



The University of Texas at Austin

UNIVERSITY DIVERSITY AND INCLUSION ACTION IMPLEMENTATION AND RESOURCE GUIDE

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FOREWORD

The University of Texas at Austin (UT Austin) embraces and encourages diversity in many forms, striving to create an inclusive community that fosters an open and supportive learning, teaching, and working environment. Our strength as a university draws from our wide range of perspectives and experiences, and we support a free exchange of ideas alongside thoughtful consideration of our differences. We share a commitment to free speech and expression, coupled with equal treatment of all members of our campus community. As a university and intellectual laboratory, we must promote thoughtful discourse and openly discuss ideas across the spectrum of political, philosophical, and scholarly thought consistent with the values of academic freedom and of a democratic and open society. The purpose of this plan is to reflect upon how we can provide the best education possible for students from all backgrounds, especially those that historically have been marginalized. It should be noted that as a blueprint for optimal future diversity and inclusion efforts, successful implementation depends upon a number of factors including adequate budget and personnel.

As we successfully argued in the Fisher case, diversity is a compelling interest, crucial to a high-quality education. As a public research university, we have the responsibility to educate Texans from all backgrounds. Many of the diversity initiatives and programs already existing on campus, and many of those that are proposed in this plan, help ensure the timely graduation and success of students from diverse backgrounds, including Pell-eligible¹ students, students with disabilities, racially and ethnically diverse students, and LGBTQ, transgender, gender nonbinary, and gender nonconforming students.

Our university is already a national leader in diversity and community engagement, serving as a model for how diversity is integrated into the core teaching, research, and service missions of a tier-one research institution. As both the current UT Austin president and provost have stated, diversity and excellence are mutually reinforcing. We have and will continue to lead when it comes to connecting the university's intellectual resources to communities across Texas and offer education to those who face the greatest challenge to access. It remains

our obligation to engage in constant deliberation and continued reflection and improvement.

UT Austin has never been, nor will it ever be, immune to the changing political ideals surrounding diversity and affirmative action initiatives. Even though the recent Supreme Court ruling in *Fisher v. University of Texas* has allowed the university to maintain its holistic admissions policy, nationally the fight against diversity as a compelling interest is not over. As a result, this University Diversity and Inclusion Action Plan (UDIAP) should be considered fluid and have provisions for changes if affirmative action policies are overruled or modified through court decisions.

The Division of Diversity and Community Engagement (DDCE) was created to facilitate diversity and community engagement on behalf of the university, but the DDCE cannot carry out this work by itself or without buy-in from the UT Austin administration and colleges, schools, and units (CSUs). As partners, the Office of the President, the Provost's Office, the vice president for diversity and community engagement, and the vice president for student affairs have collaborated to create the UDIAP.

The UDIAP includes an inventory of ongoing efforts to reduce institutional barriers and increase equity, access, and inclusion for underrepresented and traditionally underserved communities. This guide also discusses recommendations to improve the experience and success of students, faculty, and staff from all backgrounds, with a focus on those from traditionally underserved communities. Students, faculty, and staff who continue to face barriers to access include people of color, indigenous people, first-generation students, Pell-eligible students, veterans, undocumented people, people with disabilities, lesbian, gay, bisexual, queer, and asexual people, transgender, gender nonbinary and gender nonconforming people, women, and people of multiple identities.

As such, the UDIAP includes eight focus areas:

1. University Leadership
2. Campus Climate and Culture
3. Students

4. Faculty
5. Staff
6. Alumni and Community
7. Pre-K–12 Partnerships and Education Pipeline
8. Communications, Assessment, and Accountability

BACKGROUND

In a sense, the history of diversity at The University of Texas at Austin began as soon as the institution's doors opened in 1883. Two hundred and twenty-one students matriculated that year, among them Jessie Andrews — the first woman to enroll at the university and the first woman to graduate in 1886. Manuel Garcia was the first Hispanic to receive a degree from the university in 1894. However, it wasn't until the Supreme Court decision *Sweatt v. Painter* in 1950 that the first African American officially enrolled at UT Austin.²

UT Austin's current focus on having a diverse and inclusive environment began during the tenure of Interim President Peter Flawn (July 1997–April 1998), following the March 1996 decision in *Hopwood v. University of Texas* when the Fifth Circuit Court of Appeals ruled that the university could not use race as a factor in admissions. The case involved four white plaintiffs who had been denied admission to the UT School of Law. Following the Hopwood decision, there was not only a sharp decline in Latino and Black applicants to the Law School, but also to UT Austin overall.³

Flawn formed the Task Force on the Value of Diversity and presented that report to President Larry Faulkner when he assumed office. Faulkner, in turn, convened the Task Force on Racial Respect and Fairness in 2003 after a series of racially charged incidents on campus. The 15-member group included faculty, staff, and student representatives. President Faulkner asked the group to address three issues:

- Review relevant procedures of the UT Police Department and examine the cross-cultural educational programs available to our police officers.

- Examine our ability to exert greater influence over behavioral standards of student organizations.
- Examine the effectiveness with which the university conveys the diversity (the “face”) of our student populations to the outside world.

The task force examined these issues as well as recurring themes around diversity and race that had consistently arisen throughout the years as it developed recommendations around the following four goals:

- Widely articulate the university's commitment to diversity and inclusiveness.
- Implement structural and institutional mechanisms for interpersonal and cultural change.
- Increase recruitment, retention, and advancement of historically underrepresented students, faculty, and staff.
- Increase UT Police Department's (UTPD) skills with regard to diversity and inclusion issues.

As a result, President Faulkner hired Dr. Gregory J. Vincent as the university's first vice provost for inclusion and cross-cultural effectiveness. Faulkner believed it was important that the chief diversity officer (CDO) position reside in the Provost's Office because of the influence needed for academics and faculty hiring. At that time, the newly hired vice provost took the lead on the thematic faculty program, helping to identify gaps in areas of scholarship and to recruit diverse scholars to help fill those gaps. Also during this time, Diversity Flag courses were developed and compliance training for faculty and staff was expanded to include diversity. Under strong leadership, UTPD has focused on diversity and inclusion through training sessions and reorganization, eliminating many of the issues that had arisen during the 1990s and early 2000s. President Faulkner also convened the Commission of 125, a committee with 125 leading Texans, representing many backgrounds and disciplines. The committee was charged with developing ways the university could provide a stronger education to all students. Their report in 2004 identified competencies every student should acquire, including “acquire a sense of history and the global community with respect for other cultures.”

In 2006, President William C. Powers Jr. took office, making diversity and community engagement one of the university's four strategic priorities. He elevated the chief diversity officer position to a vice presidential position and provided budgetary resources. Although the president believed the chief diversity officer position should still remain involved in academics and faculty recruitment and retention, he also saw the necessity of the chief diversity officer taking a broader strategic leadership role. The president operationalized his vision through the establishment of the Division of Diversity and Community Engagement and elevated the vice provost for inclusion and cross-cultural effectiveness position to vice president for diversity and community engagement. The vice presidential portfolio was created to include existing efforts around diversity and community engagement but added new units and initiatives, too.

With an administrative portfolio focused on diversity, the university has made significant progress toward creating an inclusive campus environment that supports students of all backgrounds. The numbers of incoming Hispanic and Asian-American students have grown considerably over the past few years. After a significant drop shortly after the Hopwood verdict was released in 1996, the percentage of African-American students increased after the introduction of the Top 10 percent rule and has remained fairly consistent over the past five years, at a rate of 4-5 percent.⁴

Although the population of non-White students (especially Asian-American and Hispanic students) has increased, since 2000 (See Table 1), according to the most recent Student Experience in the Research University (SERU) survey, students of color continue to lag in their feelings of belonging and feeling welcome on campus. The experience of isolation can be exacerbated when students are further marginalized on the basis of gender, sexual orientation, gender identity, and other identities that intersect with racial identity in a range of ways. Many students feel marginalized in their interactions with others on campus — both in social settings and the classroom. The university has not yet achieved critical mass⁵ — one reason we fought for our holistic admissions policy in *Fisher v. University of Texas*.

TABLE 1. PERCENTAGE ENROLLMENT BY RACE AND ETHNICITY AT UT AUSTIN FOR SELECTED YEARS⁶

	2000	2005	2010	2015
American Indian	0.5	0.4	0.4	0.2
Asian	12.5	14.3	15.2	17.2
Hawaiian/Pacific Islander			0.0	0.0
Black	3.2	3.7	4.3	3.9
Black (2 or more not including Hispanic)			0.2	0.6
Hispanic	11.8	14.1	17.0	19.5
2 or more not incl Black or Hispanic			0.8	2.6
Foreign	8.6	8.9	9.1	9.7
White	62.7	57.4	52.0	45.1
Unknown	0.8	1.1	1.0	1.1

Many of our African-American students and allies have joined together over the past two years to express concerns about safety and lack of respect shown by others in the campus community for students of color. These concerns have stemmed from bias incidents on campus and in areas adjacent to campus where there are high concentrations of student residences, and from national events, including the growth of the Black Lives Matter movement and the shootings that have occurred in Ferguson, Charleston, Charlotte, Tulsa, Orlando, and Dallas. Students also argue that their many social identities, which contribute to their sense of belonging, can present challenges in the academic arena. Through a series of community talks and meetings with the president, student leaders from the Black Student Alliance, the Black Graduate Student Association, Student Government, and others invited by the president, presented a list of eight areas they believe should be addressed, many of which are included in this plan.

