

## 2019 Diversity Plan Accountability Report

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**Introduction (800 word limit):** *Describe your unit (campus location, departments, etc.) and its general mission.*

The College of Geosciences (CoG) is one of the nation’s most comprehensive earth-system colleges and we are committed to the discovery, advancement and application of knowledge fundamental to understanding our planet and its resources for a sustainable future. The geoscience disciplines uniquely bridge true academic research to applications that directly benefit the health of our planet and its inhabitants. Our disciplinary research and educational excellence is built on cutting-edge analyses and observations, numerical simulations and theoretical studies, and field-based data collection at all spatial and temporal scales. For the College to be a national leader, diversity, equity, and inclusion must be central to all that we do. Across the four departments<sup>1</sup> and seven centers, the College has seen consistent trends in our enrollment of students who identify as underrepresented (See Table 1). Of note, for the past four years, while overall enrollment has shifted the College, 32% of students in the CoG identify from underrepresented minority backgrounds. Additionally, the number of female students has also remained at 45% for the past three years.

Table 1. College of Geosciences Undergraduate Enrollment 2016-2019

	2016		2017		2018		2019	
	N	%	N	%	N	%	N	%
Asian	41	4%	38	4%	37	4%	47	5%
Black	51	5%	46	4%	38	4%	33	3%
Latinx/Hispanic	282	26%	256	24%	251	25%	242	25%
Multi-racial	1	0%	38	4%	43	4%	39	4%
Native Hawaiian or Pacific Islander	1	0.1%	1	0.1%	1	0.1%	0	0%
Unknown	4	0.4%	3	0.3%	2	0.2%	2	0.2%
White	685	63%	671	62%	627	62%	592	61%
International	23	2%	22	2%	20	2%	13	1%
<b>Total URM<sup>2</sup></b>	<b>335</b>	<b>31%</b>	<b>341</b>	<b>32%</b>	<b>333</b>	<b>33%</b>	<b>314</b>	<b>32%</b>
Males	659	61%	609	57%	564	55%	532	55%
Females	467	43%	486	45%	455	45%	436	45%
First Gen	333	31%	289	27%	284	28%	252	26%
<b>Total Enrollment</b>	<b>1088</b>		<b>1075</b>		<b>1019</b>		<b>968</b>	

<sup>1</sup> The College of Geosciences at Texas A&M University is comprised of the following four departments: Atmospheric Science, Geography, Geology and Geophysics, and Oceanography.

<sup>2</sup> Underrepresented Minority (URM) includes Latinx/Hispanic, Black, Native Hawaiian or Pacific Islander, Multi-racial

## 2019 Diversity Plan Accountability Report

*Describe how you selected two peer institutions and provide a rationale for why they were selected.*

The CoG is home to a diverse group of departments, which at peer institutions are housed within a range of colleges from Liberal Arts to Sciences. As a result, in identifying peer institutions, we sought to identify peer colleges with a degree of disciplinary similarity as well as peers that are actively trying to advance efforts related to diversity, equity, and inclusion. The two identified Colleges at peer and AAU institutions are home to a similar composition of departments and disciplines. Table 2 provides a summary of each college and their respective departments. Each college reflects similar disciplines and is home to world class teaching and research.

Table 2. Peer Institutions and Departments

Peer Institution and College	Departments
Pennsylvania State University, College of Earth and Mineral Sciences (PSU-EMS)	Energy and Mineral Engineering, Geography, Geosciences, Materials Sciences and Engineering, and Meteorology and Atmospheric Sciences
University of Washington, College of the Environment (UW-CoE)	Aquatic and Fishery Sciences, Atmospheric Sciences, Earth and Space Sciences, Environmental and Forest Sciences, Marine Biology, Marine and Environmental Affairs, Oceanography, Program on the Environment, and Quantitative Ecology and Resource Management

## 2019 Diversity Plan Accountability Report

*Present the demographic data for your unit and two peer institutions. Peer- comparison data should, at minimum, include race/ethnicity, gender, and classification (student, staff, faculty, tenure, tenure track, etc.)*

