

**Departmental BPC Plan**  
**Department of Computer Science**  
**University of Vermont**



**Effective dates of Plan:** 06/03/2024 - 06/03/2026

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**1. Context**

The University of Vermont (UVM) is a public land-grant institution that offers undergraduate (UG) and graduate (G) degrees. UVM is a Primarily White Institution (PWI). The Department of Computer Science (CS) is housed in the College of Engineering and Mathematical Sciences (CEMS) along with three Engineering depts, Physics dept, and Math & Statistics dept. The CS dept houses three UG programs that total about 450 students: BS in Computer Science (CS); BS in CS and Information Systems (CSIS); and BA in CS. We also have G programs (both Master’s and PhD) in CS that total about 50 students.

The table shows the demographics of the department, college, and university in Fall 2023, reported by UVM’s Office of Institutional Research (OIR). Gender diversity decreases as the population narrows from university to college to department level, and the percentages of Black and Hispanic students are low across all levels. Please note that the CEMS data does not include BA CS students (who belong to the College of Arts & Sciences).

	UG UVM	UG CEMS	UG CS	G UVM	G CEMS	G CS
Women	63.65%	30.94%	<b>25.22%</b>	64.72%	34.25%	<b>30.19%</b>
Black/African American	0.81%	0.91%	*	3.24 %	*	*
Hispanic	5.36%	4.29%	<b>4.65 %</b>	7.22%	4.11%	*

\*to protect privacy, percentages representing very small numbers of individuals are not reported

**2. Goals, Activities, and Measurement**

**G1: Teaching Assistant (TA) Training:** By Fall 2026, all new undergraduate TAs will complete inclusive teaching training prior to beginning work.

A1a: Collect information about the existing Graduate TA inclusiveness training topics and activities as well as the center(s) on campus responsible for running them. (Nick Cheney)

A1b: Design or work with someone who will design inclusive teaching workshops specific to common UG TA tasks such as proctoring coding labs, holding office hours, and grading. (Dion)

A1c: Schedule, book rooms, advertise, and run the inclusive training workshops before each semester / academic year. (Skalka)

M1: Number of trainings developed and held; number of TAs participating; TA effectiveness rating in end-of-semester course evaluations.

**G2: Analyze Student Performance:** Annually analyze program persistence data and identify ways to improve persistence and if found, eliminate gaps among groups.

A2a: Work with Courtney Giles to collect and analyze D/F/W rates, disaggregated by gender and race/ethnicity. (Skalka)

A2b: If there are changes in the rates based on any identity group, meet with the instructors to discuss variables involved that could have impacted this. (Dion)

A2c: Explore and implement changes to the courses that would help reduce the rates of D/F/W, especially among identity groups with higher rates. (Dion)

M2: D/F/W data collected; Trends of disaggregated D/F/W rates over time.

**G3: Inclusive Hiring:** By 2025, implement best practices and UVM mandated processes for inclusive hiring.

A3a: Lead the CS departmental review of Inclusive Excellence guidelines developed by the CEMS Diversity, Equity, and Inclusion Committee (DEIC). Record any adjustments or additions the department sees fit. (Dion)

A3b: Serve as the designated member of the search committee responsible for ensuring that an applicant's knowledge of and commitment to diversity and inclusion is included in all discussions of the candidate, according to the new guidelines. (Skalka)

M3: New guidelines adopted by the department; number of searches that utilize new guidelines; trends regarding the diversity of candidates at each stage of the hiring process over time.

**G4: Local K-12 Outreach:** By Fall 2025, implement a plan to better support and increase faculty participation in K-12 outreach that exposes young women, Black/African American, and Hispanic students to CS.

A4a: Participate in departmental efforts to consolidate and strengthen outreach, e.g. by facilitating sharing among faculty about local contacts and logistics, and by creating a support system for outreach that utilizes resources outside of CS (e.g., UVM's Extension Office). (Skalka)

A4b: Participate in outreach efforts that reach students from the above groups, such as running a local chapter of Girls who code or visiting local schools with more diverse populations (e.g., Winooski school system). (Dion)

M4: Support systems implemented; number of faculty participating in outreach; number and demographics of students reached.

**G5: Improve Impact of Student Clubs:** By Fall 2026, implement systemic changes to improve the effectiveness of student clubs in creating a welcoming environment and attracting students from underrepresented groups.

A5a: Collect data on student club participation, both within the CS department (CS Crew and the Society of Women in CS) and outside of it (e.g. oSTEM, Society of Women Engineers, Society for the Advancement on Chicanos/Hispanics and Native Americans in Science). (Skalka)

A5b: Advise a student club, such as the ones listed in A5a (or other/new ones). (Jason Hibbeler)

A5c: Collaborate with the student clubs to develop a plan for how the department can aid in the clubs' outreach and community fostering, especially among women, Black/African American students, and Hispanic students. (Dion)

M5: Systemic changes implemented to support clubs; student participation in clubs.

**G6: Conference attendance:** By 2026, increase the number of women, Black, and Hispanic students who attend conferences by 50%.

A6a: Explore funding sources, grants, gifts, and other opportunities for sustained funding (through UVM and external to UVM). (Skalka)

A6b: Recruit and mentor students from the above groups to attend technical conferences and diversity-focused conferences such as Grace Hopper and Tapia. (Dion)

M6: Funding sources identified; number of students attending conferences.