Diversity, Equity and Inclusion Annual Report

2021-2022
Executive Summary

The mission of the Cockrell School of Engineering is to: educate leaders who think big and think creatively; pursue innovative solutions through research, industry partnerships and a commitment to fostering entrepreneurship; encourage cross-disciplinary collaboration; and provide a supportive and inclusive environment for all members of our community. The diversity, equity and inclusion efforts of the school are driven by the Diversity, Equity and Inclusion Plan, a “living” document with goals specific to the community in the Cockrell School.

The current Cockrell School Diversity, Equity and Inclusion Plan (CSE DEI Plan) is structured around six outcomes and an associated set of cross-cutting efforts. Each of the outcomes is associated with a set of concrete implementation strategies and metrics. The six outcomes are:

**Outcome 1.** Foster an inclusive school climate that supports and encourages community members and provides a strong sense of value and belonging among all students, faculty, and staff.

**Outcome 2.** Attract diverse applicants for faculty, student, staff, and administrator roles.

**Outcome 3.** Increase diversity and the community’s awareness of diversity among faculty, students, staff, and administrators.

**Outcome 4.** Retain and recognize diverse faculty, staff, and administrators.

**Outcome 5.** Improve student experiences, success, retention, graduation rates, and sense of belonging.

**Outcome 6.** Support the development of the full potential of each member of the community.

This annual report details efforts in 2021-2022 towards addressing the goals and initiatives outlined in the CSE DEI Plan. The report includes data about diversity, equity and inclusion in the Cockrell School, including community demographics, graduation and retention rates for undergraduate and graduate students, and insights from historical climate surveys.

This report is structured to parallel the CSE DEI Plan, with updates associated with each of the plan's outcomes as well as with the cross-cutting objectives. Significant efforts in 2021-2022 include (1) expansion of K-12 programs, including hiring a new full-time outreach program coordinator for DEI programs, creation of new weekend events, and extension of summer camps for middle and high school students that aim to broaden the participation of students from groups that have been historically excluded from engineering; (2) steps to create the Texas Engineering Diversity and Excellence unit within the Engineering Student Services office to strengthen the support of undergraduate Texas Engineering students from groups that have been historically excluded from engineering; (3) development of new programs for graduate students from historically excluded groups as well as international graduate students, including new mentoring programs and summits for conversation; (4) creation of new programs to support faculty in integrating efforts to broaden participation in engineering with their sponsored research; and (5) a general increased support for making uncomfortable conversations in the DEI space more comfortable and commonplace.

In 2021-2022, campus activities emerged in a post-COVID-19 pandemic “normal”, with a much welcome return to increased in-person program and our ability to interact and collaborate with one another. This emergence shaped the DEI-related activities of the Cockrell School as detailed in the remainder of this report.

Christine Julien, September 2022
Associate Dean for Diversity, Equity and Inclusion
Cockrell School of Engineering
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## Executive Summary

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Overview

The mission of the Cockrell School of Engineering is to: educate leaders who think big and think creatively; pursue innovative solutions through research, industry partnerships and a commitment to fostering entrepreneurship; encourage cross-disciplinary collaboration; and provide a supportive and inclusive environment for all members of our community.

History of the CSE Diversity, Equity and Inclusion Plan

Diversity, equity and inclusion impact all facets of the university, from the classroom, to research, to the work environment. A wide range of perspectives and experiences is a key strength of the university, and the campus actively supports a free exchange of ideas alongside thoughtful considerations of differences. UT’s University Diversity and Inclusion Action Plan (UDIAP), collaboratively developed in 2016-2017 by students, faculty and administrators, is regularly reviewed and updated. Since its adoption in Spring 2017, every college, school and unit has been involved in making changes and embracing best practices to foster open, positive and inclusive environments for everyone. At the University-level, DEI efforts are supported by the Division of Diversity and Community Engagement (DDCE) and the Vice Provost for Diversity. In April 2021, the university approved its first Strategic Plan for Faculty Diversity, Equity and Inclusivity, which has informed and will continue to inform efforts within the Cockrell School of Engineering. In May 2022, the university released the You Belong Here Plan for an Equitable and Inclusive Campus.

In concert with the broader University efforts, the Cockrell School also developed a Diversity, Equity and Inclusion Plan that is specific to both the goals and community in the Cockrell School. The school’s DEI Plan is a “living” document; the first draft was released in April 2017, refined with community feedback into the first published version of the plan in Summer 2019. It was further revised throughout 2019-2020, culminating in the release of the current plan (Appendix A) in Summer of 2020.

As part of these activities, the Cockrell School launched the You Belong Here campaign to bring about increased visibility for the importance of diversity in engineering and reinforce a commitment to diversity and inclusion in the school. This moniker is an umbrella for a variety of initiatives, from outreach and yield events for prospective students to programming and professional development for the entire school. This campaign, which was rebranded and relaunched in the 2020-2021 academic year, and we continue to use this campaign to promote this fundamental belief of inclusion and belonging in the Cockrell School.

Dating back long before these more recent efforts, the Cockrell School’s Women in Engineering Program (WEP), established in 1991, and the Equal Opportunity in Engineering (EOE) Program, established in 1970, have long histories of supporting students from groups that have been historically excluded from studying engineering. Both celebrated significant milestones recently, with WEP celebrating its 30th anniversary and EOE celebrating its 50th anniversary. In 2021-2022, the EOE program hosted a series of events to celebrate its 50 year history (a series of events that were delayed by a year because of the COVID pandemic).

Cockrell School Diversity -- By the Numbers

Figures 1 and 2 show the diversity of the Cockrell School across undergraduate students, graduate students, faculty, and staff. For the data regarding staff, the numbers exclude staff members who also hold faculty roles. Generally, efforts to improve diversity, equity and inclusion in the Cockrell school address the needs of community members who identify with groups that have been historically excluded from engineering. For engineering, these groups include women and people who identify as LGBTQ+ as well as those who are underrepresented because of race or ethnicity. Throughout this report, we use “Native American” to refer to individuals who identify as Native American, Hawaiian Native, Pacific Islander and Alaska Native. The university currently collects only binary gender data, so our data is similarly limited. This year we also report

1 https://utexas.app.box.com/s/g74axpkkhneupxtcibvtrpqxi7vhv8
2 https://diversity.utexas.edu/actionplan/
Figure 1: Race and Ethnicity in the Cockrell School of Engineering — Fall 2021