With the successful defense of the Fisher case and with the president's commitment to diversity and excellence as well as that of the provost, we have a crucial opportunity to address these issues, to review what is working well and what is not, and to chart a new course for the campus community with regard to diversity, inclusion, and equity. We recognize that identities are multiple and intersectional, and that in order to address the needs of students, faculty, and staff of color and historically underrepresented groups, the university also needs to address sexism, homophobia, transphobia, ableism, and other forms of inequity. Throughout this plan we rely on a broad definition of diversity and include not only race and ethnicity, but students from first-generation backgrounds, Pell-eligible students, veterans, persons with disabilities, lesbian, gay, bisexual, queer, asexual; transgender, gender nonbinary, gender nonconforming, women, and people of multiple identities. The UDIAP seeks to enhance the education and working environment for each and every member of the campus community regardless of race, ethnicity, religion, gender, sexual orientation, gender identity, or abilities. Through the continued development and support of an inclusive campus environment, we can help all students reach their fullest academic potential.

1. UNIVERSITY LEADERSHIP

Although the UDIAP identifies changes that should take place at all levels of the campus community, we begin at the top with university leadership. The very success of the plan depends upon support from the top levels of leadership, which includes all those who have influence over hiring and budgetary decisions. This definition includes the department chair and above in academic units and director level and above in vice presidential portfolios. The University of Texas at Austin seeks to transform learning, research, and service through recruiting and retaining best-in-class talent, including those individuals from traditionally underserved communities. We seek to do this for all levels of employment at the university, with a special focus on university leadership and faculty. Prioritizing hiring practices is crucial to this endeavor and requires the

effort of every college, school, and unit (CSU) on campus. Not only do we want to hire administrators, faculty, and staff from diverse backgrounds, we want to hire those with a demonstrated commitment to diversity. This work ensures that diverse people and diverse ideas permeate the cultural and academic landscape of the university, and also requires that we effectively communicate and discuss advances in these areas at every opportunity.

1.1: Demonstrate a commitment to diversity and inclusion through strategic and budgetary priorities.

The University of Texas at Austin is considered one of the most diverse tier-one institutions in the nation. However, there are many areas and fields of study that are not as diverse as they should be. By dedicating resources to diversity and inclusion, we will send a strong message to the campus community about the importance of these goals.

Our human resources professionals are important partners in this effort by providing consulting, training and recruitment services to colleges and schools so they may demonstrate the institution's dedication to diverse people, cultures, and viewpoints. The recent consolidation of Financial and Administrative Services should serve to strengthen those linkages between administrative services and academic affairs on issues of hiring and workforce development and better promote the priorities of the executive leadership and the issues of diversity and inclusion.

1.2: Achieve and maintain a diverse university leadership team.

A diverse leadership team sends a powerful message to our students who need mentors and role models with shared experiences and an understanding of our diverse student body. As 2016 hires, including that of the provost and two vice presidents by the president demonstrate, achieving this goal is well underway. In support of the mutually reinforcing goals of diversity and excellence, we recommend diversity on all leadership-hiring committees, reflecting a variety of identities and backgrounds.

Achievement of this goal requires: 1) there are candidates for leadership positions advanced as finalists for campus visits and interview opportunities for those from underrepresented groups; or 2)

candidates, by their records, who can demonstrate a commitment to a diverse and inclusive working and learning environment through their experience, teaching, research, and/or service. This aligns with the Opportunity Rule developed by Chancellor William McRaven in his Quantum Leaps report for the UT System aimed at enhancing fairness and equity. Inclusive search and recruitment best practices⁷ should be utilized throughout the entire process. The pursuit of excellence and diversity are intertwined and integral to achieving the university's mission and core purpose of transforming lives for the benefit of society; having diverse candidates and/or candidates who have a track record that supports a commitment to diversity will ensure we are successful.⁸

1.3: Diversity, equity, and inclusion committees will be established within each college, school, and unit (CSU).

Every CSU on campus should implement a diversity, equity, and inclusion committee charged with ensuring that diversity and inclusion strategies are included in recruitment and hiring practices at the college, department, and division level for all leadership positions⁹ as well as establishing a unit-wide culture that is accessible, respectful, and supportive of diverse people and ideas.¹⁰

2. CAMPUS CLIMATE AND CULTURE

The university seeks diversity and a wide variety of perspectives in conversations, interactions, and learning on campus. As a university community we uphold freedom of speech and value and affirm diverse individual, cultural, and intellectual perspectives in the search for a more complete understanding of the truth.

Numerous successful initiatives exist on campus that have contributed to a more positive, inclusive campus climate over the past decade. These range from offering trainings for student organizations to establishment of the Campus Climate Response Team (CCRT) to adoption of community policing practices.¹¹ However, there remains a disparity in how different student demographics experience life on campus. We recognize that identities are multiple and intersectional, and that in order to address the needs of students, faculty, and staff of color and historically underrepresented groups, the

university also needs to address sexism, homophobia, transphobia, and ableism. In order to be truly inclusive for all to have a robust college education and experience, these multiple and intersecting inequities should be addressed.

Further inequities in campus climate and culture exist around housing and transportation especially for students who are Pell-eligible, students with disabilities, transgender and gender nonconforming students, and lesbian, gay, and bisexual students. These inequities are due to a variety of challenges and vary by community. Because of Austin's rising real estate costs, especially in areas near the university, many students, staff, and faculty are forced to live in areas of town far from campus and are often dependent Capital Metro to travel to and from campus. Some of our students with disabilities experience housing and transportation difficulties because of accessibility and mobility challenges. Transgender and gender nonconforming students as well as lesbian, gay, and bisexual students are disproportionately seeking off-campus housing because of the lack of gender and sexuality-inclusive housing on campus. It should be noted, these problems are difficult to address due to the university's boundaries and resources for transportation and new buildings.

Safety for all of our students is of utmost concern and a key component to campus culture. The Office of Campus Safety & Security provides emergency preparedness instruction and environmental health and safety guidance across campus. However, levels of safety are different for students, staff, and faculty of marginalized identities. Campus Climate Response Team incident reports indicate all student groups, but most prominently our African American, Hispanic, Native American, Asian American, transgender and gender nonbinary, lesbian, gay, and bisexual students continue to experience incidents involving physical or emotional harm in communities on campus and areas adjacent to campus where many students live in multi-family dwellings and complexes.¹² They also frequently report verbal harassment from other students and sometimes faculty members, raising issues around respect and value, which will be reflected on throughout the Campus Climate and Culture section of this report.

The implementation of Campus Carry legislation on August 1, 2016, has altered the ways members of the campus community perceive safety causing numerous groups to call for elimination of guns on campus, including a group of African-American students who presented recommendations to President Fennes last year.

2.1: Develop and execute comprehensive campus climate assessments that are individualized for faculty, staff, and students.

Data related to climate has been gathered anecdotally through meetings with students, faculty, and staff as well as through bias incident reports through the Campus Climate Response Team (CCRT), faculty/staff satisfaction surveys, and occasionally other data gathering. However, there is a need to fully and systematically assess campus climate to inform our understanding of the current state of equity and inclusion in the learning, working, and living environments for students, faculty, and staff.¹³

2.2: Review the role, composition, processes, and communications of the Campus Climate Response Team (CCRT) and look at the possible staffing structure for the CCRT lead team and the need for staff support as well as training.

The CCRT is a collaboration between the Divisions of Student Affairs and Diversity and Community Engagement with representatives from both units and as well as UTPD. Conversations between students and the vice president for student affairs has revealed a disconnect between the needs and desires of students and the structure and role of the CCRT. Conduct an in-depth review of the role, leadership, and communication materials of the CCRT and create a threshold level of training for all members using curriculum agreed upon by Student Affairs and Diversity and Community Engagement. It continues to be vital to have a CCRT team diverse in sexual orientation, gender identity, racialized identity, and class identity in order to be able to share different perspectives on reports made.

Now that the Campus Climate Response Team has been active for more than four years, it is time to evaluate materials used to communicate the CCRT processes and work and to develop a system for sharing CCRT incident outcomes that protects individual rights and privacy as necessary.

2.3: Invest in student housing.

