

# **Faculty Diversity, Equity, and Inclusion, Strategic Plan<sup>1</sup>**

As part of the academic mission of The University of Texas at Austin, we are committed to recruiting, employing, and supporting highly-qualified faculty members with a wide range of backgrounds, ideas, and viewpoints. The institution embraces diversity, equity, and inclusivity in many forms. We are dedicated to the principle that individuals of all races, ethnicities, peoples, nationalities, religious backgrounds, sexual orientations, gender identities and expressions, socio-economic statuses, disabilities, and health histories, regardless of their marital, parental, age, veteran, or citizenship status, be respected, equitably included, and enjoy equitable access to opportunities. This is critical for the education, employment, advancement, compensation, recognition, and satisfaction of all individuals in our communities. Accordingly, we endeavor to pursue excellence in our mission to create a diverse, equitable, and inclusive “University of the First Class.”

An excellent and diverse faculty benefits our educational and instructional experiences and strengthens our research, scholarship, and creativity. As a university with a documented history of denying equitable inclusion to qualified students, staff, and faculty, UT Austin endeavors to create an inclusive environment of teaching, research, and service in which all can learn from one another, productively interact, and share in the benefits of learning and working at a diverse university.

This strategic plan lays out a number of objectives and prioritized actions to be taken by our colleges and schools (CSs) over the next four years to meet these goals for faculty diversity, equity, and inclusion.

## **Acknowledgements**

The Office of the Executive Vice President and Provost would like to thank and acknowledge the contributions, research, and commitment from a number of units and partners. Their work has ensured that throughout this strategic plan we remain focused on including groups and identities that have historically been excluded and underrepresented. The issues and concerns these groups have raised are real and warrant open acknowledgement and our collective commitment to address them. The university is deeply grateful for their continuous attention to the critical details and nuances needed to provide a truly comprehensive and inclusive strategic plan that addresses the inequities they have helped bring to light.

Council for Racial and Ethnic Equity and Diversity  
University Faculty Gender Equity Council

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<sup>1</sup> The University published its Diversity and Inclusion Action Plan (UDIAP) in 2017. It claims to be a blueprint for optimal future diversity and inclusion. In 2019, it remains the only comprehensive presentation of the university’s plans and goals with regard to diversity. The proposed strategic plan for enhanced faculty diversity uses the UDIAP as a point of departure. As such, each of its proposed areas of activity references particular mandates in the UDIAP. The plan presented here is also informed by the recommendations made to the provost by the Council for Racial and Ethnic Equity and Diversity in Spring 2019.

Council for LGBTQ+ Access, Equity, and Inclusion  
Independent Equity Council  
Student Advisory Committee for Diversity  
The Coalition of College and School Diversity Officers

## **Strategic Objectives**

### **Objective 1: *Attract, Recruit, and Employ a Diverse Faculty***

The primary objective of the strategic plan is to attract, recruit, and employ a diverse faculty. Despite years of endeavor in this area, UT Austin's faculty body is not as diverse as its own undergraduate student body, or the population of the state we serve, or even the citizens of the same age as our faculty.

### **Objective 2: *Retain, Develop, and Promote a Diverse Faculty***

A closely related objective is to retain, develop, and promote the professional advancement and wellbeing of our faculty members who are already here, particularly those from populations previously underrepresented at UT Austin and whose persistence and advancement has historically been obstructed. Diverse faculty members are in high demand across the nation and face unique challenges. The diversity plan must recognize that it is not enough to simply hire diverse faculty members, but that it is equally important to retain and promote them.

### **Objective 3: *Establish an Equitable and Inclusive Climate***

UT Austin is a premier institution of higher education that recognizes the benefits of diversity, equity, and inclusivity in which difference stimulates and generates excellence. Such excellence in faculty diversity is only sustainable if every individual and their differences are welcomed, respected, and treated equitably.