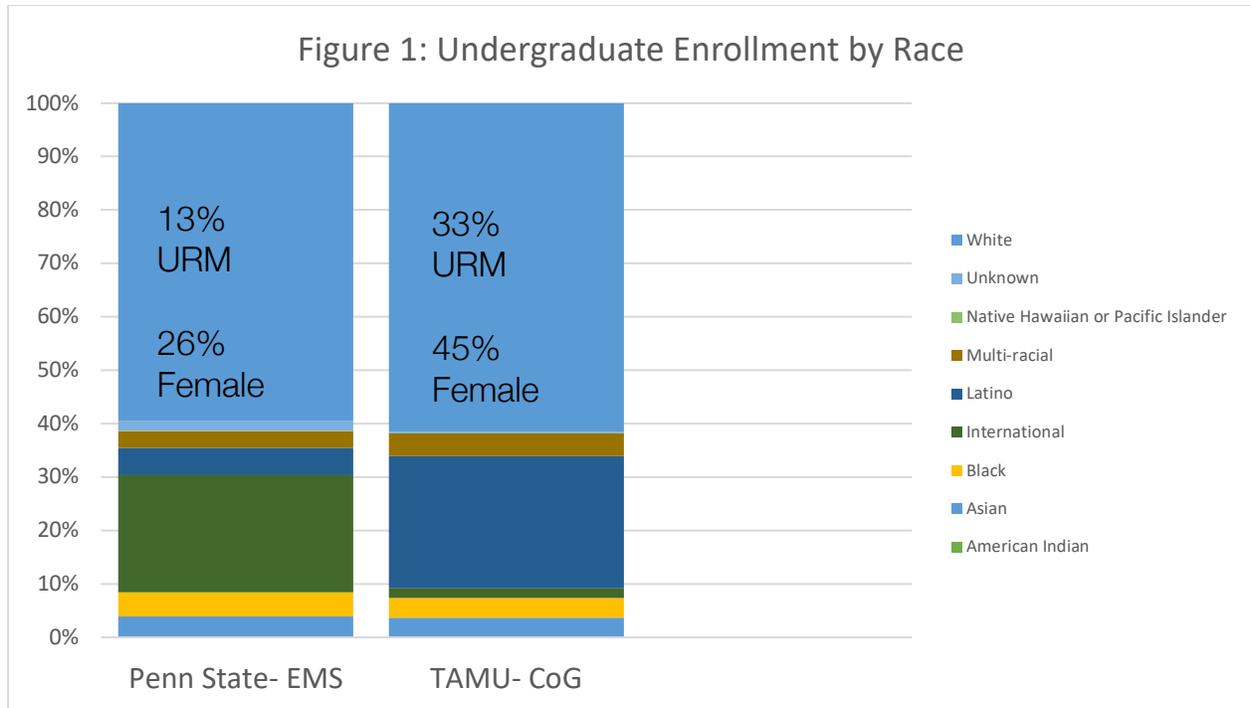
Table 3. 2018 Peer Comparison Data- Students

	PSU-EMS				UW- CoE		TAMU- CoG			
	Undergraduate		Graduate		Undergraduate & Graduate		Undergraduate		Graduate	
	N	%	N	%	N	%	N	%	N	%
American Indian	2	0%	1	0.4%	20	1%	0	0%	0	0%
Asian	68	4%	7	3%	252	13%	37	4%	12	3%
Black	79	4%	6	2%	20	1%	38	4%	6	2%
International	385	22%	131	48%	194	10%	20	2%	119	33%
Latino	91	5%	13	5%	136	7%	251	25%	37	10%
Multi-racial	53	3%	4	1%	155	8%	43	4%	8	2%
Native Hawaiian or Pacific Islander	2	0.1%	0	0%	0	0%	1	0.1%	0	0%
Unknown	32	2%	4	1%	35	2%	2	0.2%	10	3%
White	1047	60%	109	40%	1122	58%	627	62%	167	47%
<b>Total URM</b>	<b>227</b>	<b>13%</b>	<b>24</b>	<b>9%</b>	<b>331</b>	<b>17%</b>	<b>333</b>	<b>33%</b>	<b>51</b>	<b>14%</b>
Males	1306	74%	162	59%	832	43%	564	55%	219	61%
Females	453	26%	113	41%	1102	57%	455	45%	141	39%
<b>Total</b>	<b>1759</b>		<b>275</b>		<b>1934</b>		<b>1019</b>		<b>359</b>	

