

**Departmental BPC Plan
Department of Computer Science
University of California, Santa Barbara**



Effective dates of Plan: 12/06/2021- 12/06/2023

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1. Context

The University of California, Santa Barbara (UCSB) is an R1 research institution with approximately 24,000 undergraduates and 3,000 graduate students. It is a Hispanic-Serving Institution (HSI), an elite designation by the Hispanic Association of Colleges & Universities for colleges or universities in which Hispanic enrollment comprises at least 25% of the total enrollment (the first HSI among members of the Association of American Universities), and is also an Asian American Native American Pacific Islander-Serving Institution (AANAPISI). In Fall 2021, UCSB serves 609 computer science undergraduates, 57 MS students, and 137 PhD students as part of its engineering college. Below is a detailed breakdown of our students and faculty. In this document URG refers to people who identify as African American, Black, Hispanic, Latinx, Native American, Native Alaskan, Native Hawaiian, Pacific Islander, and/or Indigenous.

Past enrollment percentages

	2016	2018	2020
Undergrad	16.4%Women,14.3%URG	21.0% W, 11.1% URG	21.6% W, 8.5% URG
MS	30.4% W, 2.2% URG	39.1% W, 1.6% URG	36.4% W, 0% URG
PhD	18.4% W, 1.8% URG	15.3% W, 3.4% URG	23.5% W, 2.5% URG

2. Goals

G1: Data Collection: Faculty will build, analyze, and report annually on a repository of data on the status of representation of women and students from URGs in CS at UCSB.

G2: Recruitment and Retention: At least 60 percent of faculty participate annually in outreach activities and retention programs that focus on women and students from URGs.

G3: Undergraduate Research: By 2023, the total number of women and students from URGs participating in undergraduate research programs will increase by 25% compared to 2021 (activities associated with Goal 1 include collection of data needed to benchmark this goal).

3. Activities

A1: (G1/G2) Analyze data to identify and understand demographic differences in persistence and outcomes. (Yu-Xiang Wang)

A2: (G2) Work with the UCSB Office of Admissions to reach out to newly admitted students who identify as women and students from URGs. (Tim Sherwood)

A3: (G2) Examine course and degree requirements with the goal of increasing the major's accessibility and appeal to a diverse range of students. (Tim Sherwood)

A4: (G2) Engage with area high-school outreach programs to target women and students from URGs, working in coordination with the Office of Education Partnerships as appropriate. (Daniel Lokshantov)

A5: (G3) Mentor students through the Early Research Scholar Program (ERSP) which has a particular emphasis on broadening participation. (Diba Mirza)

A6: (G3) Mentor undergraduate women and students from URGs through the honors and distinction in the major programs, and directed research courses. (Tim Sherwood)

A7: (G2/G3): Utilize Undergraduate Learning Assistants (ULAs) in their courses with particular focus on retention of women and students from URGs. (Diba Mirza)

A8: (G2) Coordinate broadening participation in computing related efforts with representatives of other departments. (Eric Vigoda)

A9: (G2) Identify students with increased likelihood of leaving the program and intervening with emphasis on women and students from URGs. (Greta Carl-Halle)

A10: (G2/G3) Contribute to the Sustaining Engagement and Enrichment program in Data Science hosted by the Center for Black Studies Research. (Tim Sherwood)

A11: (G2) Support the WiCS program and participate in local and national events to better facilitate community building for women in computing. (Yufei Ding)

A12: (G1) Design/conduct an annual climate survey devoting one faculty meeting each year to discussing results and plan for addressing any concerns. (Elizabeth Belding)

A13: (G2) Attend an inclusive pedagogy or transparent teaching training session offered by the teaching and learning center. (Tim Sherwood)

A14: (G2) Identify and implement changes in teaching practices to improve student outcomes and/or expand the use of effective pedagogical strategies shown to have a positive impact for students underrepresented in computing. (Kate Kharitonova)

4. Evaluation

E1: Track numbers and demographics of students participating in the above activities; track faculty participation rate with regular reports at faculty meetings.

E2: The Department of Computer Science will maintain a subgroup of the DEI committee with staff support focused on tracking student data holistically from pre-application to post-graduation with specific attention to uncovering and understanding places where student progress into and through the program is different for women and for students from URGs in computing.

E3: The Department will ensure that the composition of its Departmental External Advisory Board includes at least two members that bring significant expertise in broadening participation in computing or engineering. A presentation on the state of the department activities will be made to the advisory board in a faculty meeting and will include the opportunity for private discussion and feedback directly to the chair of the DEI committee and departmental leadership.

E4: The BPC subcommittee will conduct an annual review of progress on the goals in this document and report findings to the DEI Committee.