

## 2019 Diversity Plan Accountability Report

**Unit** Galveston **Date:** October 28, 2019  
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**Instructions:** The purpose of this report is to assess and reflect on your unit's continuing progress towards the Diversity Plan goals of accountability, campus climate, and equity. Please **compare** your unit's student, faculty, and staff data (as relevant) from Fall 2018 to data from **two peer institutions**. Peer-comparison data should be for Fall 2018 and include race/ethnicity, gender, and classification (student, staff, faculty, tenure, tenure/track, etc.).

**Reflect** on the strategies that your peer institutions use to address diversity and inclusion for students, faculty, and staff in their units. How do peer institutions compare to what your unit is doing? Based on the peer-comparison data, are there any plans to modify or implement new strategies in your unit? Specifically, the PCCD requests that units continue to detail the ways in which climate and equity will be addressed, while ensuring that clear measures for success are outlined.

**Formatting:** Use portrait orientation and 12-point font or larger for the narrative, tables, and figures. Word limits are provided for each of the report's six sections. **References, footnotes, graphics, and tables for data are not included in the word count limit.** Please address all tables and graphics in the narrative as no appendices will be submitted to the PCCD for review.

### **Introduction (800-word limit)**

- Describe your unit (campus location, departments, etc.) and its general mission.
- Describe how you selected two peer institutions and provide a rationale for why they were selected.
- 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.)
- 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?

Texas A&M Galveston is a special-purpose institution for undergraduate and graduate instruction in marine and maritime studies in science, engineering and business and for research and public service related to the general field of marine resources. It is home to the Texas A & M Maritime Academy and offers undergraduate majors in Marine Biology, Marine Fisheries, Marine Sciences, Ocean and Coastal Resources, Maritime Studies, Marine Engineering Technology, Marine Transportation, Maritime Business Administration, as well as two B.S. University Studies degrees with concentrations in Marine Environmental Law and Policy and Tourism and Coastal Community Development. TAMUG also offers three graduate programs in Marine Biology, Marine Resource Management, and Maritime Administration and Logistics. TAMUG's first diversity and accountability committee was established in 2011. The Chief Academic Officer and Executive Associate Vice-President of Academic Affairs, the diversity and accountability committee and the

committee chair collaborate on the Diversity Accountability report and submit it to the TAMU Office for Diversity.

TAMUG's unique portfolio as well as its demographic data mirrors those of The University of Delaware's College of Earth, Ocean and Environment (CEOE) and Oregon State University's College of Earth, Ocean and Atmospheric Sciences (CEOAS). Both are recognized Colleges of Marine/Ocean Studies and served as research and scholarship benchmarking peers in TAMUG's 2016-2020 Strategic Plan.

The smallest of the University of Delaware's seven colleges, the College of Earth, Ocean and Environment (CEOE) is comprised of two departments (Geological Sciences and Geography) and one school (the School of Marine Science and Policy or SMSP) and is the administrative base of the Delaware Sea Grant College Program and the Delaware Geological Survey. It offers undergraduate degrees in all three units, including B.S. degrees (in Earth Science Education, Environmental Science, Meteorology and Climatology, Geological Sciences, and Marine Science) and B.A. degrees (in Environmental Studies, Geography, Geography Education, and Geological Sciences). CEOE offers MA, MS and PhD degrees in all three academic units. The UD-CEOE's Committee on Diversity comprised of the college's faculty and staff is charged with advising the Dean on "systematically enhancing diversity within the College at all levels" (College of Earth, Ocean and Environment Diversity Goals). It developed a strategic plan in 2017 and works closely with and reports to the University's Office of Equity and Inclusion which was established in 2009.