### **Objective 4: *Support Innovative and Diverse Scholarship, Teaching, and Service***

UT Austin recognizes that the imperative of faculty diversity is not the mere presence of different identities, but the different knowledges, positionalities, and experiences those identities encompass. Hence, the benefits of faculty diversity are realized if the multiplicity of perspectives and scholarship that faculty bring to the campus are embraced, supported, and rewarded. These new perspectives offer UT the chance to be a leader in many exciting new areas of scholarship and to use the knowledge we gain to enrich the educational experience of our students. Public recognition of the diversity of our faculty and the embrace of diverse scholarship, teaching, and service enhances the reputation of UT Austin as an inclusive institution of intellectual excellence and scholarly innovation.

## **Objective 1: *Attract, Recruit, and Employ a Diverse Faculty***

**Priority 1:** Establish and implement procedural norms and policies that represent best practices for faculty hiring at the university and enhance institutional diversity, equity, and inclusion. In this manner, we will strengthen regular faculty hiring processes by increasing the yields of diverse faculty through refinements in our hiring processes. Our goal at the end of the four-year plan is for all faculty searches to comply with these policies. (UDIAP 1.3, 4.1)

### **Action a) Working with the subcommittee of deans, develop and adopt policies and procedures across all colleges and schools regarding the following:**

- All CS's strategic hiring and recruitment plans should include actions that support the university-wide objective of increasing faculty diversity to levels that adequately support the university's undergraduate and graduate student pedagogical mission.
- All individual faculty searches should contribute to the diversity plans and goals in the CS's strategic hiring plan.
- CSs will frame the disciplinary scope of each faculty search as broadly as possible to attract a broad pool of diverse candidates.
- CSs will include applicant commitment to inclusivity and support for diverse populations, as well as experience and future plans in these areas as a hiring criterion.
  - This diversity, equity, and inclusion criterion will be stipulated in each job posting.
  - All applicants should address any past contributions, as well as their commitment to diversity, equity, and inclusion somewhere in their application materials. CSs are encouraged to seek this information in the form of a separate statement.
  - Each search will be advertised in venues frequented by diverse candidates. The Provost's Office will support this effort through its *Faculty Recruitment Diversity Initiative*.
- CS leadership (e.g., dean or CS diversity officer) will monitor the pool of applicants for each faculty position for diversity and may require expansion of searches when such pools are not sufficiently diverse.
- CSs will report to the Provost's Office on the methods they employed to recruit and review a diverse applicant pool and report the diversity of long- and short-lists for each search.
- Each search will actively solicit applicants for purposes of enhancing the diversity of the candidate pool.
  - Pool research will be implemented for each search.
- Each CS must have a diversity officer whose responsibilities include oversight of faculty diversity, equity, and inclusion.
  - Each diversity officer is responsible for collaborating with the Provost's Office in leading Search Committee trainings and training trainers in their respective CSs.

### **Completion Targets**

- AY 2020/21: Principles adopted by all CSs; support materials and audit functions developed.
- AY 2021/22: Principles implemented as part of all searches.

### **Responsibilities**

- The Provost's Office will work with deans and CS diversity officers to implement these actions for all authorized faculty searches.
- In support of these actions, the Provost's Office will:
  - Provide CS's with support and assistance with pool research. This will include institutional membership in service that provides enhanced pool support<sup>2</sup>.
  - Provide assistance/consultation with advertising outlets.
  - Provide training on writing and evaluation of diversity, equity, and inclusion statements.
  - Further refine the search committee training and assist the CS with personnel and resources for CS-based search committee trainings.

**Action b)** All members of faculty search committees must participate in diverse hiring training. (UDIAP 4.2)

- Each year, UT Austin conducts 60-80 faculty searches. The Provost's Office will formulate, update, and provide content for faculty search committee workshops (train-the-trainer and web-based options). With the support of the Provost's Office, each CS will conduct workshops and train search committee members on equitable and inclusive search techniques, policies, and protocols. (UDIAP 4.2)

### **Completion Targets**

- AY 2020/21: Training platforms are developed and all chairs of search committees are required to participate in training.
- AY 2021/22: All members of search committees participate in training as a requirement of their committee membership.

