



The University of Texas at Austin
Cockrell School of Engineering

Diversity and Inclusion Action Plan

Progress Report and Draft

Cockrell School of Engineering Diversity Action Plan Task Force

April 14, 2017

Executive Summary

The objective of this document is to communicate to the leadership teams within the Cockrell School of Engineering (CSE) and Provost's Office on the progress of the CSE's Diversity and Inclusion Action Plan (CSE-DIAP). This document is the reflection of work effort that was conducted by the CSE Diversity Action Plan (DAP) Task Force, a subcommittee of the CSE Diversity and Inclusion Committee.

This document contains a summary of the planning process, structure for the CSE-DIAP, and draft versions of key sections of the CSE-DIAP. The draft sections are for discussion purposes only and should not be considered enforceable or in final form. Section I of this document provides the framework for the CSE-DIAP and contains information about the planning process, structure, and percent progress for each section. Section II of this document presents draft sections of key portions of the CSE-DIAP. Section III summarizes the next steps for the CSE-DIAP plan and includes appendices.

Again, we emphasize, that the reader should not consider these drafts sections as a final version, nor a version that is close to the final version. Creation of a diversity action and inclusion plan requires an investment of time as this is an integrative, multi-stage process requiring collaboration amongst many entities and personnel (both within and external to CSE), feedback from key stakeholders, time to reflect on the feedback, analysis of data, identification of existing relevant resources within CSE and UT, synthesis of best practices relevant to CSE, and revision to integrate feedback from stakeholders, data analysis, and best practices into the plan. This process is to be repeated several times to promote synergy amongst the action strategies, minimize conflicts amongst action strategies, guarantee that we are building up existing successful programs at UT, ensure that best practices and data are incorporated into the plan, and ensure as best as we can that we are implementing a plan that that will have the intended outcomes we hope. As reflected in this document, the CSE DAP Task Force has made significant progress in creating diversity and inclusion plan for the CSE, however there is still much work to be done and it is estimated that approximately 8- 10 more months are needed before the CSE-DIAP is in final form.

For more information, please contact:

Dr. Raissa Ferron

Assistant Professor, Department of Civil, Architectural and Environmental Engineering
Chair, Cockrell School of Engineering Diversity Action Plan Task Force
rferron@mail.utexas.edu

Michele Meyer

Assistant Dean for Student Services
Chair, Cockrell School of Engineering Diversity and Inclusion Committee
Michele.meyer@austin.utexas.edu

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Section 1

Framework

1.1. Summary of DAIP Task Force Committee Planning Process

The CSE Diversity Action Plan (DAP) Task Force was one result of the recommendations from the CSE Underrepresented Minority (URM) Action Team and the Task Force was officially formed in November 2016. The Task Force is comprised of students, faculty and staff across CSE. The charge of the DAP Task Force is to develop a diversity action plan aimed at strategies that CSE can implement on its local level.

The first step of the process was dissemination of resources (e.g. diversity action plans from other entities, best practices documents regarding recruitment and retention, previous UT climate survey results, etc) to all DAP Task Force members. The DAP Task Force members were asked to review and analyze the resources. Furthermore, the CSE DAP Task Force Chair solicited information from the CSE leadership about the CSE's faculty recruitment practices, data regarding faculty demographics, and the CSE's retention strategies for faculty and staff. Next the outline for the CSE Diversity and Inclusion Plan (CSE-DIAP) was created and assignments were delegated to task force members. The CSE-DIAP is based on four cornerstones and task subcommittees consisting of members from the task force were made for each of the cornerstones.

All DAP Task Force members were asked to participate in a Strength, Weakness, Opportunities, and Threats (SWOT Analysis) of CSE. Members received guidance on how to conduct a SWOT analysis and a cloud-based spreadsheet template was made for members to input their analysis. Task force members were encouraged to share the documents and solicit input from people in their units/organizations/cohort. The task force member in charge of analyzing the SWOT results compiled all the feedback and created an initial analysis (see Section 2.2). Concurrently with the SWOT analysis, task force members were provided with a template to input implementation strategies for each cornerstone area. Again, the template was cloud-based to encourage collaboration and task force members were encouraged to share the documents with members in their units and other allies. The CSE-DIAP Task Force Chair synthesized all the results from the implementation strategies spreadsheets and information she gathered on CSE current practices, best practices in recruiting and diversity, and other diversity action plans to develop an initial draft of action plan strategies for the CSE-DIAP (see Section 2.3).

Over a series of in-person meetings, the DAP Task Force met to review and discuss draft versions of the diversity and inclusion value recognition statement (see Section 2.1), SWOT analysis, and implementation strategies. The CSE-DIAP Task Force Chair also had one meeting with the CSE Diversity and Inclusion Task Force Committee, and the CSE-DIAP was revised to reflect the initial feedback from that body. The CSE Diversity and Inclusion Task Force Committee consist of chairs of the diversity task force groups within CSE (e.g., Climate Survey, Cultural Awareness, Student Representation in Faculty Recruiting). The current draft sections are a reflection of the progress of the CSE DAP Task Force to-date.

1.2. Proposed structure of CSE DIAP

The working outline for the key sections of the CSE DIAP document is summarized below:

- **Executive Summary**
 - Importance of diversity
 - Purpose and scope
 - Summary of major recommendations
- **Diversity and Inclusion Value Recognition**
- **CSE Background and Context**
 - High level overview of CSE
 - Demographical information of faculty, staff and students
 - Number of departments, population (size, enrollment, time to degree)
 - Summary of current diversity initiatives
 - Students
 - Faculty
 - Post-docs
 - Staff
 - URM Task Force:
 - History, recommendations
 - Diversity and Inclusion Task Force
 - Structure
 - Achievements to date
 - Key findings from climate survey analysis
- **SWOT Analysis**
- **Action Plan**

Table 1 presents a summary of the status of each of the major sections.

Table 1: Progress summary of major sections of the CSE-DIAP

Major Section	Progress status	Comments
Executive Summary	0%	Will be written at end in order to properly reflect contents of the document.
Diversity and Inclusion Value Recognition Statement	40 %	Revised three times. Additional text needs to be added to discuss diversity and inclusion from CSE perspective.
CSE Background and Context	3%	Information gathering is being conducted and compiled. First draft should be available by end of May.
SWOT Analysis	20%	Initial analysis conducted and is presented in Section 2.2. Deeper analysis required to form a more complete narrative. Initial feedback from CSE-DIAP committee also needs to be incorporated before this section is sent out for external review.
Action Plan	25%	First draft has been created. Further analysis to identify additional areas of alignment with UDIAP is needed. Review and feedback from DAP committee and stakeholders is needed as well as setting specific targets.

Section 2
Draft of CSE-DIAP Sections

2.1. Diversity and Inclusion Value Recognition -Draft Version 2.0

Below is a draft version of the Diversity and Inclusion Value Recognition Statement. The purpose of this section is to provide a common domain of knowledge regarding key terms used in the diversity and inclusion space, as well as to provide context for why diversity, inclusion and equity is important to the CSE.

Definitions

Diversity is the quality of being different or unique at the individual and/or group level including characteristics such as ethnicity, gender, gender identity, age, religion, sexual orientation, race, and socioeconomic status. (United Way, 2017)

Equality is giving everyone the same resources. It means equal sharing and exact division. (Edutopia, 2017).

Equity is giving each individual access to the resources they need to learn, perform, work and thrive. It means dividing resources according to need. (Edutopia, 2017). “It is about each of us getting what we need to survive or succeed—access to opportunity, networks, resources, and supports—based on where we are and where we want to go.”(Russell, 2016)

Inclusion is a strategy created to welcome, embrace and leverage the diversity that exists in social systems. Deliberately creating an inclusive environment that leverages diversity results in people feeling supported, listened to and able to do their personal best. (United Way, 2017)

Intersectionality refers to the multiple identities and characteristics and experiences individuals have that are difficult to separate into individual components and characteristics that contribute to the interactions with others or resulting oppressions. The combination of intersectional identities shape experiences and interactions with others. (Texas A&M University ADVANCE Center, 2017) For example, “a gay man has to deal with homophobia. A black man has to deal with racism. But a black gay man will have to deal with homophobia *and* racism (often at the same time). It is often the case that he will face racism inside the LGBT community and homophobia in the black community.” (Equality Network, 2017)

Underrepresented Minorities (URMs) in the Cockrell School of Engineering refers to Alaska Natives, Native Americans, Blacks or African Americans, Hispanics, Native Hawaiians and other Pacific Islanders. For the National Science Foundation, “this category comprises three racial or ethnic minority groups (blacks, Hispanics, and American Indians or Alaska Natives) whose representation in S&E education or employment is smaller than their representation in the U.S. population.” (National Science Foundation, 2017)

Groups Underrepresented within Engineering: The National Science Foundation is committed to integrating diversity into NSF programs, projects and activities and has identified those groups historically underrepresented within engineering. “Broadening opportunities and

enabling the participation of all citizens -- women and men, underrepresented minorities, and persons with disabilities -- are essential to the health and vitality of science and engineering.” (Colwell, 1999) Groups historically underrepresented in engineering include Alaska Natives, Native Americans, Blacks or African Americans, Hispanics, Native Hawaiians and other Pacific Islanders, Persons with Disabilities, and Women. (National Science Foundation, 2008) Additional groups identified by the Cockrell School include Veterans, LGBTQIA, First Generation College Students, Students from Low Socioeconomic Backgrounds, and Students Older than Average.

