

ECE DEI Town Hall Sep 14 2020

Presented by: Sam A Burden

Current run (last updated Sep 15, 2020 8:39am)

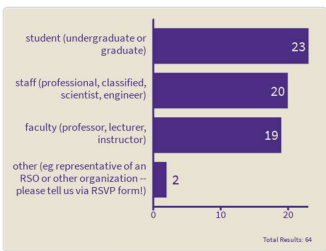
11

Activities

77

Participants

Which group(s) do you belong to?



Response options

- student (undergraduate or graduate)**
- staff (professional, classified, scientist, engineer)
- faculty (professor, lecturer, instructor)
- other (eg representative of an RSO or other organization -- please tell us via RSVP form!)

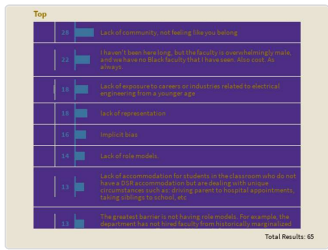
Count Percentage

23	36%
20	31%
19	30%
2	3%

64

Responses

What barriers have you observed limit participation or success of historically marginalized people in ECE?



Responses

Upvotes Downvotes

65

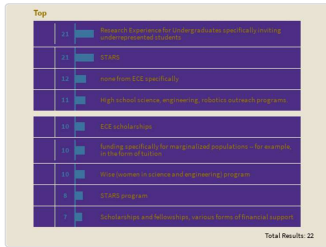
Responses

Lack of community, not feeling like you belong	28	0
I haven't been here long, but the faculty is overwhelmingly male, and we have no Black faculty that I have seen. Also cost. As always.	22	0
Lack of exposure to careers or industries related to electrical engineering from a younger age	19	1
lack of representation	18	0
Implicit bias	16	0
Lack of role models.	14	0
Lack of accommodation for students in the classroom who do not have a DSR accommodation but are dealing with unique circumstances such as: driving parent to hospital appointments, taking siblings to school, etc	13	0
The greatest barrier is not having role models. For example, the department has not hired faculty from historically marginalized people. A greater effort should be made for this.	13	0
Not understanding the different responsibilities students have, whether that be financial, religious, or family responsibilities	12	0
imposter syndrome	12	0
Cost of an undergraduate degree	12	0
Low number of people in all pipelines. Applies to UG, Grad, and faculty/staff hires.	12	1
Precursor, I'm not from this department, was invited by another colleague to attend. Some barriers we've seen to success in our STEM unit: economic barriers by the cost of living in Seattle, lack of research opportunities at non R1 undergrad schools	10	0
I have heard that a big barrier for students is the "weed out" culture in many entry-level classes. Alumni from historically marginalized backgrounds also remember this.	9	0
expensive/high end/latest technology equipment (computers/lab gadgets) that increase gap between groups	9	0
power dynamic	9	0
Only the people at the highest levels in ECE seem to be the ones doing the hiring.	9	0
lack of representation	9	0

Responses	Upvotes	Downvotes
Lack of representation in faculty/other students around them. Feel out of place and little done to foster community.	8	0
While they are at UW, sustained financial supports for education and continued financial burden preventing grad school as a next step.	8	0
Lack of mentoring opportunities for URM students from an early stage in their studies	8	0
Socio-economic status/financial limitations: some students couldn't afford equipment/computers etc.	8	0
Financial support - tuition and fees.	7	0
Limited recruitment pool.	8	1
Hidden curriculum (not knowing the rules for success)	6	0
money & time	6	0
hierarchy with faculty at the top	6	0
Access to technology.	7	1
not enough background preparation to get in to the graduate or undergraduate program	5	0
Admissions and faculty hiring heavily rely on prior credentials such as name of previous institution. If admission to that previous institution (e.g. undergrad school for grad admissions) is already biased, we obviously have a problem.	5	0
Lack of women encouraging women to be an ECE major	4	0
Financial, lack of representation	4	0
Lack of diverse faculty	4	0
Lack of mentors/role models aligned with the individual's background	4	0
White male supremacy	4	0
Not being invited to casual social events	3	0
There is a lack of understanding why DEI is needed. If we go by equality, I think many people equate it to communism, and given US history this does not seem right. I had hard time explaining why it is important to a large number of students.	3	0
We tend to admit and hire people who are like us. So it's kind of a chicken and egg problem.	3	0
Undergraduate internships in labs often unpaid	3	0
Not acknowledging challenges people may be facing with current events that impact certain minority communities	3	0
imposter syndrome	2	0
Time required for school + monetary costs	2	0

