



Together we will succeed!



**Diversity, Engagement, Inclusion
Strategic Plan
2018-2019**

The College of Engineering and Computing aims to achieve a community where all members are able to fully realize their potential.

**University of South Carolina
College of Engineering and Computing
Diversity, Engagement, and Inclusion
Strategic Plan
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DRAFT

Achieving Excellence through Diversity!

The College of Engineering and Computing is committed to excellence through diversity. Our programs attract outstanding students with unique backgrounds and prepare them to be leaders in engineering and computing disciplines. We strive to create an academic environment that reflects the communities we serve and where all members feel valued and respected. We nurture and rejoice the diverse voices of our students and employees.



Office of Diversity, Engagement, and Inclusion

Purpose

The purpose of the Office of Diversity, Engagement, and Inclusion (DEI) is to develop, coordinate, and promote resources to build a diverse and inclusive academic environment. Diversity, engagement, and inclusion are core values of the University of South Carolina and the College of Engineering and Computing.

Vision

Our vision is to create an academic environment where all members of the College of Engineering and Computing community are able to fully realize their potential. The College of Engineering and Computing aims to be nationally recognized as a transformative and inclusive academic institute.

Mission

Our mission is to increase the diversity of students, faculty, and staff of the College of Engineering and Computing; to create an inclusive academic environment where all students, faculty, and staff are respected, understood, treated fairly, and valued.; and to improve the quality of life of our academic community and the external community through education, research, and thoughtful leadership.

Core Values

Supporting students' success through learning; research creativity and collaboration; academic integrity, trust, and honesty; pursue of excellence; celebrating diversity of ideas and people; engagement of people, communities, and organizations; and social responsibility.

Diversity Strategic Goals

Goal 1: Gain regional and national recognition of CEC as a leader in diversity efforts.

Goal 2: Develop an inclusive academic environment where discrimination and bias against any of the members of our community are not tolerated.

Goal 3: Increase the representation of underrepresented and underserved minorities and women in undergraduate and graduate CEC programs.

Goal 4: Increase the representation of underrepresented and underserved minorities and women in academic and administrative positions.

CEC Facts

NOTE: Need to update with Fall 2018 Data!

The College of Engineering and Computing (CEC) currently (Fall 2017) has very low ethnicity and gender diversity across faculty, graduate student, and undergraduate student populations. CEC faculty are primarily White (59%) and Asian (34%) ethnic origin with very low participation of Hispanic/Latino (2%), African American (1%), and two-or-more (1%) ethnic origin. Gender diversity is similarly low, with 88% male faculty and 12% female faculty. Faculty search committees are trained on equal opportunity employment. Resources on unconscious bias and diversity-aware faculty search process made available for each search committee.

Graduate students' diversity is dominated with white (34%) and non-resident alien (52%). African American (5%), two-or-more (3%), Hispanic/Latino (2%), and Asian (2%) ethnicity. Undergraduate students' white (65%) and non-resident alien (12%). African American (9%), two-or-more (4%), Hispanic/Latino (5%), and Asian (4%) ethnicity. Overall, 80% of our student population is male, 20% is female.

There are six minority and women student chapters and sorority of CEC. These are: Society of Women Engineers (SWE), Women in Computing (WiC), Minorities in Computing (MiC), National Society of Black Engineers (NSBE), Society of Hispanic Engineering Professionals (SHEP), and Alpha Omega Epsilon (AOE).

CEC has been supporting undergraduate and graduate-level diversity initiatives, developing diversity resources for our college, and promoting diversity training resources. CEC has long history of sending our student to conferences targeting underrepresented, underserved, and female students; providing faculty mentorship and advisement for minority student organizations; and promoting inclusive and unbiased academic environment for all members. Outreach activities target K-12 students and graduate recruitment.

USC is a proud member of the Graduate Education for Minorities (GEM) and a founding member of the Building, Recruiting, And Inclusion for Diversity (BRAID) initiative. CEC is committed to increase the representation of those populations that have been historically excluded from participation in U.S. higher education.