One of the priorities of Student Affairs includes establishing a requirement that all first-year students live on campus. Studies have shown that first-year students who live on campus have a higher GPA and are more likely to graduate.¹⁴ An aspirational goal is for the university to provide all freshmen with on-campus housing that would provide a common first-year experience for all students regardless of their race, ethnicity, or socio-economic status. The additional benefits for diversity and inclusion include increased opportunities for sustained interaction, the chance to build relationships with students from different backgrounds, and exposure to differing viewpoints. New housing development and opportunities must consider the impact on student success, affordability, proximity, and access to campus resources. New investments in student housing create opportunities to offset some of the costs of attending UT Austin at the undergraduate and graduate levels.

The university has opportunities to increase housing for students through properties including Creekside Residence Hall and the new graduate student housing under construction. There is also a need for more accessible student housing, and any new housing should address accessibility issues, therefore providing more housing for students with certain disabilities. Finally, lesbian, gay, bisexual, queer, and asexual students as well as students of transgender, gender nonbinary, and gender nonconforming students have long advocated for sexuality and gender-inclusive housing; this is addressed further in 2.18-19. Housing and Food Service has previously worked with LGBTQA and TGNB students on a case-by-case basis, but the efforts are largely individualized and unpublished, so students don't often know that they are welcome or able to live in residence halls.

2.4: Develop a long-term transportation plan.

UT Austin will create a committee to review campus transportation and develop a Five-Year Transportation Plan to go into effect at the conclusion of the current Capital Metro contract. Ideally, the committee should have significant student, faculty, and staff involvement. The plan should take into account all factors regarding campus transportation including but not limited to the university's transportation partner, the methodology for the development of routes, economic factors, accessibility, and methods of interacting with our

transportation partner through web pages, apps, and other media all with a focus on meeting the needs of students, faculty, and staff, including those with disabilities.

2.5: Review and assess the University of Texas Police Department Oversight Committee, with an eye toward the current campus demographics and campus climate.

UT Austin will review the purpose, materials, successes, and accomplishments of the committee to date. Policing remains a critical and controversial area in the ongoing work across the nation and on our campus to undo institutionalized barriers for people of color, transgender and gender nonbinary people, in particular transgender people of color, and other underserved communities. The January 2004 Report of the Task Force on Racial Respect and Fairness recommended the appointment of a Police Oversight Committee in response to previous incidents.¹⁵ Students have called for increased transparency, not only for the work of the Committee, but its membership, meetings, appointment process, complaint process, and opportunities for student involvement. In July 2016, Student Government reported their experience with the Police Oversight Committee aligns with this recommendation for review and retooling of the committee for greater transparency and student input.

2.6: Continue to implement recommendations from the 2016 Department of Public Safety (DPS) Comprehensive Security Assessment.

UT Austin will implement safety recommendations from the comprehensive security assessment ordered by President Fenves in spring 2016 and conducted by the Texas Department of Public Safety. Numerous safety measures have already been implemented including working closely with the City of Austin and Austin Police Department on issues of the transient population around campus, improving lighting, assessing and making landscape improvements, expanding the SURE Walk program, increasing evening transportation options, adding later shuttle service and more night time parking options, among other improvements.

2.7: Adopt and support the new Hate and Bias Incident Policy (HOP_9-1810).

The new hate and bias incident policy, adopted March 7, 2017, applies to all UT Austin students, faculty, staff,

visitors, applicants for admission to or employment with the university, and others conducting business on campus.

2.8: Expand opportunities for faculty teaching Cultural Diversity Flag courses to complete inclusive classroom training.

Because classes carrying Cultural Diversity Flags may be more likely to result in robust discussion and dialogue, all faculty approved to teach a Cultural Diversity Flag course should demonstrate understanding and competency in dialogue involving diverse perspectives and lived experiences. Faculty teaching a Cultural Diversity Flag course should have completed inclusive classroom training offered by the Office for Inclusion and Equity or a similar program.

2.9: Require facilitators of 360 Connection sessions to dedicate one session to a topic related to respect, social justice, and university core values.

Currently there is a shared experience curriculum for all 360 Connections that cover core values. In the 2016-17 academic year, training involving microaggressions was added. This type of training should be continued in future years. This effort supports student requests to actively engage our incoming students in dialogue to shape the culture of our campus.

2.10: Continue and expand inclusivity on campus tours.

UT Austin will continue to prioritize an inclusive perspective of our campus community and history for all campus tours. Tours should include historically, culturally, and socially relevant locations to students of underrepresented groups and that provide opportunities for prospective students to see themselves on our campus. Students who give tours to visitors should receive training on the full expanse of the university's history.

2.11: Support residence halls' goals for more inclusive conversations and diversity training workshops for students and enhance programming on hate and free speech issues.

Residence Life in Housing and Food Services will pilot an intercultural competency and development program for residential students in the spring 2017. The purpose of the program will be to assess and develop

students' intercultural competencies, to help enhance campus climate and culture as it relates to diversity and inclusion. The foundation for this program will be based in intercultural development literature and will use the Intercultural Development Inventory as a primary means for assessing students' competency development. We also recognize that students of marginalized identities regularly talk about and engage in conversations around issues considered difficult by people with unearned privilege around those identities. The program will be taught in a seminar format over an eight-week period of time and will use a cohort learning model and personalized coaching, which may also be applicable to classroom use as well.

2.12: Prioritize safety and maintenance for the Malcolm X Lounge in Jester Residence Hall as well as other spaces where students belonging to underserved communities congregate.

In the early 1990s, African-American students petitioned UT Austin President Robert Berdahl for an area where Black students could congregate after the university closed their unofficial meeting space. The Malcolm X Lounge was established and, after the Hopwood decision, became a 24-hour study area. The lounge moved to its current location in Jester Hall in 1995 and since then has provided a space for students to meet, study, and socialize.

Two bias incidents in 2015, including an incident that was believed to be a malicious act to start a fire in the lounge and a white fraternity hazing incident, prompted student requests for physical and security improvements to the Malcolm X Lounge. Student Affairs recommends that while the African and African Diaspora Studies Department maintains responsibility for policy and programming for the lounge, the maintenance, cleaning, and care of the space should be added to future planning for Housing and Food Service in the Division of Student Affairs. Since the lounge is used frequently during late-night hours for studying, safety issues should also be considered in the renewal planning.

2.13: Establish a university-wide testing center.

Approximately 85 percent of the students served by Services for Students with Disabilities (SSD) are approved for testing accommodations, such as extended test-taking time and a reduced-distraction environment.¹⁶

Presently, Services for Students with Disabilities has 15 seats available for testing and students must reserve their space a minimum of two weeks prior to an exam. With approximately 60 students rotating in and out of 15 spaces at SSD a day, it can hardly be considered a reduced-distraction environment. The Services for Students with Disabilities team has worked closely with several units, including Chemistry, Math, and Spanish, to establish testing spaces. McCombs is the only college or school with a designated testing center, and only available to McCombs students and professors.

A centralized testing center would alleviate many of these concerns and enable SSD to serve students who are currently turned away due to lack of space. According to SSD staff members, students report feeling that they create a burden for faculty in asking for an accommodation. It would also be an asset to faculty across campus. Faculty may not have access to appropriate spaces to accommodate student testing needs; a testing center would help alleviate their concerns. If properly structured, a testing center could serve all UT students and faculty when a test must be given outside of normal testing time (e.g. make-up exams) and positively affect the four-year graduation rate. In addition to a dedicated testing center, it may benefit the university as a whole to include the provision of live online exam proctoring for those who need it due to acute health or disability-related concerns.¹⁷

2.14: Undertake improvements to make paths and sidewalks more accessible.

Wayfinding and accessible paths of travel are two of the greatest challenges for all on campus, but especially for persons with physical disabilities. There are two working groups that are updating the campus transition plan and accessibility map. Once complete, the updated ADA Transition Plan will provide a roadmap to accessibility on campus and will list the numerous projects to achieve that goal. While work in both of these areas is ongoing, costs for large-scale improvements have been cost prohibitive. Reprioritizing funding for these crucial concerns is warranted to ensure timely progress for improvements identified in the ADA Transition Plan.

2.15: Explore the legal requirements, financial support, safety, and overall feasibility for developing and operating a campus point-to-point transportation system with a focus on accessibility.

The UT Austin campus presents a number of challenges to accessibility due to its size and topography, and with recent changes to Speedway, many parking spaces for accessibility have been eliminated. While the redevelopment of the ADA Transition Plan will identify and redress current barriers to accessibility there is an ongoing need to provide transportation options within the campus core for those with acute health or disability-related concerns that makes it difficult to travel on campus. The proposed Longhorn Lift program can include one or two drop-deck wheelchair golf carts to ensure access to the program for all riders that need to make use of the service.¹⁸

2.16: Review and consider best practices to serve lesbian, gay, bisexual, transgender, and queer (LGBTQ) students.

Best practices include pedagogy and scholarship recommendations as well as recommendations enhancing the student experience and are found in the President's Ad Hoc Committee on LGBTQ Initiatives (2016), Campus Pride Index (2016), The Consortium of Higher Education Best Practices Guide for Supporting Trans Students (2014), and The State of Lesbian, Gay, Bisexual, Transgender, Queer Affairs at The University of Texas at Austin (2006).