**Undergraduates:** The data presented in Table 3 provides an overview of the undergraduate and graduate student demographics from our peer colleges<sup>3</sup>. PSU-EMS enrolls nearly double the number of undergraduate students yet the UW-CoE is relatively comparable with ~1,100 undergraduates. National geosciences enrollment data indicate that in 2018 URM students represented less than 10% of undergraduate degrees conferred. Across all three institutions, white students represent ~60% of each college's enrollment. As summarized in Figure 1, PSU-EMS enrolls less than 15% URM while URM undergraduates represent a third of the enrollment in the CoG. While the racial diversity in the CoG is unique within the geosciences we continue to strive to reach a undergraduate URM enrollment that reflects the diversity of Texas. Another noticeable difference among the peer institutions is the gender composition. Among the two undergraduate populations, the CoG enrolls nearly double the percentage of females than at PSU-EMS yet UW-CoE is the only institution where women are more than 50% of the population.

<sup>3</sup> UW-CoE does not provide disaggregated data by undergraduate and graduate. Thus, all comparisons reflect data for the entire student population.

## 2019 Diversity Plan Accountability Report



**Graduates:** Among graduate students, PSU-EMS enrolls a comparable number of students annually. Among this population, the racial demographics are more equivalent. While 14% of CoG graduate students identify as URM compared to 9% at PSU-EMS, the greatest difference is among Latino students who make up 10% of the CoG graduate students yet 5% of the PSU-EMS graduate students. Both campuses enroll roughly the same number of Black students. Additionally, nearly half of PSU-EMS graduate students identify as international in comparison to a third of CoG students.

2019 Diversity Plan Accountability Report

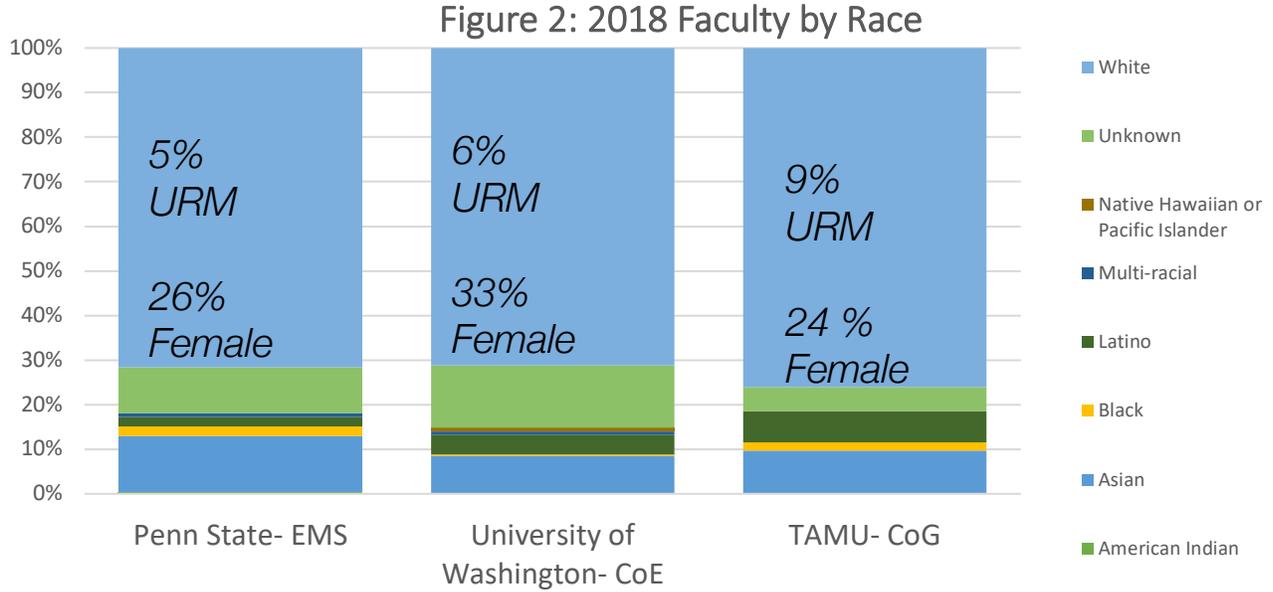
Table 4. 2018 Peer Comparison Data- Faculty and Staff<sup>4</sup>