### **Responsibilities**

- The Provost's Office will provide support for the production and updating of training resources. Deans, CS diversity officers, and department chairs are responsible to ensure that all members of faculty search committees are trained.

**Priority 2:** Implement centrally-funded special faculty hiring programs with diversity as principle or important criterion. (UDIAP 4.1)

**Action a)** Implement Provost's Faculty Recruitment and Hiring Program (PFRHP)

- A PFRHP hire is possible when — considering as a whole all of the candidate's many qualifications and anticipated contributions to the UT Austin community — a CS determines the candidate satisfies the usual high academic and intellectual standards for membership in UT Austin's faculty body in a discipline of need or interest to the

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<sup>2</sup> e.g. [The National Registry of Diverse & Strategic Faculty, Prism, Higher Education Recruitment Consortium](#)

university, and the candidate is uniquely qualified to advance the university's mission-driven goals of diversity, equity, and inclusiveness. Hires will only be awarded to CS that have demonstrated a sustained commitment to diversity, equity, and inclusiveness in general and particularly in its hiring efforts and have a mentoring and support program in place to support scholars recruited through the PFRHP.

- Publicize the Provost's Faculty Recruitment and Hiring Program
  - Invest \$3 million over four years to supporting recruitment and hiring of faculty contributing to diversity, equity, and inclusion. (Funding will be revisited after the initial funding level has been exhausted.)
  - Efforts will be tailored to increase faculty diversity to levels that adequately support the university's undergraduate diversity.

**Completion Targets**

- AY 2020/21 through AY2023/24: Dedicate approximately \$750,000 per year to cover base salary of about 5 faculty members (@ \$150,000 base salary per) contributing to diversity, equity, and inclusion.
- AY 2023/24: Conduct assessment and allocate additional funding.

**Responsibilities**

- The Provost's Office will work with deans to clarify the procedures for this program and for obtaining approval for PFRHP hires.

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**Action b) Replacement of Thematic Faculty Recruitment separations**

- The FTE's of faculty who leave the university starting in AY2018-19 from faculty positions originally funded through the Division of Diversity and Community Engagement's (DDCE) Thematic Faculty Recruitment Programs (TFRP) will revert to the Provost's Office. The Vice Provost for Diversity, in consultation with the provost, will reallocate these resources in support of faculty hiring in academic units actively engaged in creating and sustaining programmatic efforts aimed at faculty and student diversity, equity, and inclusion.

**Completion Targets**

- AY 2019/20: The vice provost for diversity will inventory originally funded Thematic hires by CS and department to ensure any future resulting hires will contribute to the diversity of the cluster units.
- AY 2020-2024: Continuing analysis will be undertaken by the vice provost for diversity to ensure hiring lines are distributed according to diverse hiring guidelines.

**Responsibilities:**

- The Provost's Office, DDCE, and department chairs will undertake the appropriate analyses. The Provost's Office will authorize corresponding FTE's.

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**Action e)** Funds will be made available to support the hiring committees for diverse faculty hiring. (UDIAP 4.3)

- Position Advertising Funds to support advertising in diverse venues.
- Finalist Funds for additional faculty search finalists who advance diversity.

**Completion Targets**

- These support funds are already available.

## **Objective 2: *Retain, Develop, and Promote a Diverse Faculty***

**Priority 1:** Working with the subcommittee of deans to establish mechanisms for assessing contributions to university and community diversity, equity, and inclusion as a part of the merit and promotion process for tenured, tenure track and non-tenure track faculty.

### **Actions**

- Contributions to university and community diversity, equity, and inclusion will be a criterion for faculty merit and a positive factor in promotion considerations.
- Each CS will develop mechanisms for evaluating faculty contributions to diversity in their units for considerations of merit and promotion.
- Each CS will have a member of its promotion and tenure (P&T) committee who is responsible to assure that diversity is considered in promotion deliberations. (UDIAP 4.4)
- A faculty service award including service that enhances diversity, equity, and inclusion will be established.
- Deans should consult with diversity officers before creating dean's letters for promotion.
- The Vice Provost for Diversity will provide advice to the President during the proceedings of the presidential promotion committee. They will be asked to join the discussion, along with deans, when an expert assessment of contributions to diversity and inclusion are needed. They will be given access to promotion materials for this purpose.