Responses	Upvotes	Downvotes
Failure to accommodate and understand mental health implications of marginalization	2	0
Lack of confidence in ability to succeed. Lack of community to bolster confidence	2	0
Hidden curriculum (not knowing all the "rules" for success)	2	0
Lack of role models	1	0
Poor 12 steam education	1	0
Outreach at the high school level, sustained support and mentorship during the admission process	1	0
Lack of diversity leads to lack of community for URM students. Isolation leads to mental health issues and lack of support.	1	0
Not willing to work with those who think differently	1	0
language skills	1	0
Test	1	0
My response	1	0
Lack of feedback in admission process	0	0
A larger effort should also be made in reaching out to high school counsellors to explain the great environment that we have for historically marginalized students at UW ECE.	0	0
implicit brain bias of people in the authority to let black/american indian people in the program	0	0
Lack of active initiatives to bring people together in a meaningful way	0	0
lack of funding	0	0
You are treated as you are not invisible!	0	0
Not listening	0	0
next	0	0
respond	0	0
Blah	0	0
does my name appear	0	0
response 2	0	0

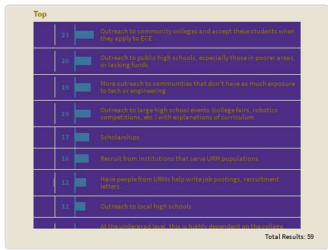
What policies or programs have you observed support participation or success of historically marginalized people in ECE?



Responses	Upvotes	Downvotes
Research Experience for Undergraduates specifically inviting underrepresented students	21	0
STARS	21	0
none from ECE specifically	12	0
High school science, engineering, robotics outreach programs.	11	0
ECE scholarships	10	0
funding specifically for marginalized populations -- for example, in the form of tuition	10	0
Wise (women in science and engineering) program	10	0
STARS program	8	0
Scholarships and fellowships, various forms of financial support	7	0
Undergrad research experiences	7	0
Eve's ADVANCE	5	0
Sacnas	4	0
Lack of course preparation prior to entering UW. Many students come from under privileged neighborhoods, in addition to attending under funded primary and secondary (high school) schools. This adds a further barrier and challenge when they enter a competitive college-level education systems.	3	0
not any sustained efforts to encourage marginalized people to participate	3	0
(not in ECE, but unofficially/informally in ECE): peer mentoring	3	0
College level programs are what have really focused on creating programs but not ECE. How can ECE leverage and build on an already successful model?	2	0
At faculty level, ADVANCE office	2	0
ALVA	2	0
I wasn't around during that time, but I heard really good things about the ECE outreach to tribal schools program when it was around many years ago.	1	0
outreach to tribal schools	1	0
Red shirt proram	0	0
Hard for me to answer as I'm not a member of a historically marginalized group.	1	2

22 Responses

UW ECE DEI initiatives, part 1: recruitment -- how to reduce barriers and broaden participation?