Undergraduates by Race/Ethnicity
- White only: 33.2%
- Hispanic (any combination): 22.7%
- Black: 3.4%
- Asian only: 30.8%
- American Indian only: 0.1%
- Hawaiian/Pac. Islander only: 0.1%
- 2 or more (excl. Hisp./Black): 3.8%
- International: 4.9%
- Unknown: 1.1%

Graduate Students by Race/Ethnicity
- White only: 29.8%
- Hispanic (any combination): 6.9%
- Black: 1.6%
- Asian only: 9.6%
- American Indian only: 0.0%
- Hawaiian/Pac. Islander only: 0.0%
- 2 or more (excl. Hisp./Black): 1.7%
- International: 47.8%
- Unknown: 2.6%

TT Faculty by Race/Ethnicity
- White only: 63.7%
- Hispanic (any combination): 5.5%
- Black: 2.1%
- Asian only: 27.7%
- American Indian only: 0.3%
- Hawaiian/Pac. Islander only: 0.0%
- 2 or more (excl. Hisp./Black): 0.7%
- International: 0.0%
- Unknown: 0.0%

Staff by Race/Ethnicity
- White only: 78.5%
- Hispanic (any combination): 16.8%
- Black: 4.5%
- Asian only: 7.3%
- American Indian only: 1.0%
- Hawaiian/Pac. Islander only: 0.2%
- 2 or more (excl. Hisp./Black): 1.7%
- Foreign: 0.0%
- Unknown: 0.0%

Figure 2: Gender in the Cockrell School of Engineering — Fall 2021

Undergraduate by Gender
- Men: 69.2%
- Women: 30.8%

Graduate Students by Gender
- Men: 74.7%
- Women: 25.3%

Faculty by Gender
- Men: 79.6%
- Women: 20.4%

Staff by Gender
- Men: 48.6%
- Women: 51.4%

Figure 3: Race, Ethnicity and Gender for Post-Docs and Professional Track Faculty in the Cockrell School of Engineering — Fall 2021

Postdoc Researchers Race/Ethnicity
- White only: 19.0%
- Hispanic (any combination): 10.3%
- Black: 1.7%
- Asian only: 67.2%
- American Indian only: 0.9%
- Hawaiian/Pac. Islander only: 0.0%
- 2 or more (excl. Hisp./Black): 0.9%
- International: 0.0%
- Unknown: 0.0%

NTT Faculty Race/Ethnicity
- White only: 57.7%
- Hispanic (any combination): 7.4%
- Black: 1.3%
- Asian only: 28.2%
- American Indian only: 0.7%
- Hawaiian/Pac. Islander only: 0.0%
- 2 or more (excl. Hisp./Black): 3.4%
- International: 0.0%
- Unknown: 1.3%

Postdoc Researchers Gender
- Men: 75.9%
- Women: 24.1%

NTT Faculty by Gender
- Men: 79.3%
- Women: 21.7%
Tables 1-3 provide diversity data across multiple years; Appendix B provides more data, tables, and charts. As Table 1 shows, over the past five years, the Cockrell School has made gains in the number of students who identify as women, surpassing 30% representation in the undergraduate students in Fall 2021. In addition, the number of undergraduate students identifying as Hispanic continues to see increases year over year. Other demographics are relatively flat over this time period, with small recent upticks in the numbers of Black and Hispanic graduate students. As points of comparison, among Texas residents aged 18-22, 45.8% are Hispanic, 12.5% are Black, and 48.6% are women. UT Austin is located in the Austin Independent School District, where the 2021-2022 demographics included 54.5% Hispanic students and 6.3% Black students.

Over a decade ago, UT implemented a campus-wide effort to increase graduation rates. In the Cockrell School, just 32.1% of students who entered in 2007 graduated with an engineering degree in four years, and 61.6% graduated with an engineering degree in six years. For the same cohort, 41% graduated with some UT Austin degree within four years, while 81% graduated with some UT Austin degree within six years. Historically, these statistics are even starker for students who identify as women and who identify as members of other groups that have been historically excluded from engineering. Table 2 shows how four-year and six-year graduation rates have changed over recent years. These changes are driven by a variety of new student success initiatives both within the Cockrell School and across campus. Notably, the enrollment numbers, retention rates and graduation rates for students who identify as women are high. Further, the retention rates for students from groups that have been historically excluded from engineering continue to show a significant upward trend (see Appendix B), though they still lag the overall graduation rates. For the first time in 2021-2022, we are able to disaggregate data for students from different underrepresented groups; for this reason, this report provides separate graduate rates for Black and Hispanic students for the first time. We notice in this data that the numbers and trends for these two groups are very different, further motivating a
continuation of disaggregating groups rather than treating historically excluded groups as a monolith. A task for this coming year is to reflect on this data and our programming to see how we can adjust programming to more directly support our diverse groups of students.

Table 3 shows data for degrees conferred for both undergraduate and graduate degrees. Across all five years, the rates for various groups are relatively flat and mirror the enrollment rates for each group.

These numbers help measure the diversity across various groups in the Cockrell School, but they do not offer sufficient information about inclusion and equity. For these insights, we have historically relied on climate surveys. In the 2020-2021 academic year, we conducted a climate survey and invited every member of the Cockrell School community to respond, adding graduate students, staff, and faculty to the undergraduate students who had been surveyed in the past. In the end, 65% of faculty, 44% of staff, and 16% of graduate students, and 12% of undergraduate students completed the survey. Initial insights from the results were shared with the Cockrell School community in July 2021\(^3\) and four themes emerged with more insights. We released a formal complete report in February of 2022\(^4\). Overall, the results showed there was consistent, strong agreement that diversity is important to the success of the Cockrell School. However, it was also clear that there is not a complete consensus within the Cockrell School about the definitions or dimensions of desired diversity and that LGBTQ+ and disability are not emphasized enough. The results also showed that some members of the Cockrell School believe there is too much emphasis on diversity, equity and inclusion or that diversity is incompatible with excellence. On average, the respondents to the climate survey indicated agreement with a sense of belonging in the Cockrell School, though many feel disconnected, overworked and underappreciated. Staff, in particular, feel they are expected to take on more and more responsibilities with fewer resources, rewards or gratitude. The third theme that emerged was around the way in which different members of the Cockrell School community experience the climate. Members of our community are experiencing the climate in very different ways, with many feeling censored or unsupported and others seeing no problem at all. Several comments referenced power differentials and group hierarchies that impact the extent to which individuals have agency in their academic or professional work, and these views also differed across gender identity. Finally, unsurprisingly, COVID-19 was cited throughout the responses as exacerbating pre-existing issues with belonging, welcoming climate and views on diversity, in addition to negatively influencing the overall experiences of Cockrell students, staff and faculty.