Diversity and Inclusion in the Cockrell School of Engineering at the University of Texas at Austin

The Cockrell School of Engineering at the University of Texas at Austin aims to support an inclusive and equitable environment with a strong sense of belonging for all of its students, staff and faculty. The Cockrell School’s ambition is to provide the best education possible for students from all backgrounds, especially those who have been marginalized and who come from traditionally underserved communities. The Cockrell School embraces differences in gender, race, religion, sexual orientation, age, culture, socioeconomic background, etc. and promotes a learning space and workplace environment enriched by these differences. Students will graduate from the Cockrell School prepared for the diverse global community where they will live and work. Furthermore, the Cockrell School is committed to this mission by maintaining a diverse student body, staff and faculty. (University of Texas at Austin Cockrell School of Engineering Website, 2017)

Social Case for Diversity

In the Harvard Business Review article, *We’re Making the Wrong Case for Diversity in Silicon Valley* (Pittinsky, 2016), Todd Pittinsky shares that “one of the most compelling reasons for aspiring to workplace diversity is the self-evident *social* good it brings: fairness, opportunity, and a society that appreciates and enjoys its natural diversity rather than constantly struggling to accommodate and negotiate it.” He continues: “The social case for diversity does become a business case when one is willing to look ahead to the longer term. The more the members of an organically diverse society enjoy that diversity and see the visible benefits of investing in shared prosperity and the common good, the more secure and resilient that society will be — possibly not at a given moment, but in the long run. Over a span of decades, a safe and resilient society is very good for business.”

Opportunity Cost Case for Improving Diversity

To solve the grand challenges faced by our world and creatively improve the health, happiness and safety of all, we must educate and engage diverse engineers. As shared by WM. A. Wulf, Past President of the National Academy of Engineering, “the quality of engineering is affected by diversity (or the lack of it)...Without diversity, the life experiences we bring to an

engineering problem are limited. As a consequence, we may not find the best engineering solution. We may not find the *elegant* engineering solution. As a consequence of a lack of diversity, we pay an opportunity cost, a cost in designs not thought of, in solutions not produced.” (WULF, 2002)

Economic Impact of Improving Diversity

Intel commissioned a study based on diversity data from nearly 170 companies to assess the economic impact of improving diversity in the technology sector. The report, *Decoding Diversity: The Financial and Economic Returns in Tech* (Intel, 2017), makes the economic case for improving diversity:

- “The U.S. technology industry could generate an additional \$470 billion to \$570 billion in new value –which consists of a combination of higher revenues and higher market values – through full representation of racial/ethnic diversity among staff and greater representation of gender diversity among leadership. Growth on this scale would have major implications for both the labor and consumer markets, supporting job creation and better products.”
- “The data show that every incremental percentage point in African American and Hispanic representation is linked with a three-percentage-point increase in revenues, meaning that the sector could generate an additional \$300 – \$370Bn each year if the racial/ethnic diversity of tech companies’ workforces reflected that of the talent pool. Similarly, closing the gap in female leadership representation could boost enterprise value by \$320 – \$390Bn across the sector.”
- “Technology companies with racial/ethnic diversity above the median are 14 – 17 percent more likely to generate revenues above industry medians.”

In addition, the Texas Workforce Commission estimates that Texas will require 62,000 engineers by 2022. In order to meet the demand for engineers in Texas, schools of engineering must increase the number of graduates. Increasing participation in engineering by underrepresented groups and diversifying the engineering pipeline will contribute to schools meeting the workforce demand in Texas.

By creating a more diverse and inclusive environment within the Cockrell School of Engineering for students, staff and faculty, both economic and social gains will be made throughout our research centers and programs, entrepreneurial endeavors of faculty and students, and organizations that recruit our talent. The benefits will reach beyond our university, throughout the State of Texas and beyond.

2.2. Strength, Weakness, Opportunities, and Challenges Analysis -Draft Version 1.0

Below is an initial analysis of the SWOT exercise that members of the CSE DAP (and allies) completed. Over 115 entries were submitted into the SWOT spreadsheet. The SWOT analysis is part of a comprehensive information gathering process that the CSE DAP committee is using to assess where CSE is in its diversity, equity and inclusiveness efforts. The results of the SWOT analysis allows us to identify strategic areas of focus for implementation action strategies.

Strength, Weakness, Opportunities, and Challenges Analysis

Strengths:

The Cockrell School is highly ranked and respected, our students are motivated and active advocates for themselves, we have great student organizations/student life, and supportive structures already exist within WEP and EOE. Figure 1 presents a word cloud of the inputs entered by committee members for this portion of the SWOT of the analysis.



Figure 1. Word cloud depicted "Strength" results from SWOT Analysis

Additional strengths:

- Diversity of staff and student advisors
- Student organizations exist that support URM and other diverse groups
- Data is easily accessible
- Strong corporate funding/partners

Weaknesses:

Lack of awareness and willingness among engineering community, a lack of focus in initiatives to address issues within specific communities (i.e. Black and/or LGBTQ students). Limited staffing committed to issues of diversity and inclusion outside of WEP/EOE staff. Difficulty engaging faculty. Figure 2 presents a word cloud of the inputs entered by committee members for this portion of the SWOT of the analysis.



Figure 2. Word cloud depicted "Weakness" results from SWOT Analysis

Additional Weaknesses:

- Lack of inclusive facilities (lactation rooms, gender neutral bathrooms)
- Limited visibility of LGBTQ community

- Lack of diversity among faculty
- Lack of recognition of the expertise that already exists within WEP and EOE

Opportunity:

The university as a whole has a focus on promoting diversity and inclusion, opportunities for trainings for faculty and staff; many campus partners to help us with this work such as the MEC, DDCE, GSC, etc.; WEP and EOE are recognized experts in this area that already exist within the Cockrell School that could be utilized much more than they are.

Additional Opportunities:

- Student leaders and student organizations can be strong advocates
- There are several opportunities for trainings for faculty and staff
- Engineering culture is changing to be more inclusive
- We have access to data which can inform our strategies
- Capitalizing on new physical space within the EERC

Threats:

Other universities with better funding/initiatives; having a large community may mean we miss certain aspects of diversity/identity among student population; pushback from members of the UT community who do not value diversity; departments pushing back against a unified effort and not collaborating with the task force or WEP/EOE.

Additional Threats:

- Competitiveness of UT and the Cockrell School affecting our student population; restrictions on admissions due to state laws
- Fear of lawsuits
- Not utilizing already existing data
- Not recognizing best practices that are based in research

2.3. Action Plan -Draft Version 1.5

Below is a draft of the action plan section of the CSE-DIAP. The action plan strategies presented below were inspired from a synthesis of recommendations provided from the CSE DAP Task Force and incorporates several strategies from best practices in diversity and inclusiveness practices. However, there is still much work that is needed to be done, including but not limited to, vetting of the implementation strategies with key stakeholders within CSE and the broader UT community, setting specific targets for the action strategies, and updating the strategies to reflect the results of a recently conducted undergraduate student climate survey. As such, the action strategies reflect target areas of focus identified by the CSE DAP Task Force, but the approach that will be used to implement some of the strategies will likely change once additional stakeholders are integrated into the CSE-DIAP formation process; furthermore additional action strategies and metrics will likely be incorporated after feedback from key stakeholders and analysis of the climate survey.

