microaggressions

- Asking a peer of color “where are you from?”
- Asking a multiracial peer “what are you?”
- Telling an Asian American peer “you speak English very well”
- Continuously mispronouncing a team member’s name that is non-English based
- Telling a peer of color “I don’t see race”
- Being a female student in an upper level engineering class and often overlooked when the class is asked a question or when working in teams; being delegated to secretarial tasks
- Addressing a mixed gender group of peers as “you guys”

Adapted from “Microaggressions in Everyday Life: Race, Gender and Sexual Orientation” by Derald Wing Sue (2010)
Microaggressions

• Telling a female peer that she only got a job opportunity because of her gender identity
• Stating, “Everyone can succeed in this society, if they work hard enough” (meritocracy)
• Mistaking a faculty of color as a graduate assistant or student; addressing them by their first name instead of Dr. _______ or Professor _________
• Asking an Asian American peer for help in Math, under the assumption they are/should be good in the subject area
• Choosing not to be a part of a team with peers that don’t look like you
• Among MANY others…

What you SAY and DO matters!!!

Adapted from “Microaggressions in Everyday Life: Race, Gender and Sexual Orientation” by Derald Wing Sue (2010)
So What? Now What?
Why Should You Care?

• **Industry Expects It!**

• **Engineering Workplace Competencies**
  - Key knowledge, skills, behaviors and motivations identified by stakeholders as important for success in the engineering workplace
  - Evaluated by student and employer during internship and coop experiences
  - Analysis and Judgement, Communication, Continuous Learning, **Cultural Adaptability**, Customer Focus, Engineering/Technical Knowledge, General Knowledge, Initiative, Innovation, Integrity, Planning, Professional Impact, Quality Orientation, Safety Awareness, Teamwork

• **Cultural Adaptability**
  - *Being open to and making changes to accommodate the differences found in other cultures in order to interact effectively with individuals and groups from a different cultural background.*
    - Key Actions:
      - Demonstrates inclusive behavior.
      - Exhibits sensitivity.
      - Adapts behavior to other cultures.
      - Adapts products and processes to cultural concerns.

Based on Iowa State University Engineering Workplace Competencies
Why Should You Care?

- **Iowa State University Strategic Plan 2017-2022**
  - Goal 4: Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.

- **ISU Principles of Community**
  - Richness of Diversity: We recognize and cherish the **richness of diversity** in our university experience. Furthermore, we strive to increase the diversity of ideas, cultures and experiences throughout the university community. ([https://vimeo.com/284865159](https://vimeo.com/284865159))

- **College of Engineering Mission and Vision**
  - Foster an **inclusive** and creative environment that promotes scholarship and learning

- **It’s the SMART thing to do?!**
  - Diversity, **Equity, and Inclusion**
  - Businesses, classrooms, products, science, research…better with greater diversity and inclusion of diverse people/perspectives
Putting it into Practice

• Know **who you are**; what assumptions/biases you bring into your academic, professional, and social spaces based on your experiences (culture)

• How diverse is your sphere of influence (organization) or friend group? Get involved in diverse experiences that take you **outside of your comfort zone**; Get to know people that don’t look and act like you
  - **Be “Color Brave”** (Mellody Hobson); speaking openly about race — and particularly about diversity…makes for better businesses and a better society. [http://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave](http://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave)

• Learn about diverse populations (read *The Spark* or *The Hype*); take a class (Dialogues on Diversity); attend a speaker through the Lectures Program; participate in a conference (**ISCORE: Iowa State Conference on Race and Ethnicity, Social Justice Institute, etc.**); join a conversation (Campus Conversations through VPD1 Office)
Putting it into Practice

- Get to know people for who they are; build community and connections
- Value and embrace diverse perspectives
- Bring awareness; Address bias/assumptions and microaggressions when they occur
- Be a change agent! Don’t be afraid to talk about “it” and question the status quo; START a conversation
- Provide support; Listen and affirm experiences
- SEE something, SAY something
  - Campus Climate Reporting System
    - https://www.campusclimate.iastate.edu/reporting
- Serve as an ally and/or advocate
Challenge: Put it into Practice

• What will you do to check your preconceived notions (bias)?

• How will you further develop your knowledge of and experience with diversity, equity, and inclusion?
Questions, Comments, Concerns?
Michael
White
Male
Industrial Engineer
Joseph
Asian American
Transgender Male
Mechanical Engineer
Chevonna
African American
Female
Aerospace Engineer
Gloria
Latinx
Female
Ag Engineer
ESC Constitutional Updates

1. President/Co-Presidents
   1.1. Oversee the Executive Board
   1.2. Preside over both General Body and executive meetings
   1.3. Schedule meetings with the Dean of Engineering and ESC’s advisor at least twice a semester
   1.4. Present an annual budget and request for funding to the Dean of Engineering by October 1
   1.5. Represent ESC to StuGov

2. Vice President of Administration (Risk Management Officer)
   2.1. Assume the duties of the President in his/her absence.
   2.2. Schedule both General Body and executive meetings
   2.3. Record attendance at executive and general meetings
   2.4. Create and maintain ESC contact platforms
   2.5. Register and plan activities for Destination Iowa State (DIS) and ClubFest
   2.6. Recommend risk management policies or procedures to ESC
ESC Constitutional Updates

5. Vice President of Outreach
   5.1. Preside over the Outreach committee if applicable
   5.2. Plan Fall and Spring Outreach events
   5.3. Work in conjunction with the Vice President of Events
   5.4. File appropriate Risk management paperwork for the organization’s outreach events
   5.5. Coordinate with and assist the Engineering Outreach Office

6. Vice President of Communications
   6.1. Maintain ESC’s website
   6.2. Publish a newsletter on, at least, a semester basis
   6.3. Maintain social media accounts (Facebook, Instagram, Snapchat, Twitter)
   6.4. Publicize meeting minutes in a timely fashion
   6.5. Assist the other Vice Presidents with publicity as necessary
   6.6. Preside over the Communication committee if applicable
   6.7. Manage and maintain correspondence with sponsored clubs
   6.8. Monitor the trademark surveys and submitted logos
   6.9. Act as liaison between Trademark and the club