**Details in the Context of the CSE Diversity, Equity and Inclusion Plan**

In this section, we take each of the six outcomes of the CSE DEI Plan (Appendix A) in turn and describe the efforts within the Cockrell School over the past year to address the implementation strategies listed for each outcome. We do not expect to be able to make meaningful progress on every strategy in every year. For completeness, we include all of the strategies here that are listed in the DEI Plan. If no specific activity can be tied to that strategy during the past year, we indicate that with “No specific activities in 2021-2022”.

**Cross-Cutting Implementation Strategies**

*Collect data on diversity, equity, and inclusion, including surveys of staff, faculty, and students on inclusive school climate and the impact of CSE DEI efforts.*

- We continued to collect data on demographics of the Cockrell School community, retention and graduation rates of undergraduate and graduate students, and trends in all of these values over time.
- We updated our collection of retention and graduation rates to consider races and ethnicities individually, rather than as the conglomerate “URM”.

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\(^3\) [https://cockrell.utexas.edu/about/diversity-and-inclusion/climate-survey-initial-insights](https://cockrell.utexas.edu/about/diversity-and-inclusion/climate-survey-initial-insights)

Analyze data on diversity, equity, and inclusion and use the results to inform ongoing revision of the CSE DEI efforts and this DEI plan.

- For the first time in 2021-2022, we designed new queries to interact with the university data sources to disaggregate retention and graduation data by individual races and ethnicities rather than simply as “underrepresented minority groups”. In the coming years, we will try to extend these analyses and investigate additional intersectionalities.
- In February 2022, we released a full detailed report from the 2021 climate survey, including concrete actions that all members of the Cockrell School community can take to support DEI in the CSE.
- The CSE D&I committee is actively using the climate survey results and other inputs to inform an effort to prioritize the strategies in the CSE DEI plan.

Create and disseminate information about diversity and DEI related efforts, initiatives, and successes through publications, websites, and communication campaigns, including an annual report on DEI in the Cockrell School and public recognition of DEI “wins” by individuals and groups.

- In September 2021, we released the second Cockrell School DEI Annual Report.
- In February 2022, we released a full report on the Cockrell School Climate Survey that was performed in Spring 2021.
- We sent seven newsletters to the Cockrell School community on a wide variety of topics. We continue to maintain the publicly available Cockrell School DEI Events calendar.

Outcome 1 - Fostering an inclusive climate

Develop and deliver programming around monthly DEI themes for the entire Cockrell School (students, faculty, and staff).

- This year, we continued to engage the community through emailed communications on a variety of themes. These themes included topics ranging from the language of DEI and micro-messaging to celebrations of identity like Black History Month and Pride Month. We continue to use this format to communicate with the entire Cockrell School community.

Create and implement a strategy to broaden the delivery and impact of focused DEI-related workshops (including Bias Busters and leadership workshops).

- No specific activities in 2021-2022. As we see a return to more in-person programming in 2022-2023, we expect to see an uptick in these sorts of events for our community.

Promote open and regular conversations within Cockrell School communities about DEI-related concerns and initiatives.

- Supported by a ACT grant with funding from the Cockrell School and the Office of the Vice Provost for Faculty Diversity, Equity, and Inclusion, a team from the CSE led by Mia Markey, Professor in Biomedical Engineering held a summit on DEI concerns as they intersect with international graduate students. This effort produced a detailed report of recommendations that the team, along with the CSE leadership is using to identify priorities for implementation.
- The CSE leadership, including Dean Roger Bonneceaze and Associate Dean Julien, participated in multiple student-hosted town-halls to discuss DEI-related topics. These were hosted by the National Society of Black Engineers (NSBE) as well as by the Student Engineering Council (SEC).

Continue and extend programming to celebrate diverse cultures in the Cockrell School of Engineering.

- Hosted the second annual Black Excellence in STEM Panel in celebration of Black History Month. Moderated by Dorcas Olaoye (Civil Engineer, 2022), Texas Engineering Black alumni leaders, Khadir

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7 https://calendar.google.com/calendar/u/0?cid=Y185b2phMDNIMTF1NDRIYT1OGVpZ2xiNzdrMEBncm91cC5jYWxlbmRhci5nb29nbGUuY29t
Richie (Electrical Engineer, 1997), David Jones (Chemical Engineer, 1988) and Darron Anderson (Petroleum and Geosystems Engineer, 1991) discussed their experiences as students, how they have navigated unique challenges in their careers and how they are promoting lasting change in society.

**Outcome 2 - Creating diverse pipelines**

*Identify and implement ways to increase the pool of diverse undergraduate student applicants to the Cockrell School.*

- My Introduction to Engineering Camp (MITE) is a five-day residential camp for rising seniors in high school to discover engineering through participation in an engineering team project, hands-on activities and interactions with engineering students, faculty, staff and alumni. MITE has two summer sessions. Fifty students are accepted into the MITE camp per session. All students are welcome to apply, and African-American, Hispanic, Native American and Native Hawaiian students, as well as those who have overcome social or economic hardship, are strongly encouraged to apply. Through MITE, participants gain insight into what life is like as a Texas Engineering student, experience what it’s like to live on campus, learn about admissions, financial aid and preparing for college. Seventy-Five rising seniors attended MITE camp over two sessions this year. 44% of the students self-identified as Hispanic/Latino/a/x and 20% self-identified as African-American. 32% of participants self-identified as female.

- The Longhorn Engineering Summer Camp (LESC) is a free, five-day camp that will engage rising 8th and 9th graders in interactive learning experiences that promote the wide impact of engineering. Each day, camp attendees will learn a few engineering fundamentals through an engaging presentation by UT faculty and students, then see these concepts come to life through guided hands-on activities. In collaboration with the UT Youth Engagement Center, we have been able to increase the participation of students who identify with groups that have been historically excluded from engineering. For instance, we have collaborated with Project Explore in Houston ISD, and AVID in Austin ISD and Pflugerville ISD. The demographics from our LESC 2022 camp were 26% African-American, 26% Hispanic, 26% Asian and 35% female participants. 62% of participants stated that LESC increased their interest in studying engineering in college a great deal.