2.17: Review and evaluate family involvement during orientation and family weekend, including family association membership for greater inclusion.

Because of the strong role that parents and families play in the lives of our students, especially first-generation students, an awareness of involving families on a number of levels could benefit the university in recruiting students and also in first-year student transition to UT Austin.

Review the structure, programs, and materials for Texas Parents to better reach out to all families and increase the opportunities for their participation, including parents of international students, first-generation college students, Pell-eligible students, and students from traditionally underserved communities. Partner with and model the parent interest groups from the Texas Exes and McCombs School of Business parents' outreach programs. Student Affairs has established a public parents' website parents.utexas.edu;

the parent membership organization will still exist but the new website will provide much-needed information and access for all parents.

Building recruitment sessions around parents and families is a model used in Academic Diversity Initiatives through recruiting visits to underrepresented schools. These initiatives have been found to be effective in alleviating parent concerns about their student's attending UT Austin. The university has always involved parents in new student orientation and in activities for parent's weekend, and diverse student organizations and agencies within the Multicultural Engagement Center should be encouraged to plan special parent weekend activities such as the family picnic that is hosted by Afrikan American Affairs.

2.18: Expand and strengthen the Counseling and Mental Health diversity initiative.

The Counseling and Mental Health Center (CMHC) has actively refined their outreach and service initiative for diverse communities¹⁹ in an effort to better meet the needs of those communities. This program includes active training to serve those communities through additional clinical services and outreach available at locations and events convenient to those communities. CMHC has created discussion and counseling groups available to students for support during traumatic events, such as those in Orlando. These advances have been major, and the CMHC has worked closely this summer with the Gender and Sexuality Center and the Multicultural Engagement Center to provide support to students after events earlier this summer. Along with strengthening the diversity initiative, close attention should be paid to other departments and areas touched by CMHC²⁰ for example, Services for Students with Disabilities and Student Emergency Services whose referrals from CMHC have been increasing steadily.

3. STUDENT BODY

The president has stated his commitment to diversity and excellence many times throughout his tenure, including expression of support for students who fall under the Deferred Action for Childhood Arrivals (DACA) policy and for students who are veterans. In the 2016 State of the University address he said, "Excellence depends on

fostering a culture on campus that includes all students — that has diversity and inclusion as top priorities.” He also said that preparing leaders means providing students the opportunity to learn with and from a wide range of people — to be exposed to diversity in its many forms: race and ethnicity, thought and religious beliefs, and different family backgrounds and life stories. Although our diverse undergraduate student population has been growing steadily, African-American and Latino students remain underrepresented at The University of Texas at Austin.

After the university’s successful defense of its admissions policy in the Fisher case, we are committed to recruiting more students from historically underrepresented backgrounds at The University of Texas at Austin. Though our percentages reflect a majority of non-white students, diverse students are underrepresented in certain areas of study including business, engineering, and the sciences. This underrepresentation has implications beyond campus — with fewer diverse graduates in these fields, the underrepresentation carries into entire industries such as technology and medicine. Therefore, recruiting more diverse students becomes especially important in these fields of study.

The university has been refining its recruitment efforts to diverse student populations²¹ the past few years through the Minority Outreach and Recruitment Initiative, a partnership between Academic Diversity Initiatives and Admissions. It includes direct visits to underrepresented schools across the state and holding information sessions for potential students, often holding evening sessions for families so parents can hear about the support UT Austin can provide their students.²² Diverse student recruitment should also involve recruitment of lesbian, gay, bisexual, queer, and asexual students (LGBQA) and transgender, gender nonbinary, and gender nonconforming (TGNB) students. There are a number of best practices for recruitment and retainment of LGBQA and TGNB students, including contacting high school LGBQA and TGNB groups, including statements of inclusiveness based on sexual orientation and gender identity on all application and recruitment materials, and hosting a recruiting day in collaboration with the Gender and Sexuality Center.²³

We also acknowledge the need to include diversity within groups in order to break down stereotypes. For example, though Asian Americans are not underrepresented at UT Austin, certain groups within that broader demographic are underrepresented. Intragroup diversity also means diversity in economic and geographic backgrounds, points which are often lost in the discussion of diversity.

In May 2016, the Faculty Council passed a resolution that emphasizes the faculty’s support for recruiting more students of color under current admissions policies in order for all students to receive the benefits of diversity and inclusion in their educational experience. The resolution also reiterated the faculty’s support of a welcoming and inclusive campus culture and included a request for the faculty to be kept informed of current initiatives and progress made.

The University of Texas at Austin enrolls nearly 8,200 graduate students. Just over 20 percent are African American, Asian American, Hispanic and Native American. Because our pool of high-performing undergraduates is large, we should be recruiting more of our own UT Austin undergraduates into graduate school. There are existing programs that offer undergraduate research experience, mentoring, and opportunities to learn more about graduate school, which have been shown to increase enrollment in graduate school. These existing programs represent recruitment potential that currently may be underutilized.

TABLE 2. PERCENTAGE ENROLLMENT BY RACE AND ETHNICITY, GRADUATE SCHOOL, FALL 2015

White only	46.7%
Hispanic, any combination	10.0%
Black only	2.9%
Black (2 or more, excl. Hispanic)	0.3%
Asian only	7.8%
American Indian only	0.1%
Hawaiian/Pacific Islander	0.1%
2 or more (excl. Hispanic and Black)	1.5%
Foreign	28.1%
Unknown	2.5%

Regarding diversity in our professional schools, the demographic breakdown is fairly similar for each school, with the exception of Asian and White enrollment in the School of Pharmacy. For example, for fall 2016, African-American enrollment in the Schools of Nursing, Pharmacy, and Law was 5 percent; with 4 percent of the first class of Dell Medical School being African American.

TABLE 3. PERCENTAGE ENROLLMENT BY RACE AND ETHNICITY, PROFESSIONAL SCHOOLS, FALL 2016

SCHOOL	DEMOGRAPHIC	PERCENTAGE
Dell Medical School	2 or more (excl. Hisp./Black)	4%
	American Indian only	2%
	Asian only	14%
	Black (2 or more, excl. Hisp.)	2%
	Black only	4%
	Hispanic (any combination)	14%
	Unknown	2%
	White only	58%
	Total number of students	50
Nursing	2 or more (excl. Hisp./Black)	2%
	American Indian only	0%
	Asian only	15%
	Black (2 or more, excl. Hisp.)	1%
	Black only	5%
	Foreign	2%
	Hawaiian/Pac. Islander only	0%
	Hispanic (any combination)	19%
	Unknown	2%
	White only	53%
	Total number of students	783
Pharmacy	2 or more (excl. Hisp./Black)	2%
	American Indian only	0%
	Asian only	30%
	Black (2 or more, excl. Hisp.)	1%
	Black only	5%
	Foreign	9%
	Hispanic (any combination)	18%

SCHOOL	DEMOGRAPHIC	PERCENTAGE
Pharmacy	Unknown	2%
	White only	34%
	Total number of students	584
Law	2 or more (excl. Hisp./Black)	3%
	American Indian only	0%
	Asian only	6%
	Black (2 or more, excl. Hisp.)	1%
	Black only	5%
	Hispanic (any combination)	14%
	Hawaiian/Pac. Islander only	0%
	Foreign	9%
	Unknown	4%
	White only	58%
	Total number of students	964

Best practices for recruiting underrepresented students to health professions have been published by the National Center for Biotechnology Information,²⁴ which can provide initial guidance for those areas wishing to recruit more diverse students.

Diversity and inclusion play a role beyond academics in university life as well for students from all backgrounds. Because much of a student's experience during the college years happens outside the classroom, the more opportunities we provide students to interact with students of other backgrounds, cultures, and perspectives, the broader their education.

3.1: 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.

Expand the existing minority outreach and recruitment programs, to reach out to families as well as students. It is very important for families and potential students to hear about the university's dedication to diversity from faculty and staff from diverse backgrounds. Through the University Outreach Centers and Advise Texas initiative, we are able to target recruiting in geographic regions of the state to connect with potential students from diverse backgrounds.

A crucial part of student recruitment can be financial aid packages, especially for students who are Pell-eligible or first-generation college backgrounds. In 2014-15, 41 percent of first-time freshmen qualified for financial aid. Therefore, continuing to fuse recruitment with early financial aid packaging such as has been done with the Texas Advance Initiative could support diverse student enrollment.

3.2: Connect all undergraduate students who would benefit from additional support with academic success programs.

For the past four years, the Provost's Office goal has placed one-fourth of incoming students into a success program, which has resulted in first-year retention increasing from 83 to 94 percent. These existing success programs should be evaluated with regard to efficacy to determine which programs should be continued and identify where there are gaps in the students being served so that programs to meet those needs may be established.

Moving forward, each college and school should establish processes to identify students who would benefit from academic success programs and develop options for placing those students into success programs as needed. Identify best practices to develop a blueprint for successful programs for underserved students at the university and particularly in the science, technology, engineering and math (STEM) fields.