I. Context

Cockrell School of Engineering Diversity and Inclusion Action Plan (CSE-DIAP) is based on central themes that emerged from the 8 recommendations from the Underrepresented Minorities (URM) Task Force. These central themes form the four cornerstones of CSE-DIAP and are summarized below:

- **Cornerstone 1: Assessment and Accountability**
CSE is committed to continuous advancement in providing an equitable, inclusive and diverse community. CSE-DIAP is seen as a living document providing a benchmark of where we are, as well as a path to further progress. As such, assessment and accountability are important aspects of the CSE-DIAP since we must have a solid grasp of what and how we are doing in order to identify (1) areas of potential growth, (2) impediments to progress, (3) actions needed to correct deficiencies, (4) timeframes to accomplish our goals, and (5) opportunities to leverage strengths. The various assessment tools will provide for data-informed decision and planning efforts that will be used to update subsequent CSE-DIAPs.
- **Cornerstone 2: Recruit Inclusive and Diverse People**
Through focused and deliberate efforts, CSE will work towards building a more diverse and inclusive community throughout all branches CSE's academic units (i.e., staff, faculty, student and administration). This includes people that identify within one or many of the groups traditionally underrepresented in engineering, as well as individuals who do not identify in these groups but they embrace and appreciate inclusiveness and equity in learning environments and the workplace.
- **Cornerstone 3: Affirm and support diversity, equity, and inclusiveness in teaching, scholarship, mentoring and leadership:**
CSE appreciates and values diversity, equity, and inclusion both inside and outside of the classroom and is committed to ensuring that all members of the CSE community have the resources they need to excel on campus. Affirming and

supporting our students, faculty, and staff is paramount to the success of the CSE-DIAP.

- **Cornerstone 4: Recognition, Feedback and Communication:**
 - *Recognition is an important aspect to cultivating initiatives and promotion of personnel; thus this aspect is incorporated in the CSE-DIAP. Additionally, since the CSE-DIAP is not a static document it is important to communicate the action plan strategies and progress so that feedback from the CSE community can be obtained, reflected upon, and incorporated into future versions of CSE-DIAP.*

On March 30, 2017, the Office of the President, the Provost's Office, the vice president for diversity and community engagement, and the vice president for student affairs released the University Diversity and Inclusion Action Plan (UDIAP). UDIAP presents an inventory of ongoing efforts related to diversity, equity and inclusion at the University level and primarily focuses on implementation strategies that can be employed from the upper levels of UT administration to reduce institutional barriers to equity, access and inclusion for all students, faculty and staff at UT Austin, but especially those from traditionally underserved and/or underrepresented communities. The UDIAP implementation strategies are concentrated into eight focus areas:

- University Leadership
- Faculty
- Staff
- Alumni and Community
- Pre-K-12 Partnerships and Education Pipeline
- Communications, Assessment, and Accountability

The action strategies within the CSE-DIAP primarily focus on reducing barriers to equity, access, and inclusion for future and current faculty and students. Future versions of the CSE-DIAP will have an increased focus on staff, post-docs and Pre-K-12 partnerships.

The following section contains details about proposed action strategies that CSE will focus on over the next four years to advance inclusiveness, diversity and equity in engineering. The action strategies are grouped within their cornerstone area, and they are listed in no particular order within the cornerstone area. While there are many areas that the CSE-DIAP aligns with the UDIAP (see Appendix B), the CSE-DIAP also contains recommendations that are unique to the CSE and thus they may not be directly addressed in the UDIAP. Effort was made to note action strategies that are directly aligned with the recommendations in UDIAP.

II. Action Strategies

In addition to the strategies detailed this section, CSE will adopt the applicable strategies discussed in the UDIAP. If there is an area where there is conflicting recommendations between the CSE-DIAP and UDIAP, the CSE Diversity and Inclusion Task Force (DITF) will review both recommendations and provide a recommendation to the CSE Dean on the preferred forward path.

Cornerstone 1: Assessment and Accountability

- ❖ Action Strategy 1.1: Form a standing committee within the CSE dedicated to implementing the DIAP's initiatives
 - Rationale: A standing committee demonstrates that the CSE sees diversity and inclusion as part of its central mission and recognizes that the action strategies that are listed in the CSE-DIAP are strategies that must be worked on a persistent and continuous basis. Furthermore, the permanence of a standing committee versus an ad hoc committee facilitates long-term vision and planning.
 - Metrics:
 - CSE adopts the CSE-DIAP as an official guideline when the CSE-DIAP is issued.
 - Within three months following the issuance of the CSE-DIAP, CSE develops a target schedule for accomplishing the CSE-DIAP's action strategies.
 - The CSE-DIAP is updated every four years and submitted to the Dean's Office and Provost's Office.
 - CSE administration will immediately make the CSE-DITF a standing committee (note the actual name of the committee may change, but for the purposes of this document it will be continued to be called DITF).
 - It is recommended that the DITF standing committee maintains a structure that includes subcommittees relevant and critical to actions and implementation of the CSE-DIAP such as subcommittees for the diversity action plan, climate assessment, cultural awareness programming, new faculty orientation, new student orientation, student participation in faculty candidate recruitment, faculty recruitment, undergraduate student recruitment, and graduate student recruitment. The chairs of each subcommittee forms the DITF standing committee chairs group, and each member of DITF standing committee must be a member of at least one sub-committee.
 - The composition of DITF standing committee is as follows:
 - Each department must have at least one faculty member on DITF
 - Each department should have at least one of its staff academic advisors on the committee.
 - The committee must have at least one student representative from the following UT Student Organizations: Student Engineering Council (SEC), Graduate Engineering Council (GEC), National Society of Black Engineers (NSBE), Pi Sigma Pi (PSP), Society of Hispanic Professional Engineers (SHPE), Out in Science, Technology, Engineering and Mathematics (oSTEM), and The Women in Engineering Program Leadership Collaborative. Additional students can be appointed on the DITF standing committee and/or its subcommittee at the discretion of the Dean of CSE, DITF standing committee

chair, or a sub-committee chair of the DITF standing committee.

- Each sub-committee has at least one graduate and undergraduate student.
- A representative from the UT's Gender and Sexuality Center and/or three faculty or staff who have the "Allies in Action" designation by the Gender and Sexuality Center.
- Equal Opportunity in Engineering (EOE) and Women in Engineering Program (WEP) staff
- Staff or faculty with job responsibilities that include any of the various activities or strategies of CSE-DIAP
 - DITF chairs group meets at least once in the fall and spring.
 - At least one meeting with the DITF and Dean of CSE each fall and spring
- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP's Section 1.3, which states "Diversity, equity and inclusion committees will be established within each college, school and unit" and UDIAP Section 8.3, which states "Continually track progress and changes for UDIAP and revisit the plan every five years"

❖ **Action Strategy 1.2: Annual assessment of CSE diversity initiatives**

- Rationale: To assess progress, identify areas of strength, and focus areas of improvement
- Metrics:
 - Progress report on the CSE-DIAP summarizing current state and accomplishments is submitted to Dean's office annually
 - Annual report will include 3 year trends regarding CSE's demographic statistical profile (e.g. ethnicity/race, gender identity, sexual orientation, sexual orientation, tenure status on faculty, staff and student) by department, as well as comparisons to state, peer-institutions, and national averages
- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP's Section 8.3, which states "Continually track progress and changes for UDIAP and revisit the plan every five years".

❖ **Action Strategy 1.3: CSE Climate Surveys**

- Rationale: Climate surveys are important tools to gain insight about how students, staff and faculty view the environment within the CSE as a whole and in specific areas. The results of the of the climate survey analysis will shed light on strengths and weaknesses within the CSE and be used to identify areas of focus for the DITF. Furthermore, the climate survey results will be one of the methods used to assess progress in the CSE regarding its diversity and inclusion initiatives.
- Metrics:
 - The CSE will continue to partner with an external agency to conduct a climate survey of CSE's undergraduate student population. The survey should be conducted every three years. This will provide time for proper

reflection of the data so that it can be used to inform the DIAP. The last climate survey was conducted in Fall 2016, thus the next one should be in Fall 2019.

- Partner with an external agency to develop and conduct a climate survey focused on CSE’s graduate student population within 1 year after the issuance of the CSE-DIAP. This survey should be conducted every three years.
- Utilize faculty and staff climate assessments conducted by the university if able to disaggregate by college in order to evaluate CSE climate for faculty and staff. CSE will conduct separate faculty and staff climate assessments if needed.
- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 2.1, which states “Develop and execute comprehensive campus climate assessments that are individualized for faculty, staff and students”.