The OSU CEOAS offers undergraduate and graduate degrees including Marine Resource Management, Geography, Ocean, Earth and Atmospheric Sciences, Earth Sciences, Environmental Sciences, Sustainability, and Geography and Geospatial Sciences. At OSU, the IDEA structure differs somewhat as their Office of Institutional Diversity (OID) is relatively new—it was established in 2015. The OID plans, leads and implements "institutional change actions and initiatives to advance diversity, equity and inclusion throughout all facets" of the institution. In 2018, guided by the OID, the OSU Diversity Strategic Planning Committee produced a 2018-2023 Strategic Plan that called for units to develop, adopt and begin implementing a 5-year diversity strategic plan with measurable action items. The CEOAS' strategic plan is in progress.

While national trends point to the geosciences as the least diverse STEM field, both colleges have launched initiatives and instituted practices to mitigate these trends. Since TAMUG is similarly impacted by these national trends, their immediate actions and long-term strategic planning provide insight on determining which efforts might be enhanced or retooled as we begin our IDEA strategic planning and identify our goals.

TAMUG's Fall 2018 demographic snapshot for student enrollment was 2,320 including undergraduates, first-year engineers, and graduate students. TAMUG uses gender binary identifications and 65% of students self-identified as male and 35% identified as female. Among the 175 staff members, nearly 55% self-identified as women and 45% men, 4.5% African American, 6.86% Asian, 12% Hispanic, 1.71% multiracial, and 73.7% percent white. Finally, the campus includes 224 faculty members (~120 full time faculty members), 39.7% of whom identify as women,

57.1% identify as men and 3.1% who did not report. Faculty reported racial and ethnic identities as 1.3% African American, 21.4% Hispanic, 5.8% Asian, and 56.3% white. Three percent of faculty did not report.

Oregon State's CEOAS Fall 2018 snapshot shows student enrollment at 1,081 with 78.4% undergraduates and 21.6% graduate students. Of the 991 students who voluntarily self-identified within gender binary, racial and ethnic categories, 0.8% identified as American Indian/Pacific Islander, 3.1% Asian, 0.9% African American/Black, 8.3% Latino/Hispanic, 0.1% Native Hawaiian/Pacific Islander, 7% multiracial, and 5.6% international as international students. Of CEOAS's 83 total full-time faculty, 77.1% identify as men and 22.9% as women. Rank of the women faculty are 8 Professors, 6 Associate Professors, and 5 Assistant Professors. CEOAS' Faculty self-reported 74.6% as white, 4.8% identified as Hispanic, 6% as Asian and 1.2% as African American.

Student enrollment at UD-CEOE for Fall 2018 was 536 students with 74.8% undergraduates and 25.2% graduates. Three percent of enrolled students identify as African American/Black, 76.7% white, 0.9% Hispanic, 9% Asian, and 10.3% multiracial. There are no self-identified Native American or Native Hawaiian/Pacific Islander students enrolled. Of CEOE's 61 faculty members, 60.7% identify as men, 39.3% as women. Eighty percent of the CEOE faculty is white, 1.65 African American/Black, 1.65 Hispanic, and 14.8% Asian.

TAMUG's report was co-authored by Dr. Carol Bunch Davis, Assistant Department Head of the Department of Liberal Studies and chair of the TAMUG Civic Literacy, Inclusion, Diversity, and Equity Committee and Dr. Patrick Louchouart, Chief Academic Officer and Associate Vice President of Academic Affairs. The 14-member TAMUG CLIDE Committee comprised of stakeholders across campus and Chief Operating Officer Col. Michael Fossum all reviewed the report prior to its submission.

**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?

Both peers have taken multiple approaches to enhancing recruitment including instituting policy and increasing training to facilitate recruitment progress. The OSU CEOAS's Five-Year Strategic Plan includes multiple IDEA goals, among them that addresses recruitment by identifying new faculty positions through a collaborative process that considers signature initiatives, disciplinary strengths, interdisciplinary frontiers, instructional needs and diversity goals.

