

Diversity, Equity, and Inclusion Plan
Department of Biomedical Engineering
College of Engineering and Computing
Florida International University

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Ranu Jung, PhD

Introduction

The Department of Biomedical Engineering in the College of Engineering and Computing at Florida International University is committed to the diversity, equity, and inclusion of all persons in our community regardless of race, ethnicity, religion, gender, age, socioeconomic background, sexual orientation, disability, and country of origin.

Biomedical Engineering, as a discipline, strives to acquire knowledge and find solutions that are capable of positive change in the lives of people. Understanding and inclusion of diversity in ethnicity, race, gender, culture, thought and ability are necessary to find solutions that will allow us to act as agents of change and impact all of humanity. Creating an educational environment that fosters diversity, equity, and inclusion will allow us a department to achieve our goals of educating the next generation of biomedical engineers from all backgrounds and with a broad set of personal experiences, values and global views, seek knowledge, and find innovative solutions that impact the health and well-being of all of humanity.

The Department of Biomedical Engineering was formed in 2003. Currently it enrolls 411 students (345 undergraduate and 66 graduate). Of these 57.3% are Hispanic/Latino, 16.5% are non-resident alien, 8.7% are White, 8.5% are Black/African-American, 5.5% are Asian and 3.4% are of two or more ethnicities. 40.8% are female (42.4% undergraduate, 40.4% graduate). 13.6% of the undergraduate students are the first generation to go to college, and 43.8% have financial need that makes them eligible for Pell grants.

Our Diversity, Equity and Inclusion plan has actionable goals that address hiring, retention, promotion & recognition for faculty (tenure & non-tenure track) and postdoctoral fellows as well as graduate and undergraduate students. We will be alert to conveyance of our commitment in our education curricular materials. We will specifically discuss and address aspects related to departmental climate on diversity, equity & inclusion and articulate how any whom progress will be measured. We will be guided in our efforts by the University and College strategic plans and initiatives put forth by the FIU Office to Advance Women, Equity & Diversity (AWED). We have deliberated on our plan and determined a set of action items to achieve our goals. A holistic approach is the only way to make sure we achieve our goals.

Vision

The Department of Biomedical Engineering will be a model of educational excellence, diversity and social responsibility for the benefit of our faculty, staff, and student body, as well as, for the wider world.

Mission

The FIU Diversity, Equity, and Inclusion Plan adopted by the Department of Biomedical Engineering in accordance with the College of Engineering and Computing will create a community of informed, thoughtful, and globally engaged biomedical engineers. Leadership and service to society are essential characteristics that we will instill in our students and faculty. We understand the importance of the interconnectedness of our unique voices, and the potential impact that diverse minds, in particular historically underrepresented minority groups and women, can have on reflecting the priorities of the college, university and national agenda.

Human Capital.

The following table presents actionable goals related to the following constituent groups: faculty, postdoctoral fellows, undergraduate students, graduate students and staff.

<i>Faculty (tenure and non-tenure track (Instructor, Research, Adjunct)) Hiring, Retention, Promotion & Recognition</i>	BME Specific Action Items
Strategies and Tactics for Recruitment to Increase Diversity and Equity; Addressing the Climate for Diversity, Equity & Inclusion.	<ol style="list-style-type: none"> 1) All BME faculty members of search committees complete STRIDE training (offered by AWED) 2) In 5 years, all BME faculty members should complete the STRIDE training workshop. 3) In 5 years, all BME faculty should complete the Bystander Leadership training (offered by AWED). 4) Chair will conduct an annual discussion with the faculty and staff about the importance of maintaining an inclusive and supportive climate. 5) Require all faculty to provide an annual diversity statement that reflects evidence of one or more of the following (enrichment of the classroom, exposure to research, leadership, mentoring, outreach, service). (e.g. https://academicaffairs.ucdavis.edu/guidelines-writing-diversity-statement) 6) Seek recruitment and hiring of a diverse set of faculty to better reflect it.
Diversity Advocates	<ol style="list-style-type: none"> 1) Form a Diversity Advocates committee consisting of three people who meet yearly to review metrics (hiring, retention, promotion, recognition, etc...) and establish action plans for the following year. One member of this committee will be included on every search committee. The committee itself must include non-under-represented minority (URM) members. 2) Diversity Advocates will complete the Diversity Advocates training offered by AWED.
Faculty recognition & support	<ol style="list-style-type: none"> 1) Cover the event registration expenses for faculty attending Women in Engineering, Minorities in STEM, and LGBT functions at the annual BMES or other Professional Society meetings. 2) Identify funding for travel and lodging for one faculty member accompanying BME student participants at a national URM-focused meeting (e.g., SHPE, NSBE, ABRCMS, etc...) and to conduct recruitment of such undergraduate students to the graduate program.

