Departmental BPC Plan
College of Computing and Informatics
University of North Carolina at Charlotte

Effective dates of Plan: 09/19/2023 - 09/19/2025

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1. Context

The University of North Carolina (UNC) at Charlotte is a public R2 university in North Carolina with 77 undergraduate programs, 65 master's programs, and 24 doctoral programs. The College of Computing and Informatics (CCI) includes three departments (Computer Science, Software Information Systems, Bioinformatics & Genomics) and the School of Data Science. CCI aims to foster excellent student performance, create a welcoming inclusive environment for all, conduct high impact research, and strategically plan activities to attain those aims.

Enrollment Fall 2022	Undergraduate Students		Graduate Students	
	UNC Charlotte	CCI	UNC Charlotte	CCI
Women | Men	48% | 52%	19% | 81%	60% | 40%	39% | 61%
African American | Latinx | Other	17% | 14% | 70%	13% | 10% | 77%	16% | 6% | 77%	6% | 2% | 92%
Total (#)	23.4k	2.8k	6k	1.2k

The above table shows that our university attracts a diverse population of students, but that women, African American, and Latinx students are underrepresented in CCI. Through our work with Northeastern's Center for Inclusive Computing and participation in Computing Research Association's Data Buddies survey, CCI knows our challenges in attracting and maintaining these populations are partly related to differing grade distributions and reported sense of belonging.

2. Goals

CCI aims to reduce the gender and race gaps in enrollment and graduation rates and in sense of belonging by implementing equitable practices and support activities that align with CCI's equity strategic plan and UNC Charlotte's plan for Inclusive Excellence via the following goals:

G1: By 2028, increase successful participation of African American and Hispanic/Latinx students in CCI's undergraduate CS degree by increasing enrollment, 4-year graduation rates, and year 1 - year 2 retention rates.

G2: Through 2025, CCI will improve sense of belonging among women, African American, and Hispanic/Latinx students, until demographic differences are eliminated.

G3: By 2025, 80% of faculty will participate in inclusive excellence-based teaching or mentoring activities on an annual basis.

3. Activities and Measurement

A1. Data collection and analysis (G1). Faculty will analyze data to determine whether there are

achievement and persistence gaps in the introductory course sequences by gender/race as evidenced by distribution of D, F, or Ws and attrition rates. With the guidance from department chairs, faculty will develop a plan of action for courses with high DFW rates. **Measurement**: Data collected and a report produced. **Contact**: Colleen Haines and Department Chairs: Computer Science, Software Information Systems, Bioinformatics

A2: Student affinity organizations (G2, G3). Faculty will create/support affinity groups (Black/African American, Hispanic/Latinx, and women) within CCI. Faculty will serve as advisors and are responsible for ensuring (a) sufficient funding, (b) administrative support, (c) mechanisms for feedback, and (d) mechanisms for visibility and member recruiting. **Measurement**: Collect data annually on students' sense of belonging and data pertaining to CCI-sponsored affinity groups to include: # groups, # students participating, # faculty participating. **Contact**: Lauren Slane

A3. Diversity-focused conferences (G2, G3). Faculty will increase student participation in diversity-focused conferences (Richard Tapia, Grace Hopper, blackcomputeHER, SACNAS) by encouraging scholarship applications, securing funding for student attendance, and modeling participation through mentorship or faculty attendance. **Measurement:** Collect data annually on the number of students and faculty participating in conferences related to underrepresentation in STEM and BPC. **Contact**: Lauren Slane

A4: Inclusive teaching (G1, G2, G3). Faculty will adopt a new TA hiring and training process by actively inviting a diverse range of exceptional students in their courses to return as TAs, requiring Inclusive Teaching training for TAs, and improving TA training through continuous feedback to training supervisors. **Measurement:** Capture the demographics of the TAs, track participation and completion of CCI TA Canvas training participation and completion training, and track faculty participation and completion of "Know Your Students" training. **Contact:** Colleen Haines and Mary-Lou Maher

A5. Undergraduate research (G1, G2, G3). Faculty will host students from historically underrepresented groups for summer Research Experiences for Undergraduates (REUs) and will utilize best practices for inclusive mentoring. **Measurement:** Collect data on the # and demographics of students participating in summer REUs. **Contact**: Ahmed Helmy and Lauren Slane

A6: Inclusive service (G3). Faculty will help develop and approve a data collection process to collect faculty participation in Inclusive Excellence (IE) activities. **Measurement**: Data collection instrument developed to identify the number and type of faculty participation in inclusive excellence-based teaching or mentoring activities (Center for Teaching and Learning courses, the Student Learning Experience, etc.) **Contact**: Colleen Haines and Lauren Slane

A7: Accessibility audit (G1, G3). Faculty will apply the Accessibility Checklist created by AccessCSforAll: "Equal Access: Universal Design of Computing Departments" and act to address gaps in accessibility. **Measure:** Collect data and report on the number of faculty who did a course accessibility audit. **Contact**: Colleen Haines and Lauren Slane