

TACC - 2022





LEADERSHIP-CLASS COMPUTING FACILITY







Successful Staff Training Highlight



- ~4 years ago, we introduced our professional internship program.
- Grew out of challenges in hiring junior developers.
 - Applicant pools were not great.
- Initial intent lots of people are coming into software development via non-traditional pathways.
 - Lack of traditional credentials made it harder to judge the skill of these candidates.
 - But, undoubtedly, there were talented people out there.
- Created a cohort of positions that were 4 month "internships"
 - Reasonable starter salary
 - Chance for candidates to put real experience on the resume'
 - Chance for us to see if they could grow into our roles without a huge investment.



Successful Staff Training Highlight



- Starting with the *very first* posting, the applicant pool was *universally better* than full time junior dev positions.
 - More people thought they would qualify.
 - Coming through a big project at UT-Austin was seen as a great way to advance careers, even for people who wouldn't have thought about it as a "career".
- We brought in 3-5 interns at a time, to ease the "constant onboarding" load.
- A great success. . . We've ended up keeping almost half in permanent positions (and making offers to 2/3rd).
- Starting cohort #5 this fall.

CODE@TACC



Developed and deployed 6 years ago at TACC



One-week, residential camp for high school students



Incorporate project-based learning approach to introduce computational skills and increased awareness of computing at scale





IMPACT





- ► For women and/or other underrepresented* students, our enrollment rates are 5-20x the national average for STEM and computing program enrollment.
- College enrollment in STEM and computing programs higher for women and/or underrepresented students who participate in Code@TACC (n=140, 2015-2019).
- ▶ Partnerships in Education and Resilience (PEAR) Institute found that girls who participated in Code@TACC reported enjoying science more, being more interested in having a career in science, and being more knowledgeable about how to obtain a science career.

NCES all students	% STEM 18%	% CS 4%	% Eng. 6%
NCES underrepresented students	14%	3%	4%
TACC underrepresented students	58%	16%	18%
NCES Women	11%	1%	2%
TACC Women	68%	19%	28%

*Underrepresented includes African American/Black, Hispanic/Latinx, Native
& Indigenous******
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Code @ TACC 2021-2022





Three camps each summer 108 participants

Majority underrepresented:

22% African American/Black

36% Hispanic/Latinx



61% qualify for free or reduced-price lunch

48% girls







29% first-generation college aspirants

70% first-time camp participants

Advanced Computing for Social Change

Weeklong event for undergraduate students

Teaches Advanced Computing concepts to create agents of change

Instruction teaches practice first, theory second

Program targets underrepresented students and non-CS majors

Advanced Computing for Social Change 2021-2022

Sixty-nine participants

Three cohorts

55% women

32% African American/Black

17% Hispanic/Latinx 10% Native Hawaiian or Pacific Islander

25% Asian

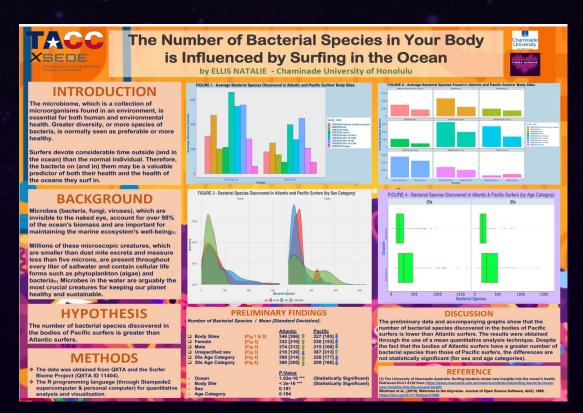
10% White

Collaborators: Chaminade, LSAMP, SURA









"I expected to learn how to create visualizations in python. I saw this as an opportunity to enter the world of data and computer science, which previously had seemed so far out of reach and unattainable. I believe that achieved my goal of feeling more confident and comfortable with coding. However, I feel that I got more that I bargained for."







CI RESEARCH 4 SOCIAL CHANGE REU 2021



JORDAN WILLIAMS
Grambling State University
Computer Science



ABIGAIL SANTIAGO

Davidson College

Computer Science



CARLOS MIRANDA
UT Austin
Undeclared



MARCUS BEDEAU
Florida International University
Computer Science



GRACE KNOWD

Chaminade University

Communications



RAUL SARMIENTO
University of North Texas
Electrical and Computer Engineering



Pomona College Computer Science



JANE KAVOUNAS
Swathmore College
Engineering and Mathematics



ROSHUNA HARRIS
University of Arkansas, Pine Bluff
Chemistry



CAILEY FILIPO
Chaminade University
Biochemistry





COURTNEY SMITHPennsylvania State University
Security and Risk Analysis



SETH NARYChaminade University
Data Analytics and Sciences



ALII NAPOLEONChaminade University
Data Sciences



MELISSA IGNACIO

UC San Diego

Computer Science



IBROHIM NOSIROV

Colorado School of Mines

Computer Science



MELIA OKIMOTO Chaminade University Environmental Science

67% teaching-intensive institutions

47% women

67% underrepresented





CI RESEARCH 4 SOCIAL CHANGE REU 2022



From left to right: 1. Evan Wilcox, Math, Berea College, 2. Christa Tsao, CS, College of Marin, 3. Brandon Childs, Econ (HIST), UT Austin, 4. Alan Garcia, CS, Austin CC, 5. Ani Savk, Chem Eng, UT Austin, 6. Enehi Ameh, Global Mgmt & Psychology, Earlham College, 7. Vy Diep, CS (Bio), Middlebury College, 8. Frieda Farias, CS (ENG), Columbia, 9. Christine Jones, MIS (ASL), RIT, 10. Brandon Bayquen, CS, City College of San Francisco

60% women

60% underrepresented

20% first-generation

60% teaching-intensive institutions