- The National Society of Black Engineers (NSBE) and the Diversity, Equity and Inclusion office of the Cockrell School of Engineering (CSE DEI) co-hosted the first annual Black Youth Day on April 2nd, 2022. During Black Youth Day, students, grades 8 through 11 from the greater Austin area were invited to join us for one day of engineering activities. BYD offers students a chance to learn, with hands-on engineering activities led and taught by students from the CSE community. BYD is a way to promote engineering where it has not previously been promoted before in a way that allows people to see others with the same identity. The goal is to show students who identify with groups that have been historically excluded in engineering that they have a community at UT. Of our participants in April of 2022, 70% were African-American, 16% were Hispanic, while 8% identified as two or more races. 44% of our participants were women.

- World of Engineering (WoE) is an outreach event for students grades K-12 and their families who can participate in engineering-based activities led by current UT Engineering students and faculty. African-American, Hispanic, Native Hawaiians and Native American students, as well as those who have overcome social or economic barriers, are encouraged to participate. Participants discover how engineering impacts the world around them on a daily basis, with a goal to inspire continued learning and to encourage all to join the field of engineering. In 2021, WoE was held virtually, with plans to return to an in-person event in the fall of 2022.

- The Equal Opportunity in Engineering Program and the Recruitment office hosted the You Belong Here dinner event on April 1, 2022, for admitted students and families who identify as members of underrepresented groups. This event focused on students who had not yet paid their deposits
confirming their acceptance to the University of Texas. Parents attended an information session, while students participated in a moderated student panel hosted by UT undergraduate students. After the sessions, families rejoined each other for a meal and conversation with UT students, faculty and staff.

- In March 2022, The Women in Engineering Program hosted a mock lecture series during which women faculty in the Cockrell School of Engineering gave a mini lecture for admitted female students who had not yet paid deposits confirming acceptance to the University of Texas. Parents attended an informational session while students attended a lecture on Engineering Communications and a second lecture about Basic Engineering which involved small experiments.

Create and support pipeline programs with minority-serving institutions to mentor racially diverse students into successful graduate school careers in our School.

- We sponsored and hosted a G.R.A.D. Lab. that took place (virtually) in April 2022. This event was attended by 38 prospective graduate students from across all engineering disciplines. It also engaged 15 faculty and staff representing all seven CSE departments.
- In March 2022, the CSE sponsored and attended the (in person!) NSBE conference. One faculty member and two graduate students attended the conference and its associated career fair to recruit prospective graduate students for all CSE programs. In total, 23 students visited the booth and registered interest in the CSE graduate programs.
- More broadly, and beyond programs focused exclusively on racially diverse students, we also sponsored and attended the O4U Engineering conference. Two faculty members and two graduate students attended the virtual conference to represent the CSE, both at the conference and at the associated career fair for the purposes of graduate recruiting. In total 14 students visited the booth and registered interest in CSE graduate programs.
- In 2021-2022, all departments in the CSE offered graduate application fee waivers for applicants to any graduate program to applicants who connected with us via one of the above events.

Develop programming to mentor and support diverse undergraduate research participants into graduate school (e.g., through REU programs).

- The CSE hosted REU programs through the NASCENT and MRSEC research centers.
- The GLUE (Graduates Linking Undergraduates in Engineering) Program did not run in 2021-2022 due to COVID and the need for graduate students to reserve time for their own research. The program is anticipated to restart in Spring 2023.
- The Electrical and Computer Engineering Department hosted the ECE Next Program, which is anticipated to serve as a model program for additional programs to be developed.

Develop intentional and coordinated outreach efforts to attract a more diverse pool of candidates for post-doctoral positions.

- The CSE hosted two researchers as part of the inaugural UT Austin Provost’s Early Career Fellowship Program.

Understand, document, and address concerns and challenges related to recruiting diverse staff across different staff communities in the Cockrell School.

- Previewed potential training for staff related to bias and stereotype in recruiting and hiring; started to develop a plan to roll out CSE-targeted training related to the DEI in the various phases of recruiting staff in the future.

Collect best practices for diverse faculty recruiting from other institutions and create a faculty recruiting process that facilitates opportunities for faculty applicants from historically marginalized groups.

- No specific activities in 2021-2022.

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8 https://www.ece.utexas.edu/academics/ece-next
9 https://provost.utexas.edu/equity/early-career-fellows/
Develop programs and opportunities to prepare diverse mid-career faculty for leadership positions.

- In 2021-2022, the School supported Elizabeth Cosgriff-Hernandez (Professor in Biomedical Engineering) to participate in the ELATES program, hosted by Drexel University.
- In Fall 2020, the Cockrell School sponsored (along with the Vice Provost for Diversity) one assistant professor faculty member (Yaoyao Jia from Electrical and Computer Engineering) to participate in the National Center for Faculty Development & Diversity's Faculty Success Program, a 12-week coaching program designed to build skills for research productivity and work-life balance.

Outcome 3 - Increasing community diversity and awareness

Train everyone involved in admissions and hiring about biases, including racism and sexism, and develop procedures that explicitly mitigate the disparate and negative impacts of these biases on hiring and admissions.

- The CSE Office of Diversity, Equity, and Inclusion collaborated with the Vice Provost for Diversity on their revision of training and workshops associated with DEI in the faculty recruiting process. In particular, the CSE contributed scenarios and conversation starters for the in-person portion of the training.
- Dean Bonnecaze made it a requirement that all faculty participating in the faculty search process take the Provost Office's training before participating in the faculty search process. In 2021-2022, 98.8% of CSE faculty on search committees completed Part 1 of the training, and 95.5% of the CSE faculty on search committees completed Part 2 of the training.
- We are investigating how to extend these efforts to graduate student admissions and to staff recruiting (as mentioned above).

Create opportunities for continuous feedback and refinement of best procedures and practices for diverse recruiting of faculty, students, staff, and administrators.

- We collected data about the search process through a follow-up survey of the members of the search committees; this data will be shared with new search committees to enable improvements in future searches. In addition, the Provost's office has done a detailed review of the search trainings, and a full report of this is expected in the future.
- We also collected extensive data about the demographics of the search process across all searches, indicating how identities are represented in the pool of applicants, in the short list of considered applicants, in those interviewed, those made offers, and those accepting offers. This data indicates that the most important places for our future efforts to have a high impact on faculty diversity are in proactively recruiting a diverse pool of applicants and in recruiting candidates to whom we have made offers to decide to come to CSE.

Outcome 4 - Retaining and recognizing diverse community members

Develop programs and resources for mentoring diverse faculty, staff, and administrators, including accessible “talking point” guides for mentors.