3.3: Review and redesign the holistic admissions process to achieve a level of enrollment whereby students from underrepresented groups are no longer isolated or made to feel they are spokespeople for their group.

The Supreme Court decision in *Fisher v. University of Texas* affirmed the importance of diversity in education and, as a result, the university is reviewing its holistic admissions process, examining best practices, and providing recommendations for refining the process in order to identify and admit diverse students with thought given to their success once they arrive. It is imperative the university recruits, retains, and graduates well-prepared students in order to support the state in their education strategy that helps drive the vibrant economy of Texas.

3.4: 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.

With extremely high demand for majors in engineering, natural sciences, and business, candidates must be well-prepared to compete for limited spaces. Understanding and mitigating the barriers to student access to those majors, including lack of preparatory experiences in high school will help improve the ability of more students to compete for those majors. We must also work to encourage more high-achieving students to apply to honors programs by increasing communication about the application process and removing additional barriers to student application to those programs.

3.5: Inform and expose diverse undergraduate students to graduate school and professional schools.

Initiatives that help undergraduates learn more about graduate school, conduct undergraduate research, and work with mentors and faculty members have been shown to increase numbers of diverse student enrollment into graduate and professional school. The federally funded McNair Scholars program is one of a number of models that help achieve this goal.²⁵

3.6: Each CSU should appoint a formal leader to head diversity efforts for graduate students.

The minority liaison officer in each CSU²⁶ should serve as an advocate and adviser, charged with encouraging and counseling minority students and supervising their academic growth and development.

The diversity, equity, and inclusion committee that is established for each CSU should identify areas of importance in their field of study with regard to building diversity.²⁷

3.7: Identify and document funding opportunities to provide support for graduate students from diverse backgrounds.

Currently there are graduate fellowships available to support graduate students from diverse backgrounds, but we must ensure these are promoted and made available to students who qualify.^{28, 29} Yet another option is to build formal relationships with Hispanic-serving

institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) to create a pathway to graduate school at UT Austin for graduates of those institutions.³⁰ Anecdotal evidence suggests that students from diverse backgrounds considering graduate school aren't always aware of funding available to graduate students. A better effort must be made to communicate these opportunities to all students and provide a website that offers a centralized inventory of these opportunities.

Professional development opportunities for graduate school and professional school students should be intentionally provided. The opportunities can take numerous forms including the opportunities to present research, mentor undergraduates, and prepare our graduate students for roles teaching diverse students.³¹

4. FACULTY

Faculty play an important role in creating a healthy campus culture at the university, bridging our academic mission to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service, with our core purpose to transform lives for the benefit of society. It is therefore vital that the university recruits and retains intellectually and culturally diverse faculty and provides the necessary resources to support research serving underserved individuals and communities. It is also important to understand the experiences and needs of faculty when it comes to diversity and inclusion. In December 2015, the Institute for Urban Policy and Research Analysis presented findings from a survey titled "The Campus Climate for University of Texas at Austin Faculty." The action items in this section complement the areas identified within the survey results.

Similar to the university leadership policy, a policy should be established to ensure that diversity is also a key feature of the faculty evaluation and selection process. This would entail the inclusion of diverse candidates in all hiring pools as well as targeting and hiring faculty who are committed to the importance of diversity. It would also include identifying fields of study that are underrepresented in the curriculum and fields of study where we have the potential to be a leader in the field but need additional faculty members to round out research and course offerings.

The university should also expand and implement best practices developed by the Thematic Faculty Initiative,³² which has placed diverse faculty at every college on campus. Expanded campus recruitment initiatives could include establishing permanent resources to increase opportunities for diversifying faculty and rewarding deans and department chairs who demonstrate a commitment to an inclusive climate and to diversifying faculty.

Working with the Council for Racial and Ethnic Equity and Diversity (CREED) and the University Faculty Gender Equity Council in the Provost Office, and pertinent Faculty Council and Staff Council committees, we should advance the university's efforts to allocate resources for and fund a comprehensive internal review of successful recruitment and retention strategies already underway on campus, including the analysis of faculty attrition patterns from a department/college/school level and a campus-wide level.³³

4.1: Implement a faculty recruitment plan which includes continuation of the Thematic Faculty Initiative and begin a Target of Opportunity hiring program.

The university will establish as policy and practice a faculty evaluation and selection process that advances its diversity goals. CSUs will make every effort to ensure that faculty hiring pools include candidates from historically underrepresented groups and/or candidates who have a record of promoting diversity through their teaching, research, and/or service. Additionally, each college and school will develop a diversity and inclusion plan which includes the processes they will use to attract a diverse candidate pool. Plans should also address issues of climate and inclusion, mentoring, and faculty development.

The university will continue its Thematic Faculty Initiative, which provides a line of funding to colleges and schools for the hiring of faculty members who bring more diverse scholarship and course offerings to campus. Through the Thematic Faculty Initiative, each college has the possibility of recruiting faculty from diverse backgrounds or whose scholarship represents an area of research working with underserved populations. The university will begin a Target of Opportunity program that allows deans and/or units to recruit faculty who complement the mission and strategic goals of UT Austin.

Additionally, the university should prioritize and recruit faculty who offer a robust and diverse array of courses including experiential learning courses that provide students with the opportunities to work in diverse community settings.³⁴ Furthermore, initiatives to fund research on diversity and inclusion should be established.

4.2: Institute diversity and implicit bias training for faculty search committee chairs and increase training sessions on faculty recruitment and hiring.

All faculty search committee chairs should complete diversity and implicit bias training. Training should cover such topics as creating job descriptions that lead to more diverse pools, minimizing implicit bias in the search process, creating effective candidate evaluation processes, and structuring effective campus visits. To complement the trainings, the university should create a resource search portal with information on search committee best practices.

4.3: Assist academic departments in creating a more diverse faculty candidate pool.

Provide funds to assist academic departments in competitive searches for tenured and tenure-track faculty with position advertising in nontraditional venues that have the potential of reaching a more diverse applicant pool and will provide assistance to bring an additional faculty finalist to campus if that candidate would add to the diversity of the faculty in the department/school.

4.4: Create an advocates/allies program among the faculty.

The need for mentoring for diverse faculty members was emphasized in the recent IUPRA faculty survey report. Under this proposed initiative, faculty would serve as advocates and allies for diverse faculty not only during the hiring/recruitment process, but also as they establish their scholarly careers at UT Austin. Such a program should include non-minority faculty as mentors. It is already an issue that faculty from underrepresented backgrounds are burdened with the responsibility for faculty development.

4.5: Expand professional development offerings that convey inclusive approaches for improving classroom climate.

Increase number and frequency of professional

development offerings for faculty that provide approaches for and discussions around:

- understanding the identities and backgrounds our students bring to the classroom
- fostering difficult discussions around race, identity, religion, politics, and other sensitive issues that arise in the course of everyday life on campus, and
- creating an inclusive classroom environment.

UT Austin will partner with the Office for Inclusion and Equity, Human Resources, University Resource Groups, Diversity Education Initiatives, Services for Students with Disabilities, and the Gender and Sexuality Center to provide professional development and educational sessions that address career skills and competencies, including cultural competency.³⁹ Much of this training exists and could be leveraged to meet this goal. Such training works best when tailored to meet the needs of faculty.

UT Austin will encourage deans and department chairs to recognize this type of professional development as a contribution toward teaching and the instructional excellence of the department and/or college/school.

4.6: Provide professional development opportunities for department chairs on creating and sustaining an inclusive culture and implement peer-led diversity workshops for department chairs.

An inclusive departmental climate has a direct impact on a department's ability to both recruit and retain diverse faculty members. UT Austin will establish a workshop series on creating and sustaining an inclusive culture, which educates department chairs about the importance of fostering a positive culture and equips them with tools to create and sustain an inclusive culture.³⁵ Periodic peer-led workshops will be an open exchange of ideas about what works and what doesn't in creating a more inclusive culture.

4.7: Provide opportunities for leadership development for mid-career diverse faculty.

Partner with organizations like the American Council on Education (ACE) Fellows or the Harvard Institutes for Higher Education programs to provide professional development and training for mid-career diverse

faculty. This type of professional development can help establish a ladder to academic leadership positions.

4.8: Build programs to increase the pipeline of diverse candidates for faculty positions through postdoctoral programs.

