Departmental BPC Plan Department of Computer Science University of Virginia



Effective dates of Plan: 03/04/24 - 03/04/26

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1. Context

The department has 63 faculty members (including secondary appointments), and offers three undergraduate degrees (BA in CS, BS in CS, BS in Comp. Engin.) as well as masters and PhD degrees in CS and CpE. The table below shows counts of degrees awarded in 2022-23, broken out by student groups (women, Black/African-American, Hispanic) and by level of degrees. "Baseline" data shows the values for the home school(s) of the degree programs. The number of Black/African-American and Hispanic students earning graduate degrees in computing is so small that providing numbers may violate privacy. The number of UVA students from Indigenous groups (Native American, Native Alaskan, Pacific Islander, Native Hawaiian) is less than 1%.

Degrees	UG	Women	BI / AA	Hisp	MS	Women	PhD	Women
Baseline count	3452	1847	212	220	228	56	134	50
Baseline %		53.5%	6.1%	11.9%		24.6%		37.3%
Dept count	702	205	23	32	94	23	26	7
Dept %		29.2%	3.3%	4.6%		24.5%		29.6%

In the text below, we use the phrase "students from groups underrepresented in computing" to refer to people who identify as women, African American, Black, Hispanic, and/or Native American, Native Alaskan, Native Hawaiian, Pacific Islander, and/or Indigenous.

2. Goals, Activities, and Measurement

G1: Undergraduate Majors: By 2026 increase the number of UVA undergraduate computing majors from groups underrepresented in computing by 1%.

- A1a: Participate in UVA-related student events (hackathons, high school visits, etc.) that encourage an interest in majoring in computing, especially events targeted towards students from underrepresented groups. (Praphamontripong)
- A1b: Engage and motivate UVA students from underrepresented groups by supporting student participation in events beyond UVA related to diversity, e.g. activities at other schools, or at national or regional conferences like CAPWIC. (Hott, Basit)
- A1c: Collect and analyze data and information in courses about issues that may prevent students from underrepresented groups from choosing to major in computing and provide feedback to the department on how this could be addressed. (Basit)
- **M1:** Number of students from underrepresented groups reached by activities and number in the major; number of faculty engaged in activities.

G2: Student Research: By 2026 increase by 10% the number of faculty who mentor students from groups underrepresented in computing in research and increase by 10% the number of students from those groups who engage in research.

- **A2a:** Establish long-term relationships with area minority-serving institutions to encourage student engagement in research and applications to graduate school. (Dwyer)
- **A2b:** Mentor students from underrepresented groups in applying to graduate school and for the NSF Graduate Research Fellowship program. (Dwyer)
- A2c: Mentor students from underrepresented groups in research programs like the Leadership Alliance's FYRE Program and NSF REU. (Dwyer)
- **A2d:** Participate in information meetings or similar events that encourage undergraduates from underrepresented groups to learn about and engage in research. (Jiménez)
- **M2:** The number of students from underrepresented groups mentored by faculty; the number of faculty engaged in mentoring activities; the number and attendance at events.

G3 Student Climate: Improve the confidence and sense of belonging of students from groups underrepresented in computing to match the levels of other student groups by 2025. **A3a:** Analyze results of climate surveys, including CRA Data Buddies. (Horton)

- **A3b:** Engage in mentoring programs for students in programs like the school's Student Ally Program or similar programs. (Jiménez)
- **A3c:** Engage with appropriate student affinity groups (NSBE, Girls Who Code, etc.) or appropriate co-curricular activities (e.g. themed hackathons, competition teams) to foster better community and engagement for students from groups underrepresented in computing. (Orrico, Jiménez)
- **A3d:** Participate in activities to highlight experiences of people from underrepresented groups, e.g. participating in the department's "notable people in computing" poster program, inviting appropriate guest speakers, etc. (Horton)
- M3: The number of faculty and students involved in activities, and survey results, including CRA Data Buddies

G4: BPC Training: Train at least 80% of CS faculty and 250 teaching assistants in BPC practices each year.

- A4a: Participate in training events on BPC practices (such as inclusive teaching practices and avoidance of bias and microaggressions) for CS faculty. (Basit)
- **A4b:** Train or coach teaching assistants in diversity, equity, inclusion and pedagogy in a TA training course or a course staff meeting. (Basit, Morrison)
- **M4:** The number of training sessions offered, the number of participants in training events, and the percentage of instructors trained on a yearly basis.

G5: Performance and Retention Analysis: By 2025, discover if there are performance or retention issues for students from groups underrepresented in computing in our courses as a first step towards understanding and addressing inequities.

- **A5a:** Collect and analyze racially-disaggregated performance and retention data on a per-course level to identify inequities. (Data available through a university data portal.) (Horton)
- **A5b:** Help in developing a longer-term plan as part of university effort to reduce differences in opportunities for success revealed by the analysis described above. (Basit)
- **M5:** Data analyzed; number of faculty engaged in developing the plan.