

Broadening Participation Plan – Template 2020
College of Engineering and Computing (CEC)
University of South Carolina

Context

The University of South Carolina (UofSC) is one of three research universities in South Carolina (SC). The primary mission of UofSC is the education of the state’s citizens through teaching, research, creative activity, and community engagement. Diversity initiatives are critical components of all UofSC activities. SC is primarily manufacturing state with increasing attention to technology. Over 35% of SC residents are underrepresented minorities (URM). However, the participation of URM students is below 18% at the university level, and around 19% at the college level. Participation of women in CEC undergraduate programs is also low, around 21%.

The main Office of Diversity and Inclusion of the University of South Carolina (UofSC) works closely with the university leadership and the individual schools and colleges to support an inclusive academic culture. Each college or school has a diversity officer. These officers together form the Council of Academic Diversity Officers (CADO). CADO’s aims include the support and advancement of university-wide diversity efforts and establishment of unit-level diversity resources.

To recruit and retain historically underrepresented and underserved minorities and women, the university has established initiatives, such as Multicultural Outreach Student Team (MOST), McNair Scholar, Summer Seniors and Gamecock Guarantee programs, Gender neutral housing and bathroom, Gender Identity as a Title IX Protected Class, Counseling Center, and Diversity Training. UofSC is also a member of the Graduate Education for Minorities (GEM) Consortium.

For faculty development and support, UofSC offers several programs. For faculty recruitment, UofSC search committees work with the Equal Opportunity Office to ensure that search committees are diverse, trained for equal employment opportunities, and candidates are evaluated in an unbiased manner. UofSC offers several workshops, such as Leadership Workshop Series and Gender Equity Events, to promote an inclusive academic climate. Institutional policies, such as the development of the Family-Friendly Policies and lactation support policies and facilities, help to sustain inclusive work place. The Center of Teaching Excellence hosts several diversity workshops and orientation sessions for the entire university community. In addition, UofSC requires diversity training for all faculty and staff.

BPC Mission

Our mission is to increase the diversity of students, faculty, and staff of the college; to create an inclusive academic environment where all CEC members are respected, understood, treated fairly and valued; and to improve the quality of life of our academic community and the external community through education, research, and thoughtful leadership.

Composition of CEC students and faculty

Undergraduate Students:

| | % Female | % Male | %non-resident | %URM | % Asian | % White |
|------------|-------------|-------------|---------------|-------------|------------|-------------|
| State | 51.4 | 48.6 | NA | 35.5 | 1.5 | 63.9 |
| UofSC | 53 | 47 | 1.6 | 17.7 | 2.1 | 76.7 |
| CEC | 21.3 | 78.7 | 4.2 | 19.1 | 5.4 | 70.5 |

Faculty (*Note, data is being gathered*)

| | % Female | % Male | %non-resident | %URM | %Asian | %White |
|--------------|----------|--------|---------------|------|--------|--------|
| State | 51.4 | 48.6 | NA | 35.5 | 1.5 | 63.9 |
| UofSC | | | | | | |
| CEC | | | | | | |
| US CS Public | | | | | | |

BPC Goals, Activities and Metrics

Goal 1: Develop an inclusive academic environment where discrimination and bias against any of the members of our community are not tolerated

Goal 2: Increase the representation of underrepresented and underserved minorities and women in undergraduate and graduate CEC programs

Goal 3: Increase the representation of underrepresented and underserved minorities and women in academic and administrative positions

Goal 1:

Activity 1: Coordinate with the Office of Diversity and Inclusion of UofSC and the Center for Teaching Excellence to increase the knowledge about discrimination and bias, provide ease of access to report incidents

Outcomes: Improved diversity climate

Measure of achieving outcome: 1) number of training programs promoted/developed, 2) number of departments/individuals participating in the programs, 3) percentage of decrease in the number of incidents, 4) qualitative feedback from students, staff, and faculty

Goal 2: Specific Sub-goals:

- Increase female student enrollment to align with representation in US public schools
- Increase URM enrollment and retention in CEC with focus on African-American population

Activity 1: Increase outreach and recruitment efforts targeting URM and female students by 1) promoting activities of minority students chapters, such as National Society of Black Engineers (NSBE), Minorities in Computing (MiC), Women in Computing (WiC), and Society of Hispanic Professional Engineers (SHPE) and 2) participating in summer programs, such as Partners for Minorities and Engineering & Computer Science (PMECS) and Adventures for Women in Engineering and Computing

Outcome: Increased reputation of UofSC as inclusive academic institute and increased diversity composition

Measurements: 1) increased number of enrollment and retention of URM and female students, 2) qualitative assessment of student surveys, and 3) number of programs supported, travel support to diversity conferences

Activity 2: Increase inclusive academic environment by developing learning communities and peer-mentoring program for the undergraduate student population

Outcomes: Increased retention and community building

Measures of achieving outcome: 1) number of mentors and mentees, 2) increased retention over time, 3) increased class performance based on demographics, 4) qualitative assessment of survey of students' satisfaction with mentoring relationship

Activity 3: Improved retention of underrepresented and underserved minority and women students at undergraduate and graduate level by academic mentoring programs and community building activities

Outcomes: Increase diversity of student population and improved graduation rate

Measure of achieving outcome: 1) increased graduation rate of minority and women students in a timely manner, 2) number of learning communities to support academic success and students participating in these communities, and 3) number of students participating in summer bridge programs

Goal 3:

Activity 1: Require diversity and unconscious-bias training for search committees

Outcomes: Unbiased selection of candidates to be interviewed

Measure of achieving outcome: 1) increase in diversity of the interviewed candidate pool, 2) increase in the offers to minority and women candidates, 3) hiring at the diversity level of the candidate pool

Activity 2: Make active recruitment a requirement for CEC

Outcomes: Increased external awareness of CEC's commitment to diversity

Measure of achieving outcome: 1) increase in diversity of the candidate pool, 2) number of senior minority and women candidates, 3) number of minority and/or women faculty hires at senior level

Activity 3: Establish multi-level faculty mentoring and accountability of mentors

Outcomes: Increased sense of belonging and improved research contribution

Measure of achieving outcome: 1) number of faculty with mentors, 2) number of faculty members reporting on accountability in the annual evaluation, 3) decreased number of faculty failing 3rd year review and tenure

Activity 4: Provide career guidance/training for post-tenure faculty

Outcomes: Decrease number of faculty leaving CEC after tenure; increase minority and women in senior research and administration positions

Measure of achieving outcome: 1) number of minority or women faculty leading large-scale research projects, 2) number of minority or women faculty in higher administrative positions