### **Completion Targets**

- AY 2019/20: University-wide service award established.
- AY 2021/22: Develop workshops and other resources for training in writing and evaluating diversity statements. Begin the training of academic personnel in writing and evaluating diversity statements.
- AY 2022/23: CSs will implement contributions to diversity, equity, and inclusion as a criterion in merit and promotion considerations.

### **Responsibilities**

- The Provost's Office, deans, CS diversity officers, and department chairs.

**Priority 3:** Establish formal cross-disciplinary faculty mentoring programs. (UDIAP 4.4) Every CS will establish formal (intentional, comprehensive, and benchmarked) faculty mentoring programs and make them available to all tenure-track and associate professors. The objective of these programs is to facilitate the transition from assistant to associate professor and from associate to full professor. These transitions have often been problematic for historically underrepresented faculty members.

### **Actions**

- Each CS will develop and implement formal benchmarked mentoring processes specific to their areas.
- Mentoring relationships across CSs will be encouraged where appropriate.
- Contributions to mentorship will be included as part of the service criterion for merit and promotion considerations.

**Completion Targets**

- AY 2020/21: Mentoring plans and programs for assistant and associate professors will be designed by all CSs with assistance from the Provost's Office.
- AY 2021/22: Begin the implementation of mentoring programs for all faculty who wish to participate.
- AY 2022/23: All assistant and associate professors who desire to participate will be enrolled in mentoring relationships.
- AY 2023/24: Deans and chairs will provide a three-year summary of mentoring participation in their units.

**Responsibilities:**

- The Provost's Office, deans, and department chairs.



## **Objective 3: *Establish an Equitable and Inclusive Climate***

**Priority 1:** Conduct an analysis of faculty salary disparities with particular focus on faculty members of historically underrepresented groups, and develop action plans to address findings.

### **Actions**

- Gather and analyze comparative longitudinal data on faculty salaries by CS and department.
- Each CS will analyze the resultant data in the context of their merit structure.
- When faculty merit increases are reestablished, the provost will allocate the financial resources resolve salary inequities across the faculty as a whole.

### **Completion Targets**

- When faculty merit increases are reestablished.

### **Responsibilities**

- The Provost's Office will create salary comparison reports for each CS for the provost to share with each dean. Deans will review each disparity to identify and adjust for inequities. Adjustments will be reported to the provost.

**Priority 2:** Conduct an analysis that includes an audit of endowment and faculty award recipients and a description of procedures and criteria for faculty selection for such endowments and awards in all CSs. This analysis will include an equity assessment of the distribution of endowments and faculty awards with particular focus on faculty members of historically underrepresented groups. Action plans will be developed to address the findings.

### **Actions**

- Gather and analyze comparative longitudinal data on endowments and faculty awards by CS and department.
- Each CS will analyze the resultant data in the context of their existing processes.
- Where no formal procedures or criteria exist, CSs will use their field-specific standards to establish them.
- Each CS will undertake annual audits of their endowments and faculty awards and review their selection processes to ensure equitable distributions.

### **Completion Targets**

- AY 2019/20: Data analysis completed.
- AY 2020/21: CSs will continue to engage in annual audits of their endowments and faculty awards and to review their selection processes.
- AY 2021/22 (and beyond): CSs will continue to engage in annual audits of their endowments and faculty awards and review their selection processes.

### **Responsibilities**

- Deans shall submit reports to the provost that include an audit of endowment and faculty award recipients and a description of procedures for faculty selection. Deans

of each CS will work, on the bases of these analyses, to identify individual disparities where they exist.

- The provost office will provide the deans with a university-wide aggregation of the audits.

**Priority 3:** Conduct an analysis that includes an audit of leadership and committee membership at the CS and departmental levels and a description of procedures for how the tenured, tenure track, and non-tenure track faculty filling those roles are selected. This analysis will seek to identify disparities in service and governance assignments (too much service/too little leadership) with particular focus on faculty members of historically underrepresented groups. Action plans will be developed to address the findings.