	Penn State- EMS				University of Washington- CoE				TAMU CoG			
	Staff		Faculty		Staff		Faculty		Staff		Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	0	0%	1	0.4%	2	0.3%	0	0%	2	1%	0	0%
Asian	3	2%	29	11%	49	6%	23	8%	24	10%	12	11%
Black	3	2%	5	2%	12	2%	1	0.4%	3	1%	2	2%
Latino	1	1%	5	2%	35	4%	12	4%	19	8%	8	7%
Multi-racial	0	0%	2	1%	21	3%	2	1%	2	1%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	2	0.3%	2	1%	0	0%	0	0%
Unknown	13	9%	24	9%	134	17%	38	14%	3	1%	6	5%
White	118	86%	166	63%	530	68%	193	71%	183	78%	86	75%
<b>Total URM</b>	<b>4</b>	<b>3%</b>	<b>13</b>	<b>5%</b>	<b>72</b>	<b>9%</b>	<b>17</b>	<b>6%</b>	<b>26</b>	<b>11%</b>	<b>10</b>	<b>9%</b>
Males	43	31%	195	74%	369	47%	180	66%	103	44%	87	76%
Females	95	69%	70	26%	416	53%	89	33%	132	56%	27	24%
<b>Total</b>	<b>138</b>		<b>232</b>		<b>785</b>		<b>271</b>		<b>234</b>		<b>113</b>	

**Staff:** As outlined in Table 4, CoG staff have comparable numbers of diverse individuals. However, while PSU-EMS only employs 3% URM staff, both UW-CoE and TAMU employ closer to 10% URM staff. The disparity may be driven in part by the high levels of individuals in the unknown category at our peer institutions.

**Faculty:** CoG employs nearly half the number of faculty as do our peer institutions and there are some noticeable differences in the demographic profiles. Again while 76% of CoG faculty identify white, in comparison to 63% and 71% at PSU-EMS and UW-CoE respectively, the CoG does employ double the percentage of Latino faculty and comparable numbers of Black faculty (See Table 4). Figure 2 provides a summary as it relates to URM faculty. Among women, we lag behind our peers, most notably UW-CoE who identifies that over 30% of their faculty are women compared to 24% in the CoG.

<sup>4</sup> International faculty were not counted in the same manner across all three institutions. In order to support comparisons, they were included from the data.



*Describe the writing and review process for this report: Who wrote this report? Was your unit’s Diversity Operations Committee representative included in writing and/or reviewing the report? Which unit leaders reviewed this report?*

The Assistant Dean wrote the Diversity and Climate report in collaboration with the Dean. In addition, the report was shared with members of the College’s Diversity and Climate Committee. See Table 4 for a full listing of committee members.

Table 4. 2019-2020 CoG Diversity and Climate Committee

Barbara Bayer	Assistant Dean for Finance and Administration
Rodrigo Bombardi	Assistant Professor, Geography
Judith Chester	Professor, Geology and Geophysics
Allison Harms	Program Coordinator, Environmental Programs
Charlie Holmes	Graduate Student, Oceanography
Leah Levay	Staff Scientist, IODP
Debbie Odstrcil	Business Administrator, Oceanography
Anita Rapp	Associate Professor, Atmospheric Science
Alexandra Snell	Graduate Student, Geology and Geophysics

**Recruitment (500-word limit):** *Describe 2-3 strategies your peer institutions are using to address recruitment of students, faculty, and staff. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?*

**Pennsylvania State University, College of Earth and Mineral Sciences**

**Current Strategies:**

- 1) Recruiting Staff: PSU-EMS has one recruiter focused on diversity and multicultural student programming.

## 2019 Diversity Plan Accountability Report

- 2) STEM Open House: PSU-EMS partners with other STEM colleges to target URM graduate students. 10-15 prospective PSU-EMS students join 50-60 students across campus for a two-day visit including university programming and meetings with faculty. PSU-EMS enrolls ~50% of the program participants each year.
- 3) Faculty/Staff Recruitment: PSU-EMS has implemented faculty search committee briefing process and embedded diversity statements within all faculty searches. Staff hiring requires that questions addressing diversity and inclusion be included in the interview processes. They also require rubrics ensure that these data are considered in all searches.

