

**Departmental BPC Plan
Tandon School of Engineering
Computer Science and Engineering Department
Electrical and Computer Engineering Department
New York University**



Effective dates of Plan: 12/10/2021- 12/10/2023

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1. Context

The NYU Tandon School of Engineering is committed to supporting and enhancing **diversity, equity, and inclusion (DEI)** among students, faculty, and staff. The new Tandon Strategic Plan features a number of top-level priorities related to these commitments. NYU Tandon’s view on enhancing DEI is that it must happen in two ways: both in terms of representation amongst our faculty, staff, and students; and, in how we view research, curriculum, and the development of technology. Our goals reflect the duality of our efforts. The table below shows the comparative enrollment and percentages of women and other URGs (i.e., Hispanic/Latino(a), Black/African-American, etc.) by department and degree level (BS, MS, PhD) between Fall 2011 and Fall 2021.

		COMPUTER SCIENCE & ENGINEERING					ELECTRICAL & COMPUTER ENGINEERING				
		Fall 2011		Fall 2021		% Difference (Fall'21 - Fall'11)	Fall 2011		Fall 2021		% Difference (Fall'21 - Fall'11)
		#	% OF ALL STUDENTS	#	% OF ALL STUDENTS		#	% OF ALL STUDENTS	#	% OF ALL STUDENTS	
Under-grads	# of UNDERGRADUATES	160		727		354.4%	274		373		36.1%
	ALL WOMEN	13	8.1%	264	36.3%	28.2%	25	9.1%	93	24.9%	15.8%
	Under-Represented* DOMESTIC U.S. & INTERNATIONAL MEN	26	16.3%	109	15.0%	-1.3%	47	17.2%	74	19.8%	2.7%
Ph.D.	# of DOCTORAL STUDENTS	27		89		229.6%	85		126		48.2%
	ALL WOMEN	6	22.2%	19	21.3%	-0.9%	11	12.9%	22	17.5%	4.5%
	Under-Represented* DOMESTIC U.S. & INTERNATIONAL MEN	2	7.4%	5	5.6%	-1.8%	0	0%	3	2.4%	2.4%

*Under-represented = Black/African American; American Indian/Alaska Native; Hispanic/Latino(a); Native Hawaiian/Other Pacific Islander; "2 or More Races" (that include one of these prior categories).

Goals

G1: Increase CSE women/URG enrollment to 45%/25% by FY25 and ECE women/URG

enrollment to 35%/30% by FY25.

G2: Recruit and retain T/TT faculty such that women/URG increase from 31.8% in FY22 to 35-40% in FY 25.

G3: Educate 35% of CSE/ECE faculty on DEI teaching practices and include DEI statements and practices in 100% of course syllabi by FY25.

2. Activities and Measurement

A1: G1 – Improve climate for URG students in computing. Collaborate with NYU’s Office of Global Inclusion to lead training programs for Inclusion, Diversity, Belonging and Equipment (IDBE) efforts and provide resources for student affinity groups. Determine a community environment baseline and continue benchmarking at regular intervals, and solicit input for improvement, through student surveys. (Leads: Elza Erkip, E. Medina).

A2: G1 – Establish Future Leaders Fellowships for Ph.D. students who have potential to have an impact on URG-relevant societal challenges. FY25 target is 15% fellowships assigned to this impact area. (Lead: Miguel Modestino).

A3: G1 – Develop UG mentorship programs at the sophomore and junior level that pair URG students with computing role models to increase program satisfaction and retention. Annual surveys will be used to evaluate impact. Leads: Yury Dvorkin, ECE; Chinmay Hegde, CSE).

A4: G2 – Design hiring practices that align with DEI goals to increase representation of URG and women among faculty. Increase the number of applications from URG groups through strategic advertising and marketing partnerships with key associations, and have diversity advocates in each faculty search that ensure excellent women/URG candidates get a chance to interview. Document diversity hiring best practices. (Lead: Elisa, Riedo, Faculty Affairs)

A5: G2 – Provide faculty focused enhanced diversity training and exercises to ensure current faculty support diversity initiatives. This will create a more accepting environment on campus. (Lead: Elisa, Riedo, Faculty Affairs and Nicole Johnson, Inclusivity Officer)

A6: G2 – Develop IDBE reporting in annual faculty reviews. (Lead: Yao Yang).

A7. G3 - Facilitate annual training workshops to understand how to integrate inclusive teaching practices into a STEM curriculum in collaboration with pedagogy experts. Lead: Nicole Johnson, Office of Inclusive Excellence, Chief Inclusivity Officer, (Nicole.johnson@nyu.edu).

A8. G3 - Create clear and transparent DEI statements for departments that are included in all CSE and ECE course syllabi and available publicly on department websites. The syllabi would include NYU and Tandon-led DEI courses. (Lead: Nicole Johnson, Office of Inclusive Excellence, Chief Inclusivity Officer, (Nicole.johnson@nyu.edu)).