Responses	Upvotes	Downvotes
Outreach to community colleges and accept these students when they apply to ECE	23	0
Outreach to public high schools, especially those in poorer areas, or lacking funds	20	0
More outreach to communities that don't have as much exposure to tech or engineering	19	0
Outreach to large high school events (college fairs, robotics competitions, etc.) with explanations of curriculum	19	0
Scholarships	17	0
Recruit from institutions that serve URM populations.	16	0
Outreach to local high schools	12	0
At the undergrad level, this is highly dependent on the college with DTC. Something that should be really concerning is "weed-out" classes.	12	0
Have people from URMs help write job postings, recruitment letters.	13	1
Outreach to schools in underserved areas	11	0
Faculty staff bias training	10	0
More guaranteed funding/financial aid	10	0
Encourage, Enable, and Incentivize existing faculty, staff, and students to visit and talk to students in rural areas, inner city neighborhoods and other areas that do not have regular exposure to college opportunities and experience	9	0
Focus on working with high schools with high URM populations	9	0
Introduce ECE earlier to kids in marginalized communities - AVELA	8	0
Partnerships with high schools from undeserved communities	8	0
ECE needs to collaborate as much as possible with COE and UW admissions	8	0
Develop department- and college-wide best practices for recruitment and make sure our recruiting committees are trained on them. are are following them.	8	0
Spend more time per application, move away from normalized judgements of papers/citations/GRE scores/GPAs. Look more into their backgrounds and what they achieved with the resources they had	7	0

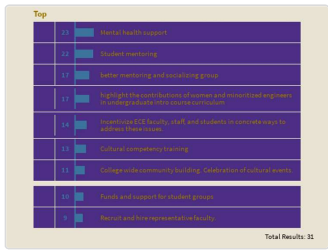
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Responses

Responses	Upvotes	Downvotes
Focus department funding/time on supporting the students here in WA coming from communities whose barriers are greatest. As well as spending less funding/time trying to boast about diversity, instead opting to just focus resources on doing the work and letting word of mouth take over more	7	0
ECE should have our own summer camp that is affordable and offer scholarships for kids in elementary or middle school	7	0
Hosting science fairs or primary\secondary school events (i.e. FIRST robotics, VEX, etc...)	7	0
For recruiting undergrads into the major: have an early ECE class that emphasizes impact of ECE work	7	0
Start outreach sooner than high school, maybe hit a career day or two in the middle schools	7	0
for faculty jobs: identify promising grad students, directly encourage them to apply	7	0
An ECE intro summer session for high school students, project based, fun.	6	0
Mentoring opportunities for current students to help prospective students understand the application process and what they need to do to be prepared.	6	0
Outreach to high school events	6	0
For grad recruitment: coordinate REU efforts for reaching more URMs and providing community	6	0
Outreach/college fairs at community colleges and univertywith large populations of URM students	5	0
Detailed tracking of URM numbers quarter to quarter (necessary but not sufficient). You can't build what you don't measure.	5	0
volunteering/partnering with organizations like MESA that already do outreach to underrepresented populations	4	0
For graduate students, competitive awards for moving to a highly expensive city, as students without family assistance might not be able to afford coming to Seattle.	4	0
Weekend ECE project "labs" in local high schools led by faculty/grad students	4	0
Ensure diverse pool for interview panels	4	0
Work with high school	4	0
Regular webinars, announced to high school students by their advisers/counselors	4	0

Responses	Upvotes	Downvotes
Far more interaction with primary and 2ndary schools in underrepresented communities, opening up more lines of communication, not necessarily for recruiting purposes, but to help the education leadership at these schools to help educate students better for STEM college curriculums.	3	0
Paid positions for undergrads to outreach	3	0
Include a personal statement in applications that includes lived experiences to better understand a students circumstances and background	3	0
Need buy-in from everyone in ECE (students, staff, faculty, etc) to participate in student recruitment efforts	3	0
Participate in existing conferences that UW RSO groups currently put on: RISE Conference, iDub Conference, Shades of Purple, etc.	3	0
actively advertise and invite black and other people to come to department to see what we are doing to encourage them to join the department. Encourage faculty and staff people to treat black and other minorities with respect and assure them that they are part of the ECE group	3	0
Visibility to schools and communities in Southeast Seattle and South King County.	3	0
Outreach to elementary schools and science fairs at all levels within the state	3	0
Reach out to local Girl Scout troops	2	0
Attend SACNAS events	2	0
recruit from broader pool of schools, other than UC Berkeley, Stanford and MIT	3	1
Talk about how the field grew from Mayans and Aztecs and Egyptians and African ways of knowledge	2	0
Hire faculty from underrepresented communities. For example, try to attract faculty members from HBCU to join UW ECE if possible.	1	0
Someone in the department needs to be paid to care about this specifically.	1	0
Participate in iDub Conference!	1	0
Alternative forms of identification.	1	0
we make a UW ECE YouTube channel that posts capstone project videos annually and direct high schoolers to these videos to show what senior-year engineering is like	0	0
"Middle" class is often left out in the outreach initiatives. If fair representation is one of the goal, opportunities/information must be available/share to all.	0	0