Job ad placement	1) Place job advertisements in engineering journals and websites directed to Women in Engineering Black/African American, Hispanic and other equal opportunity sites.
Equity pay raise	1) The chair will conduct evaluation of pay equity evaluation for faculty and staff every 3 years and make appropriate requests to the Office of the Dean to rectify gaps.
<i>Postdoctoral Fellows</i>	<ol style="list-style-type: none"> 1) Post-doctoral fellows will discuss with their postdoctoral advisor inclusion of activities related to diversity & inclusion during their postdoctoral experience. 2) Member(s) of the Diversity Advocates committee will meet with the postdoctoral fellow(s) and provide support. 3) Develop Diversity & Inclusion plan to recruit diverse candidates.
<i>Graduate Student Diversity & Inclusion</i>	<ol style="list-style-type: none"> 1) Graduate committee will evaluate the gender and racial/ethnic diversity of graduate students (masters and doctoral separately) and implement a plan to increase diversity if it is lacking. 2) Chair and BME faculty will conduct an annual discussion with graduate students about the importance of maintaining a diverse, inclusive and supportive climate. 3) Develop a specific proactive plan (e.g., a pipeline) to recruit women and/or URM graduate students at professional conferences (BMES). 4) Require faculty who are funded to attend national URM-focused meetings (see above) to provide targeted recruitment efforts at these meetings. 5) Provide departmental financial support for women, URM and LGBTQA graduate student networking events. 6) Require all doctoral graduate students to develop a diversity plan statement as part of their proposal exam (identify plans for leadership, mentoring, outreach, service). (https://academicaffairs.ucdavis.edu/guidelines-writing-diversity-statement) 7) Launch a “Women of BME” program that supports mentorship of female graduate students.

<i>Undergraduate Student Diversity & Inclusion</i>	<ol style="list-style-type: none"> 1) Undergraduate committee will assess undergraduate demographics and track them on a yearly basis 2) Proactively conduct outreach to high schools with higher percentage of Black/African American student population 3) Provide departmental financial support for at least one woman student to attend national mentoring workshop 4) Undergraduate and graduate directors will monitor gender and ethnic/racial diversity of Learning Assistants and tutors and strive to appoint a diverse group.
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Curriculum

The following table presents actionable goals related to modifications /improvement in the graduate and undergraduate curriculum to address diversity and inclusion.

Graduate Curriculum	1) Include a multicultural emphasis or course as a component of the curriculum
Undergraduate Curriculum	<ol style="list-style-type: none"> 1) Develop tutoring program with significant representation from URM and female students who were previous top performers in classes. 2) Require discussion of importance of inclusion in team projects in all team-project based course assignments.

Departmental Climate. The following table presents actionable goals related to educating the faculty/Staff/students and assuring an inclusive and welcoming departmental climate that is supportive of all members.

Mission statement	Revise (add) the departmental mission statement to include language regarding diversity, equity & inclusion for faculty, students and staff.
Training programs	Require at least three BME faculty participate in Interactive Theater Events, Bystander Intervention Program, Diversity Advocate Program and other AWED led training programs per year.
Speakers' Series	Include at least four women and URM speakers in the WH Coulter seminar series per year.
Media and Public relations	<ol style="list-style-type: none"> 1) Publish at least 4 “stories” on BME web page about accomplishments of women and URM faculty/staff/students. 2) Evaluate all media publications and the BME web site to appropriately reflect diversity of gender/ethnicity/race/ability

Accountability and Governance.

The following table presents actionable goals related to accountability and governance.

Departmental faculty meeting times to a “family-friendly” time slot	Discuss as a faculty to accommodate family needs on a semester basis
Ensure that every faculty member is included in search committee duties within a reasonable time frame if they wish to serve	Each BME faculty shall have the same opportunity to participate in the departmental search process and participate in STRIDE training.
Committee representation	Chair will assure that all faculty are provided the opportunity to serve on committees that are supportive of their professional development.

Community Engagement.

The following table presents existing collaborations with communities outside of the department and/or university that have a diversity component.

Community Health	<ol style="list-style-type: none">1) Participate in NHELP Mobile Health Clinics and Household Visiting (provide service to low income low resource communities in Miami).2) Participate in the annual Wertheim conference (Promote biomedical engineering to URMs).3) Provide outreach to the community about new technologies for improving health and well-being (e.g. Epilepsy Foundation event, Open-house at local prosthetics practice) each year.
Community Education	<ol style="list-style-type: none">1) Continue “Thirst-for-Science” community outreach event to disseminate knowledge to the public about health and disease and new biomedical technologies. Each semester hold event at 3 or more venues (e.g. microbreweries, venture café, museum etc.) with participation of 20 or more attendees.