**Diversity Inclusion Plan**

**Department of Earth and Environment**

**College of Arts, Sciences & Education**

**Florida International University**

***Draft April 2018***

**General Comments from AWED:**

Overall, a very impressive and thorough plan. There were not many suggestions because the plan was careful to detail in most cases who would be responsible for each action and also specified how progress would be tracked. Thank you.

There are two main recommendations:

1. To clarify who is responsible each action item and include a measure or outcome for each. Please see the specific feedback on your plan below as to how to simplify it for reporting purposes—occasional suggestions are made to convey the general idea about how to make sure there is an action, responsible party and metric/outcome. See also the D&I checklist that summarizes the actions that were proposed across all departments reviewed so far. The Chair or her/his designee will prepare an annual report on departmental progress towards these goals – that will be easier if you have a concrete list of goals, actions, and metrics/outcome (draft of a reporting template is attached).
2. To consider setting some goals for faculty and doctoral student recruitment goals to attract the NSF targeted demographic groups ie women, Hispanic and Black faculty/students over a five year period. You have good representation of women in EAE so diversity recruitment would focus more on Hispanic and African-American women or men as both faculty and doctoral students. Is there a reasonable goal that you can set, i.e., to increase by XX% each year the number of Hispanic and Black faculty positions and doctoral applicants? The focus would be in increasing the pool of candidates so you would have more choice in hiring. This in itself would require a rigorous outreach plan and one or a few faculty being tasked with doing that.

NEXT STEPS:

1. Please send a final copy of your revised plan to the Dean and AWED ([awed@fiu.edu](mailto:awed@fiu.edu)).
2. Present the plan as soon as possible at a faculty meeting this fall to have faculty endorse the plan.

In conclusion, we appreciate your strong interest in and support for our NSF Institutional Transformation goals. Thank you for being part of this process.

If you wish to discuss this plan further, please contact Suzanna Rose ([srose@fiu.edu](mailto:srose@fiu.edu)) or Yesim Darici ([dariciy@fiu.edu](mailto:dariciy@fiu.edu) ).

**Diversity Inclusion Plan**

**Department of Earth and Environment**

**AWED comments in yellow**

**Diversity Mission Statement**

The Department of Earth and Environment of the College of Arts, Sciences & Education (CASE) recognizes the underrepresentation of women and other minorities in Science, Technology, Engineering and Math (STEM) fields and is therefore dedicated to increasing their representation locally within our faculty and globally. We will do this by creating supportive pathways to facilitate the success of women and members of underrepresented groups in STEM.

**Departmental Context**

As of Fall 2017, full-time faculty (i.e. not including adjuncts, visiting, research or courtesy faculty) of the Department of Earth and Environment contained 30% women (11/37) and 18% minority (13% Hispanic; 5% Black). The department faculty demographics compared to the overall university workforce and student populations; which are both greater than 55% female. The undergraduate population of the Dept. of Earth and Environment is 76% minority, with the majority Hispanic (65%) and 8% Black. The department’s Doctoral student population is made up of 44% women (20/45) and 42% minority (31% Hispanic; 11% Black). The Postdoctoral Associates in the Department of Earth and Environment are overwhelmingly men (85%) and White (77%, including Asian). Of the 13 Postdocs, only 2 are women, 3 are Black males, and 1 is Hispanic.

**Departmental Diversity Goals –** very clear and specific

1. To increase the representation of Earth and Environment Faculty from historically underrepresented groups in STEM, such as women, Hispanics, and African Americans.

2. To provide a pathway for historically underrepresented groups in STEM to successfully progress through academic and professional ranks from undergraduate to graduate, to postdoc, and ultimately to faculty and advanced professions.

3. To ensure a welcoming environment for all faculty, students, and staff.

**Human Capital**

The department will make a concerted effort to increasing the percentage of historically underrepresented groups, such as women, Hispanic and Blacks at the graduate, postdoctoral and faculty levels. [Good that you narrowed it down to specific groups – will help us meet our NSF goals] Experiences at other universities suggests that more broadly defined language in advertised searches generally results in more diverse applicant pools and more diversity in hiring.