- No specific activities in 2021-2022.

Ensure all staff have access to regular, high quality feedback about actionable steps and timelines for career advancement.

- No specific activities in 2021-2022.

Develop strategies and policies to value/recognize DEI efforts and “invisible service”.

- In Summer 2021, we revised the Cockrell School guidelines for promotion and tenure and for comprehensive periodic review to explicitly consider efforts related to DEI in the context of all three of research, teaching, and service. We also encouraged the individual department (and their individual

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10 https://provost.utexas.edu/the-office/faculty-affairs/faculty-search-committee-workshop/
Develop a process for both "exit interviews" to survey faculty and staff who leave the Cockrell School about their experiences and decision to leave and "stay interviews" to collect data about faculty and staff who choose to remain in the Cockrell School.

- No specific activities in 2021-2022. However, exit interviews have been identified as an important way to learn about our community members’ experiences in the Cockrell School.

Outcome 5 - Improving the student experience

Continue to support and engage graduate students and faculty on discussions of best-practices in student mentoring; distill lessons in graduate student mentoring into a handbook of best practices.

- In 2021-2022, all seven departments hosted first year mentoring programs for new graduate students, based on a program designed by Lydia Contreras in the Chemical Engineering department. In these programs, which differ slightly by department, first year students are matched with current graduate student peer mentors and faculty mentors beyond their research supervisors. We completed a detailed evaluation and report on the 2021-2022 program, which was shared back out with the program leads as feedback into the design of the future efforts.

- For the 2021-2022 academic year, the Cockrell School launched the Advocacy Network for Graduate Students and Postdoctoral Scholars, a small team of faculty from across the Cockrell School who serve in a role as neutral third parties for advice, guidance, and access to resources. In this academic year. In 2021-2022, six graduate students and post-docs used the network to connect to a third party faculty member for guidance.

Foster, support, validate, and engage with existing efforts by students to improve DEI in the community (e.g., through existing student organizations).

- The Cockrell School of Engineering DEI Board continued its work this academic year, again lead by the leaders of the Student Engineering Council (Tabitha Tran) and Graduate Engineering Council (Sivasakthya Mohan).

- For the coming year, a working group of students has helped to revise the role of the Student DEI board, with a new format and mission to be launched in 2022-2023.

- In 2021-2022, the CSE created the Texas Engineering Diversity and Excellence (TEDE) unit within the Engineering Student Services (ESS) office. TEDE brings together the Equal Opportunity in Engineering (EOE) program, the Women in Engineering Program (WEP), and Engineering Student Life (ESL) under a single umbrella to enable a focused and unified effort to support the success of all of our students, but particularly those who identify with groups that have been historically excluded from engineering spaces.

Recognize outstanding efforts related to retention of undergraduate and graduate students, with particular focus on impact of DEI efforts.

- In 2020, the Equal Opportunity in Engineering (EOE) program celebrated its 50th anniversary. In activities that were delayed because of the COVID-19 pandemic, the program held several events, topped off with a gala celebration in Spring 2021.

Outcome 6 - Enabling individual and community success

Assess and improve the quality of mentoring of graduate students and faculty.

- As mentioned elsewhere in this report, in 2021-2022, all seven departments launched or re-launched first year mentoring programs open to all newly enrolling students but focused on helping acclimate students from historically excluded groups to study in engineering.

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12 https://cockrell.utexas.edu/advocacy-network-for-graduate-students-and-postdoctoral-scholars
In Spring 2022, we piloted a program to mentor faculty in integrating activities that broaden participation in engineering with sponsored research. In Spring and Summer of 2022, this effort supported the mentorship of seven faculty research proposals to include integrated DEI with research.

**Identify and remove artificial barriers for undergraduate and graduate students, from curricula to policies to student programming.**

- The 2021-2022 academic year saw the continuation of the Ramshorn Scholar Program (RSP), a learning community dedicated to helping select undergraduate students persevere through the rigors of the UT engineering curriculum. The program’s goal is simple: to ease the transition from high school to college by supporting each student’s individual needs. Over 70% of students in RSP are first-generation college students. RSP offers reserved seats in select first-year courses, supplemental instruction, academic coaches, community building events and leadership development. Many of the students from the Ramshorn Scholars Program point to their participation in the program as the foundation for their feelings of inclusion in the Cockrell School.
- The 2021-2022 academic year saw the continuation of the Cockrell School of Engineering’s long tradition of First-Year Interest Groups (FIGs), small cohorts of 15-20 students organized around common interests and courses, including FIGs organized as part of EOE and WEP.

**Collect and analyze data on fellowship and scholarship awards (for graduate and undergraduate students) with respect to equitable distribution across diverse groups and use this data to support recruiting and retaining individuals from underrepresented groups.**

- Improved the processes for utilizing the GEM application database; these processes will be applied starting in Fall 2022 for the coming application cycle.

**Collect and analyze data on faculty, staff, and graduate student service obligations from an equity lens and use this data to develop strategies to balance service across all faculty, staff, and graduate students.**

- As described above, the 2021-2022 year was the first year of implementation of the revised Cockrell School guidelines for promotion and tenure and for comprehensive periodic review that now explicitly consider efforts related to DEI in the context of all three of research, teaching, and service.

**Collect feedback from diverse faculty, staff, post-docs, and students on impactful professional development programs; use this feedback to guide future community participation on professional development.**

- No specific activities in 2021-2022.

**Regularly assess and evaluate the DEI programs that the school provides to ensure that they meet the needs of their target populations.**

- While assessing and evaluating efforts is itself a cross-cutting activity, the 2021-2022 CSE D&I Committee focused specifically on examining the CSE DEI Plan (Appendix A), with an eye towards prioritizing the efforts in the future.
- In the context of DEI Outreach programs, specifically, we developed relationships with other units on campus to set up a more rigorous data collection process to track the progress of our participating students through the remainder of their high school years and into college and graduate school.

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13 [https://cockrell.utexas.edu/about/diversity-and-inclusion/broadening-participation-in-engineering-plan](https://cockrell.utexas.edu/about/diversity-and-inclusion/broadening-participation-in-engineering-plan)
Plans for 2022-2023

Many of the activities detailed above for 2021-2022 will continue into the next academic year. Further, the CSE Standing Committee on Diversity and Inclusion, spent part of their effort in 2021-2022 on prioritizing some outcomes from the DEI Plan for short term action. These recommendations will drive our work in the coming year. The same is true for the outcomes from the iDEI ACT project, which has prioritized several initiatives related to international graduate students. Finally, as of September 1, 2022, we are launching a new National Science Foundation funded center for equity in Texas engineering. Many of this year’s activities will be integrated with this new center.