### **University of Washington, College of the Environment**

#### ***Current Strategies:***

- 1) Search Committee Advocates: UW-CoE has established a program to embed search committee advocates in both faculty and staff search processes. These individuals make sure that committees follow the provided checklist regarding how to embed diversity and inclusion. They also provide resources- money to post different places, inclusive job description language, etc.- to center diversity.
- 2) Community Colleges: UW-CoE works to develop partnerships between community college faculty and UW-CoE faculty. This supports program alignment and creates greater awareness about majors and career pathways available through the UW-CoE.

#### ***Comparison with Existing College Strategies:***

Currently, the CoG employs two recruitment staff members, neither focused on multicultural recruitment. However, embedded in their efforts are strategies aimed at increasing the diversity of our incoming class. The results of this effort are evidenced by an increase in URM students among our first-time-in-college undergraduates. Between 2017 to 2019 this number rose from 27% to 34% URM. In addition, in 2018 community colleges represented a quarter of recruitment visits.

Mirroring many peer hiring practices, in 2019 the CoG put together a diversity hiring guide for faculty searches, including tenure track and instructional lines. Currently, the Assistant Dean for Diversity and Climate meets with search committee chairs and department heads to articulate these best practices.

#### ***Current Plans for Modification***

Beginning in 2019, our Department of Atmospheric Sciences began piloting three strategies aimed at increasing diversity and inclusion in their current open-rank search. First, the job description was open across the array of atmospheric sub-disciplines- a strategy that resulted in 103 applicants. Second, the department asked candidates to submit a statement demonstrating their commitment to diversity. Finally, the committee engaged in a first phase blind review of research material to address the challenges related to bias. We will be closely monitoring this search to consider whether these strategies will be rolled out across the entire CoG.

Staff hiring is one area for additional opportunity. This year, we will explore whether the search committee advocate or other models would suit the college staff hiring process and whether aspects of this model may be infused into the faculty search process. Additionally, the STEM

## 2019 Diversity Plan Accountability Report

Open House program has been a successful recruitment strategy for PSU-EMS but would require collaboration of the STEM colleges across the university.

**Retention (500-word limit):** *Describe 2-3 strategies your peer institutions are using to address retention of students, faculty, and staff. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?*

### **Pennsylvania State University, College of Earth and Mineral Sciences**

#### ***Current Strategies:***

- 1) **Networking and Community Building:** PSU-EMS has a female faculty network that meets 1 or 2 times per semester building a community of support among female faculty. Additionally, they have student networks, such as minority students in PSU-EMS. Moreover, they host poster sessions highlighting the work of Black students within PSU-EMS for Black History month and hope to expand this.
- 2) **Multicultural Open House:** Under the direction of the multicultural coordinator EMS annually host an open house for students, faculty, and staff of color and the broader PSU-EMS community. The goal is to connect individuals to resources and ensure a broad understanding of the diversity and inclusion efforts underway.
- 3) **Training:** They offer several training opportunities, but two have been most successful. First, they provide bystander training to address challenges of sexual harassment. Second, to seed conversations across challenging or controversial topics, they have developed templates for hosting facilitated discussions targeted at building a more inclusive and diverse campus.

### **The University of Washington, College of the Environment**

#### ***Current Strategies:***

- 1) **Student Mentoring:** UW-CoE is developing a faculty mentoring pilot program with 13 mentor/mentee pairs. The goal is to connect URM students with a faculty mentor to support research and general retention in the college.
- 2) **Department/College community building:** This includes formal programming, such as training, as well as informal department-level efforts. The informal department events such as potlucks have proven critical. Finally, UW-CoE have hosted a retreat for the diversity committee.

## 2019 Diversity Plan Accountability Report

### ***Comparison with Existing College Strategies:***

Over the past year, the CoG has sought to enhance the programming and training made available to faculty, staff, and graduate students within the College. Similar to our peers, we have offered several trainings and college-level community-building events (See Table 5). These events have been well attended and supported a better understanding of the resources available on campus.