❖ Action Strategy 1.4: Exit Interviews and Surveys

- Rationale: CSE is committed to making sure that every person in CSE is able to thrive to his/her/hir full potential. Thus, when someone leaves the CSE community it is important to understand what factors contributed to the person departing. Exit surveys/interviews important tools to gather such insight; however the CSE does not have a formal process to conduct exit surveys for staff and faculty. The CSE will formalize an exit interview/survey process for all of its staff, students, and faculty. Analysis from the exit surveys will be used to help determine whether there are adjustments to improve the environment at UT.
- Metrics:
 - CSE will develop an exit interview/survey process individualized for staff, students, and faculty. Departing members will be given a choice of an on-line survey or in-person interview (note, interview for faculty and staff should be done by a third party).
 - 100% of CSE faculty, staff and students will have an exit survey or interview conducted.
- Alignment with UDIAP: No direct alignment, but the strategy supports the intent of UDIAP and aligns with strategies listed in UT’s Office of Inclusion and Equity Inclusive Retention Toolkit.

Cornerstone 2: Recruit Inclusive and Diverse People

❖ Action Strategy 2.1: Develop a multifaceted, comprehensive recruitment strategy focused on recruitment of diverse undergraduate students.

- Rationale: To improve diversity undergraduate recruiting efforts
- Metrics:
 - A strategy is created that may include the following:
 - Clearly defined recruitment goals over a 3 year and 5 year time frame.

- Inclusive recruitment training customized for type of recruiter (e.g., students, faculty, alumni, etc.)
 - Training and engaging alumni, student organizations, and/or CSE Engineering Ambassadors in strategic and longer-term outreach efforts at targeted middle schools and high schools by leveraging existing programs (e.g. Project Lead the Way, Engineer Your World, STEM clubs, professional societies clubs, etc.) or other in or out of school experiences
 - Exploring cooperative agreements with universities/colleges in Texas that do not offer engineering degrees that serves underrepresented in engineering (e.g. Huston-Tillotson (HT) University, St. Edward’s University) to offer dual-engineering degrees.
 - Implement a paid for “You Belong Here” weekend for admitted black students or expand existing recruitment programs within the CSE to allow for dedicated time community building for black students
 - Increase recruiting efforts to be more inclusive of parents/legal guardians since families have a major role in a student’s selection of an undergraduate institution
- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 3.1, which states “Strengthen our undergraduate recruitment and admission efforts with a targeted multicultural outreach and recruitment plan based on best practices that includes financial aid packaging as necessary.”
- ❖ **Action Strategy 2.2: Develop a multifaceted, comprehensive recruitment strategy focused on recruitment of diverse graduate students.**
- Rationale: To improve diversity graduate recruiting efforts
 - Metrics:
 - A strategy is created that may include the following:
 - Clearly defined recruitment goals over a 3 year and 5 year time frame.
 - Inclusive recruitment training customized for type of recruiter (e.g., students, faculty, alumni, etc.)
 - 100% of unconscious bias training for all faculty, student and staff directly involved with recruiting efforts.
 - Sponsor booth space at diversity organization conferences (e.g. NSBE, SHPE, SWE) for recruitment of diverse graduate students
 - Develop a CSE faculty travel grant for faculty to recruit at HBCUs, HSIs, tribal colleges, and targeted student groups at universities (e.g. OSTEM, NSBE, SHPE, student veterans club, SWE, etc.). (Note faculty, will need to undergo unconscious bias training prior to travel.)
 - Issue at least 5 travel grants each semester in Year 1. At least 2 grants each semester will be reserved to faculty visiting an HBCU or NSBE chapter.

- Travel grant application will require faculty to describe recruiting activities that will be undertaken and provide a justification as to the visit advances CSE's DIAP initiatives.
- Travel grants can be used in three ways
 - To supplement faculty traveling to a location for an existing event, e.g., Chemical Engineering faculty member has a technical meeting in Washington, DC on Sunday – Monday and applies for faculty travel grant to cover staying one extra day in Washington, DC to give seminar to prospective electrical engineering undergraduate students at Howard University and George Washington University's NSBE chapter.
 - To support 1- 2 day of travel for faculty traveling to a location without an existing event planned (e.g., Civil engineering faculty traveling to Colorado School of Mines to speak at an oSTEM chapter meeting).
 - To support faculty recruiting at diversity organization conferences (e.g., Aerospace engineering faculty member recruiting at SWE annual conference)
- Initiate conversations with minority serving institutions (e.g. Huston Tillotson) across the country to determine mutually-beneficial areas of partnerships to increase diversity of graduate applicant pool
- Support the established CSE Engineering Ambassador Program and expand to strategically include graduate students:
 - Ensure students of diverse representation by major, gender, race, ethnicity, sexual orientation, geography, socioeconomic status, etc. are included as ambassadors.
 - Support 2-3 ambassadors to attend targeted conferences (e.g. NSBE, SHPE) to help recruit at CSE sponsored booth.
- Similar to Georgia Tech's FOCUS program or The Ohio State University Graduate Engineering Open House, CSE aims to create a "You Belong Here" engineering recruitment weekend aimed at attracting diverse graduate students to apply and attend graduate school at UT.
 - Possible future variations of the graduate recruiting weekend would include tracks for post-docs and graduate students 1-2 years away from completion with the aim at providing professional development, as well as attracting and identifying future potential hires.
- Develop a program to identify potential black and Hispanic college seniors who are interested in graduate school and reach out to a

selective group of these students by October of their senior year to encourage them to apply to CSE, offer information about CSE, and provide assistance with application process

- Building upon the WEP program recruitment strategy of contacting female students prior to admission, ensure that 100% of all Black and Hispanic students and their families (e.g., parents/legal guardians) who are admitted to a program within CSE are contacted by email and phone.
- Alignment with UDIAP: No direct alignment, but strategy support the intent of UDIAP and align with strategies listed in UT's Office of Inclusion and Equity Inclusive Search and Recruitment Toolkit.

❖ **Action Strategy 2.3: Recruiting communication templates for attracting diverse and inclusive undergraduate and graduate students**

- Rationale: To provide consistency in messaging and reduce barriers related to developing presentation materials, email marketing campaigns, or phone call scripts for CSE affiliates interested in recruiting for CSE
- Metric:
 - Review and support the efforts of the CSE Recruiting Team which includes representation from all departments and each student service program engaged in undergraduate recruitment efforts.
 - Partner with UT's Communication department or an advertisement/marketing agency to develop overall communication strategy
 - Partner with UT's Communication department or an advertisement/marketing agency to develop recruiting presentations and materials to use to recruit undergraduate and graduate students
 - Presentations and materials will include information about CSE and reflect CSE's commitment to diversity and inclusion for faculty, students and staff
 - Customized versions of presentations and materials will be created based on the target audience, with messaging and imaging individualized for the group of interest.
 - Each department must also develop a standard set of presentation slides and materials about their department with imaging and information that reflects CSE's commitment to diversity and inclusion.
 - Standard presentations and materials will be reviewed by DITF committee and if possible partners in DDCE and the Gender and Sexuality Center prior to release
 - CSE will provide templates, guidelines and recommendations for individual, organization or group additions to presentations and materials to showcase projects, research, work, etc.
 - Provide messaging, role model, and admissions/recruiting practices and policies training to faculty, students, and staff participating in recruiting efforts

- Define and create a strategy to engage and train alumni interested in supporting CSE recruitment and outreach efforts.
- Alignment with UDIAP: No direct alignment, but this strategy supports the intent of UDIAP and aligns with strategies listed in UT’s Office of Inclusion and Equity Inclusive Search and Recruitment Toolkit.

❖ **Action Strategy 2.4: Creation of CSE diversity fellowships for current and incoming graduate students**

- Rationale: The graduate school offer diversity mentoring fellowships, however these fellowships are geared towards attracting incoming students and they are only for 12 months. Thus, this fellowship does not provide any assistance for current graduate students whose funding may have ended during the course of their studies or who have a gap in their funding. To address this deficiency, CSE will create diversity fellowships that can be used for both incoming and current graduate students. Nominations must be submitted by the faculty, document the academic credentials of the student, explain how the student will contribute to advancing CSE’s diversity action plan goals, and summarize the faculty mentoring plan for the student. It is envisioned that the nomination process is opened twice a year to coincide with fall and spring admissions cycles and that a student can be funded from this fellowship for a maximum of 24 months during their tenure at UT (faculty must reapply for a second award).
- Metrics:
 - Redirection of funds within CSE to fund the diversity fellowships or within one year of issuance of the CSE-DIAP initiate the endowment campaign for the CSE graduate school mentoring fellowship
 - Fellowships for certain groups of interest (e.g., black students) are not restricted to US residents or US citizens
 - Advertisement to 100% faculty
 - Tracking of number of students applying and number of awards granted
 - Tracking of faculty mentors by department and rank
- Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.