CEOAS also offered training to facilitate diverse recruitment by hosting sessions of the Tier 1 curriculum of the OSU Center for Teaching and Learning's Social Justice Education Initiative. This program offers two four-hour interactive workshops to increase awareness of issues affecting recruitment and retention of students, faculty and staff of diverse backgrounds. Forty-two CEOAS faculty members and 29 graduate students and postdocs participated in the events.

OSU introduced a Search Advocate (SA) program in 2008 to enhance equity, validity and diversity in hiring. SAs are faculty, staff and students who are trained as search and selection process advisors and the use of SAs between January 2016 and February 2018 resulted in a slightly higher rate of hiring women and underrepresented racial/ethnic groups in tenured and tenure track-searches. To ensure that their faculty hiring process is inclusive and attracts diverse candidates, all of CEOAS' searches now include a search advocate and increased oversight by the dean.

The UD CEOE also addressed policy as it established a required college-wide diversity statement to be submitted along with teaching and research statements for faculty hires in 2018. In addition, the College's ADVANCE Fellow organized a diversity workshop attended by all members of faculty search committees. In addressing student recruitment, UD CEOE utilizes its National Science Foundation (NSF) supported Research Experience for Undergraduates (REU) program to support recruitment of a diverse group of interns for its summer program and under its auspices, made early graduate program offers to high achieving interns which resulted in the admission of a student from an underrepresented group. CEOE also attends SACNAS to recruit graduate students. Finally, its articulation agreement with Delaware Technical Community College resulted in three CEOE Marine Science graduates last year.

These strategies parallel our recent efforts. For example, 35 faculty and staff members on our campus participated in two STRIDE interactive workshops addressing unintentional bias in the hiring search process to enhance inclusive excellence. In the summers of 2017 through 2019, the REU Site: Ocean and Coastal ResEArch ExperieNces for UndergraduateS (OCEANUS) was led by PI Dr. Patrick Louchouart; Co-PI Dr. Jenna Lamphere replaced Co-PI Dr. Elizabeth Borda prior to the summer of 2018 (award number: 1560242; award amount: \$359,999). OCEANUS emphasized challenges related to coastal environments, broadly defined, and offered 33 REU and six LSAMP students research opportunities mostly in the departments of MARB and MARS. The PI and Co-PI have applied for a three-year renewal that would begin in 2021.

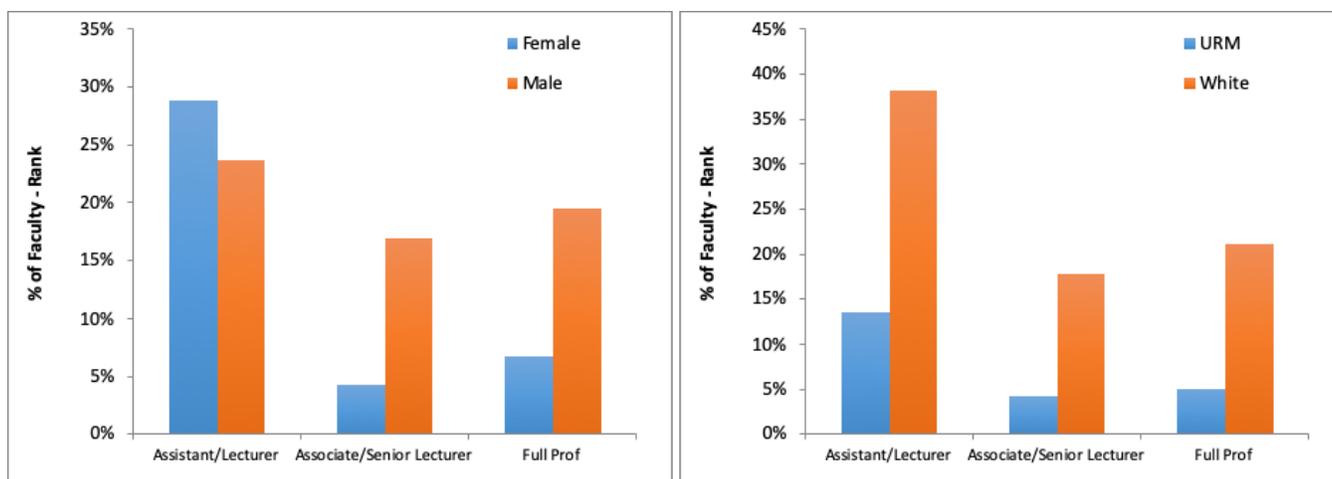
#### **TAMUG REU-OCEANUS Participant Outcomes (2017-2019)**