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Table 5. Spring 2019 Diversity and Climate Workshops  
Department of Disability Services: Facilitating Access

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What is Title IX?: Implications for Students, Faculty and Staff

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Office of the Dean of Student Life: Tools for Inclusiveness

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Office of LGBTQ+ Services

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Lunch & Learn with Tim Logan

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### ***Current Plans for Modification***

The success that our peers have identified related to trainings and community efforts have affirmed our commitment to continuing and expanding similar efforts. With regards to networking and community building, beginning Fall 2019 CoG is working to support the reinvigoration of our female faculty network. Additionally, this Fall marked the launch of the Women in Geosciences student organization. In its first semester, this organization has recruited over 70 students. We anticipate that these two groups will grow in the coming year and become established aspects of the CoG.

In alignment with the University First-Year Experience programming, the CoG has launched a peer mentoring program available to all first-year students in Environmental Programs, Geography, GIST, Meteorology, Oceanography. The College has increased the number of peer mentors assigned to each course to achieve an average 1:7 mentor/mentee ratio. This smaller ratio provides opportunities for one-on-one mentoring relationships to be cultivated. We hope these individualized peer relationships will equalize opportunities for incoming students to access a peer mentor regardless of race, gender, or program.

**Campus Climate (500-word limit):** *Describe 2-3 strategies your peer institutions are using to address campus climate. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?*

### **Pennsylvania State University, College of Earth and Mineral Sciences**

#### ***Current Strategies:***

- 1) College Climate Assessment: In the past year, the PSU-EMS has fielded a college-level campus climate assessment. They are in the process of reviewing the data but intend to use this to make college-level changes.

**University of Washington, College of the Environment**

***Current Strategies:***

- 1) College Climate Study: In 2015, the UW-CoE implemented a culture study. A summary of this information was shared with the UW-CoE and has been used to drive programming including more uniform graduate teaching expectations and informal UW-CoE climate events.
- 2) Building a Climate through Dialogue and Conversation: The UW-CoE's hosts programming that aims to push people out of their routines to encourage more discussion across difference and expand conversations beyond the usual suspects.
- 3) Leveraging Media: The UW-CoE has been uniquely aware of the critical role that communications play in expanding the pool of students who consider environmental sciences as an academic and career pathway. They have sought to build messaging that highlights the diversity of backgrounds reflected in the UW-CoE.

***Comparison with Existing College Strategies:***

The CoG has had a climate assessment strategy in place since 2011 making this strategy of our peers relatively similar to our efforts. Also, at the UW-CoE, one of their primary initiatives to improve climate is through programming intended to enhance conversation and dialogue across groups. Similar training programs are in place in the CoG but could expand these based on need.

***Current Plans for Modification***

In the coming year, the CoG will be launching a postdoctoral program that specifically aims to enhance diversity in the College. This 2-year postdoctoral program, which will enroll two new post-docs annually, will also provide participants with access to a mentoring program and additional training based on candidate needs. It is the hope that the establishment of this program will have a positive impact on the CoG climate related to high-quality research and the establishment of a nationally recognized program that supports a pipeline for diversity within the geosciences.

2019 Diversity Plan Accountability Report

The CoG has been actively working to educate all members of the community about are topics of sexual assault and harassment. Leveraging the 2018 National Academies Report- *Sexual Harassment of Women*- the CoG has developed programming and resources (See Table 6). This was augmented by an information campaign; an opportunity for faculty, staff and graduate students to learn about tools and resources that they can provide students. This workshop, which has had over 45 participants, leverages the CoG’s unique opportunity to learn from our Director of Recruitment, Judy Nunez, who in addition to her role on campus, has served as a victim advocate for over 30 years.

Additionally, the CoG has acknowledged the need to identify additional climate and diversity efforts at the department level. To spark increases in diversity, equity, and climate this Fall, the CoG launched the Diversity and Climate Ideas Challenge which allows all faculty and staff to apply for funds to launch or augment diversity and climate programming.

Table 6. CoG 2019 Sexual Assault and Harassment Programming

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New graduate student orientation addressing Title IX and consensual relationship policy, *Associate Dean for Academic Affairs and the Assistant Dean for Diversity and Climate*

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Title IX Office Training, *Assistant Vice President and Title IX Officer*

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Department faculty meetings highlighting University Title IX Resources, *Associate Dean for Academic Affairs and the Assistant Dean for Diversity and Climate*

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CoG Business and IT Staff, *Assistant Dean for Diversity and Climate*

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**Equity (500-word limit):** Describe 2-3 strategies your peer institutions are using to address equity (e.g., advancement, promotion, development, salaries, graduation rates, etc.). How do strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new unit-level strategies based on your review of the peer comparison data? Why or why not?