❖ **Action Strategy 2.5: Reduce barriers to admission to CSE programs**

- Rationale: Texas does not require high school students to take precalculus, or even Algebra II, to graduate. As such, high school students who were not exposed to engineering at an early age, did not enter high school planning to take calculus, and/or did not track into a high school precalculus math sequence (due poor middle school preparation) would be at a considerable disadvantage to gaining entry into the CSE.
- Metrics:
 - CSE will review its admissions process to identify barriers/obstacles to admission and develop strategies to remove these barriers and/or mitigate their impact (e.g. removal of the Calculus readiness requirement and/or offering students contingent admission based on passing a preparatory

calculus class. Need-based scholarships would be available to support students).

- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP's Section 3.4, which states "identify and remove barriers or obstacles for admission to high-demand majors and the university's honors programs to insure diverse representation in those programs."

❖ **Action Strategy 2.6: Review and update CSE Faculty Search Procedures**

- Rationale: To increase guidance to academic units on recruiting diverse and inclusive faculty
- Metrics:
 - Expand the CSE Faculty Search Procedures guidelines to contain more specificity regarding proactive recruiting strategies for attracting diverse and inclusive faculty. This includes, but is not limited to:
 - List of recommended websites to advertise announcements in addition to the academic unit discipline specific websites (e.g., Academic Keys, National Society of Black Engineers, Higher Ed Jobs, Chronicle of Higher Education, Society of Hispanic Professional Engineers, Women in Engineering ProActive Network, UT Austin faculty recruitment interfolio website, etc.)
 - Suggested wording for equal opportunity/affirmative action/inclusiveness statement on faculty ads
 - Guidelines to assess candidate's ability to work in a diverse and inclusive environment (See Appendix C)
 - The CSE will invite candidates from groups traditionally underrepresented in engineering to have a meal with faculty members in the department and/or from other departments that identify with that underrepresented group. The process in place for female faculty candidates who meet with the Engineering Faculty Women's Organization can be replicated for other groups traditionally underrepresented in engineering.
 - As part of the CSE's Faculty Search Procedures, the search committee responsibility section will also state that for every faculty search, in addition to identifying at least one woman and/or URM for inclusion on the short list, that one of the other two candidates that is brought in for an interview must be a candidate who has demonstrated through their Diversity and Inclusiveness Impact Statement that their scholarship, teaching and/or search and teaching will advance diversity and inclusiveness in the CSE.
 - To reduce implicit bias, faculty will receive training on how to conduct structured interviews, recognition of implicit associations and biases, and tools to reduce unconscious and implicit bias during faculty recruitment.
 - Training is updated every three years, except for search committee chair. Search committee chair must undergo a refresher course prior to search committee reviewing applications.
 - Training should involve the following groups in order of priority:
 - Department chairs

- Search committee chairs
- Faculty eligible to vote on new faculty hires
- All faculty
- For at least 3 academic searches, CSE will pilot a tiered faculty search process in which cover letters are initially blind screened to remove bias with respect to academic institution. Names of the candidates will also be redacted in this initial screening. A list of 10 candidates shall be identified from this screening. A second screening of non-redacted cover letters will be conducted and the list of top 10 candidates from the non-redacted cover letters and redacted cover letters will be compared.
- Prior to scheduling faculty candidate visit, all faculty candidates will be asked if the candidate needs any accommodations in their schedule for medical or personal reasons. Candidates will not be required to disclose the reason for the accommodation, rather they will only be asked what type of accommodations are needed (e.g., break every 30 minutes in a private room with electricity).
 - To minimize bias, this information will not be disclosed to faculty or dean, except when necessary. Thus, special attention must be made when developing the candidate’s schedule to eliminate indicating the medical/personal accommodations on the schedule (e.g., schedule cannot say “personal time” or “medical accommodations” if candidate requires breaks in the schedule). Additionally, a plan must be developed to ensure that the accommodations are adhered too (e.g., faculty candidate has an escort from and to each meeting to reduce likelihood of meetings running over).
- 100% of all candidates will receive information about family-friendly policies and LGBTQ+ resources on campus
- 100% of all candidates will meet with students serving on CSE DITF’s Student Participation in Faculty Candidate Recruitment committee
- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 4.2, which states “institute diversity and implicit bias training for faculty search committee chairs and increase training sessions on faculty recruitment and hiring,” and Section 4.3: “Assist academic departments in creating a more diverse faculty candidate pool.”

❖ **Action Strategy 2.7: Addition of diversity and inclusiveness impact statement for faculty candidates**

- Rationale: Diversity impact statements are often cited as a best practice strategy in recruiting a faculty that embraces diversity. All new faculty candidates will be asked to submit, as part of the application packet, a diversity and inclusiveness impact statement. The impact statement will enable each faculty candidates to discuss how his/her/hir past and/or future contributions will advance UT’s commitment to diversity and inclusiveness.
- Metrics:

- Dean’s office will issue a memo to each department with details regarding the diversity impact statement. The memo include information about the wording of the diversity impact statement in ads (e.g., Applicants are to submit a separate statement sharing how their past and/or future potential contributions will advance UT’s commitment to diversity, equity and inclusion and that a packet is considered incomplete without statement). The memo will also include guidelines on how search committees are to evaluate the contribution. A summary of the memo will also be included in CSE’s faculty search procedures.
 - Inclusion of diversity and inclusiveness statement requirements in 100% of all faculty search announcement
 - Tracking of how many candidates submitted diversity and inclusiveness impact statement
 - Tracking of whether candidates hired submitted diversity impact statement
 - Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP and aligns with strategies listed in UT’s Office of Inclusion and Equity Inclusive Search and Recruitment Toolkit.
- ❖ **Action Strategy 2.8: Identify opportunities for cross-cutting thematic hiring lines**
 - Rationale: Similar to the School of Architecture new program on Race, Gender and the American Built Environment, the CSE will identify one new crosscutting program area in research related to engineering in a diverse and ever changing community and create faculty theme lines to support these crosscutting areas. This may include expanding its Engineering Education program or identifying other cross-departmental research initiatives (e.g. Engineering in Emerging Economies and Marginalized Communities)
 - Metrics:
 - Hiring of new faculty related to the new cross-cutting area
 - Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 4.1, which states “Implement a faculty recruitment plan which includes continuation of the Thematic Faculty Initiative and begin a Target of Opportunity hiring program.”
- ❖ **Action Strategy 2.9: Clear messaging on recruiting/faculty recruitment efforts that communicates the CSE’s commitment to diversity and inclusion**
 - Rationale: To articulate the CSE’s goals in pursuing diversity and excellence and establish and to ensure a broad candidate pool
 - Metrics:
 - Ads are written so that the positions are defined broadly in order to attract a wider pool of diverse candidates
 - 100% of all the program/institutional section of faculty advertisements will provide information on the makeup of the population and some information on the institutional goals that identify CSE’s commitment to diversity and inclusiveness.
 - Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 4.1, which states “Implement a faculty recruitment plan which

includes continuation of the Thematic Faculty Initiative and begin a Target of Opportunity hiring program”

- ❖ **Action Strategy 2.10: Adopt the strategies discussed in UT Austin’s Office of Inclusion and Equity Inclusive Search and Recruitment Toolkit**
 - Rationale: The toolkit is a comprehensive guide that provides strategies based on best practices
 - Metrics:
 - Identification of strategies applicable to CSE
 - In addition to the specific action strategies listed in this cornerstone, the CSE will adopt 100% of the applicable strategies listed in UT’s Inclusive Search and Recruitment Toolkit.
 - Development of timeframe for implementation of applicable strategies
 - Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP and UT’s Office of Inclusion and Equity Inclusive Search and Recruitment Toolkit.

