



Diversity, Equity and Inclusivity Action Plan

**LSU College of the
Coast &
Environment**

October 11, 2021

Welcome DEI Task Force Co-Chair Nancy Rabalais

- Sr. Leader in geosciences
- Well-versed in DEI challenges
- Vast experience chairing committees
- Good at “keeping the train on the tracks”





DIVERSITY, EQUITY, AND INCLUSION ACTION PLAN JULY 2020

Updated December 2020

"If you're not hopeful and optimistic, then you just give up. You have to take the long hard look and just believe that if you're consistent, you will succeed."
Rep. John Lewis



CC&E's DEI Action Plan is in alignment with the LSU Diversity & Inclusion Roadmap

DIVERSITY IN THE NEWS

LSU student creates mental health hotline to combat stigmas in Black communities

Students working in Psychology labs receive LSU Distinguished Undergraduate Researcher Award

Looking to Louisiana Communities for Good Ideas: A Grassroots Approach for How to Cope with the

Delivering Solutions: LSU Industrial Engineering Alumna Innovating at USPS

LSU Board of Supervisors Approves Removal of Middleton Name from Library

ROADMAP TO DIVERSITY



DIVERSITY & INCLUSION ROADMAP
2020-2022

The Office of Diversity, Equity & Inclusion's **2020-22 Diversity & Inclusion Roadmap** is divided into four subcategories that were the results of four separate subcommittees: campus climate, faculty, students, and staff. Each subcategory is comprised of a set of general recommendations.

GET INVOLVED

Give Now

LSU CARES

LSU Cares is a university initiative dedicated to the well-being of students and promotion of a community that cares about each of its members.

LSU offers an online reporting system to help students, faculty, staff, families, and friends submit reports about:

- potential violations of the LSU Code of Student Conduct;
- concerns regarding sexual misconduct and hazing;
- concerns surrounding acts of bias or discrimination;
- complaints or grievances; and
- concerns about students in crisis or distress.

LSU CARES ONLINE REPORTING
SYSTEM

EVENTS

NSE GRPEP Workshop Series - Oct 7, 2021 5pm

DIVERSITY & INCLUSION

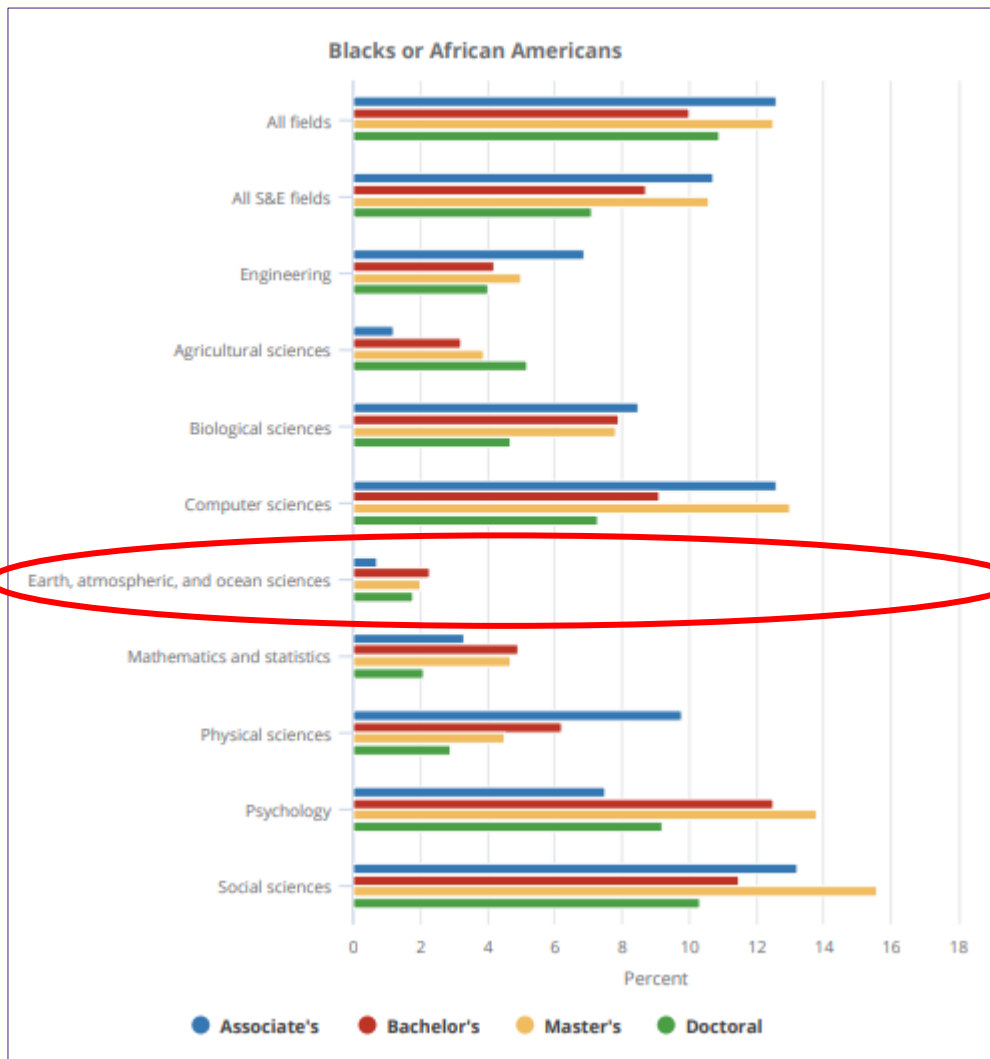
2018-2019 ANNUAL DIVERSITY
IMPACT REPORT

