

**Departmental BPC Plan
School of Technology and Innovation
Marymount University**



Effective Dates of Plan: 03/07/2023- 03/07/2025

Contact: Dr. Diane R Murphy dmurphy@marymount.edu,

1. Context

Marymount is a private Hispanic Serving Institution (HSI) located in Arlington, VA, just outside Washington, DC, accredited by the Southern Associations of Colleges and Schools Commission on Colleges (SACSCOC) to award doctoral, master’s, and bachelor’s degrees. Diversity is one of our greatest strengths. The distribution of the gender and minority status (i.e., people identifying as Black and/or Hispanic) of our student population is summarized in the table below.

Fall 2022	Undergraduate	Graduate
University Total: 4,257	Total: 2,606 Female 55.5% Minority 54.3%	Total: 1,651 Female 70.8% Minority 36.5%
School of Technology and Innovation Total: 517	Total 241 Female: 22% Minority: 26.5%	Total: 276 Female (Masters) 40.5% (Doctorate) 28.3% Minority (Masters) 37% (Doctorate) 55%

2. Goals

G1: Engage computing students in the programming developed at the university level by the Assistant Provost, Diversity, Equity and Inclusion by having each student attend at least one DEI event per year.

G2: Continue to increase the diversity of students per year in the computing program, particularly undergraduates, including minorities (3% increase) and females (5% increase).

G3: Provide additional support for neuro-diverse students to ensure success in the degree and in career readiness and improve job placement in computing by 5% each year. Neuro-diverse students have expressed concerns about job placement and requested additional support.

G4: Work with local high school students with special programs such as summer camps in artificial intelligence and cybersecurity, running at least one summer camp a year that has a focus on minority and female students.

G5: Provide additional support for students from minority populations to ensure success in the degree and in career readiness and improve job placement in computing by 10% each year. Students from minority populations have expressed concerns about job placement and requested additional support.

3. Activities and Measurement

A1: Focus on DEI in Workforce Readiness Seminars (G1, G5)

The program requires students to participate in 1-credit seminars in their sophomore, junior, and senior years, including requirements to participate in two “events” outside the classroom. One of these events will be organized by a member of the faculty and will focus on DEI, in collaboration with other DEI programs at the university. Another focus of these seminars is on interviewing

and preparation for the workforce. These activities are in conjunction with the Office of Career Development who organizes job fairs with employers to allow students to practice interviewing; faculty can engage by running interviews, which will contribute to DEI if the students they interview identify as a Black and/or Hispanic. The students will be graded on both these activities in the seminars and the outcomes will be graded and reported separately to the faculty. Contact: Dr. Diane Murphy, dmurphy@marymount.edu

A2: Diversification of Faculty at Admissions and Outreach Events (G2, G5)

The School has diversified its computing faculty (currently 59% female, 31% minority). In coordination with the Office of Admissions we will ensure that people who identify as Black, Hispanic, and female are present at admissions events (open houses, orientation, recruiting) so students (freshman and transfer) from minority populations can talk to someone who looks like them. Dr. Alex Mbaziira coordinates recruitment events for the school (ambaziir@marymount.edu) and will report at the monthly school meetings on the events and the minority representation.

A3: Outreach to High Schools and Community Colleges (G2, G3)

Faculty are very involved in a variety of outreach activities with local high schools, working to develop curriculum, sitting on advisory boards, visiting classrooms, and holding summer camps. Faculty will host multiple summer camps at the university (InfraGard, Boolean Girls) and hold a summer camp through the NSA Gencyber program, all of which focus on broadening participation. Dr. Nathan Green (ngreen@marymount.edu) will coordinate these activities including student surveys, providing reports on participation to the faculty meetings at the end of the summer. We will also continue to offer at least 2 Saturday events for high school students throughout the year as previously conducted with the Virginia Latino Higher Education Network.

A4: Supporting Neuro-Diverse Students (G4)

We will work with our self-identified neuro-diverse students in computing on a one-on-one basis. We are currently seeking funding from foundations (KPMG, Google) to support a "Support Center" with such support for neuro-diverse students. Dr. Susan Conrad (sconrad@marymount.edu) is the contact point and will report at the end of each semester on available funding to initiate this important initiative.

A5: Provide additional support for students from minority populations.

We will provide additional faculty and peer mentor support as well as mentorship for students from minority populations to ensure their success in the degree and in launching their career. We will provide additional seminars on hiring processes and interviewing techniques and strive to improve their job placement (quality of position as well as timeliness of employment). Mentorship will also be available for the first 6 months in the workplace to help with any transition issues. All members of the faculty will be engaged with these students under the leadership of Dr. Diane Murphy (dmurphy@marymount.edu).

Dr. Murphy as the School Director will compile all available data on a monthly basis as a detailed addendum to the minutes from the school meetings and promote changes in our approach based on the progress made in meeting our goals.