Cornerstone 3: Affirm and support diversity, equity, and inclusiveness in teaching scholarship, mentoring and leadership

- ❖ **Action Strategy 3.1: Implementation of a student focused mentoring program in each department that integrates structured mentoring and academic support services**
 - Rationale: To be proactive in supporting students who are at-risk of disconnecting with department academically or emotionally
 - Metrics:
 - Personnel is identified in CSE and/or each department who will be in charge of running the mentoring program
 - The program must include academic support services with structured mentoring
 - Training is provided to the program administrator regarding best practices in mentoring, this includes but is not limited to how to structure a mentoring program, communication, goal setting, feedback and assessment
 - Criteria for identifying students-at-risk is created
 - Prior to each long semester, potential “at-risk” students are identified and are invited to participate in the program
 - Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 3.2, which states “Connect all undergraduate students who would benefit from additional support with academic success programs

- ❖ **Action Strategy 3.2: Increase programming which celebrates the intersectionality and diversity of cultures within engineering to the CSE**
 - Rationale: To increase inclusiveness and enhance the educational/working environment for all each and every member of the CSE community
 - Metrics:

- Each semester the CSE will host at least two events related to diversity and multiculturalism (e.g., host a private movie viewing, a fireside chat, etc.)
- Start a “You Belong Here” annual seminar to promote dialogue opportunities among students, student organizations, faculty and staff. There will be an open call for topics/concerns to allow CSE community a chance to suggest topics.
- During the awareness days/months including those listed below. The CSE and each of its academic units will have programming recognizing the achievements of scientists and engineers in the featured awareness group. This will include social media blasts (e.g., every day of the month there is a new post on the topic) and public displays (via banners, poster, presentations on video monitors in engineering buildings) recognizing the month.
 - February: Black History Month
 - March: Women’s History Month
 - September 15 – October 15: National Hispanic Heritage Month
 - October: LGBT History Month and National Disability Awareness Month
 - November 11: Veteran’s Day
- To increase community engagement and reputation as an inclusive university, the CSE will identify at least 3 events each year to support in the Austin metropolitan that affirms diversity and inclusiveness (e.g., continue to have a booth at the African-American Community Festival, supporting faculty and staff to attend The Texas Conference for Women,)
- Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.

❖ **Action Strategy 3.3: CSE Emergency funding for undergraduate students**

- Rationale: To reduce the number of students forced to withdraw or leave for financial reasons by providing gap funding for 1- 2 semesters to retain current undergraduate students with financial need. Students can self-nominate and part of the nomination packet is a statement discussing how they contribute to advancing UT’s diversity action plan. The funding can be used to supplement what is offered through financial aid office/dean of students. Online application submission allowed.
- Metrics:
 - Advertisement to 100% student advisors and department chairs once a year
 - Information about the funding posting on CSE and its affiliates’ webpages
 - Reporting of applications received, demographics of the applicants, funding granted each year, student graduation date
- Alignment with UDIAP: Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.

❖ **Action Strategy 3.4: Reduce barriers to counseling services**

- Rationale: As stated in UDIAP, according to recent research Student Experience in the Research University (SERU), students of color feel less welcomed on campus than white students. Such feelings of isolation are likely to exist with other marginalized groups and can be exacerbated when the intersectionality aspects of one identity intersects with race. To better serve CSE students, the CSE will identify ways to provide funding for students who cannot afford the services offered through UT Counseling and Mental Health Center (CMHC).
- Metrics:
 - Establish fund to provide at \$500 of free counseling (equivalent to 30 – 50 sessions) to undergraduate and graduate students
 - Information about the CSE funded services to CSE students is advertised on CMHC page
 - 100% of all student advisors and faculty are informed of this fund
 - Email to 100% of students announcing this fund
- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 2.18, which states “Expand and strengthen the Counseling and Mental Health diversity initiative”.

❖ **Action Strategy 3.5: Update existing facilities to be inclusive**

- Rationale: To reduce physical barriers to inclusiveness that can impacting work/learning conditions
- Metrics:
 - Designate at least one location within each CSE building as a lactation/quiet room, and have these locations listed on UT’s Lactation/Quiet Room webpage and on CSE website. While the preference is for the space to include a sink, at a minimum the lactation/quiet room, will have an electrical outlet, private space, and chair/recliner.
 - Upon request, each department will provide lactating students with a refrigerated space for storing milk.
 - Designate at least one restroom location within each CSE building as a gender inclusive restroom, and have these locations listed on UT’s Gender Inclusive Restroom webpage and on CSE’s website. Equip these rooms with a changing station.
 - Utilize AccessERC and DO-IT resources to ensure websites, maker spaces, lab spaces, student program areas, and student workspaces promote the inclusion and success for people with disabilities.
- Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.

❖ **Action Strategy 3.6: Review and update current messaging on websites, presentations, brochures, and social media**

- Rationale: To ensure that CSE’s commitment to diversity, equity and inclusion is communicated effectively and appropriately throughout all modes of communication.
- Metrics:

- CSE will work with diversity experts and communications experts within CSE and/or externally to:
 - Review (and update) materials for new personnel (e.g. New Student Orientation, New faculty orientation)
 - Review (and update) text and imaging on CSE website and all academic and program websites.
 - Review and update displays in CSE buildings
 - Ensure communications professionals in CSE departments, programs and research centers are trained on effective STEM messaging research, implicit biases in communications, etc.
 - Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.

❖ **Action Strategy 3.7: Diversity, Equity and Inclusiveness training to current faculty, graduate teaching assistants and staff**

- Rationale: To increase awareness of diversity, equity and inclusion to faculty and staff, CSE will utilize the expertise of EOE, WEP, ESS and department staff and faculty trained to deliver inclusiveness training and will partner with the Division of Diversity and Community Engagement, Gender and Sexuality Center, and Office of Inclusion as needed to further develop, offer and promote training on topics related to inclusive classroom environments, unconscious bias, teaching the non-traditional student, religious diversity, socioeconomic status impact on class participation.
- Metric:
 - Training experiences developed for both in-person opportunities as well as online through UTLearn.
 - 100% of CSE faculty in each department will complete at least one training session
 - 100% of graduate teaching assistants will complete at least one training session
 - 100% of adjuncts will complete at least one training session
 - 100% of advising and student program staff will complete at least one training.
- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 2.8, which states, “Expand opportunities for faculty teaching Cultural Diversity Flag courses to complete inclusive classroom training”; Section 4.3, which states “Institute diversity and implicit bias training for faculty search committee chairs and increase training sessions on faculty recruitment and hiring”; Section 5.2, which states “Provide diversity and inclusion training and implement periodic peer-led diversity workshops for staff”.

❖ **Action Strategy 3.8: Increasing integration of diversity and inclusiveness into CSE curriculum**

- Rationale: All CSE undergraduate students are required to complete one cultural diversity flag and one global cultures flag, but not all degree programs within

CSE have courses that meet these flag requirements thus requiring students to meet these obligations with courses outside of their degree plan.

- Metrics:
 - Each degree program in the CSE will have at least two courses that meet the cultural diversity in the US flag
 - Each degree program in the CSE will have at least one course that meets the global cultures flag
 - The CSE will provide incentives for faculty to make new courses or convert courses to these flags. Possible models will be a course buyout, teaching assistant support, or providing development funds (e.g., UT's Center for Skills and Experience Flags is offering six \$5000 development awards for new or converted courses that have the Ethics and Leadership Flag in the College of Natural Sciences).
 - Conversion of current common course or creation of new common course that meet these flags. This common course can be at the department level (e.g. CAEE) or degree plan based (e.g., environmental engineering).
 - Academic units to include statement regarding diversity and inclusiveness impacts of changes made to the curriculum
 - Require instructors of all freshman year engineering intro type of course to dedicate one session unconscious biases
 - "Bias Busting" and "Stopping Microaggressions" trainings are incorporated into the core curriculum throughout an undergraduate student's experience through FIG seminars, Student Leaders Conference, introductory engineering classes in departments, senior design classes, communications classes, and classes where projects and teamwork make up a significant portion of the student experience.
- Alignment with UDIAP: This implementation strategy is in alignment with UDIAP's Section 2.18, which states "Require facilitators of 360 Connection sessions to dedicate one session to a topic related to respect, social justice, and university core values," and Section 2.8, which states, "Expand opportunities for faculty teaching Cultural Diversity Flag courses to complete inclusive classroom training."
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❖ **Action Strategy 3.9: Creation of an Engineering Office of Diversity and Inclusion (EOID) within CSE unit that will partner with UT's DDCE office**

- Rationale: Enhanced coordination of efforts between various programs and diversity and inclusion initiatives within CSE and across UT
- Metrics:
 - Creation of an administrative unit within the CSE (e.g. Assistant Dean of Diversity and Inclusion) that will head diversity efforts for CSE staff, faculty and students
 - Creation of DDCE-CSE staff liaison and other liaisons (e.g., liaison to Center for Gender and Sexuality, Center for African & African American Studies)
 - Budget allocation for new group.