2018-2019 LSU CAMPUS CLIMATE
SURVEY

LSU OPPORTUNITY HIRE PROGRAM

LAND ACKNOWLEDGEMENT

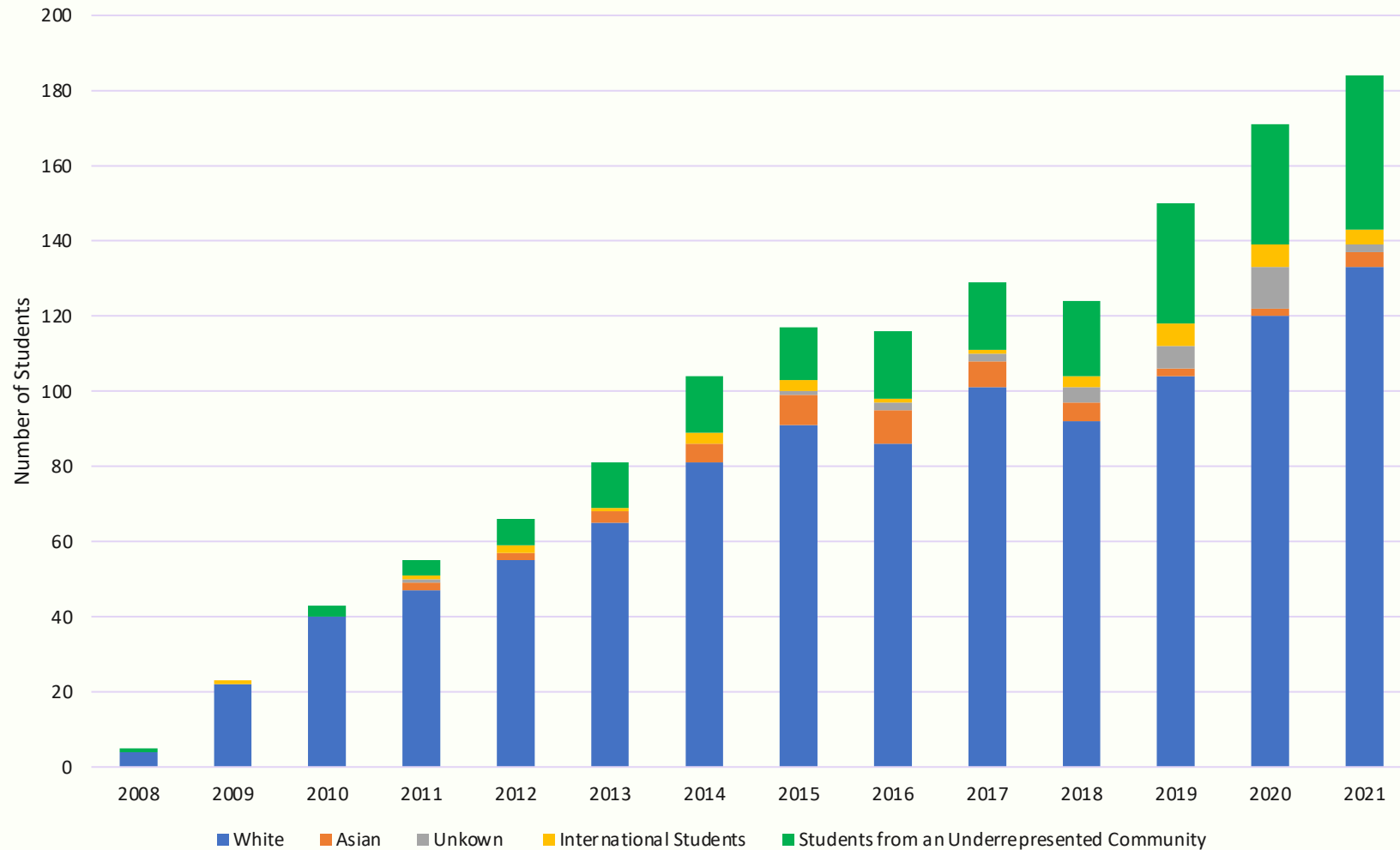
Diversity in CC&E's Fields of Study - a National Challenge