This could include a university-wide postdoctoral program, support for “rising star” symposia, monies for units to invite speakers, and create relationships with current graduate students and postdocs from diverse backgrounds, inclusive of people of color, women, lesbian, gay and bisexual people, people with disabilities, and people with more than one of these identities.³⁶ We will also seek to enhance the postdoctoral association across the campus. One such program is Preparing Future Faculty: Postdoctoral Fellows Program for Increasing Faculty Diversity, which will be a two-year in-residence fellowship in one of UT Austin’s leading academic programs, to prepare high-potential scholars from backgrounds traditionally underrepresented in higher education for possible tenure track appointments at UT Austin or another leading research institution.³⁷

5. STAFF

With more than 15,000 staff members on campus, UT Austin is one of the largest employers in Central Texas. We aspire to be a model for staff diversity and demonstrate best practices for other organizations. Currently, most training related to diversity and inclusive practices is part of the compliance training modules that all employees must take every two years. Human Resources also offers professional development through its Career Smart program. As established for the recruitment of university leadership, similar policy should be established to ensure that diversity is also a key feature of the staff-selection process. Similarly, this would include the inclusion of diverse candidates in all hiring pools and full consideration for all campus visits and interview opportunities, as well as targeting and hiring staff that are committed to the importance of diversity.

5.1: Institute diversity and implicit bias professional development opportunities for staff at director level and above and increase training sessions on staff recruitment and hiring.

Staff members serving at the director level or above should be offered professional development that

covers such topics as creating job descriptions that lead to more diverse pools inclusive of people of color, transgender people, women, lesbian, gay, and bisexual people, people with disabilities, and people with multiple identities. Professional development should cover minimizing implicit bias in the search process and creating effective candidate evaluation processes and other issues of climate and inclusion, mentoring, and staff development. Consideration also should be given to the adoption of inclusive search and recruitment best practices.

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

UT Austin will direct appointments would require Human Resources (HR) review and approval. This would entail working with HR to appoint staff that meets the needs of individual units or departments. Such a system has been in place at Louisiana State University for a number of years. Implementing such a program would also necessitate that professional development opportunities within the university are available and the culture of individual units or departments encourages staff growth and development.

5.3: Provide professional development opportunities around diversity and inclusion and leadership for staff through the Staff Council or our University Resource Groups and continue to establish career paths for all staff.

UT Austin will leverage existing professional development opportunities offered by the four active University Resource Groups (URGs).³⁸ These groups offer a limited number of training and leadership development sessions that could be expanded with additional support from the university. Diversity Education Initiatives, Services for Students with Disabilities, the Gender and Sexuality Center: Serving Women and LGBTQA Communities, and Human Resources also provide professional development and educational sessions that address career skills and competencies, including cultural competency. As well, the Staff Council has recently formed a diversity committee, which could partner with the URGs. To serve the entire university adequately, a partnership with HR to reach all staff would be optimal.

5.4: Provide diversity and inclusion training and implement periodic peer-led diversity workshops for staff.

With the Office for Inclusion and Equity, Human Resources, University Resource Groups, Diversity Education Initiatives, Services for Students with Disabilities, and the Gender and Sexuality Center, UT Austin will provide professional development and educational sessions that address career skills and competencies, including cultural competency. Much of this training exists and could be leveraged to meet this goal.

6. ALUMNI AND COMMUNITY

With more than 106,000 alumni members of the Texas Exes, an organization dedicated to formally organize alumni and friends to champion and advance The University of Texas at Austin, we have one of the largest alumni associations in the world. It includes a system of 140 chapter affiliates and targeted networks organized around ethnicity, profession, or a strong affinity to a UT student organization. Many of our diverse alumni are members; many more are not. Overall, only 18 percent of all living alumni belong to the Texas Exes. We not only have a large pool of potential supporters and donors to connect with around issues of diversity and community engagement, but our alumni can be valuable assets when recruiting students to the university and important legislative allies for issues large and small.

Regarding university and community relationships, the associate vice president for governmental relations in the Office of the President maintains strong connections with elected officials and state government staff and serves the university's first point of contact for matters involving the legislature. However, many departments, colleges, schools, and units have partnerships with state and local agencies and nonprofit organizations for research, internships, and civic engagement purposes.

The university's relationship with the Central Texas community, especially those communities nearest campus, experienced difficult years in the 1970s through the 1990s. When the Division of Diversity and Community Engagement was created, the president included

community engagement as a vital part of the work to help repair and restore relationships with underserved communities, especially in East Austin. Since that time, the DDCE and other units have established more than 300 community partnerships with neighborhood organizations, governmental agencies, nonprofit organizations, and schools. These mutually beneficial partnerships help the university meet its mission of service and provide ways for the university to be seen as more than just a large, impersonal institution but one with people and intellectual resources to help solve problems and change our community for the better. This is crucial as we manage our footprint in the community, especially with regarding to new construction efforts and expanding the borders of campus.

Community partnerships also provide important connections for the university when the university needs to be at the table to discuss and solve major issues affecting Austin. In recent years the university has played a large role in two Austin Community Revitalization projects affecting the Colony Park and Rundberg neighborhoods and in establishing the Greater Austin Area My Brother's Keeper Initiative.

6.1: Continue to work with the Texas Exes to reach out to alumni through special events and community service projects.

In 2016, the university honored the first African-American undergraduates to be admitted to UT Austin in 1956. Through a celebration attended by 1,000 students, faculty, staff, alumni and community members, it became clear that many of the alumni present had not set foot on campus since they graduated from the university. This event is an example of attracting students who did not always feel welcome at UT Austin; their participation served to broaden UT's engagement and bring back alumni who have much to share with our current students. In 2011, the Texas Exes approached university departments engaged in The Project, UT's largest day of community service, with an idea to engage alumni worldwide in community service. The Exes had heard from members that alumni wanted to engage with the university in ways not affiliated with sports events. Thus The Project Worldwide was born. The initiative shares the university's "What Starts Here Changes the World" philosophy and brings members of the UT family together.

6.2: Enhance philanthropy and educate development officers and Texas Exes Networks in ways to reach out to different community populations, and create opportunities with existing Texas Exes affinity networks to engage diverse populations.

Numerous opportunities arise each year for the university faculty, staff, and students to engage with Texas Exes who are members of the alumni affinity networks, helping to build an alumni constituency engaged around the values of the university and help diverse alumni find a home within the alumni association.

Actively cultivating relationships, especially with alumni from underrepresented or minority groups, is part of an ongoing process to having our diverse alumni actively involved with the university.

6.3: Continue outreach to underserved communities.

UT Austin's strong mission of service and research provides many ways for students, staff, and faculty to extend the boundaries of campus. Through outreach and engagement efforts⁴⁰ the university serves the people of Texas in areas such as education, economic development, and health care while establishing mutually beneficial partnerships with communities and organizations that provide extended classrooms in "real-world" settings for our students and researchers. It is through community engagement that our alumni often identify — they see the values of the university at work in their own communities.

6.4: Continue efforts around Historically Underutilized Businesses (HUBs).

The state's Historically Underutilized Business (HUB) Program was created to promote full and equal procurement opportunities for small, minority- and women-owned businesses. Additionally, the university must continue its commitment to enhancing relationships with Historically Underutilized Businesses (HUBs) and small businesses so there is full and equal opportunity to supply the goods and services needed to support the university's mission, as well as administrative and logistical goals. Alignment of this effort will improve with procurement, construction services, and the HUB office co-locating for the

purposes of creating a strong strategic vision and synergy around execution.

6.5: 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 engaged neighbor and collaborative partner.

The university's value to the greater community is formed in large part by our community partnerships and initiatives. Many of these are undertaken by colleges, schools, and vice presidential portfolios in addition to the Office of the President and include initiatives that improve health care, education, transportation, and economic development at local, regional, and state levels.

7. PRE-K–12 PARTNERSHIPS AND EDUCATION PIPELINE

As a public research university dedicated to a mission of service, it is imperative that we continue and strengthen partnerships with Pre-K–12 entities to produce effective, culturally competent teachers and the best policy and practice around effective schooling. Numerous long-running efforts exist to improve public school education across the state through the University Outreach Centers, Pre-College Academic Readiness and University Charter School programs, as well as the Dana Center, Extended Campus, and other programs across campus. We reach more than 10,000 public school students per year through these efforts. For example, the OnRamps program has provided dual high school college credit in hundreds of classrooms around the state. And through the UT High School, online course work is offered for students who may have special situations, including the children of migrant workers through the Migrant Student Graduation program and LUCHA, the program for ELL students. CSUs have numerous programs as well.⁴¹ One very prominent connection the university has to Pre-K–12 schools is through the University Interscholastic League (UIL). For more than a century, UIL has provided a framework for academic, music and athletic contests, collaborating with 14,000 Texas schools, serving 2.2 million students annually.

7.1: Leverage existing partnerships with schools to recruit students from underrepresented groups across the state.

Although we have made improvements in recruiting diverse student populations over the past few years, we still must leverage ongoing partnerships outlined in the introduction to this section as well as peer mentoring programs⁴² underway to increase the number of admissible students from underrepresented groups who apply to attend UT Austin.

7.2: Partner with community colleges for increased pipeline opportunities for students from underrepresented groups.