- Formal announcement of the formation of Engineering Office of Diversity and Inclusion within one year after issuance of the CSE-DIAP
 - Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 2.6, which states, “Each CSU should appoint a formal leader to head diversity efforts for graduate students.”
- ❖ **Action Strategy 3.10: Support to student organizations that are broadening exposure of diverse speakers to CSE**
 - Rationale: To prepare students for careers in engineering
 - Metrics:
 - The CSE will start an initiative to create a funding pool to support bringing in speakers to student organizations. For example, one model is to start a fund where each department allocates \$500 annually to a pooled fund. The pooled fund will be administered through the newly created Engineering Office of Inclusion and Diversity (EOID). Student organizations can then apply to EOID to receive funding to host a speaker.
 - Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.
- ❖ **Action Strategy 3.11: Create a strategy to engage and support LGBTQ students**
 - Rationale: The CSE currently has limited programmatic strategies to connect and support LGBTQ+ students through their college career and to support and prepare students for entry into the workforce
 - Metrics:
 - Collaborate with Center for Gender and Sexuality to identify gaps in CSE services for LGBTQ+ students
 - Create opportunities to showcase and connect LGBTQ+ alumni and engineering professionals as role models. This could include EOE and WEP or other CSE events where volunteers participate, CSE-specific seminars or events, student organization events, social media or other online content, etc.
 - Collaborate with Center for Gender and Sexuality and engage the Engineering Career Assistance Center to identify/create and provide to students a guide for LGBTQ+ students that contain transition-into-the-workforce information, such information to include in the guide are the Human Rights Campaign Foundation Corporate Equality Index, what a student right is during the interview process and during employment, interviewing strategies, coming out on the job, resume writing, and questions to consider when starting the job search process
 - Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 2.16, which states, “Review and consider best practices to serve lesbian, gay, bisexual, transgender, and queer (LGBTQ) students.”
- ❖ **Action Strategy 3.12: Develop undocumented immigrants scholars support services program**

- Rationale: To promote a community where undocumented students within the CSE feel safe and welcomed and have access to resources to help them thrive at UT
- Metrics:
 - Inform faculty and academic advisors on resources available to undocumented immigrants
 - Collaborate with DDCE Monarch Program to start an ally program for faculty and staff
 - All advising staff and must complete ally training
 - Encourage faculty and student services staff to complete ally training
 - Collaborate with student-led organizations for undocumented students
 - Increase number of UT fellowships/scholarships that are restricted to US residents and citizens
- Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.

❖ **Action Strategy 3.13: Advertisement of all UT’s commencement-wide ceremonies to CSE community**

- Rationale: Community building and connecting the CSE students to wider campus events that support and highlight their successes
- Metrics:
 - Include information on website and in video monitors in the CSE buildings about Black Graduation, Latino Graduation, Lavender Graduation events
 - Academic departments, Engineering Student Services and student programs will promote Black Graduation, Latino Graduation, and Lavender Graduation to graduating undergraduate and graduate students about
 - Expand the CSE commencement participation policy for tenured and tenure-track faculty to include Black Graduation, Latino Graduation, and Lavender Graduation ceremonies.
 - Email to 100% faculty encouraging attendance at these events
- Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.

❖ **Action Strategy 3.14: Adopt the recommendation from the Gender Equity Committee to have a “Diversity and Broder Impacts Statement” as part of faculty annual review and promotion packet**

- Rationale: To shift the emphasis to thinking about faculty roles in terms of reflecting UT’s vision of creating a diverse and inclusive learning, teaching, and working environment.
- Metrics:
 - For promotion dossiers of tenure track faculty, replace service section of dossier with the candidate’s and budget council’s statements on contributions to diversity, inclusiveness and broader impacts.

- For faculty annual review will replace service with a section asking faculty to comment on activities related to diversity, inclusiveness and broader impacts
 - Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.
- ❖ **Action Strategy 3.15: Establish URM faculty mentorship program by partnering with DDCE office and other Colleges/Schools across University**
 - Rationale: Connect junior URM faculty (assistant and associate) with senior URM faculty allies (full professor) across campus to create a culture of support.
 - Metrics:
 - Program is coordinated out of DDCE office. Provost office distributes memo asking current junior faculty (assistant and associate) from groups traditionally underrepresented in engineering to senior faculty if they would like to participate in the program as a mentee or mentor. As stated in the UDIAP, mentors should include non-minority faculty as well as minority faculty.
 - 100% of all new faculty from groups traditionally underrepresented in engineering asked whether they want to participate in the mentoring program.
 - Mentors and mentees receive training on best practices in mentoring relationships.
 - Alignment with UDIAP: This implementation strategy is in alignment with UDIAP's Section 4.4, which states: "Create an advocates/allies program among the faculty."
- ❖ **Action Strategy 3.16: Remove barriers to awards and special programs**
 - Rationale: To increase pool of applicants for awards and programs and reduce unconscious bias in the nomination process
 - Metrics
 - Comprehensive review each department internal awards nominations practices for faculty, staff and students (e.g., committee membership, process, process that is used to select nominees)
 - Allow self-nomination for awards and special programs
 - 100% of all academic units within CSE will track personnel nominated for awards, invited as seminar speakers, and other honors (e.g., Distinguished alumni) based on gender, race, and when possible other demographical information (e.g., veteran status, sexual identity, e.g.)
 - Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.
- ❖ **Action Strategy 3.17: Revise department committees assignment practices**
 - Rationale: To reduce unconscious bias in the process of assigning committee assignments
 - Metrics:

- Send guidelines to department heads about regarding new procedures to select faculty for committee. Procedures will allow faculty to annually rank committees using a most preferred, highly preferred and preferred system. Department chairs should take into advisement these rankings when selecting faculty for consideration.
 - Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.
- ❖ **Action Strategy 3.18: Adopt the strategies discussed in UT Austin’s Office of Inclusion and Equity Inclusive Retention Toolkit**
 - Rationale: The toolkit is a comprehensive guide that provides strategies based on best practices
 - Metrics:
 - Identification of strategies applicable to the CSE
 - In addition to the specific action strategies listed in this cornerstone, the CSE will adopt 100% of the applicable strategies listed in UT’s Inclusive Retention Toolkit.
 - Development of timeframe for implementation of applicable strategies
 - Alignment with UDIAP: Strategy directly supports the intent of UDIAP and UT’s Office of Inclusion and Equity Inclusive Retention Toolkit.

Cornerstone 4: Recognition, Feedback and Communication

- ❖ **Action Strategy 4.1: Dissemination of diversity action plan (DIAP) and DAP progress report**
 - Rationale: To update the CSE community on progress and get input from CSE community
 - Metrics:
 - Post DIAP and the annual progress report on the CSE’s website
 - Email each CSE member with a link to DIAP and the annual progress report
 - Solicit feedback of DIAP from the CSE community (e.g., post-it board, comment page, town hall meetings, etc.)
 - Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 8.2, which states, “Strengthen university-wide community engagement and diversity web pages to reflect progress that is being made and significant work undertaken” and Section 8.3, which states “Continually track progress and changes for UDIAP and revisit the plan every five years”.
- ❖ **Action Strategy 4.2: Provide rewards and encouragement for faculty who positively participate in activities targeting groups underrepresented in engineering**
 - Rationale: To increase participation and inclusiveness of the diverse populations and recognize faculty champions
 - Metrics:

- The CSE will add a new faculty award to its school wide awards to recognize excellence in advancing diversity and inclusion (e.g. CSE Dean’s Award for Advancing Institutional Inclusion, Excellence and Equity)
- Alignment with UDIAP: No direct alignment, but strategy supports the intent of UDIAP.