< 3% of the undergraduate degrees and $\leq 2\%$ of the graduate degrees in earth, atmospheric and ocean sciences are awarded to Black individuals; slightly higher for individuals from the Latinx community.

Source: National Science Board (2019).

Coastal Environmental Science Enrollment and Ethnicity



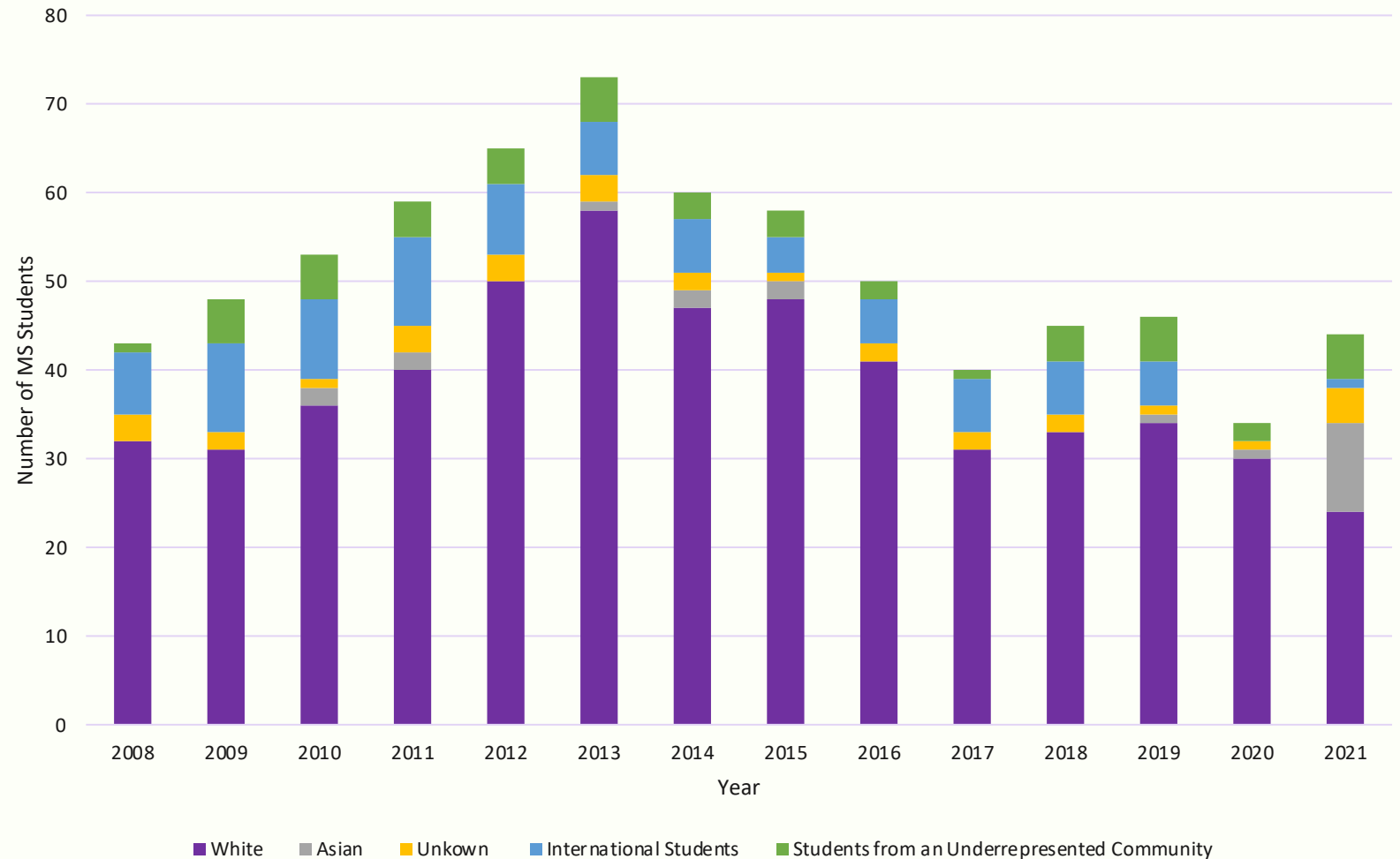
In 2021, 2020, 2019, students from an underrepresented community comprised 22%, 19%, and 21% of CC&E's undergraduate student body. Since 2008, the average has been 15%.