**Penn State University, College of Earth and Mineral Sciences**

***Current Strategies:***

- 1) Graduate Student Scholarship: EMS provides supplemental diversity scholarships as one mechanism to increase participation and support student equity among diverse graduate school candidates.

**University of Washington, College of the Environment**

***Current Strategies:***

- 1) External Funding: Given the limited university and college-based resources, the CoE has sought to build external support to enhance the resources that are available around

2019 Diversity Plan Accountability Report

diversity and inclusion efforts. Of note, is the \$200,000 to support scholarship programming. Additionally, they have launched the mentor program with a \$35,000 gift that they hope will increase after the pilot. Finally, they have established a diversity endowment with an initial contribution of \$500,000.

**Comparison with Existing College Strategies:**

The CoG continues to actively monitor salary equity data to identify inequities and remedy inequities as needed. However, we are currently working on going beyond questions of faculty salary to further embed equitable practices across the CoG. Presently, we do not offer college-level graduate diversity scholarships however this may be something that our graduate program advisors will consider.

**Current Plans for Modification**

Many of the CoG strategies related to equity are linked with strategies related to climate and retention. In the forthcoming CoG strategic plan, the strategic initiative: *Foster a Community of Inclusion and Respect in which Everyone Achieves their Potential*, will serve as a guiding tenant related to ensuring equity of opportunity in the CoG.

Faculty mentoring was an important aspect of conversation among our peers, although specific programs were not discussed. Currently, the CoG is exploring ways to offer systematic high quality mentoring for our incoming faculty. For the past three years, The Department of Geography has matched assistant professors with an external mentor. The mentor and mentee cultivate a relationship through regular virtual check-ins and in-person meetings at national conferences. Additionally, the department hosts the mentor through their colloquia programming and funds the mentee's visit to their mentor's campus. The CoG is exploring whether this or another cross-department model (such as the STAR program within Education and Human Development) would be best for supporting equitable access to mentoring for all faculty.

Programs such as the faculty mentoring opportunity would be available college-wide, thereby reducing disparities in terms of faculty equity of opportunity.

Among our graduate students, several departments offer clear and transparent policies for graduate students regarding conference and field travel. These policies help to limit the potential for inequity in funding and resources. We have also critically examined our equity outcomes as they relate to graduation rates (See Table 7). While we are doing well on many fronts, we will continue to work to identify strategies, embedded

	College-wide	University-wide
First-Time Freshman Retention	73.7%	95.6%
First-Generation Student Retention	77.6%	94.0%
Under-represented Minority Student Retention	79.5%	94.5%
Six-Year Graduation Rate	62.1%	83.6%
First-Generation Student Six-Year Graduation Rate	63.3%	85.2%
Under-represented Minority Six-Year Graduation Rate	59.6%	87.2%

## 2019 Diversity Plan Accountability Report

within our broader student success strategies, to address systemic inequities that may arise.

**Reflection (800-word limit):** *Related to recruitment, retention, climate, and equity –*

*Reflect on what you have learned from the peer institutions and describe the similarities and differences in strategies across the peer institutions.*

The opportunity to learn from our peer institution highlighted some of the similar strategies that we have in place. In recruitment, all three institutions have targeted strategies underway to recruit more diverse undergraduate students as well as faculty. Through the conversations with counterparts, we identified additional potential strategies for enhancing diversity and inclusion through our graduate student recruitment as well as our staff searches. In the areas of climate and retention, both peers heavily utilized training and community building opportunities to retain faculty, staff, and students. Additionally, they have identified how these strategies help to enhance climate by bringing in more diverse individuals to the discussions regarding diversity, equity, and inclusion. These strategies mirror our diversity and climate workshop series launched in Spring 2019. UW-CoE has a unique focus on communications- while a part of our efforts it is an area for continued improvement and growth.

*Describe any similarities and differences between the challenges your unit is facing and those of the peer institutions regarding recruiting, retention, campus climate, and equity. What plans are in place to address the challenges in your unit?*

As noted above, we all face similar challenges related to recruitment. Among undergraduate and graduate students, this is situated within a broader narrative of broadening awareness and participation in the geosciences. Among faculty, CoG has a longstanding set of strategies in place to increase diversity and inclusion.

