Race & Ethnicity & Nationality

- Are engineering students of differing race, ethnicity or nationality equally able to join study groups and student projects?
- Are engineering students of differing race, ethnicity or nationality able to enjoy similar faculty attention in engineering classes?
- Students should not be judged or evaluated or distinguished based upon their race, ethnicity or nationality.
- Access for engineering students to department, College or university resources (e.g. student advising and mentoring) should not be based on race, ethnicity or nationality.
- Teaching styles of faculty and TAs of differing race, ethnicity or nationality should be equally respected by students.

Brought to You by the College Diversity Committee
Please share your thoughts and opinions with the Committee at diversity@eng.hawaii.edu

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Gender
• Are you the subject of unwanted advances?
• All genders of students and employees of the College of Engineering are entitled to the same opportunities.
• Are female engineering students able to get the same classroom and educational experiences as male engineering students?
• How would you feel if you were the only female student in your engineering class, study group or project team?
• How would you feel if your family and friends did not support your aspiration to be a female engineer?
• How would you feel if you were the only male student in your general studies class?

Respect
• Everyone is entitled to their point of view, and these should be respected.
• Respect transcends gender, age, religious belief, political belief, race, nationality, ethnicity, etc.
• Any engineering student in good standing deserves the chance to graduate.
• Students, faculty and staff should treat each other with professionalism.
• Faculty, staff and students should respect each other independent of gender, age, religious belief, political belief, race, nationality, ethnicity, etc., in all settings inside and outside the classroom.

Disabilities & Physically Challenged
• Physically challenged students, staff and faculty, and those with other disabilities are to be given reasonable accommodation to enable them to function as if they were not disabled.
• Are physically challenged engineering students able to get the same student project opportunities as students without disabilities?
• Are instructional spaces accessible for engineering students who are physically challenged?
• Are the strengths and attributes of engineering students with disabilities readily recognized and employed as substitutes for the additional challenges they face?
• Are engineering students with learning disabilities readily recognized and accommodated?
• Do the challenges and competitiveness of the engineering curriculum inhibit engineering students with disabilities from seeking appropriate assistance?

Age & Non-Traditional
• The College admits students of all ages who require different support mechanisms reflective of their personal circumstances – are you receiving the support you need?
• If you are a non-traditional student, are you receiving the same opportunities as your fellow students?
• Do you feel that your age has been an impediment in obtaining a job or promotion in the engineering college or in the Hawaii engineering profession?
• Are you, as a parent, able to schedule classes to meet your commitments?

Religious Beliefs & Cultural Traditions
• Students, staff and faculty with religious beliefs/faiths are to be given reasonable accommodation to enable them to worship outside regular scheduled state and federal holidays.
• Students, staff and faculty with no religious beliefs should be respected for their views.
• Are engineering students with particular religious beliefs able to freely join study groups and student projects?
• Dress respecting religious and cultural traditions should be accommodated (unless it interferes with laboratory safety where appropriate alternatives should be agreed upon).
• Are engineering students with particular religious beliefs or cultural traditions able to get reasonable alternatives for particular assignments in class, where these are in conflict?

These statements do not constitute an exhaustive list and there are many other diversity dimensions that are at play in the College such as: political beliefs, sexual orientation, socio-economic status, class, physical attributes and other.