Departmental BPC Plan
Kahlert School of Computing
University of Utah

Effective dates of Plan: 11/18/2022- 11/18/2024
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	Undergraduate				Graduate		U of Utah	SLC ('21)
	Comp Sci	Data Sci	Software Dev	Comp Eng	MS	PhD		
American Indian/Alaska Native	***						<1%	1%
Asian	13%	12%	***	22%	5%		7%	5%
Black/African American	1%	***	***	***	***	***	1%	3%
Hispanic/Latinx	10%	***	28%	11%	***		13%	21%
Native Hawaiian/Pacific Islander	***			***	***	***	<1%	2%
White	54%	54%	55%	49%	28%	23%	62%	65%
Two or more races	6%	13%	***	5%	***	***	5%	5%
Race/ethnicity Unknown	<1%	***		***	***	***	2%	
International	15%	16%		9%	58%	70%	9%	
Male	83%	74%	86%	83%	72%	81%	51%	
Female	17%	26%	14%	17%	28%	19%	49%	
Total Headcount	1322	56	25	245	179	168	33.7k	200k

*** Indicates a sample size too small to report.
Source: Office of Budget and Instit. Analysis (http://www.obia.utah.edu/) and census.gov.

1. Context

The University of Utah is the premier public R1 research university in Utah located in Salt Lake City. The Kahlert School of Computing, founded in 1965, has a long and distinguished record of high-impact research, education, and industry collaboration, making it a center of excellence. The Kahlert School of Computing is home to over 70 faculty, 4 undergraduate degree programs, and Masters and PhD programs. The faculty pursue research across eleven fields of study such as artificial intelligence, human-centered computing, financial technology, and cybersecurity. Based upon the demographics of our student population as compared to the University and Salt Lake City, we see opportunities to improve diversity with students identifying as Hispanic/Latinx and as women.

2. Goals

G1: By 2025, increase the number of K-12 students from groups minoritized in computing, focusing on women and Hispanic/Latinx students, that have experiences with computer science by 25%.
G2: By 2027, increase recruiting from groups minoritized in computing, such that women are 25% of our students and Hispanic/Latinx students are a similar proportion to the University population.
G3: By 2027, increase retention of groups minoritized in computing, such that women are 25% of our student population and Hispanic/Latinx students are a similar proportion to the University population.
G4: By 2025, assure that 90% of faculty and 100% of new students will have EDI training.

3. Activities and Measurement

A1: Graphics & Robotics Exploration with Amazing Technology (GREAT) Summer Camp (G1,G2): Faculty will provide scholarships for students from groups minoritized in computing to attend the summer camp, which brings to campus several hundred elementary, middle and high school students every summer. In exceptional cases, faculty will introduce new curricula. Metrics: # of students participating; # of scholarships awarded; # of new curricula. (D. Johnson)

A2: NCWIT Northern Utah Aspirations Award Volunteers (G1,G2): Faculty volunteer to review nominations, assist the organizing committee, and attend this annual event that recognizes achievements of local high school women students interested in computing and offers recruiting opportunities. Metrics: # of faculty volunteering. (T. Martin)

A3: Sponsor ACCESS Students (G3): Faculty can sponsor incoming freshman women to do a rotation in their research lab. Metrics: # of faculty mentoring students; # of students mentored. (M. Hall)

A4: Undergraduate Research (G3): Faculty support students from underrepresented groups in undergraduate research by (1) requesting extramural funds or through the Office of Undergraduate Research scholarship program; (2) mentoring students; (3) funding and mentoring participation in academic conferences or Posters on the Hill; and (4) nominating students for award. Metrics: # of faculty mentoring students; # of students participating; funding contributed; award nominations made. (A. Kuntz)

A5: Grace Hopper, Tapia, and Rocky Mountain Celebration (G3): Faculty will sponsor students from groups minorized in computing to attend these conferences. Faculty can also attend these events with students. Metrics: # of students supported; # of faculty attending. (T. Hermans)

A6: Bridge Program (G3): Incoming freshmen deemed at risk, who disproportionately come from groups underrepresented in computing, including students from minority groups, low-income, or first-generation, are provided scholarships, placed in cohorts, and participate in a summer program before starting coursework. Faculty can create new activities or assist with existing ones. Metrics: # of students mentored; # of faculty participating. (E. Parker)

A7: Supporting Affinity Group Communication (G3): Faculty will help in the formation, organization, and interaction with student affinity groups in computing, e.g., Women in Computing (WiC), and in the College of Engineering. Metrics: # of events; # of students actively participating in events; # of faculty participating in events. (K. Isaacs, SOC; M. Boyack, COE)

A8: Inclusive Classroom Training for Students (G4): To graduate, students must pass several inclusive environment modules, e.g., on inclusive group work, professionalism, classroom climate, etc. Faculty can develop part or all of a new module or integrate the modules into their courses. Metrics: # of students receiving training; # of courses that include training. (E. Wiese; T. Martin)

A9: Inclusive Classroom Training for Faculty (G4): Faculty can work with the offices of Equity, Diversity, & Inclusion and Center for Teaching Excellence, to organize training sessions during faculty retreats and/or during faculty meetings. Metrics: # of faculty attending training. (M. Hall)

A10: Engineering Day (G2,G3): This half-day event is open to high school students, undecided majors, parents, transfer students, and anyone interested in engineering at the U. Faculty and current students can participate by having booths that highlight their research to engage prospective students from underrepresented groups. Metrics: # of prospective students visiting booths; # of current students participating; # of faculty participating. (D. Johnson)

A11: Project Youth (G1): 5th and 6th graders from Title 1 elementary schools, whose demographics disproportionately include more students from groups underrepresented in computing, in the Salt Lake Valley come to the University campus to experience what it's like to be a college student. Faculty can participate by developing computing-related activities for the students. Metrics: # of faculty participating. (D. Johnson)

A12: CLE Classroom Climate (G3,G4): As part of their teaching assessment program, the Center for Teaching Excellence at the University of Utah will review and advise on the climate of classes & program. Faculty can choose to receive such a review of their classes as a form of inclusive training. Metrics: # of faculty being assessed. (M. Hall)