EDGE Initiative GOAL: To reduce barriers to effective recruitment, retention, and advancement of underrepresented and white women engineering faculty.

EDGE Initiative TARGET AUDIENCE: The EDGE Initiative is geared toward academic engineering deans, and seeks to specifically engage the 211 (as of Oct. 16, 2018) out of 328 (i.e., 64%) signatories of the ASEE Deans Diversity pledge who, along with other actions, pledged to develop and implement “…proactive strategies to increase the representation of women and underrepresented minorities in our faculty.” Given that deans do not operate in isolation, this work also targets institutional leaders, engineering chairs/heads, and faculty who serve to motivate and support academic deans; as well as interested others.

CHALLENGES to deans’ faculty gender equity change efforts (ASEE, 2015) include:

- no centralization of evidence-based organizational-change resources and tools
- lack of common assessments and benchmarks (institution and national)
- limited engineering-specific research-to-practice translation strategies and models, and
- an inadequate pipeline of diverse women academic engineering leaders

EDGE Initiative OBJECTIVES:

1. **EDGE Action-Steps Workshop:** Provide deans, through a post-Engineering Deans Institute (EDI) workshop (Wednesday, April 10, 2019), information, strategies, tools, and resources to promote faculty gender equity change. The workshop will include:
   - An assessment of dean knowledge and actions to promote faculty gender equity, and an overview of the research on how to create an inclusive engineering college (Virginia Valian)
   - Evidence-based strategies and tools for gender equity change [e.g., the 2-part (data template & narrative questionnaire) EDGE College Self-Assessment Tool, EDGE Checklist, Tools & Resources; TECAID; ADVANCE StratEGIC Toolkit] (Gretal Leibnitz & Aisha Lawrey)
   - Candid conversation with a panel of diverse women engineering deans (Stephanie Adams, Gilda Barbino, Theresa Maldonado)
   - Identification of gender-specific challenges and strategies to support diverse, mid-career women faculty (Christine Grant), and
   - A successful model for leadership development and succession planning (e.g., ELATES) (Diane Magrane)

2. **Gender Equity Checklist:** Create a web-index of evidence-based tools and resources organized according to the Multicultural Organization Development (MCOD) Model (Holvino, 2008)

3. **ASEE’s National Academic Engineering Gender Equity Indicators Database:** Establish a database based upon the EDGE College Self-Assessment Tool® which was developed to provide deans with evidence to support faculty gender-equity change efforts, and college benchmarks to promote recruitment, retention, and advancement of diverse women faculty.

4. **EDGE Deans Showcase Webinar Series:** Produce a webinar series to help deans translate research-to-practice, and showcase examples of engineering engaged in promising gender equity actions.

5. **EDGE ELATES Fellows:** Promote professional development leadership opportunities for five women engineering faculty (e.g., EDGE ELATES Fellows and travel grant funding)

6. **Conduct Research** to determine impact of ASEE EDGE Initiative activities.

*NOTE:* The **EDGE College Self-Assessment Tool** is adapted from institutional-level self-assessment tools [i.e., APLU’s [INCLUDES Faculty Diversity Self-Assessment Tool] and the NSF ADVANCE-funded Gender Equity Index (Bilimoria & Jané, 2017)] and modified to be specific to college-level, engineering, and faculty gender equity.