	<b>Hispanic/ Latino</b>	<b>African American</b>	<b>Asian<sup>1</sup></b>	<b>White</b>	<b>Women</b>	<b>Total<sup>2</sup></b>
Total Interns	30.8%(12)	15.4% (6)	7.7% (3)	46.2% (18)	71.8% (28)	39
Non-R1/2 Home Institution <sup>3</sup>	50.0% (6)	33.3% (2)	0.0% (0)	44.4% (8)	35.7% (10)	41.0% (16)
B.S./B.A.	41.7% (5)	66.7% (4)	66.7% (2)	50.0% (9)	50.0% (14)	51.3% (20)
Graduate School	41.7% (5)	0.0% (0)	33.3% (1)	33.3% (6)	35.7% (10)	30.8% (12)
Masters	33.3% (4)	0.0% (0)	0.0% (0)	22.2% (4)	21.4% (6)	20.5% (8)
Ph.D.	8.3% (1)	0.0% (0)	33.3% (1)	11.1% (2)	14.3% (4)	10.3% (4)
STEM Industry <sup>4</sup>	16.7% (2)	33.3% (2)	0.0% (0)	22.2% (4)	21.4% (6)	20.5% (8)

TAMUG also has an articulation agreement with Galveston College, San Jacinto College, and Houston Community College to provide community college students in the region with a clear path to a four-year degree and training in the maritime industry.

Over the past 2-3 years, the Campus has moved past the use of a diversity statement as the only tool used to attract the interest of underrepresented groups (both gender and minorities) in faculty searches. Now, Faculty search committees have to have an explicit strategy and actions in each search

to attract the interest of and increase the applications from qualified individuals from underrepresented groups. Before each search can move to the interview phase, the search committees need to report of the actions selected and the level of success in applications of qualified individuals from all groups. This has brought a much higher level of diversity in all searches and resulted in a changing demographics in our faculty pools in recent years. That level of success has increased the representation of women to >50% and raised the representation of minorities to 26% in the Assistant Professors and Lecturers pool (Fig. 1). Similarly, the few women and faculty of color that were hired several years ago are progressing through their promotions at a similar rate as majority faculty. However, the demographic make-up of our faculty is clearly bimodal with a larger and more diverse junior faculty pool and smaller and more homogeneous senior faculty pool. To support the success of our junior faculty, we will need to explicitly address the challenges of implicit bias by promotion and tenure committees and promote a culture of peer-review that recognizes achievements in all their forms. In the coming years, the Campus will need to develop a targeted strategy to make sure that our recruitment efforts continue the upward trend in diversification of the faculty, particularly with respect to minority groups, and that all early career faculty have the same opportunities for growth and promotion.



**Figure 1.** Representation of faculty, to the total pool, within each rank in terms of gender (left) and ethnic identification (right).

**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?

One strategy in place to address student retention at UD CEOE is to provide research engagement experiences as well as professional development opportunities to undergraduate and graduate students from underrepresented groups. In addition to the REU discussed in recruitment, CEOE provides funding support for undergraduate and graduate students from all three academic units to attend the annual Women in STEM Conference which provides professional development and career

planning support to women in STEM. While UD's four-year graduation rate of 70 percent is well above the national average, the rate for underrepresented students is 10 percentage points below the overall group, Pell Grant recipients fall 9 percentage points behind, and first-generation students are 7 percentage points below. CEOE also participates in the Blue Hen Success Collaborative which supports first-generation students. This initiative combines technology, best practice research, and predictive analytics to help leverage UD data and manage advising and academic support resources to increase retention rates.