#### **Actions**

- Each CS will gather and analyze comparative longitudinal data on unit leadership and committee membership.
- Each CS will analyze the resultant data in the context of their existing processes and adjust them to eliminate disparities.
- Each CS and its sub units will undertake annual audits of their leadership and committee membership to identify disparities in service and governance assignments.

#### **Completion Targets**

- AY 2019/20: Data analysis completed.
- AY 2020/21: CSs will continue to evaluate unit leadership and committee membership.
- AY 2021/22 (and beyond): CSs will continue to evaluate unit leadership and committee membership.

#### **Responsibilities**

- The CS deans will work, on the bases of these annual analyses, to identify and address individual disparities where they exist. Deans should also update this data annually to inform regular processes of fulfilling each unit's service demands.

**Priority 4:** Create a diversity officer position in the dean's office of each CS responsible for faculty diversity. This position will be responsible for the monitoring and coordination of diversity, equity, and inclusion efforts for tenured, tenure track, and non-tenure track faculty in each CS. (UDIAP 1.3)

#### **Actions**

- Create the diversity officer position(s) and appoint diversity officer(s) in each CS.
- Larger CSs should consider appointing two diversity officers, one for faculty and staff diversity and the other for student diversity.
- Create a support mechanism for small CS participation in diversity officer initiative.
- The Provost's Office will regularly convene diversity officer meetings. Diversity officers are expected to participate.

#### **Completion Targets**

- Year 1: 50% of CSs establish position(s) and appoint diversity officer(s).
- Year 2: 100% of CSs establish position(s) and appoint diversity officer(s).

### **Responsibilities**

- Deans will identify and appoint the diversity officer for their CS.
- The Provost's Office will assist with organization of diversity officer meetings, sharing of resources, and coordination efforts.

**Priority 5:** Design and implement resources and training for all tenured, tenure track, and non-tenure track faculty members on inclusive student interactions. This process has already begun with the formation of the UT Access, Equity, and Inclusion Institute, a three-year (2019-2022) pilot collaboration between the Vice Provost for Diversity unit and the LGBTQ Studies Program that seeks to improve faculty practices that lead to enhanced access, equity, and inclusion with regard to students. (UDIAP 2.8, 2.9, 4.5)

### **Actions**

- Inventory and evaluate existing Inclusive Classroom Training programs.
- Create resources and trainings for faculty that promote equitable and inclusive faculty student interactions.
- Create a mechanism by which students can identify faculty who have undertaken such training when they select their courses.

### **Completion Targets**

- AY 2019/20: Inventory and evaluation completed. Resources and trainings elaborated; inclusive training "Tags"<sup>3</sup> on syllabi instituted.
- AY 2020/21: A faculty trainer from each CS will have been trained and will commence training faculty in their CS.
- AY 2021/22: 30% of the faculty will have undergone training.
- AY 2022/23: 60% of the faculty will have undergone training.

### **Responsibilities**

- The UT Access, Equity, and Inclusion Institute will coordinate inventory, evaluation, and resource preparation and implementation. Deans, CS diversity officers, and department chairs will implement resources in every CS and promote faculty participation.

**Priority 6:** Design and implement resources and training for department chairs, CS administrators, and tenured, tenure track, and non-tenure track faculty aimed at creating and sustaining an inclusive culture within CS's and their component units. Climate and practices of diversity, equity, and inclusion have a direct impact on units' abilities to recruit and retain diverse faculty and staff. (UDIAP 4.6)

### **Actions**

- Inventory and evaluate existing resources for support in creating and sustaining equitable and inclusive CS units' climates.

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<sup>3</sup>"Tags" are indications on syllabi and course catalogues that a professor has completed inclusive classroom or similar training.

- Develop resources and trainings for creating and sustaining equitable and inclusive CS unit climates.
- Training and resources will target departmental chairs and other unit leaders first and then expand to faculty in general.
- Implement in all university units the resources and trainings for creating and sustaining equitable and inclusive departments and CSs.