DEI Plan Priorities from the CSE D&I Standing Committee

Based on a review of the climate survey report and other data about DEI activities in the CSE, the D&I committee recommended prioritizing nine of the implementation strategies in the DEI Plan and identified actionable activities for each. A brief summary is provided here

- **Promote open and regular conversations within Cockrell School communities about DEI-related concerns and initiatives.** Actionable ideas for this strategy include: (1) hosting DEI-specific conversations in faculty meetings; (2) supporting research supervisors in discussing core values beyond research within research groups; (3) including efforts to include DEI as part of faculty and staff evaluations; (4) addressing power differentials among faculty. Over the past two academic years, all seven departments have hosted a faculty meeting conversation on the experiences of LGBTQ+ students in engineering (from a student’s perspective). More of these conversations are needed.

- **Understand, document, and address concerns and challenges related to recruiting diverse staff across different staff communities in the Cockrell School.**

- **Collect best practices for diverse faculty recruiting from other institutions and create a faculty recruiting process that facilitates opportunities for faculty applicants from historically marginalized groups.** The committee included one actionable idea for this strategy, namely to explicitly name support services for LGBTQ+ engineers. This is already work in progress (e.g., see resources on Appendix C, which is given out to all faculty candidates).

- **Develop programs and opportunities to prepare diverse mid-career faculty for leadership positions.** The two actionable recommendations from the committee related to this strategy are: (1) increasing the diversity in leadership positions in the CSE and (2) creating annual reports from the Dean and department chairs related to efforts to increase diversity in leadership positions.

- **Train everyone involved in admissions and hiring about biases, including racism and sexism, and develop procedures that explicitly mitigate the disparate and negative impacts of these biases on hiring and admissions.**

- **Create opportunities for continuous feedback and refinement of best procedures and practices for diverse recruiting of faculty, students, staff, and administrators.** For this priority, the committee identified the following two actionable recommendations: (1) hosting an annual meeting for CSE units working in the DEI space to share out best practices and discuss collaboration and (2) encouraging graduate student admissions committees to participate in available workshops on bias in admissions.

- **Ensure all staff have access to regular, high-quality feedback about actionable steps and timelines for career advancement.** This includes the actionable strategy to provide written career advancement timelines for staff in their annual evaluations. Such strategies are also inline with the university’s You Belong Here Plan for an Equitable and Inclusive Campus.

- **Develop strategies and policies to value/recognize DEI efforts and “invisible service.”** This includes the actionable strategy of establishing a named annual award for contributions to DEI.
• Continue to support and engage graduate students and faculty on discussions of best practices in student mentoring; distill lessons in graduate student mentoring into a handbook of best practices. In support of this ninth prioritized strategy, the committee identified the following actionable recommendations: (1) creating a DEI recruiting events calendar; (2) increasing funding for parental leave for graduate students and post-doctoral researchers; and (3) increasing dialog between the D&I committee and the CSE leadership.

Prioritized Actionable Recommendations from the iDEI Summit

With support from a seed grant in the Actions that promote Community Transformation (ACT) funded jointly by the Office of the Provost and the CSE, a team led by Professor Mia Markey in Biomedical Engineering created a set of actionable recommendations related to DEI concerns of international graduate students. Further conversations prioritized some of these recommendations for near-term action. In the coming academic year, we plan to focus our energy on a subset of these, including:

• Create CSE Welcome Event for International Graduate Students. This event should be designed in collaboration with current international graduate students, with the intention of offering the event in Fall 2023.
• Support Annual iDEI Summit. This year and going forward, it is important to host a forum for international CSE graduate students to meet together, learn about DEI, and advocate for their needs.
• Devote time in faculty training to understanding the perspectives of international CSE graduate students.

Launching the Center for Equity in Texas Engineering

In Spring 2022, the Cockrell School of Engineering applied for a grant to create a Center for Equity in Texas Engineering as part of the Broadening Participation in Engineering program from the National Science Foundation. This center has been funded, with a start date of September 1, 2022. The vision of the center is that diversity, equity, and inclusion are the responsibility of everyone within the university's engineering community. The efforts as part of this project lay the groundwork for the center by focusing on recruiting and supporting Hispanic/Latino/a/x and Black/African American undergraduate and graduate students. Rather than establishing a catalog of new programs, this effort seeks to learn from partner minority-serving institutions to establish the infrastructure to ultimately support students, staff, and faculty in contributing to building an inclusive culture that provides students opportunities to develop and hone technical and professional skills while also establishing their identities as professional engineers.

The center will support CSE faculty, staff, and students in doing the work of DEI as part of their regular jobs and engagement in our community. The objective is to catalyze a culture change in the CSE by leveraging a serviness learning organization framework to recruit, support, nurture, and matriculate a diverse community of students. Our efforts are organized around three pillars: (1) new and expanded student, staff, and faculty learning opportunities around integrating equity and inclusion into engineering professional practice, teaching, and an individual’s role in the institution; (2) intentionally designed support structures that acknowledge the priorities of the institution and its individuals, consider these priorities in creating opportunities for participation in outreach and recruiting events, and provide support (including funding) for new initiatives envisioned by members of the UT-Austin Engineering community; and (3) improved and expanded expectations and accountability for all members of the CSE community, including revisions to student learning outcomes, faculty review processes, staff job descriptions, and recognitions for efforts above and beyond. Many of our efforts in the coming year will be aligned with the goals of this center, which is in turn perfectly aligned with our existing DEI Plan.
Conclusions

The Cockrell School of Engineering remains steadfastly committed to diversity in its many forms, and we aim to promote an inclusive and equitable environment with a strong sense of belonging for all students, faculty and staff. We recognize that individuals from all groups have not historically had the same access to engineering education, in general, and to the Cockrell School, more specifically, and we seek to continue to acknowledge this and work to address it across our mission. We also recognize that the different spaces that community members inhabit may require different approaches to diversity, equity and inclusion. We embrace the differences among us and strive to create learning and working environments enriched by those differences, and we are committed to providing the best education possible for students from all backgrounds, including those who have been marginalized and who come from traditionally underserved communities.
Appendix A - Cockrell School Diversity, Equity and Inclusion Plan

Overview: A Steadfast Commitment

For the engineering profession to fully reach its potential, our academic and industry communities must listen to, engage, include, and encourage people from all segments of society. We must work together — utilizing the broad array of perspectives, backgrounds, and life experiences that come with a truly diverse community — if we wish to develop the creative solutions needed to address the challenges of the future.