DEI GOALS, ACTIVITIES, AND MEASURABLE OUTCOMES

Goal 1: Gain regional and national recognition of CEC as a leader in diversity efforts.

Activity 1: Design and develop a CEC DEI website that is directly accessible from the CEC's main page

Outcomes: demonstration of CEC's commitment to diversity, engagement, and inclusion; ease of access to diversity resources

Measure of achieving outcome:

- Existence of web page
- Number of visits to the page
- Percentage of increase in participation in DEI activities
- Number of new connections established via the web site

Activity 2: Support CEC student participation in regional and national conferences and workshops

Outcomes: increased awareness of CEC's commitment to support minority and women students

Measure of achieving outcome:

- Number of students supported to travel
- Number of conferences/workshops attended
- Number of students recruited from these conferences and workshops

Activity 3: Host workshops/presentations/meetings at minority universities and colleges

Outcomes: increased awareness of CEC's commitments to support minority and women students

Measure of achieving outcome:

- Number of colleges and universities visited
- Number of students recruited
- Retention of recruited students

Activity 4: Active membership in national and professional organizations

Outcomes: establish CEC's reputation as a national leader in diversity activities

Measure of achieving outcome:

- Number of membership
- Number of scholarships/grants supporting minority and women students
- Number and quality of diversity advertisements and responses

Goal 2: Develop an inclusive academic environment where discrimination and bias against any of the members of our community are not tolerated.

Activity 1: assess the diversity knowledge and perception of CEC students, faculty, and employees

Outcomes: Understand key challenges faced by faculty, staff, and students with respect to diversity and inclusiveness

Measure of achieving outcome:

- Number of discussions with student chapters/students
- Number of discussions with departments/faculty/staff
- Report and updates to the strategic plan based on the discussions
- Number of diversity training resources, such inclusive classroom environment, cultural awareness, hidden bias, etc., promoted to CEC members
- Number of diversity resources developed at CEC

Activity 2: Coordinate with the Office of Diversity and Inclusion of USC to increase the knowledge about discrimination and bias, provide ease of access to report incidents

Outcomes: improved diversity climate

Measure of achieving outcome:

- Number of training programs promoted/developed
- Number of departments/individuals participating in the programs
- Number of resources to report incidents developed
- Number of CEC members informed about the incident reporting process
- Percentage of decrease in the number of incidents
- Qualitative feedback from students, staff, and faculty

Goal 3: Increase the representation of underrepresented and underserved minorities and women in undergraduate and graduate CEC programs.

Activity 1: Compare CEC data with national statistics and statistics of peer colleges.

Outcomes: establish realistic target improvement

Measure of achieving outcome:

- Requirement for yearly report on minority enrollment and changes over time
- Report on CEC's diversity status in the context of national and regional trends
- Update strategic plan in view of the larger context

Activity 2: Coordinate with the Office of Academic Affairs and with the Office for Research to support targeted recruitment of underrepresented and underserved minority and women students at undergraduate and graduate level

Outcomes: Increase diversity of student population and improved diversity climate

Measure of achieving outcome:

- Increase of diversity of the enrolled students
- Number of minority and women students reached by the recruiting efforts
- Number of grants and scholarships supporting minority and women students
- Return of the recruitment efforts
- Number of new/modified/aborted activities based on success/failures of recruitment efforts

Activity 3: Coordinate with the Office of Academic Affairs and the Office for Research to support targeted retention of underrepresented and underserved minority and women students at undergraduate and graduate level

Outcomes: Increase diversity of student population and understand key challenges

Measure of achieving outcome:

- Increased of graduation rate of minority and women students on the timely manner
- Number of learning communities to support academic success and students participating in these communities
- Number of students participating in summer bridge programs, and graduation rate of participants
- Number of forums/meetings organized between faculty and students

Goal 4: Increase the representation of underrepresented and underserved minorities and women in academic and administrative positions.