Since 2008, an average of 54% of CC&E's CES students identified as women.

Source: Student data, 14th day enrollment reports, "Enrollment by Unit, Curriculum, Racial/Ethnic Category and Gender" fall semester numbers include Coast & Environment + UCFY, Coast & Environment + UCAC, Pre-Coast & Environment. Students from an Underrepresented Community = Black + Hispanic + Two or More Races + Native Hawaiian + Native American + Two or More Races. International students = non-resident aliens. Updated 10/8/2021

CC&E's MS Programs: Enrollment and Ethnicity

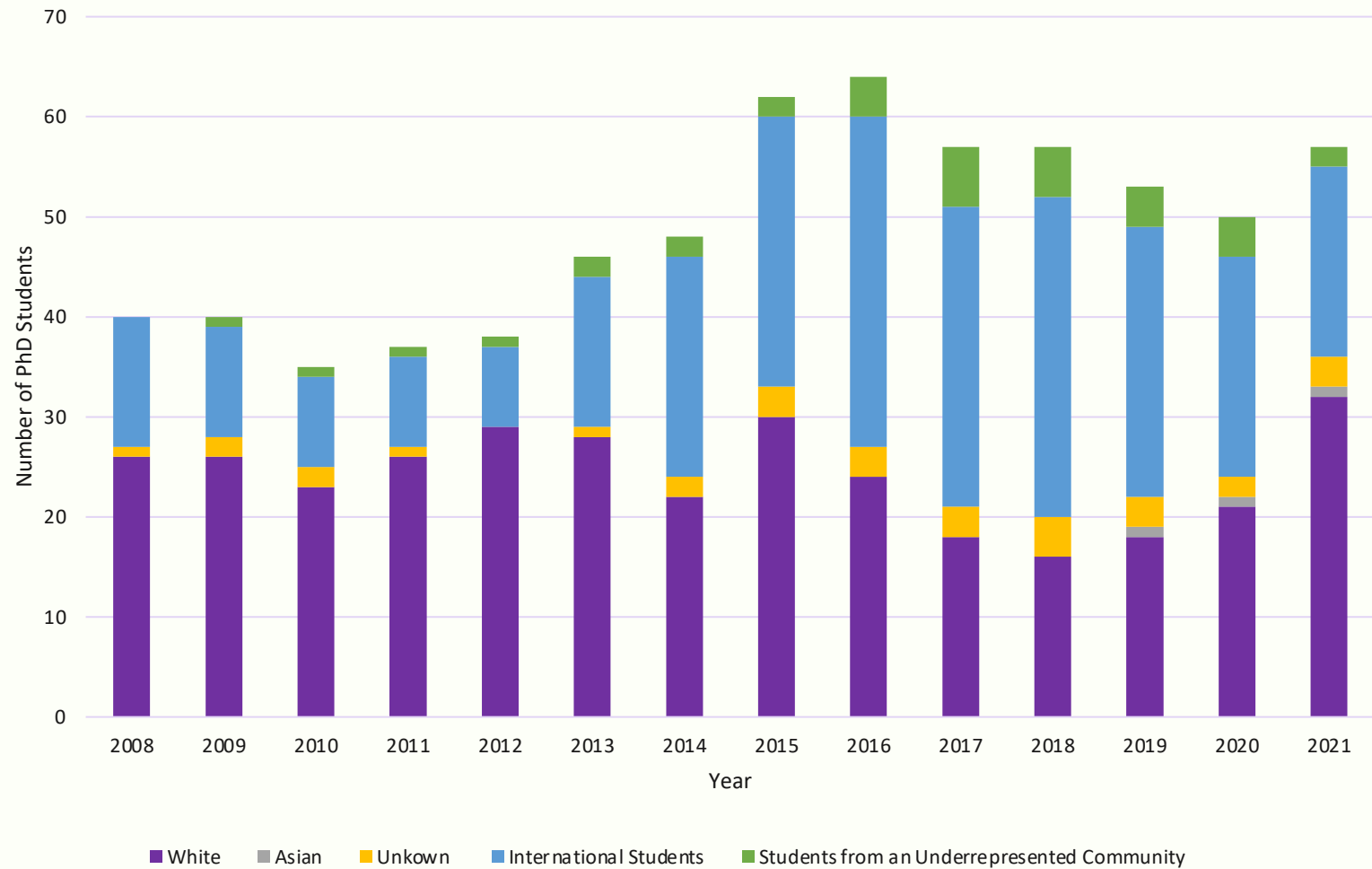
- In 2021, 2020, 2019, students from an underrepresented community comprised 11%, 6%, and 11% of CC&E's MS student population. Since 2008, the average is 7%.
- In 2021, 2020, 2019, international students have comprised 2%, 0%, and 11% of CC&E's MS student population. Since 2008, the average is 12%.
- Since 2008, an average of 57% of CC&E's MS students identified as women.



Source: Student data, 14th day enrollment reports, "Enrollment by Unit, Curriculum, Racial/Ethnic Category and Gender" fall semester numbers. Students from an Underrepresented Community = Black + Hispanic + Two or More Races + Native Hawaiian + Native American + Two or More Races. International students = non-resident aliens. Updated 10/8/2021

CC&E's PhD Programs: Enrollment and Ethnicity

- In 2021, 2020, 2019, students from underrepresented communities comprised 4%, 8%, and 8% of CC&E's PhD student population. Since 2008, the average is 5%.
- In 2021, 2020, 2019, international students have comprised 33%, 44%, and 51% of CC&E's PhD student population. Since 2008, the average is 40%.