In the Cockrell School of Engineering, we are deeply committed to diversity in its many forms. The Diversity, Equity, and Inclusion (DEI) Plan is a defined framework and set of initiatives that will guide our future decisions and investments across all departments and communities, including those defined by race, ethnicity, physical ability, sexual orientation, gender and gender expression, socioeconomic background, and first-generation status.

Definitions

We begin our plan by defining key terms:

**Diversity** is the quality of being different or unique at the individual and/or group level including characteristics such as age, disability status, ethnicity, gender, gender identity and expression, nationality, race, religion, sexual orientation, socioeconomic status, and veteran status. Promoting diversity includes embracing the unique differences and contributions of each individual in our community, including recognizing and supporting individuals’ multiple and intersecting identities.

**Equity** is giving each individual access to the resources they need to learn, perform, work, and thrive. Promoting equity means providing access to resources so that each individual in our community has what they need to succeed — access to opportunity, networks, resources, and support systems — based on where they are and where they want to go.

**Inclusion** is creating an environment that welcomes, embraces, and leverages the diversity that exists in our community to ensure that individuals feel supported, listened to, empowered, and able to do their personal best and contribute fully to the community. Inclusion promotes a sense of belonging and creates a cohesive community.

Goals and Outcomes

Through a sustained effort to strengthen diversity within the Texas Engineering community and through the long-term implementation of the DEI Plan, the Cockrell School aims to achieve the following long-term outcomes.

- **Outcome 1.** Foster an inclusive school climate that supports and encourages community members and provides a strong sense of value and belonging among all students, faculty, and staff.
- **Outcome 2.** Attract diverse applicants for faculty, student, staff, and administrator roles.
- **Outcome 3.** Increase diversity and the community’s awareness of diversity among faculty, students, staff, and administrators.
- **Outcome 4.** Retain and recognize diverse faculty, staff, and administrators.
- **Outcome 5.** Improve student experiences, success, retention, graduation rates, and sense of belonging.
- **Outcome 6.** Support the development of the full potential of each member of the community.

Implementation Strategies

In alignment with the Goals and Outcomes listed above, the Cockrell School of Engineering has identified the following short-term implementation strategies. We recognize that the work necessary to realize the DEI Plan
will require substantial effort and resources, and it may not be possible to undertake all of these implementation strategies simultaneously. We also emphasize that this work is the responsibility of the entire community and should not fall solely on the shoulders of the systemically oppressed groups we aim to support.

**Cross-Cutting Implementation Strategies**

1. Collect data on diversity, equity, and inclusion, including surveys of staff, faculty, and students on inclusive school climate and the impact of CSE DEI efforts.
2. Analyze data on diversity, equity, and inclusion and use the results to inform ongoing revision of the CSE DEI efforts and this DEI plan.
3. Create and disseminate information about diversity and DEI related efforts, initiatives, and successes through publications, websites, and communication campaigns, including an annual report on DEI in the Cockrell School and public recognition of DEI “wins” by individuals and groups.

**Implementation Strategies in Support of Outcome 1**

**Fostering an inclusive climate**

1.1 Develop and deliver programming around monthly DEI themes for the entire Cockrell School (students, faculty, and staff).
1.2 Create and implement a strategy to broaden the delivery and impact of focused DEI-related workshops (including Bias Busters and leadership workshops).
1.3 Promote open and regular conversations within Cockrell School communities about DEI-related concerns and initiatives.
1.4 Continue and extend programming to celebrate diverse cultures in the Cockrell School of Engineering.

**Implementation Strategies in Support of Outcome 2**

**Creating diverse pipelines**

2.1 Identify and implement ways to increase the pool of diverse undergraduate student applicants to the Cockrell School.
2.2 Create and support pipeline programs with minority-serving institutions to mentor racially diverse students into successful graduate school careers in our School.
2.3 Develop programming to mentor and support diverse undergraduate research participants into graduate school (e.g., through REU programs).
2.4 Develop intentional and coordinated outreach efforts to attract a more diverse pool of candidates for post-doctoral positions.
2.5 Understand, document, and address concerns and challenges related to recruiting diverse staff across different staff communities in the Cockrell School.
2.6 Collect best practices for diverse faculty recruiting from other institutions and create a faculty recruiting process that facilitates opportunities for faculty applicants from historically marginalized groups.
2.7 Develop programs and opportunities to prepare diverse mid-career faculty for leadership positions.

**Implementation Strategies in Support of Outcome 3**

**Increasing community diversity and awareness**

3.1 Train everyone involved in admissions and hiring about biases, including racism and sexism, and develop procedures that explicitly mitigate the disparate and negative impacts of these biases on hiring and admissions.
3.2 Create opportunities for continuous feedback and refinement of best procedures and practices for diverse recruiting of faculty, students, staff, and administrators.
Implementation Strategies in Support of Outcome 4
Retaining and recognizing diverse community members

4.1 Develop programs and resources for mentoring diverse faculty, staff, and administrators, including accessible “talking point” guides for mentors.
4.2 Ensure all staff have access to regular, high quality feedback about actionable steps and timelines for career advancement.
4.3 Develop strategies and policies to value/recognize DEI efforts and “invisible service”.
4.4 Develop a process for both “exit interviews” to survey faculty and staff who leave the Cockrell School about their experiences and decision to leave and “stay interviews” to collect data about faculty and staff who choose to remain in the Cockrell School.

Implementation Strategies in Support of Outcome 5
Improving the student experience

5.1 Continue to support and engage graduate students and faculty on discussions of best-practices in student mentoring; distill lessons in graduate student mentoring into a handbook of best practices.
5.2 Foster, support, validate, and engage with existing efforts by students to improve DEI in the community (e.g., through existing student organizations).
5.3 Recognize outstanding efforts related to retention of undergraduate and graduate students, with particular focus on impact of DEI efforts.