Activity 1: Establish college-level oversight of faculty position posting for diversity-conscious job description including metrics diversity contribution

Outcomes: Increase the appeal of the position description for minority and women candidates

Measure of achieving outcome:

- Increase in diversity of the candidate pool
- Increase in the offers to minority and women candidates
- Hiring at the diversity level of the candidate pool

Activity 2: Require diversity and unconscious-bias training for search committees

Outcomes: unbiased selection of candidates to be interviewed

Measure of achieving outcome:

- Increase in diversity of the interviewed candidate pool
- Increase in the offers to minority and women candidates
- Hiring at the diversity level of the candidate pool

Activity 3: Make active recruitment a requirement for each CEC department

Outcomes: increased external awareness of CEC's commitment to diversity

Measure of achieving outcome:

- Increase in diversity of the candidate pool
- Number of senior minority and women candidates
- Number of minority and/or women faculty hires at senior level

Activity 4: Establish multi-level mentoring and accountability of mentors

Outcomes: increased sense of belonging and improved research contribution

Measure of achieving outcome:

- Number of faculty with mentors
- Number of departments including mentors' accountability in the annual evaluation
- Decreased number of faculty failing 3rd year review and tenure

Activity 5: Establish measurement for diversity contribution within the tenure and promotion process

Outcomes: Increased diversity activities in research, education, and service

Measure of achieving outcome:

- Number of faculty participating in diversity initiatives
- Number of faculty developing new diversity initiatives
- Number of departments incorporating diversity measurements in the tenure and promotion process

Activity 6: Provide career guidance/training for post-tenure faculty

Outcomes: decrease number of faculty leaving CEC after tenure; increase minority and women in senior research and administration position

Measure of achieving outcome:

- Number of minority or women faculty leading large-scale research projects
- Number of minority or women faculty in higher administrative positions
- Decrease in the number of minority and women faculty leaving CEC after tenure

Key Challenges

1. **FACULTY:** CEC's faculty diversity is below national average at all rank. Despite conscious efforts to increase diversity of candidate pools, they remain low diversity for ethnicity and gender.

Overview of Planned Activities:

- a. Recruitment:
 - i. College-level oversight of faculty position posting for diversity-conscious job description
 - ii. Adopt and require university-level diversity training for search committees
 - iii. Establish metrics in the hiring process for diversity contribution
 - iv. Make active recruitment a requirement for each CEC department
 - b. Retention:
 - i. Establish multi-level mentoring for academic success
 - ii. Establish measurement for diversity contribution within the tenure and promotion process
 - iii. Facilitate research support for tenure-track faculty members
 - iv. Reduce non-research oriented service load
 - v. Provide mentoring and promotion guidance/training for post-tenure faculty
2. **STUDENTS:** CEC's ethnic and gender diversity at all level is below national average for engineering and computing colleges. Participation of underrepresented students and faculty participation is especially disproportional compared to the diversity of the state of South Carolina.

Overview of Planned Activities:

- a. Recruitment:
 - i. Recruit students from high schools serving underrepresented and underserved minorities
 - ii. Recruit students to graduate programs from HBCU institutes and national minority organizations
 - iii. Adopt diversity-aware faculty search practices to increase hiring of minority and female faculty
 - b. Retention:
 - i. Provide resources to minority organizations and students
 - ii. Facilitate mentoring at all levels for students and faculty
 - iii. Build learning communities to support academic success
 - iv. Summer bridge program to ensure college readiness
 - v. Establish communication channels with faculty and administrators
3. **FACULTY AND STUDENTS INTERACTION:** Lack of faculty engagement with minority students. Lack of inclusive classroom environment. Lack of diversity and cultural awareness of faculty and instructors. Lack of motivation/know how of tenure-track and tenured faculty in supporting diversity initiatives and students. Out of the 6 student chapters, only 2 has faculty advisors. Two other has staff acting as advisors, and two other in need of a faculty advisors.

Overview of Planned Activities:

- a. Establish diversity commitment by each department and make is part of the annual evaluation
- b. Generate diversity support materials for research funding
- c. Connect student chapters and faculty by organizing joint events
- d. Engage alumni of CEC to serve as mentors for organizations and individual students