Table 8. 2017-2019 College of Geosciences Faculty & Instructor Demographics

	2017		2018		2019	
	N	%	N	%	N	%
American Indian or Alaska Native	0	0%	0	0%	0	0%
Asian	11	10%	12	11%	10	9%
Black or African American	1	1%	2	2%	1	1%
Hispanic or Latino	5	5%	8	7%	8	7%
Two or More Races	1	1%	0	0%	0	0%
White	87	79%	86	75%	83	74%
Unknown	5	5%	6	5%	10	9%
<b>Total URM</b>	<b>7</b>	<b>6%</b>	<b>10</b>	<b>9%</b>	<b>9</b>	<b>8%</b>
Male	86	78%	87	76%	85	76%
Female	24	22%	27	24%	27	24%
<b>Total</b>	<b>110</b>		<b>114</b>		<b>112</b>	

## 2019 Diversity Plan Accountability Report

Through these, we are beginning to see positive changes in faculty diversity (See Table 8 for trends in faculty diversity) with an increase from 6% to 8 % URM and an increase from 22% to 24% female. However, in comparison to our peers we have remained relatively stagnant regarding gender composition. The result is that we have begun to lag. This underscores the need to renew our efforts on this front. With at least three faculty searches underway, we continue to work proactively with search committees to ensure that diversity and inclusion are a focal point throughout the search process.

*Describe how funding from the Diversity Plan awards has been used (or will be used) to address challenges and support and advance your unit's recruitment, retention, climate, and/or equity goals. Note: Please see the 2019 award letter for a summary of the funds awarded to your unit.*

The increase in funding in 2019 (See Table 9 for a summary of funds awarded to the CoG over the past three years) has been targeted at supporting several new initiatives and scale some existing initiatives (details below). Funding allocations

2017 Award	\$0
2018 Award	\$35,000
2019 Award	\$60,000

include, continuing the training and workshop series to increase learning and build community as well as increased college participation in NCORE. Additionally, our new faculty search process require increased college-level support and we have launched the Ideas Challenge to spark innovative ideas across the CoG.

### Recruitment

- Graduate Students: These funds will be used to support the CoG continued participation in the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). SACNAS participation is an important aspect of the CoG efforts to increase graduate diversity.
- Faculty: With three searches underway, the CoG will continue to make additional funds available for search committee to target recruitment strategies that address diversity, equity, and inclusion.

### Retention

- Female Faculty: The CoG currently lags behind our peers in the proportion of female faculty. One strategy to address this is support for our faculty Women in the Geosciences community. To the extent necessary, the diversity funds will support training and convening resources for this group.
- NCORE: The University-wide engagement with NCORE makes it an ideal conference to engage additional faculty, staff, and students committed to this work. The college will work to identify whether there are opportunities for increased college participation in 2020.

### Climate

- Trainings and Workshops: Spring 2019, the CoG launched its first in a series of diversity and inclusion workshops. These well-received workshops brought together internal and external experts to provide 90-minute workshops for faculty, staff, and graduate students.

## 2019 Diversity Plan Accountability Report

In 2019-2020 the CoG will provide training surrounding Green Dot, Aggie Allies, Implicit Bias, etc.

- Lunch and Learn Series: This series is intended to bridge the gap between faculty and staff by providing staff an opportunity to learn first-hand from faculty about their current research.
- Diversity and Climate Ideas Challenge: The College aims to spark innovative and creative ideas related to diversity and climate by providing funds to build new initiatives or enhance existing efforts that will advance efforts related to recruitment, retention, and equity for students from underrepresented backgrounds as well as support efforts to improve an inclusive climate for faculty and staff. The opportunity was open to any faculty or staff member across the CoG.

### **Equity**

- LSAMP supplemental resources: The CoG will further leverage our participation in the LSAMP program. This year, the CoG was awarded ten stipends (\$1,250 each) to support students engaged in undergraduate research. We are committed to supplementing this with funds to support an additional three student stipends as well as earmarking up to \$800 per student for conference travel.
- Faculty Mentoring: As needed funds will be used to cost-share new faculty mentoring and post-doc mentoring programming.
- Student Workers: To augment staff time, diversity plan funds are used to fund student workers who support both programmatic and research aspects related to diversity, equity, and inclusion.