UT Austin has a number of pathways and opportunities to engage pre-college students in academic initiatives⁴³ through nearly every college and school on campus, as well as vice presidential initiatives. Community colleges represent potential natural partnerships for UT Austin on many programs and serve as a pipeline for transfer students. Due to proximity and long-standing partnerships, the university has a number of alliances with Austin Community College, but we have other connections with community colleges through the Texas Education Consortium for Male Students of Color, the Texas Higher Education Leaders Consortium, and OnRamps, which could be extended and leveraged.⁴⁴

7.3: 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. Initiatives under development, like Texas MicroMajor, can also help increase pathways into higher education and timely college graduation as well as existing programs noted in the introduction of this section and in Action Item 7.2 above.

8. COMMUNICATIONS, ASSESSMENT, AND ACCOUNTABILITY

Communications about issues important to the campus community, including issues around campus climate and safety are handled on a number of levels, including through the Office of the President, University Operations, and the Offices of the Vice President for Student Affairs and Vice President for Diversity and Community Engagement. The President's Office handles

campus wide email messages from President Fennes on important topics, such as one sent following a series of national incidents this summer affecting students from all communities. With student concerns and activism reaching high levels last academic year, it has become clear that the university should continue to communicate with students on a regular basis through a variety of channels.

Higher education has seen a larger push toward addressing issues of accountability at various levels of the institution. The same needs to be maintained with diversity action planning. Making sure that each area of the UDIAP has a point person or office accountable to ensuring its implementation, allows the planning to succeed. In addition, data needs to be collected at various intervals and shared widely; this will allow for informed improvements to be made. Effective progress only occurs when all constituents involved partake in creating the institutional change needed to restructure diversity efforts across the university. Each CSU across the campus needs to implement accountability measures.

Action Item 8.1. Establish a check-in meeting and conversation among the president, campus leadership, and students at least once a semester to address the campus cultural experience, campus climate, and respect issues.

Regularly scheduled conversations led by leadership — not only when a challenging issue arises — should be planned and scheduled each academic year. The State of the University Address is a natural setting for the president to talk about campus values like diversity and excellence. We should also plan for a town hall meeting around campus climate and diversity issues each academic year.

It is recommended that one meeting in the fall semester and spring semester be scheduled between students and campus leadership with the aim of sharing information about climate, concerns, and the student experience for students of color. This effort offers an open door to the president, provost, vice president for student affairs, and vice president for diversity and community engagement to gain insight systematically and proactively.

Action Item 8.2: Strengthen university-wide community engagement and diversity web pages to reflect progress that is being made and significant work undertaken.

The DDCE communications team is developing a relationship management system to collect and share campus-wide community engagement initiatives that includes having campus-wide communications representatives serve as content managers and is in the process of beginning a similar system for the diversity page. The team will be working closely with University Communications in the Office of the President, the Student Affairs communications team, and the Provost's Office director of communications.

Action Item 8.3: Continually track progress and changes for UDIAP and revisit the plan every five years.

To ensure the effectiveness and sustainability of the efforts focusing on the seven areas discussed above, assessment and accountability need to be part of each area. While the university has already implemented a number of such initiatives, more needs to be done to ensure their longevity.

In addition to the benchmarking initiatives mentioned above, tracking the progress of every area of the UDIAP provides a better understanding of where improvements and changes need to occur and by whom. Assessment is an integral part of tracking and benchmarking the progress of the UDIAP. By keeping the diversity action plan a living document that is revisited every five years ensures that the work of the diversity plan mirrors the needs of all the university's constituents at the same time as honoring the mission of UT Austin. Maintaining a website that includes the elements of the UDIAP and its progress improves the transparency of diversity planning and makes sure that all constituents have a way to communicate their responses to and about UDIAP. Potentially creating a dashboard on the progress of diversity efforts can be included within the website. Diversity issues and the action items proposed by UDIAP can also be incorporated into the strategic plan of each CSU.

Notes

1. Federal Pell grants to students with financial needs are given based on the Free Application for Federal Student Aid (FAFSA).
2. George L. Allen, an African American, was admitted in 1938. He began attending classes but was forced to withdraw.
3. For example, according to the University of Texas Statistical Handbook for 1998-99, African Americans represented 6.8 percent of law school enrollment in 1994. By 1998, Black enrollment had dropped to 2.9 percent. Black students represented 4.1 percent of undergraduate enrollment in 1994. In 1998, their enrollment was at 35 percent of the total undergraduate population.
4. During the last decade, admissions and the registrar's office have expanded the number of ways students may identify their racial and ethnic backgrounds. Now there are two ways that students may identify as Black — either as "Black only" or "Black plus another race." This has resulted in differing interpretations as to the exact percentage of Black students enrolled.
5. Critical mass as used in the Fisher case has no set number. It may be defined in a number of ways, including: as the point in which students in an underrepresented group no longer feel isolated, or like spokespersons for their race, or at a point to achieve a sufficient level of diversity that substantially contributes to and advances classroom discourse and learning experiences.
6. Data from this chart was taken from the Statistical Handbook, published by Institutional Reporting, Research and Information Systems (IRRIS). In 2010, there was a change in the way data was collected by race/ethnicity. The categories were broadened to include multiple racial identities, therefore the comparison of data over time is a bit complicated by differing categories of race/ethnicity.
7. Found in the Office for Inclusion and Equity's Inclusive Search and Recruitment Toolkit,
8. This action item will require using all available data, including reports from Human Resources and our affirmative action plan, to monitor and refine our process. It is also imperative that the university continue to monitor and improve gender equity as it has since 2008 with the findings from the Task Force on Gender Equity and with the current University Faculty Gender Equity Council established in 2014.
9. Defined as director level and/or department chair and above.
10. Ideally, each committee will be charged with drafting a plan inclusive of measurable unit-specific goals and objectives and identification of areas of improvement based on past history. At the college level, these committees would also be charged with addressing areas of concern regarding advancement and retention and within undergraduate and graduate student recruitment and curriculum.
11. These include:
 - The Division of Housing and Food Services' diversity training and special cultural evenings
 - Training for sororities and fraternities

- Special diversity counselors within the Counseling and Mental Health Services Center
- The formation of the Campus Climate Response Team
- Welcome events, student development and six active student agencies within the Multicultural Engagement Center
- Expanded services and ally training within the Gender and Sexuality Center
- President Fenves' development of an ad hoc committee on LGBTQ issues
- An array of services and Disability Advocate training in Services for Students with Disabilities
- UTPD's community policing model

12. CCRT Trend Reports for each academic year since 2012-13 may be found online at <http://diversity.utexas.edu/ccrt/>. The reports outline types of incidents reported for each year while maintaining privacy of faculty, staff, and students.

13. University of Pennsylvania and the University of California System have developed and executed strong climate assessments. Using those as models, we should conduct a thorough assessment and use that to guide refinement of UDIAP.

14. Numerous studies over the past 40 years have found a higher persistence rate for students who live in residences halls during freshman year, including Astin (1973), Astin (1977), Levin and Close (1984), Bean (1985), Tillman (2002), and Lowther and Langley in a 2005 ALAIR conference presentation.

15. See Resources section for Appendix E of the 2004 Report, Memorandum to President Faulkner Related to the UTPD Oversight Committee Charge.

16. In the academic year 2013-14, there were approximately 11,784 requests for accommodated testing.

17. See Resources section for a copy of the testing center proposal prepared by SSD in Sept. 2014. This document was submitted to the faculty building advisory committee at the request of Dr. Brian Roberts, given his work with that group and involvement in the University ADA Committee.

18. A wheelchair accessible golf cart manufactured by PHED Mobility that can carry up to three wheelchair users has been suggested as optimal. The university could also develop a transportation shuttle similar to what Auburn University has on their campus with the jAunt Door-to-Door Golf Cart Rides program. The most recent parking and transportation plan can be found on this website: <https://transforming.utexas.edu/sites/default/files/Parking-Strategies-Committee-Draft-Report.pdf>.

19. LGBTQ, international services and historically marginalized communities.

20. According to the CMHC survey of 7,000 students, our LGBTQ students for example are 174 percent more likely to attempt suicide; 50 percent more likely to be on medication for mental health, 50 percent more likely to be hospitalized for mental health concerns, 30 percent more likely to experience financial distress, and 20 percent likely to experience physical health concerns.

21. As discussed previously, inter- and intra-group diversity is needed and should be considered in all efforts. We can more effectively use our Honors and Plan II programs to recruit high-performing students from diverse backgrounds.

22. There are five outreach centers in Academic Diversity Initiatives (ADI). These Centers work in underrepresented schools to create a college-going culture and prepare students for the academic rigors of college. Also in the ADI portfolio is Advise Texas, a state-wide initiative funded by the Higher Education Coordinating Board, which places recent college graduates who serve as advisors in high schools that serve low-income families or underserved students. Through outreach, pre-college academic programs and Advise Texas, ADI touches approximately 28,000 public school students in the state, most from diverse backgrounds.

23. Best practices have been compiled by the President's Ad Hoc Committee on LGBTQ Initiatives (2016), Campus Pride Index (2016), the Consortium of Higher Education Best Practices Guide for Supporting Trans Students (2014), and The State of Lesbian, Gay, Bisexual, Transgender and Queer Affairs at The University of Texas at Austin (2006).