Responses	Upvotes	Downvotes
Get more undergrads involved in outreach, local IEEE chapter, HKN, ... bottom up	0	0
https://summer.ucsd.edu/program-finder/research-experience-for-high-school-students.html	0	0
Engage with Geek Girl Con with their STEM activity area.	0	0
Create long-term partnerships	0	0

UW ECE DEI initiatives, part 2: retention -- how to improve the experience of ALL people in our community?



Responses	Upvotes	Downvotes
Mental health support	23	0
Student mentoring	22	0
better mentoring and socializing group	17	0
highlight the contributions of women and minoritized engineers in undergraduate intro course curriculum	17	0
Incentivize ECE faculty, staff, and students in concrete ways to address these issues.	14	0
Cultural competency training	13	0
College wide community building. Celebration of cultural events.	11	0
Funds and support for student groups	10	0
Recruit and hire representative faculty.	9	0
Tutors	9	0
Support and fund affinity groups	9	0
Encourage difficult conversations about the strengths and weaknesses of the department on a more continual basis.	8	0
Create a vibrant culture of inclusion	8	0
Continuous training on how we can all serve as allies, supporters and cheerleaders for URM.	6	0
More support and training teaching faculty and TAs how to build an inclusive classroom	6	0
have concentration meet ups for undergrads so - if everything else falls through - students can at least know who will be consistent in their junior / senior year courses as opposed to meeting and losing relationships ever quarter	6	0
Create a safe place for people to share their experiences.	6	0
Finding funding sources to keep students in school if they hit a barrier that may result in them leaving. This is a bigger conversation with UW.	5	0
Celebration of Culture in our department - events that center around students/staff/faculty where we celebrate individual cultures	5	0
Listen and provide opportunities to receive feedback	5	0
Create more opportunities for connection and study groups within the college (some sort of FIG continuation but within ECE)	5	0

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Responses

Responses	Upvotes	Downvotes
include people to participate without creating any barriers, provide scholarships, encourage them to participate in research. Do not intimidate them with racial or negative comments.	4	0
Incentivize support peer-to-peer community building such as peer mentorship programs etc - may help in creating a greater sense of community	4	0
Set a goal, say 25% URMs in 2 years, and raise an endowment to support them financially	4	0
More community building events.	4	0
Faculty / staff retention: We need to create a framework for interaction and inclusion in the department. Create leadership positions for them. Help them create a link to community in greater Seattle so they become rooted in the community.	3	0
highlight more concrete ways to connect to the broader CoE community	2	0
More funding opportunities	2	0
Inform and connect students to available resources at UW. Develop relationships between those organizations and ECE.	2	0
Students: Stronger connection of students with faculty. Create a pool of caring faculty mentors. Student should have faculty members to lean on during the quarter for advice. The department should value faculty spending time on this and find a way to make this a valuable component of their job.	0	0
Faculty / staff:	0	0

UW ECE DEI initiatives, part 3: curriculum -- how to revise our course offerings, structures, and policies?