### **Completion Targets**

- AY 2020/21: Inventory and evaluation completed. Resources and trainings created.
- AY 2021/22: A faculty trainer from each CS will have instituted training in their CS. Every departmental chair and CS sub-unit leader will receive training and materials.
- AY 2022/23: Every chair will have begun to implement best practices in diversity, equity, and inclusion in their unit. 50% of faculty will have participated in at least one departmental or other on-campus diversity, equity, and inclusion workshop.
- AY 2023/24: 75% of the chairs will have undergone training. Each workshop will be evaluated, and results analyzed by the UT Access, Equity, and Inclusion Institute.
- The Provost's Office will administer a climate survey to all faculty every third year to assess the efficacy of the program.

### **Responsibilities**

- The UT Access, Equity, and Inclusion Institute will coordinate inventory, evaluation, and resource preparation, and training implementation. Deans, CS diversity officers and department chairs will implement resources in every CS and promote leadership participation.
- The Vice Provost for Diversity unit through the UT Access, Equity, and Inclusion Institute Form will inventory, develop, and implement resources that seek to improve and put in place policies and practices that enhance diversity, equity, inclusion, and climate in faculty-faculty and faculty-administration relations.

**Priority 7:** Provide opportunities for higher education leadership development for historically underrepresented mid-career faculty. With the goal of recruiting faculty from underrepresented groups to fill positions of leadership within departments and CSs. (UDIAP 4.7)

### **Actions**

- Restructure and reorient the Executive Management and Leadership program (EML) towards equity and inclusion in higher education management and leadership.
- Develop diverse Provost's Administrative Leadership (PAL) fellows program to create opportunities for one-on-one leadership mentorship for mid-level diverse faculty.

### **Completion Targets**

- AY 2020/21: Reorganization of EML Program. Elaboration of plan for Provost's Leadership Fellows program. Announce first cohort of PAL fellows.
- AY 2021/22: Faculty will participate in refurbished EML and in the PAL Fellows Program.

- AY 2022/23: Three former participants in these programs will be appointed to administrative positions.

**Responsibilities:**

- The vice provost for diversity and the senior vice provost for faculty affairs.

## **Objective 4: *Support Innovative and Diverse Scholarship, Teaching, and Service***

**Priority 1:** Develop and fund a Provost's Early Career Faculty Recruitment Fellows Program (Provost's Fellows) to support the recruitment excellent faculty members who can contribute to diversity at the University of Texas at Austin. The goal of the program is to increase the number of faculty who can contribute to institutional diversity by identifying early promise and investing in career development and professional growth. The Program will provide cohorts of three fellows, (one to two-year fellowships for Humanities, Arts, and Social Sciences, two to three-year fellowships for STEM fields) to participating departments and schools. At the end of the fellowship period fellows will be included in the long list of candidates for a tenure track hire in the sponsoring department or school.

The program is designed to support activities that equip early career scholars with the research (non-experimental, experimental, and/or computational), scholarly, and professional skills necessary to successfully undertake independent academic research and teaching at UT-Austin. It will facilitate the transition of promising postdoctoral researchers and/or early pre-tenure faculty members who will contribute to UT's diversity goals, to independent, tenure-track faculty positions at the University of Texas or other research-intensive institutions. Ideal candidates will express commitment to beginning and/or continuing an academic career and have independent research projects that fit the strategic vision of the recruiting UT departments.

Criteria for department and/or school participation:

- Participating departments and schools must identify one of their approved strategic faculty hires for the year of their application to support their participation in the Provost Fellows Program and commit to filling it in a particular broad field at the junior level.
- Participating departments and schools must apply in a competitive process to be selected as a participant in the Provost Fellows program.
- Participating departments and schools must design and create mentoring and professionalization programs for their Provost Fellow Program cohorts.
- Recruiting departments and schools will provide a specific plan that will enrich the independent research projects of the fellow cohorts by providing both independent and collaborative research opportunities at the University of Texas.
- Provost Fellow candidates must exhibit exceptional potential in their field of scholarly endeavor.
- Provost Fellow candidates must potentially contribute to the University of Texas' efforts to make the University more diverse, equitable, and inclusive.
- There will be a national search for each Provost Fellows cohort.
- Finalists will engage in campus interviews.
  - Provost office will participate in interviews
- In addition to their research endeavors each Fellow will have an opportunity to create and teach or co-teach a course or courses during their residence.

