Departmental BPC Plan: Paul G. Allen School of
Computer Science & Engineering, University of Washington

Effective dates of Plan: 07/01/2024 - 07/01/2026

Contacts: Prof. Ben Shapiro (rbs@ cs.uw.edu), Associate Director for DEIA (Diversity, Equity, Inclusion & Access); Jan Cuny (jcuny@ cs.uw.edu), Director for DEIA Strategy and Operations; Chloe Dolese Mandeville (cdolese@ cs.uw.edu), Assistant Director for Diversity & Access.

1. Context

The Allen School aims to have a diverse, inclusive and equitable community that celebrates and values differences among its members. We have had relative success with gender diversity (although we still have far to go): women are 33% of our undergraduate majors. We have not been as successful with other dimensions of diversity: African Americans make up of 3.4% our undergraduate program, Hispanics 4.7%, Native Americans 0.1% and students with disabilities 5.6%. This is in contrast to overall UW enrollment of those groups at 3.7%, 9.1%, 0.3% and 7.6% respectively. Also concerning, while a recent climate survey revealed a high sense of inclusion among undergrad majors with 86.1% agreeing with the statement "I feel included in the Allen School," students from those groups underrepresented in computing were less likely to agree.

The Allen School has a number of faculty, staff and students focused on outreach, recruitment and retention, a commitment to broader faculty and staff diversity, a newly revised introductory course sequence designed to be inclusive, and a year-long Allen School Scholars Program (ASSP) that supports students of high potential who have not had the opportunity to adequately prepare for our academic program. ASSP students are more diverse than our CSE majors overall, with 37% identifying as African Americans, Hispanics, or Native Americans and 39% as women. We are completing our 2nd year implementation of a detailed 5-Year DEIA Strategic Plan; its first year evaluation showed success, meeting or making significant progress on almost all of our Year 1 goals. Here, we list the three areas of our undergraduate DEIA work most in need of additional support from faculty.

2. Goals

G1. Undergraduate REUs: Achieve a yearly increase in the percent of African Americans, Hispanics, Native Americans, and students with disabilities who participate in REUs so their rate of participation matches the overall Allen School demographics.

G2. High School Student Research: Expand our summer research experiences for high school students, aiming to achieve a yearly increase in the percentage of African Americans**,** Hispanics**,** Native Americans and students with disabilities who participate so that their participation rates match the overall Allen School demographics.

G3. Disability/Accessibility: Increase faculty support for students with disabilities, both in their attention to accessibility in their classes and in the software their students produce, aiming for yearly increases in the number of courses that meet the new federal accessibility requirements in advance of the 2026 federal compliance date, and in the number of assignments incorporating accessibility education. For each of the goals above, we will establish a baseline for future comparisons.

3. Activities and Measurement
REUs (G1)
A1. Expand and coordinate undergraduate research in the Allen School (<u>Contact</u>: Leilani Battle)
Faculty contribute by using best practices for inclusive mentoring and by advertising opportunities through our ongoing activities aimed at our Allen School Scholars, LEAP Scholars and diversity-related student Affinity Groups. Faculty will also contribute to a set of diversity-focused activities shared across the Allen School REUs. Allen School REUs are open to all students, but the diversity-focused activities will be crafted to support the experiences of women, African American, Hispanic, and Native American students as well as those with disabilities.

UNDERGRAD OUTREACH (G2)
A2. High School Research Program (<u>Contacts</u>: Juliet Quebatay, Fernanda Jardim)
Faculty can offer an internship opportunity as part of our new program. We aim to engage students from the specific Washington state high schools that our staff-led outreach efforts target (having high proportions of first-gen, African American, Hispanic and Native American students and students from low-income backgrounds). Faculty, together with graduate students already in their labs, will supervise the high school students on appropriately scoped projects, and contribute to a set of diversity-focused activities shared across the High School Research Program. The Allen School High School Research Program is open to all students, but the diversity-focused activities will be crafted to support the experiences of women, African American, Hispanic, and Native American students as well as those with disabilities.

INCREASED SUPPORT FOR STUDENTS WITH DISABILITIES (G3)
A3.1 Modify all course materials to be accessible according to the WCAG 2.1 standard. We encourage faculty to go beyond basic compliance, however, by learning how to present accessibly, structure their course accessibly, and support their TAs in learning about accessible teaching and student support.
A3.2 Include accessibility-related modules in courses where accessibility is relevant (as documented in the book *Teaching Accessible Computing* by Oleson, Ko and Ladner).

Measurement: We will track the growth and demographics in our undergrad and high school research programs. In addition, we have developed a toolkit for evaluating a range of outreach experiences that we will use, where possible, to collect data on the level of engagement of participants, their subsequent attendance in other Allen School events, changes in their attitudes toward computing, influence on student college aspirations and applications, and the degree of involvement of our faculty.

For accessibility, we will document changes to course design, instructor/TA training, and teaching.

Note: *Allen School faculty should consult the internal NSF BPC page for information on the Outreach Evaluation toolkit as well as other activities not covered here.*