Responses	Upvotes	Downvotes
Reframe the notion of "weed out" courses. Introduce active learning and project based learning earlier in the curriculum.	30	0
Use more socially relevant example applications (equity, voting, water, climate, disinformation) in all courses.	16	0
Encourage professors to use affordable textbooks	16	0
Encourage collaborative learning styles	15	0
Incorporate a diversity statement into syllabi	15	0
Leadership courses - how to be a leader, put aside ego, appreciate the uniqueness of project partners, emotional/stress control, etc	14	0
TA training on diversity	13	0
Department wide training to address bias incidents within the department	13	0
Offer an ECE specific diversity course	12	0
more accommodating policies for late work, absences etc.	11	0
Would it make sense to have one DEI oriented seminar every quarter that can become part of our seminar series?	10	0
Student input on what is working and not working when they move through the curriculum. IE...215-233-331-332, etc. Consistency is not there on foundations.	9	0
Everyday informal mentoring of undergrads	7	0
Give TAs enough time outside of office hours, recitation, and labs to focus on providing 1-1 support for students	7	0
Prerequisite\Weed out classes that are outside of the department has a track record of weeding out URM students (this is supported by a paper in Science)	7	0
Undergraduate professional development seminar sequence	7	0
Make sure texts are available in audio book, large print, etc...	7	0
Not just diversity courses, but also implicit bias training and other trainings	5	0
Try to accommodate different learning styles if possible. Encourage group work and community building in classrooms.	5	0

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Responses

Responses	Upvotes	Downvotes
make graduate courses that helps with jobs in industry, not only academia, such grad level of embedded systems, SLAM algorithms. We have too many theoretical classes, lacking hands on skills.	5	0
Make sure that if a course has a required prerequisite that it is clearly stated.	5	0
develop courses which address the minority and social issues. Few examples will be: electrical activity of the brain and its relation to behavior, implicit bias, applications to climate change etc. A course title could be: applied social electrical engineering	4	0
More TA support in inrto courses -- When I was a EE215 TA, we were provided very little guidance for teaching sessions and had to write our own material which let us spend less time on time directly helping students.	4	0
more TAs in the larger/intro classes	4	0
Incentivize/acknowledge students who help other students and uplift the learning experience of everyone in the classroom	3	0
Shift degree requirement to more diversity courses	3	0
Re: mental health and stress - should the expectation be that undergraduate students graduate in 4 years? At my undergraduate institution in Canada, the average was closer to 5 years with students taking less classes per semester.	3	0
more courses related to programming like cse351	2	0
Department wide climate survey to better gauge continually progress on DEI initiatives	1	0
https://www.engageengineering.org/	1	0
MasteringEngineering is overall a bad time from an undergrad perspective. We pay more money just to get homework problems wrong	1	0
Create a tutoring division within the department.	0	0
More courses on robotics	3	3

UW ECE DEI initiatives, part 4: community -- how to educate ourselves and build a welcoming and inclusive environment?



Responses

Upvotes

Downvotes

0

Responses

UW ECE DEI Committee, part 1: who should be involved, how should they be [s]elected / organized, how long should they serve?



Responses	Upvotes	Downvotes
Should have about equal representation from student (grad, undergrad), staff and faculty.	26	0
Anyone can join, but board members should be elected by students	12	0
combination of faculty, students, staff	11	0
Involvement: anyone that wants to be involved should be involved	11	1
My concern with this is that underrepresented folks will probably be the primary ones doing the work in this committee, allowing for less time in their other work. Would be good to delegate labor equitably.	9	0
serve one-two years	7	0
have people from the department and also some people from the community. for one to 2 years max.	8	1
Anyone wanting to be involved.	7	0
Regular meetings-sub-committees that can take up different pieces of the DEI initiative	5	0
Faculty, staff, postdocs, grad students, undergrads, Liaison to college, Liaison to other ENGR Depts	5	0
Who? - While white people need to do the heavy lifting, at least one POC to vet ideas/policies	7	2
Should not be exclusive, have paid board members that serve for a year who are responsible for reports and holding ECE accountable to goals\targets, public meetings	4	0
People selected not just based on demographics, but track-record	4	0
no one should be excluded from this committee	4	0
incentivize and reward these efforts, people working on this should not be unpaid/unrecognized	3	0
Should have one executive committee and possibly multiple subcommittees. Hosts a school-wide DEI Town Hall once each quarter.	2	0
Self nomination process	2	0
Focus on defining an outreach agenda as well as a retention program that would include formal mentorship, financial support and mental health care.	2	0

22
Responses

Responses	Upvotes	Downvotes
It would be good to have a substantial number of individual from those who are affected most. We should avoid a situation where the 'majority determines for the minority'. We can look for individual outside of our department, including non UW stakeholders who know a lot about this.	1	0
https://pratt.duke.edu/about/diversity/deic	0	0
Should include non-engineering perspective (faculty/students from Social Justice, Ethnic Studies, etc...)	0	0
Members should be able to clearly articulate why they are committed to DEI and be able to contribute unique perspectives, experiences or skills.	0	0

UW ECE DEI Committee, part 2: how can we ensure effective handoff so "institutional memory / momentum" isn't lost?