24. Institute of Medicine (US) Committee on Institutional and Policy-Level Strategies for Increasing the Diversity of the U.S. Healthcare Workforce; Smedley BD, Stith Butler A, Bristow LR, editors. In the Nation's Compelling Interest: Ensuring Diversity in the Health-Care Workforce. Washington (DC): National Academies Press (US); 2004. Paper Contribution A, Increasing Diversity in the Health Professions: A Look at Best Practices in Admissions. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK216007/1>.

25. Xavier University provides a model to be considered to meet this goal. Xavier is a small HBCU in New Orleans with an enrollment of just under 3,000, but leads the nation in graduating African-American students who apply to and graduate from medical school and is a top five institution in producing African-American graduates that go on to earn doctorates in science and engineering. Students regularly meet with professors and recent graduates for honest academic assessments, manage checklists and timelines, and for those interested in medical school, the application process begins shortly after arriving on campus. Students rigorously prepare for the MCAT, obtain letters of recommendation, write personal essays, and take part in mock interviews. Georgia Tech is another research institution that provides a solid example of a successful program getting students of color into engineering, producing the second highest number of African-American engineering undergraduates in the nation. Through their Center

for Engineering Education and Diversity, Georgia Tech has built a pipeline that is attracting and retaining African-American undergraduate and graduate talent in engineering. For example, through their Summer Undergraduate Research in Engineering/Sciences (SURE) program, Georgia Tech draws undergraduates from across the country to spend ten weeks researching on the Georgia Tech campus, with the goal of attracting minority students into graduate school in STEM fields. Last year the College of Engineering there partnered with INTEL (giving Georgia Tech \$5 million) to recruit, retain and graduate underrepresented students.

Purdue University's Graduate Diversity Program includes a Summer Research Opportunities Program (SROP) for undergrads that includes preparation for the GRE, a research stipend and research with a faculty mentor.

26. The term "minority" includes all historically underrepresented groups, including race/ethnicity, gender, religion, sexual orientation, and disability.

27. The College of Natural Sciences Dean's Strategic Fellowships offers a model of how to recruit and retain a more diverse graduate student population, as does the Office of Inclusion and Equity's recruitment and retention toolkits.

28. As an example, Purdue University has an Office of Multicultural Programs within the graduate school that supports diverse graduate students and helps prepare undergraduates for the graduate school experience. Since this effort began, that university has experienced a 55 percent increase in the number of underrepresented graduate students. Programs at UT Austin that support diverse graduate students include McNair Graduate Fellowships, South Texas Graduate School Fellowships, West Texas Graduate School Fellowships and Graduate School Mentoring Fellowships.

29. Since its inception, the DDCE has had a graduate student diversity program which has supported more than 60 students from diverse backgrounds as they earned master's degrees and doctorates. The program provides professional development and research opportunities as well as the opportunity to mentor undergraduate students of color. Since 2009 the program has produced 11 African-American doctoral graduates, with another seven men in doctoral programs. Nearly all of the 60 students who have completed the program are in tenure-track positions in universities across the United States.

30. One such example is the partnership between Fisk University, an HBCU, and Vanderbilt University. Other considerations could be post-baccalaureate program options. For example the 2015 Sloan Grant to Harvard, which was close to \$1.6 million over 60 months to increase both the number of minority students entering top Ph.D. programs in economics and economics-related fields and the diversity of the economics faculties and workforce.

31. The Inclusive Classroom Leadership Certificate Seminar is offered by the Office of Inclusion and Equity in partnership with

the Graduate School to engage teaching assistants and assistant instructors in discussions about strategies for developing and sustaining an inclusive classroom climate where all students feel supported and encouraged.

32. The Thematic Faculty Initiative led by the Vice President for Diversity and Community Engagement has proven to be an effective way to add diverse faculty who bring diverse scholarship and course offerings. The excellence of these hires made it possible to establish the Department of African and African Diaspora Studies (the only doctorate-granting department of its kind in the Southwest) and the Department of Mexican American and Latino Studies. The initiative provides a line of funding to colleges and schools for the hiring of these faculty members who bring more diverse scholarship and course offerings to campus. Through the thematic faculty initiative, each college has the possibility of recruiting faculty from diverse backgrounds or whose scholarship represents an area of research working with underserved populations.

33. There is some work in this area underway including the College of Liberal Arts' inclusion of diversity representative on promotion and tenure committee and a retention toolkit available from the Office for Inclusion and Equity.

34. Experiential learning or academic service learning has been important at the university since the Commission of 125 report. It provides students with real world application of what they have learned at the university along with the opportunity to interact with diverse populations. The Longhorn Center for Community Engagement provides support for professors who wish to offer experiential learning.

35. See University of Wisconsin's "Assessing and Enhancing Department Climate."

36. University of North Carolina at Chapel Hill, the University of California – Berkeley, and Brown University have post-doc pipeline programs. The Carolina program specifically targets diverse faculty and provides research and teaching opportunities during the postdoctoral appointment. UC Berkeley's program gives postdocs the opportunity to teach within the UC system, at community colleges and other universities in the Bay Area.

37. During the two-year appointment, the fellow will receive teaching and research mentorship, professional development opportunities, access to campus resources such as office space, a computer, and lab and library privileges. In addition, the fellow will be provided with a stipend, health benefits, and additional funding for conference travel. **Recruitment:** UT Austin will recruit their first cohort of a select group of recent doctoral graduates beginning in late Spring 2016. The first cohort of fellows will begin at UT Austin in Fall 2016. The university will strongly encourage applications from top graduate programs who hold degrees from Texas universities, Historically Black Colleges and Universities (HBCUs) or Hispanic-serving institutions (HSIs). McNair Scholars will also be encouraged to apply. Beginning in fall 2016, the

university will also invite high potential students and recent graduates who may be strong candidates for the postdoctoral fellowship to participate in a conference focused on future faculty opportunities at UT Austin and other leading research universities. **Eligibility:** Postdoctoral Fellows should demonstrate a high-aptitude for scholarly success and a strong commitment to a faculty career in academia. Applicants in fields aligned with the UT Austin's faculty investment initiative will be given priority in the review process. **Application:** Eligible doctoral students will begin the UT Austin application for the Postdoctoral Fellowship in the spring prior to receiving their doctoral degree. Along with the application, the applicant will submit a recommendation letter from two faculty advisers. **Selection:** Applications will be reviewed and approved by faculty representatives from UT Austin. Selected students will be invited to interview with the academic department of their potential appointment. Participating departments should be identified in line with current institutional priorities. Applicants who are Texas residents will be given priority in the selection process. **Commitment:** Fellows will commit to a two-year postdoctoral appointment at UT Austin. Fellows will also commit to advancing research and teaching priorities for their assigned academic department, which could include research publications, conference travel, preparation of faculty scholarly work, and/or teaching assistantships. **Funding:** Funding for the fellowship will be provided through the Provost's Office. The estimated annual cost for supporting five fellows will be approximately \$500,000.

38. The University Resource Groups are the Asian/Asian American Faculty and Staff Association, Black Faculty and Staff Association, Hispanic Faculty/Staff Association, and Pride and Equity Faculty Staff Association.

39. Diversity training, DisABILITY Advocate training, and LGBTQ Ally training are offered periodically and by special request by Diversity Education Initiatives, Services for Students with Disabilities and the Gender and Sexuality Center, respectively. Human Resources has a number of offerings as well that could be strengthened as it relates to cultural competency and diversity.

40. Examples of outreach and engagement efforts include projects like the Community Engagement Center, the School of Nursing's Wellness Clinics and new Center in Self Management of Chronic Illness, Dell Medical School initiatives to research underserved populations, Google Scholars, and City Hall Fellows; education pipeline initiatives that help improve educational experience for underserved public school students around the state; and community dialogues that help local neighborhoods discuss and create solutions for issues that arise from the challenges of gentrification, economic development, increasing costs for housing, educational disparities and health disparities.

41. The College of Natural Sciences has numerous outreach programs including the Texas Institute for Discovery Education in Science and Fun with Chemistry. The Center for Russian, East European and Eurasian Studies posts K-12 opportunities regularly

as do other CSUs that provide camp and teacher training sessions.

42. Project MALES, the Texas Education Consortium for Male Students of Color, and the African American Male Research Initiative in the DDCE all have mentoring programs where UT faculty and students mentor middle school and high school students.

43. These include initiatives such as OnRamps ChemBridge, Students Partnering for Rhetoric Success, CalcBridge, Camp C3, CODE@TACC, Longhorn Music Camp, McCombs Future Executive Academy, and many more.

44. We have established strong working relationships with the leadership at Austin Community College, Alamo Colleges, San Jacinto College, El Paso Community College, and Lone Star Community College. Through OnRamps, we have also developed a good working relationship with Houston Community College.