DIVERSITY, EQUITY, AND INCLUSION PLAN

Herbert Wertheim College of Engineering

Mission and Purpose

The University of Florida Herbert Wertheim College of Engineering (HWCOE) values a diverse and inclusive community. It is integral to success in every area of our college. Therefore, the College is committed to non-discrimination with respect to all areas of human differences, including but not limited to national and ethnic origin, race, age, sex, sexual orientation, gender identity and expression, beliefs and opinions, religion and faiths, culture, socio-economic background, level of physical or mental ability, and veteran's status. This commitment applies in all areas to students, faculty, and staff and intends to reflect the College's belief that educational and employment decisions and access to University activities should be based on an individual's abilities and qualifications. The College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. We aspire to educate students to become future leaders capable of creating diverse and inclusive work cultures wherever their careers may take them.

Terms: Underrepresented minorities (URM) include racial and ethnic groups—Blacks, Hispanics, and American Indians or Alaska Natives; underrepresented in science and engineering includes women, persons with disabilities, and URM; diversity, equity, and inclusion (DEI).

Goals, Strategies, and Metrics

GOALS

- Provide an exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds
- Achieve national leadership in engineering diversity and inclusion
- Be a national leader in graduating domestic PhD students

STRATEGIC OBJECTIVES

1) Increase the diversity of faculty
2) Increase the diversity of staff
3) Increase the diversity of graduate students
4) Increase the diversity of undergraduate students
5) Foster a culture of inclusion among the HWCOE community of faculty, staff, graduate students, and undergraduate students
6) Improve retention among the HWCOE community of faculty, staff, graduate students, and undergraduate students
7) Increase globalization to enhance our effectiveness as world citizens

IMPLEMENTATION OF THE STRATEGIC OBJECTIVES

- **Increase the diversity of faculty**
  - Focus on recruiting women and underrepresented faculty
  - Train faculty search committee chairs on best practices for casting a wide net of qualified diverse faculty candidates
  - Contact directly department chairs and faculty advisors of diverse PhD graduate student candidates
  - Identify talented diverse faculty candidates at conferences and program meetings
  - Cluster hire multiple diverse faculty candidates at the same time

- **Increase the diversity of staff**
  - Train staff search committee chairs on best practices for casting a wide net of qualified diverse staff candidates

- **Increase the diversity of graduate students**
  - Expand national consortium for engineering prospective graduate students, Engineering National Graduate Institutional Name Exchange (ENGINE), https://engine.eng.ufl.edu/. This national consortium gathered information on more than 5,300 female engineering prospects and more than 2,400 engineering underrepresented minority student prospects for recruitment by UF and consortium universities.
  - Bring in prospective PhD students as undergraduate juniors to campus to visit the college and a department of interest, learn about admissions, fellowships, research institutes, meet current graduate students, and see Gainesville. In 2017, this cohort included 13 female students (37%) and 17 URM students (50%).
  - Bring in admitted PhDs to campus to visit the college and departments of interest, learn about admissions, fellowships, research institutes, meet current graduate students, and see Gainesville. In 2018, this program showcased an average 3.75 cumulative undergraduate GPA with 58 female students (34%) and 56 URM students (33%).

- **Increase the diversity of undergraduate students**
  - Develop K-12 outreach program through FLEXStation aimed at increasing number of low income high school graduates interested in pursuing engineering
  - Partner with Southeastern Consortium for Minorities in Engineering (SECME) to promote pre-college preparation and recruitment of URM students
  - Partner with UF Office of Admissions to promote outreach and messaging to URM students
  - Benchmark best engineering colleges for diversity among students
  - Utilize personalized outreach to admitted low income and first gen in college freshmen to improve matriculation rate
  - Provide scholarships for first year students
  - Create collaborative spaces dedicated to serving multi-cultural groups

- **Foster a culture of inclusion among the HWCOE community of faculty, staff, graduate students, and undergraduate students**
  - Create college-wide diversity and inclusion committee that will work with college campus diversity liaisons and Chief Diversity Office to implement diversity and inclusion efforts
  - Engage industrial partners in the Industrial Advisory Boards to learn best practices from private sector employers. College diversity liaisons will oversee implementation of those identified as most impactful.
  - Diversify leadership throughout the college
  - Develop a funding plan to support implementation of the DEI Strategic Plan
  - Provide DEI training to all teaching assistants
  - Develop DEI learning modules through the Engineering Leadership Institute for inclusion in design courses (i.e. Freshman Design, Intro to Professional Development and Capstone Design courses)
  - Provide ongoing educational opportunities for faculty, staff, and students to broaden skills in fostering inclusion
    - Partner with National Association of Multicultural Engineering Program Advocates (NAMEPA) on hosting and planning of national conferences
  - Create a multi-modal communication approach of diversity, equity, and inclusion efforts

- **Improve retention among the HWCOE community of faculty, staff, graduate students, and undergraduate students**
  - Develop strong mentoring initiatives: faculty mentoring and student peer mentoring
  - Create academic support resources (tutoring, etc.) for students
  - Provide networking opportunities for underrepresented faculty, staff, and students
  - Develop and expand mechanisms for rewarding individuals that demonstrate values and attributes of a Gator engineer
  - Increase summer bridge program (STEPUP) participation to 60 students

- **Increase globalization to enhance student effectiveness as world citizens**
  - Achieve a goal of sending at least 50% of undergraduate students for an international experience
  - Develop 3-tiered approach to study abroad: Full semester, full summer, brief immersive (month of May or spring break)
  - Coordinate full semester experience with online course offerings in order to avoid extending time to graduation
  - Raise funds to support students and staffing in study abroad programs

How will progress be tracked?

- **Progress will be tracked by the following metrics (***numbers in parentheses correspond to strategic objectives***):**
  - Geographic diversity, including out of state and international students, faculty, and staff; (1-3)
  - Racial/ethnic, cultural, and socioeconomic diversity; (1-4)
  - Diversity across other demographic characteristics (e.g. gender, disabilities); (1-4)
  - Incoming student yield data by demographic group; (3, 4)
  - Staff by job family, demographic group and staff/manager; (2)
  - GPA, time to graduation, and graduation rate by demographic group; (6)
  - Number of students participating in an international experience; (7)
  - Climate data (students, faculty, staff) - climate studies, online surveys, exit surveys, student responses at forums/focus groups, etc.; (5,6)
  - Number and scope of activities and programs that promote diversity; (5)
  - Opportunities for interactions among people having a diversity of experiences and backgrounds; (5,6)

Who is accountable for ensuring that diversity plan is implemented?

- The campus diversity liaisons for the college will oversee implementation of this plan.

Related Links:

- Herbert Wertheim College of Engineering Diversity and Inclusion Website (https://www.eng.ufl.edu/diversity-inclusion/)