Responses Upvotes Downvotes

22
Responses

People who are involved should be compensated/incentivized for their efforts, including hand-offs.	20	1
Overlap of service between old and new members.	17	0
Have a regular townhall. Increase accountability by making this a public webpage where we post "minutes of the meeting".	13	0
Shift the culture so that this work is part of the normal and is expected.	9	0
Effective record-keeping and acknowledgement of previous initiatives during election	9	0
Success in these efforts should be part of the School's assessment of Chair's performance.	7	0
need to create a community where there is clear buy-in that these ideas/initiatives are valued and important.	7	0
for faculty: make this service a required part of their evaluation/tenure package (similarly, need to incentivize this for people in position of power)	6	0
Best practices wiki	6	0
Draft responsibilities to include documentation and how role-transfer occurs	5	0
Bylaws!	4	0
Code of conduct	4	0
If a committee is created, membership should be staggered year to year.	3	0
Faculty and Staff need to "buy-in" to carry on the will of students even after they have graduated	3	0
a well documented website/link of all efforts and meeting minutes	3	0
Designated roles that are recognized/paid on a department level.	3	0
Usual way is to have a committee with significant overlap from year to year. That is, only some members of the committee are replaced every year.	2	0
need higher-ups (provost etc) to accept these ideas.	2	0
Log all plans and events for future reference	2	0
regular outreach/involvement/communication with the community (department, school-wide)	2	0
Have some specific, trusted faculty/staff always involved in some capacity	1	0

Responses	Upvotes	Downvotes
Wide adoption of agenda by leadership with a possible associate chair of DEI appointment	1	0

UW ECE DEI Sustainability, part 1: how should we recognize, incentivize, and compensate participation in DEI initiatives?



Responses	Upvotes	Downvotes
Stipends per term served.	21	3
Annual DEI impact award from the Chair's office	14	0
Undergraduates compensated for work	12	1
Provide elective credits for participation	12	1
Some kind of tuition/cost waiver	11	1
Encouraging flexible work arrangements so that people can participate in activities	10	0
499/599 credits mentored by faculty and advising staffs	11	1
This should be part of a staff member's scheduled job. They should not be overburdened with this being in addition to their 40 hour a week job.	9	0
hourly pay for students (undergrads and grads)	10	1
Discretionary Leave Awarded at end or certain points in the term (for staff participation)	8	1
Make DEI an integral part of all faculty and staff's job descriptions, merit reviews, and performance reviews.	6	0
\$ incentives are challenging re: state ethics for employees. Think about providing \$ for training materials, books, and professional development resources	3	0
For faculty, this should be considered to be a valuable service duty by the department managers. For a faculty who leads this, a teaching release may help.	3	1
DEI board member recognition on web site	2	0
Can serve as diversity training for students.	2	0
For students, this is valuable in their resume. Faculty mentors should write letters for students involved. Can they get course credit for this?	1	0
Separate budget for committee to be able to allocate funds for activities such as bringing in speakers, training, events, etc	1	0
Departmental culture that service like this is an expectation of all staff, or at least a positive thing to be encouraged	1	0
I feel a bit odd about students being paid in any way for this. That will incentivize students to work on these things over research. To be very blunt, it is the DEPARTMENT'S job to do this for us. We are here to do research.	3	2

19 Responses

UW ECE DEI Sustainability, part 2: how should we evaluate DEI initiatives? how, how often, and to whom should we report?



Responses

Upvotes

Downvotes

0

Responses