- Since 2008, an average of 51% of CC&E's PhD students identified as women.



Source: Student data, 14th day enrollment reports, "Enrollment by Unit, Curriculum, Racial/Ethnic Category and Gender" fall semester numbers. Students from an Underrepresented Community = Black + Hispanic + Two or More Races + Native Hawaiian + Native American + Two or More Races. International students = non-resident aliens. Updated 10/8/2021

CC&E Faculty Diversity

- We have 45 faculty members, with nearly 30% born outside of the U.S. The largest group of foreign-born faculty members is Asian.
- We have one African American and two Hispanic professors, falling far short of the national averages for these groups.
- The representation of women in the CC&E faculty is 29%, far short of the national average of 51%.



Image by Gordon Johnson from Pixabay

Progress to Date

Internal Progress:

Created College-wide DEI Task Force.

Held several meetings to discuss funding needs and implementation of a Bridge to the Doctorate program for CC&E students.

Progress to Date: External

External Progress:

Organized (under GOMURC umbrella) a Gulf-wide virtual workshop (50+ attendees) to explore cooperative ways to enhance the production of PhDs in the physical and environmental sciences. (January 2021)

Hosted visit of Dr. Lauren Alexander Augustine, Executive Director, Gulf Research Program, National Academies of Science, Engineering, and Medicine to discuss DEI challenges in our fields of study. (June 2021)

Progress to Date: External, Page Two

Met with Consortium for Ocean Leadership (COL) to determine interest in building capacity for cross-institutional collaboration in the Gulf of Mexico region.