All Provost Fellows will participate in a professional development/networking program conducted by their department or school in partnership with the provost's office that will support them in: crafting a faculty application, interviewing for faculty positions, grant funding opportunities, creativity in teaching, institutional awareness, interdisciplinary research, teaching innovations, proposal writing, tenure and promotion, mentoring and motivating graduate students, inclusion and equity in academia, research budgeting, etc. This program will be open by application to other UT postdocs with a commitment to diversity, equity, and inclusion.

Ideal outcomes of the program, will be (1) identification of excellent faculty candidates who could be hired on the faculty line identified by the department or school. (2) Professionalization of outstanding research scholars who are highly committed to diversity and inclusion within higher education. 3) The enhancement of the reputation of the University of Texas at Austin as a center of research excellence attractive for excellent scholars interested in diverse, equitable and inclusive institutional settings.

### **Priority 1: Initiative Name TBD**

#### **Action:**

- TBD

#### **Completion Targets**

- AY 2020/21: Design, develop and fund initiative; conduct search for program's director to develop program and start searches for fellows.
- AY 2021/22: Appoint three two-year diverse fellows and pilot a training and mentorship program and community search for next fellow cohort.
- AY 2022/23: Continue training and mentorship program; evaluate program and consider further development and expansion; give search approval for next cohort.
- AY 2023/24: Continue training program and community; evaluate program and consider further development and expansion.

#### **Responsibilities**

- TBD

**Priority 2:** Support the programming and research engaged in by tenured, tenure track, and non-tenure track faculty who help diversify the university and/or have the objective of enhancing campus equity and inclusion.

#### **Actions**

- Develop and support diverse programming in the CSs to bring non-UT scholars to UT Austin campus. These should include speaker series, visiting scholars, conferences, etc.
- Each semester CS Diversity Officers will collect the colloquium and other external speaker schedules and visiting scholar lists for University, departments, centers, institutes, and other units. The officers will compile statistics on underrepresented status (including gender in STEM) of the speakers/invitees and provide Vice Provost for Diversity and their deans with this information on a department/center level.
- Develop programs that bring advanced grad students to UT Austin campus.

- Dedicate \$35,000 to support this programming for each of the next three years (AY2020/21 through AY2022/23).

### **Completion Targets**

- AY 2020/21: Anticipated goal: 10 diverse visiting scholars<sup>4</sup> university-wide, 30 diverse advanced grad students, one conference.
- AY 2021/22: Anticipated goal: 10 diverse visiting scholars university-wide, 30 diverse advanced grad students, two conferences.
- AY 2022/23: Anticipated goal: 10 diverse visiting scholars university-wide, 30 diverse advanced grad students, two conferences; evaluate program and consider further development and continuation.

### **Responsibilities**

- The Provost's Office, dean's, Graduate School dean, center and institute directors.

**Priority 3:** Develop and support tenured, tenure track, and non-tenure track faculty research and teaching on diversity, equity, and inclusion in higher education. (UDIAP 4.8)

### **Actions**

- Establish seed projects and build research collaborations around research on diversity, equity, and inclusion in higher education.
- Develop and support a university-wide fellowship program sponsoring research and teaching on UT Austin's historic and contemporary struggles for diversity, equity, and inclusion.

### **Completion Targets**

- AY 2021/22: Create proposals for fellowship programs on research and teaching on diversity, equity, and inclusion in higher education.
- AY 2021/22: Selection of inaugural fellows.
- AY 2022/23: Annual selection of fellows.

### **Responsibilities**

- VPR Research

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<sup>4</sup> Visiting scholars refers to scholars from other institutions of higher education who visit UT to present their work and engage in other scholarly activities for a short period of time – one day to two weeks.