- ❖ **Action Strategy 4.3: Recognition of current students and alumni students**
 - Rationale: To increase the CSE’s profile as a producer of engineering leaders from diverse backgrounds
 - Metrics:
 - Promotion of CSE’s students and alumni from underrepresented groups in and beyond the CSE community. This may include
 - CSE student and alumni spotlight section on the CSE’s website
 - CSE student and alumni spotlights on the CSE’s social media
 - Alignment with UDIAP: This implementation strategy is in alignment with UDIAP’s Section 8.2, which states, “Strengthen university-wide community engagement and diversity web pages to reflect progress that is being made and significant work undertaken”

Section 3

Next Steps and Appendices

3.1. Next Steps

The next steps for the CSE-DIAP are outlined below

- Revise of CSE DAP Action plan based on feedback from CSE DAP Action Plan Committee and CSE Diversity and Inclusion Task Force Committee
- Identify key stakeholders who are not currently involved in the CSE-DIAP process
- Develop a schedule to share implementation strategies section with these stakeholders, as well as timeline for feedback. This includes but is not limited to
 - Conduct meetings with a variety of units, student organizations and individuals within the CSE to gather additional ideas and “test” our working ideas.
 - Sharing draft plan with departmental and school leadership.
- Collaborate with appropriate individuals to determine specific targets (e.g., dates, percentage increase/decrease) for each implementation strategy
- Deeper analysis of SWOT results
- Expansion of Diversity and Inclusion Value Recognition to add more narrative regarding diversity and inclusion as it pertains to CSE, as well revising definitions to make sure that they are understandable to those that do not have a wide domain of knowledge of diversity and inclusion terminology
- Create CSE Background and Context section
- Analysis of UDIAP recommendations to identify additional strategies and/or metrics to include in CSE-DIAP. Appendix B presents a list of potential of recommendations within UDIAP for CSE to focus on integrating into the CSE-DIAP.
- Sharing of entire CSE-DIAP document (diversity value recognition statement, SWOT, CSE Background and Context, and Action Plan proposal) to stakeholders for feedback and incorporation of feedback
- Create graphics to incorporate into document

Appendix A: Works Cited in Diversity and Inclusion Value Recognition Statement

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Appendix B: Potential UDIAP recommendations to integrate into CSE-DIAP

Establish diversity, equity, and inclusion committees within each college, school, and unit (CSU):

Every CSU should implement a committee charged with ensuring that diversity and inclusion strategies are included in all recruitment and hiring practices for all leadership positions. These committees would also help establish culture that is accessible, respectful, and supportive of diverse people and ideas.

Develop and execute comprehensive campus climate assessments that are tailored for faculty, staff, and students: Although we have a number of initiatives in place, including bias incident reports and satisfaction surveys, there is a need for a comprehensive campus assessment individualized for faculty, staff, and students

Require faculty teaching Cultural Diversity Flag courses to complete inclusive classroom training:

In order to demonstrate understanding and competency in dialogue involving diverse perspectives, faculty should have completed inclusive training.

Require diversity component within First-Year Interest Groups (FIGs) and 360 Connections: One session each should focus on the topics of respect, social justice, university core values, and intercultural dialogue.

Review and consider best practices recommended by the Ad Hoc Committee on Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Initiatives: These include pedagogy and scholarship recommendations as well as recommendations for enhancing the student experience.

Review and evaluate family involvement during orientation and Family Weekend, including family association membership for greater inclusion: Review the structure, programs, and materials for Texas Parents to better reach out to all families and increase the opportunities for their participation, including family members of international students, first-generation college students, Pell-eligible students, and students from traditionally underserved communities.

Strengthen and expand our undergraduate recruitment and admissions efforts, and include financial aid packaging as necessary: UT Austin will expand minority outreach and recruitment programs and continue to fuse recruitment with early financial aid packages.

Connect all undergraduate students who would benefit from academic success programs: UT Austin will identify gaps in existing success programs and establish processes at each college and school to identify students who would benefit most from enrollment in academic success program, particularly in STEM disciplines.

Review holistic admissions process to achieve a level of enrollment whereby students from underrepresented groups no longer feel isolated: UT Austin will examine best practices and provide recommendations for refinement.

Identify and remove barriers for high-demand majors and the university's honor programs: UT Austin will encourage high-achieving students to apply to honors programs by increasing communication and removing barriers, while also mitigating barriers to student access to high-demand majors in engineering, natural sciences, and business.

Inform and expose diverse undergraduate students to graduate school and professional schools: UT Austin will expand existing efforts to provide opportunities for undergraduate research and working with graduate students and faculty mentors.

Each CSU should appoint a formal leader to head diversity efforts for graduate students: The minority liaison officer in each CSU should serve as an advocate and advisor, charged with encouraging and counseling minority students and supervising their academic growth and development.

Implement a diverse faculty recruitment plan: Each college and school will develop a diversity and inclusion plan, which includes the processes it will use to attract a diverse candidate pool.

Institute diversity and implicit bias training for faculty search committee chairs and increase training on faculty recruitment and hiring: Training would cover topics such as creating job descriptions that lead to more diverse pools, minimizing implicit bias in the search process, and creating effective candidate evaluation processes. Also, a resource search portal should be developed with information on best practices.

Assist in the creation of a more diverse faculty candidate pool: UT Austin will provide funds to assist in the search for diverse faculty and provide assistance to bring an additional faculty finalist to campus if that candidate would add diversity to that department/school.

Create a faculty advocates/allies program: Faculty would serve as advocates for diverse faculty, not only during hiring/recruitment, but also as they establish careers.

Expand professional development on inclusive approaches for improving classroom climate: Offerings should focus on cultural competency, understanding identities and backgrounds students bring to the classroom, fostering difficult discussions, and creating an inclusive classroom environment.

Provide professional development for department chairs on creating and sustaining an inclusive culture: Because an inclusive departmental climate has a direct impact on a department's ability to recruit and retain diverse faculty members, professional development should focus on fostering a positive culture and equips faculty with the tools to sustain that culture.

Provide opportunities for leadership development for mid-career diverse faculty: UT Austin will partner with organizations like American Council on Education Fellows to provide professional development for mid-career diverse faculty to establish a ladder for academic leadership positions.

Increase pipeline of diverse candidates through postdoctoral programs: Programs could include a university wide postdoc program as well as the enhancement of the postdoctoral association across campus.

Institute diversity and implicit bias professional development for staff at the director level and above and increase training sessions on staff recruitment and hiring: Staff search committees should offer diversity and implicit bias tutorials. Where appropriate, each school or department should develop a diversity and inclusion plan for hiring staff.

Examine and implement best practices on providing ways for unit heads to have ability for direct appointment to director-level positions and above in areas identified as underrepresented: Direct

appointments would require HR review and approval but would enable CSUs to make direct hires to director-level positions for qualified individuals.

Provide diversity and inclusion trainings and implement peer-led diversity workshops for staff: These workshops, which should leverage existing training, should include sessions that address career skills and cultural competency.

Continue to engage with local, city, county, and state government agencies as well as neighborhood associations, alliances, and other civic groups to be a responsible and engaged neighbor and collaborative partner: The University's value to the greater community is formed in large part by our community partnerships and initiatives.

Leverage existing partnerships with schools to recruit students from underrepresented groups across the state: UT Austin will continue our long-standing efforts to help improve public education across the state and attract students from diverse backgrounds.

Partner with community colleges for increased dual credit programs: Since community colleges around the state provide most of the dual-credit opportunities, they are an ideal partner to create even more pathways.

Implement success programs that create pathways from pre-college academic readiness efforts to post-secondary education: Successful pathways programs will use best practices that help students from underrepresented and first-generation backgrounds transition to higher education

Other items listed for the university but may be applicable when modified for the CSE DAP:

- **Strengthen the university-wide community engagement and diversity web pages to reflect progress that is being made and significant work undertaken:** UT Austin will develop a relationship management system to collect and share information about programs and progress on these web pages.
- **Track progress and changes for UDIAP and revisit the plan every five years:** Keeping the UDIAP a living document ensures that the work of the plan reflects the need of all constituents. A website should be maintained that reports on progress—possibly via a dashboard—and provides a way for the campus to ask questions.

Appendix C: Example of Guidelines to Assess Faculty Candidate's Ability to work in a diverse environment*

Suggested opening remarks:

Our college (division or department) values diversity among its students, faculty and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we'd like to discuss your experience with and views about diversity.

Suggested Open-Ended Interview Questions

- What do you see as the most challenging aspects of an increasingly diverse academic community?
- What have you done, formally or informally, to meet such challenges?
- How do you view diversity course requirements for students?
- How have you worked with students and others to foster the creation of climates receptive to diversity in the classroom, in the curriculum, in the department?
- How have you mentored, supported or encouraged students on your campus? What about minority students, women, or internationals?
- In what ways have you integrated multicultural issues as part of your professional development?

How to assess what you heard. What to look for:

- Is the candidate at ease discussing diversity related issues and their significance to the position? Or is the candidate reluctant to discuss diversity issues?
- Does the candidate use gender-neutral language or are "males" used for examples and answers?
- Does the candidate address all the members of the interview committee?
- How does the candidate show experience, concern, commitment or willingness to advance the university's diversity efforts?

*Source: Office for Institutional Equity and Diversity, North Carolina State University, Guidelines for Recruiting a Diverse Workforce. <https://oied.ncsu.edu/equity/wp-content/uploads/2015/01/SearchBooklet2014web.pdf>