1. *Faculty Hiring*

a) In an effort to improve commitment to the goals of hiring women and minority faculty, the Department will establish a Faculty Diversity Advocate (FDA) as a service assignment. The FDA will advise search and screen committees, and assist the search and screen committee chair in following best practices in reviewing woman and minority candidates. The FDA will keep a tally of the diversity numbers across the department at all levels (undergraduate, graduate, post doc, and faculty). The FDA will also recognize and notify the Chair of minority/woman faculty that fulfill excesses service demands and/or engage in diversity content. The FDA will also nominate minority/women faculty for awards both within and outside FIU. The FDA will provide a report at faculty meetings, at least once a semester, to report on the Department’s diversity status, successes, and to brainstorm challenges.

b) Both the Search Committee Chair and the Faculty Diversity Advocate will attend an FIU ADVANCE Program such as STRIDE hiring workshops and Diversity Advocate training.

c) Each Departmental Search and Screen Committee will implement best practices as recommended by STRIDE to increase diversity for faculty members (i.e. use “open” broadly defined job search ads and advertise in diversity membership groups, such as at Hispanic and Black serving institutions)

If done well, this could require substantial time from the FDA. Please be sure to acknowledge or provide support for this service.

# 2) Faculty Retention and Advancement

a) Faculty Mentoring

The Department of E&E will continue and expand the faculty mentoring program within the department. Currently, all non-tenured, tenure-track faculty have a faculty mentor from within the Department. We also highly encourage non-tenured, tenure-track faculty to join the mentor/mentee program established by the Office for the Advancement of Women, Equity and Diversity (AWED) to have a mentor outside of the Department. We will expand our current program by including junior, non-tenure earning faculty. Mentors should discuss with the mentees their experiences/thoughts related to a welcoming climate and culture within the department at least once a semester. Problems or concerns should be brought to the Department Chair or Associate Chair as soon as they arise.

b) *Advancement*

Historically, the Chair would discuss with junior tenure-track faculty, their accomplishments towards tenure once a year, usually at the end of the Spring semester or beginning of each Fall semester. This program will be expanded with the Chair meeting junior faculty twice a year, at the end of each Fall and Spring semester. The program will also be expanded to include junior, non-tenure track faculty. Your inclusion of timeline/ number of meetings will make reporting easier.

3)  *Postdoctoral Recruitment*

Prior to hiring post docs, faculty will meet with the Faculty Diversity Advocate to learn the best practices as recommended by STRIDE in recruiting postdoctoral fellows in an attempt to increase the number of women and minorities. Attempts will be made to recruit from women/minority groups within larger science organizations such as Advancing Chicanos/Hispanics & Native Americans in Science (SACNAS), American Geophysical Union (AGU), Geological Society of America (GSA), Ecological Society of America (ESA). The FDA will arrange for postdoctoral fellows to meet as a group, once a semester, to establish a cohort and discuss job opportunities and will encourage all postdoctoral fellows to attend the **Preparing for an Academic Career Workshop** held each summer by the National Association of Geoscience Teachers. Despite its name, the NAGT Academic Career Workshop encourages Environmental Scientists along with Geoscientists to attend its workshops. (<https://serc.carleton.edu/earth_rendezvous/2018/program/morning_workshops/w1/index.html>)

Metric or outcomes that you will report for this?

*4) Graduate Student Recruitment*

The Graduate Program Director will set aside funds from the annual graduate student recruitment allocation from the UGS, for travel to Colleges/Universities with large minority populations, such as [Florida Memorial University](https://hbcu-colleges.com/florida-memorial-university). Recruitment at large national conferences, such as SACNAS, AGU, GSA, ESA, etc. will target women and minority groups at those meetings. The Graduate Seminar Faculty will recruit women and minority speakers for the graduate student seminar series each year.

See earlier comment on p. 1 – set goals or how will you assess progress/change?

5) *Undergraduate Diversity and Inclusion* It is a great idea to include this- could take a lot of time, though. There may not be a list of who is working in each lab. This could be a lot for the DA on top of the other DA duties.

The Faculty Diversity Advocate will keep track of the gender and ethnicity of undergraduate students in internships or research labs in the Department and compare those results to the overall undergraduate student population in the Department. If there are perceived gender or diversity gaps, then additional recruiting will be initiated.

6) *Accountability and Governance*

The Department will provide this Diversity Plan to CASE and the AWED office. The Faculty Diversity Advocate will provide a report of the Department Self-Study to the Chair and the Department each year. The current Departmental By-laws will be reviewed for consistency with this plan. Nice! Changing the departmental meeting times to a more “family-friendly” time slot will be discussed. [Let us know how this goes.] The Department will also consider term limits for important faculty service assignments to increase/decrease the number of women and/or minorities in those positions as well as to spread the availability of leadership roles. [This is good too.]