Submitted proposal through COL for a planning grant for cross-institution collaboration on DEI challenges at the graduate level (not funded).

Meetings held and process underway to create an MOU or MOA with Loyola University (Latinx students) for cross-promotion of environmental-related academic programs.

CC&E DEI Action Plan

4 Narrowing the Gap Initiatives

“Deeds Not Words”

- 1) Augment the Student Pipeline
- 2) Build the Ranks for Faculty
- 3) Reinforce a Culture of Inclusivity
- 4) Teach and Learn: Improving Pedagogy



CC&E Action Plan

Augment the Student Pipeline

CC&E must enlarge the pipeline of students from an underrepresented community.

Given the wide diversity gap in CC&E's graduate programs, special consideration may be given to DEI efforts at the graduate level for the first year of plan implementation.

- A. Recruiting for a diverse student body
- B. Retaining existing students
- C. Building a future pipeline

Recruiting for a Diverse Student Body

Tasks from the CC&E DEI Action Plan

- Encourage faculty interactions with diverse high school student groups
- Increase outreach to students from an underrepresented community with marketing efforts to Historically Black Colleges and Universities (HBCUs). For example, Southern University has an undergraduate degree in Biology that could be a source of graduate students.
- Increase outreach to students from an underrepresented community through marketing efforts at major scientific conferences.
- Strengthen our mentoring of students from an underrepresented community and encourage them to pursue graduate education in the geosciences

Retaining Existing Students

Tasks from CC&E DEI Action Plan

- Increase mentoring for all students
- Ensure that students from an underrepresented community are aware of the resources available from the LSU Office of Diversity

Building a Future Pipeline

Tasks from the CC&E DEI Action Plan

- Enhance EnvironMentors to reach additional students from an underrepresented community and modify the curriculum to include “college-ready” lessons
- Help to start EcoSTEM initiatives at K-12 schools by helping younger students develop an interest in physical sciences
- Represent CC&E at community events such as Ocean Commotion, Earth Day, Ebb & Flow, and similar events that attract youth

CC&E Action Plan

Build the Ranks for Faculty

Given lack of diversity in geosciences, especially at the doctoral level, the applicant pool for faculty from an underrepresented community within CC&E's fields of study is quite small.

- A. Cultivating (intentionally) before positions become available
- B. Recruiting candidates from an underrepresented community
- C. Building candidates from within CC&E's CES and MS programs
- D. Retaining faculty (added to plan)

Cultivating Candidates (Intentionally) Before Positions Become Available

Tasks from the CC&E DEI Action Plan

- Develop relationships with faculty from an underrepresented community in the physical sciences
- Develop relationships with outstanding graduate students at other universities that align with CC&E's fields of study
- Invite guest scholars and lecturers from an underrepresented community to the College. Market presentations campus-wide. (Travel funds may be available)
- Invite faculty from Southern University, Xavier and other HBCUs to serve as adjunct faculty and include in academic activities (committee members, co-teaching, proposal writing, and research collaborations).

Recruiting Candidates from an Underrepresented Community

Tasks from the CC&E DEI Action Plan

- Recruit at the level appropriate to the opportunity
- Ensure that faculty positions are posted on sites recommended by the LSU Office of Diversity and via LinkedIn's premium service
- Ensure that all search committee members receive diversity training and related materials from the LSU Office of Diversity
- Expand the scope and funds for dual faculty hires to include diversity hires of qualified candidates
- Personalize the recruitment process so that candidates feel wanted
- Expand the candidate pool by recruiting for concentrations such as environmental law, environmental economics, environmental policy, and geography/GIS, where there are more students from underrepresented communities earn PhDs.

Building Candidates from within CC&E's CES and MS Programs

Tasks from the CC&E DEI Action Plan

- Encourage CES graduates from an underrepresented community to obtain a PhD at another university (reciprocal student exchange program) so that they will be eligible for faculty openings in CC&E. (Note: There is already one such student beginning her Ph.D.)
- Help students to understand the complex career path to become a faculty member.