Implementation Strategies in Support of Outcome 6
Enabling individual and community success

6.1 Assess and improve the quality of mentoring of graduate students and faculty.
6.2 Identify and remove artificial barriers for undergraduate and graduate students, from curricula to policies to student programming.
6.3 Collect and analyze data on fellowship and scholarship awards (for graduate and undergraduate students) with respect to equitable distribution across diverse groups and use this data to support recruiting and retaining individuals from underrepresented groups.
6.4 Collect and analyze data on faculty, staff, and graduate student service obligations from an equity lens and use this data to develop strategies to balance service across all faculty, staff, and graduate students.
6.5 Collect feedback from diverse faculty, staff, post-docs, and students on impactful professional development programs; use this feedback to guide future community participation on professional development.
6.6 Regularly assess and evaluate the DEI programs that the school provides to ensure that they meet the needs of their target populations.

A Clear Path Forward

In the Cockrell School of Engineering, we are committed to diversity in its many forms, and we aim to promote an inclusive and equitable environment with a strong sense of belonging for all students, faculty, and staff. We recognize that individuals from all groups have not historically had the same access to engineering education, in general, and to the Cockrell School, more specifically, and we seek to address this moving forward. We recognize that the different spaces that community members inhabit may require different approaches to diversity, equity, and inclusion. We embrace the differences among us and strive to create learning and working environments enriched by those differences.

For questions or more information about the DEI Plan, contact Christine Julien, Associate Dean for Diversity, Equity, and Inclusion for the Cockrell School of Engineering, at c.julien@utexas.edu.
Appendix B - Data and Charts

Faculty Five Year Trends
These first two charts show the demographics of the faculty by rank over the past five years. The second chart combines Black faculty, Hispanic faculty, and faculty who are from native or indigenous groups, including American Indian, Alaska Native, and Native Hawaiian faculty.

Student Enrollments Five Year Trends
The next two charts show the demographics of undergraduate and graduate students over the past five years.
Undergraduate Student Graduation Rates

In the following charts, we show four and six year graduation rates both for students who started in CSE and graduated from CSE and for students who started in CSE and graduated from any program at UT. The years listed in the charts indicate the year the students entered the program.
Undergraduate Student Retention Rates

In the following charts, we show one and two year retention rates for students who started in CSE and remain in CSE and for students who started in CSE and remain in any program at UT. The years listed in the charts indicate the year the students entered the program.
Appendix C - Faculty Recruiting Handout

Cockrell School of Engineering

RESOURCES FOR PROSPECTIVE FACULTY

Welcome
The Cockrell School is committed to building a diverse, equitable, and inclusive environment, free from all forms of hate, racism and injustice, where students, faculty and staff feel safe and supported. In this handout, you can find some descriptions of resources that are available to faculty in the Cockrell School and at the University of Texas. If you would like to learn more about any of these organizations or resources, we would be happy to coordinate meetings with representatives of the committees or you can contact them directly (contact info provided below).

Cockrell School Diversity, Equity, and Inclusion Resources
The Cockrell School Associate Dean for Diversity, Equity and Inclusion serves as a general voice and contact point for DEI-related efforts in the Cockrell School and is responsible for the Cockrell School DEI plan. The Associate Dean is also part of UT’s Coalition of Diversity, Equity and Inclusion Officers. This group collaborates on campus-wide DEI initiatives. The role of Associate Dean for DEI in the Cockrell School is currently filled by Christine Julien, professor in the Electrical and Computer Engineering Department.

The Cockrell School’s DEI Plan is a living document that includes the school's current implementation strategies tied to measurable outcomes. It is also associated with a DEI Annual Report that summarizes the previous year’s efforts and outcomes related to diversity, equity, and inclusion.

Within the Cockrell School, the Standing Committee on Diversity and Inclusion works to identify initiatives and strategies to attract a diverse community, foster an inclusive environment and improve the experiences of students, faculty and staff through program development and financial investment. The committee comprises faculty, staff and students engaged on a range of DEI-related issues. You can contact any of its members directly for more information. In addition, the Engineering Faculty Women’s Organization (EFWO) plans and organizes events for women faculty and provides a voice to issues commonly affecting women faculty members. The Cockrell School is also home to the Women in Engineering Program (WEP) and the Equal Opportunity in Engineering (EOE) Program, which both support diverse current and prospective students. There are also several student organizations engaging in work related to DEI.

University Diversity, Equity, and Inclusion Resources
At the University level, the office of the Vice Provost for Diversity supports a variety of efforts to recruit and retain a diverse faculty and to support an inclusive climate on campus. In particular, three councils have been established to advance faculty diversity, remove barriers, ensure fairness in university policies and practices, and to generally facilitate an inclusive climate for faculty. These are the Council for Racial and Ethnic Equity and Diversity (CREED), the University Faculty Gender Equity Council (UFGEC), and the Council for LGBTQ+ Access, Equity, and Inclusion (Q+AEI), all of which include representatives from the Cockrell School.

The University of Texas at Austin is also an institutional member of the National Center for Faculty Development and Diversity, which grants access to many resources free and on-demand to all faculty.
The campus’s Division of Diversity and Community Engagement (DDCE) cultivates an inclusive campus as well as leading community engagement activities, K-12 initiatives, and academic programs. In addition, DDCE supports a number of University Resource Groups that provide a voice for diverse groups on campus as well as leadership training, professional development, celebrations, and community service opportunities.

**Inclusive Teaching Resources**

Everyone in the Cockrell School has a hand in making our spaces open, accessible, and inclusive of everyone. This is no more evident anywhere than within our classrooms and research spaces. We have assembled a set of inclusive teaching resources for faculty to learn and adopt inclusive teaching practices. In addition, the University’s Faculty Innovation Center also has a more in depth set of inclusive teaching and learning resources and recommendations available to all faculty on campus.

**For more information ...**

Feel free to reach out and ask about any of these organizations or resources or with any other questions about diversity, equity and inclusion at any time.

**Contacts**

- Associate Dean for Diversity, Equity and Inclusion — Prof. Christine Julien, c.julien@utexas.edu
- Engineering Faculty Women’s Organization — Prof. Lynn Katz, lynn.katz@mail.utexas.edu
- Director of the Women in Engineering Program — Tricia Berry, tricia.berry@utexas.edu
- Director of the Equal Opportunity in Engineering Program — Enrique Dominguez, enrique.dominguez@austin.utexas.edu
- Office of the Vice Provost for Diversity (Executive Director for Diversity) — Prof. Lydia Contreras, lcontreras@che.utexas.edu
- CREED (Cockrell School member) — Prof. Raissa Ferron, r.ferron@mail.utexas.edu
- UFGEC (Cockrell School member and co-chair) — Prof. Lynn Katz, lynn.katz@mail.utexas.edu
- Q+AEI (Cockrell School member) — Prof. Patricia Clayton, clayton@utexas.edu