Retaining Faculty

Tasks from the CC&E DEI Action Plan

- Enhance faculty development through mentorship opportunities
- Help accelerate success by continuously monitoring teaching and service loads for faculty

CC&E Action Plan

Reinforce an Atmosphere of Inclusion

CC&E aims to create and sustain an environment in which race, gender, and other differences are respected, appreciated, and valued. We will accomplish these objectives by:

- A. Foster an atmosphere of inclusion
- B. Build collaborative alliances
- C. Increasing funding for diversity initiatives

Foster an Atmosphere of Inclusion

Tasks from the CC&E DEI Action Plan

- Heighten awareness of diversity and inclusivity issues by adding language in each department handbook that states “We strive to provide and maintain an environment that ensures diversity, equality, and inclusiveness. Any actions contrary to these values will not be tolerated.” Ensure that this code of conduct is in alignment with LSU’s code of conduct and applies to CC&E’s college community.
- Establish a library of documents on diversity issues to share with students and faculty.
- Support the educational initiatives in the LSU Roadmap to Diversity (Distinction in Diversity and Inclusion Certificate; Diversity and Inclusion Core Requirements for All Degrees)

Foster an Atmosphere of Inclusion, Page Two

Tasks from the CC&E DEI Action Plan

- Enhance diversity training for faculty, post-docs, staff, and TAs, if training is not offered by the LSU Office of Diversity
- Work institutionally to ensure that instructors of general education courses are sensitive to issues from students from an underrepresented community
- Host educational events such as movies or book clubs featuring movies or books or written by professionals from an underrepresented community
- Make students, faculty, and staff aware of available resources (such as training options) offered by the LSU Office of Diversity

Build Collaborative Alliances

Tasks from the CC&E DEI Action Plan

- Share best practices to address the shortage of students from an underrepresented community in geosciences. (GOMURC workshop held)
- Partner with internal units at LSU, such as the Depts. of Geology & Geophysics, Biological Sciences, Geography & Anthropology, Renewable & Natural Resources, to address DEI challenges in the geosciences
- Partner with external organizations, such as Louisiana Association of Independent Colleges & Universities, the Consortium for Ocean Leadership (LAICU), and Gulf of Mexico University Research Collaborative (GOMURC), on strategic initiatives to increase the number of students from an underrepresented community in geosciences
- Partner with other universities with strong geoscience departments to increase DEI efforts (Note: CC&E is in discussions with Loyola University, Savannah State University, Jackson State University)
- Partner with the LSU Office of Diversity on the implementation of CC&E's Action Plan and the LSU Diversity & Inclusion Roadmap 2020-2022

Increase Funding for Diversity Initiatives

Tasks from the CC&E DEI Action Plan

- Write grant proposals to seek funding for diversity initiatives. (Note: meetings about Bridge to the Doctorate funding are underway; USGS proposal underway – funding expected in January 2022.)

CC&E Action Plan

Teach and Learn: Improve Pedagogy

CC&E continually strives to improve its quality of teaching, modifying both methods and practices as needed to better assist a diverse student body in gaining a deeper understanding of subject matter.

- A. Embrace new ways to educate students from diverse backgrounds

Embrace new ways
to educate students
from diverse
backgrounds

Tasks from the CC&E DEI Action Plan

- Host virtual seminar(s) with national expert(s) on this topic
- Provide faculty and students interested in academic careers with mentoring in pedagogy

CC&E Action Plan

Additional Administration Actions

Additional Administrative Actions

Tasks from the CC&E DEI Action Plan

- Develop and implement a survey to determine existing attitudes about DEI among faculty, students, and staff. Use results to refine CC&E's action plan.
- Since diversity is a key priority and responsibility of the college's leadership team, a Diversity Task Force will be established and report to the college leadership team.
- Designate CC&E individual to serve as faculty-staff-student ombudsman for racial, gender, LGBTQ, and other discrimination concerns.
- Increase diversity on CC&E Advisory Council (Note: two of the last five new members were women from underrepresented communities)
- Ensure that 25% of key student points of contact begin taking diversity training
- Continuously review marketing materials/website to ensure that inclusivity is demonstrated.