OSU CEOAS' 2019-2024 Strategic Plan's five broad goals includes attracting and retaining excellent faculty. In one of the three action items outlined to reach those goals, CEOAS recognizes the need to cultivate a diverse faculty culture that supports the college's intellectual mission and diversity goals. More specifically, they call for identifying faculty positions through a collaborative process that considers diversity goals among other factors (CEOAS Strategic Plan 2019-2024). As noted in the overview, last year each college was asked to develop a five-year diversity strategic plan with actionable items. The CEOAS has not yet developed a diversity strategic plan and the CEOAS' strategic plan does not identify specific goals and objectives for retention.

On the Galveston Campus, there is no significant difference in 1<sup>st</sup> year retention, 4- and 6-years graduation, between white students and first generation and Hispanic students demonstrating a lack of achievement gap between these underrepresented groups. In contrast, there is still a substantial achievement gap for African American students in all metrics, pointing to the need for more improvements in supporting all communities of learners on our campus.

Housed in the Seibel Learning Center (SLC), TAMUG's F1rst Program's mission is to serve Texas resident, first generation incoming freshman students in the transition to university through research-based, multilevel support. Its multiple objectives directly address student retention as it seeks to advance first year retention relative to non-first-generation students.

The SLC's Lisa Stewart and Krista McBrien along with Foundational Sciences Faculty member Dr. Olbelina Ulloa expanded the initiative to include a "F1rst Welcome Week" program for the first time in Summer 2019. Supported by a Diversity Matters Seed Grant from the TAMU Office for Diversity and the SLC, this week-long orientation provides first generation students assistance with adjusting to college life. During the week, students met their fellow F1rst Scholars, had meals with faculty, were introduced to research skills, and learned best practices for preparing for their courses. This year's cohort also participated in academic boot camps led by Learning Commons and Foundational Sciences faculty members to boost students' confidence ahead of beginning the fall semester. At the end of the week, they participated in S.A.L.T. Camp to build a sense of belonging through learning about campus culture and traditions.

Similarly, the Office of Student Affairs' New Student Conferences (NSC) also provide students with college transition support. While some of the programming may transition to a First Year Welcome Week currently under discussion, they will continue to offer The Common Reader Program and Learning Commons presentations focusing on student success, as well as Community of Respect training. Alex Crouse, Assistant Director for Residence Life is also developing a revision of the New

Student Manual that will include information about the TAMU Office for Diversity as well as the TAMUG CLIDE Committee, as well as increasing the number of Spanish-language materials available to attendees. Finally, Orientation Leader training will be expanded to address bystander intervention strategies and advocacy.

Finally, TAMUG has rolled out in the fall 2019, a pilot version of the comprehensive First Year Experience program (Hullabaloo U) to address the Provost's mandate for student success in coming 5 years. The program presently enlists ~30% of the Freshman and transfers and focuses on developing community engagement, building a sense of belonging, and will expose students to discussion topics that explore how to build a more respectful community (e.g. Title IX, Climate and Inclusion, Mental/Physical Well-Being). By Fall 2020, all students who will join us for the first time (first time in college and transfers) will be enrolled in a Hullabaloo U course, which will each be co-advised by a faculty and a staff with the support of a peer mentor. We anticipate that this program will help create a broader sense of community and allow us to address more quickly issues of climate and inclusion early in the students' career.

TAMUG's retention efforts go beyond UD CEOE's programs and OSU CEOAS' strategies currently in development. Because of our recent efforts in developing the pilot First Year Experience program, in coordination with departmental efforts, TAMUG already saw an 8% jump in its 1<sup>st</sup> year retention. We will continue to identify ways to enhance students' transition to college and to make the hidden curriculum of being a successful college visible and accessible for our students.

**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?

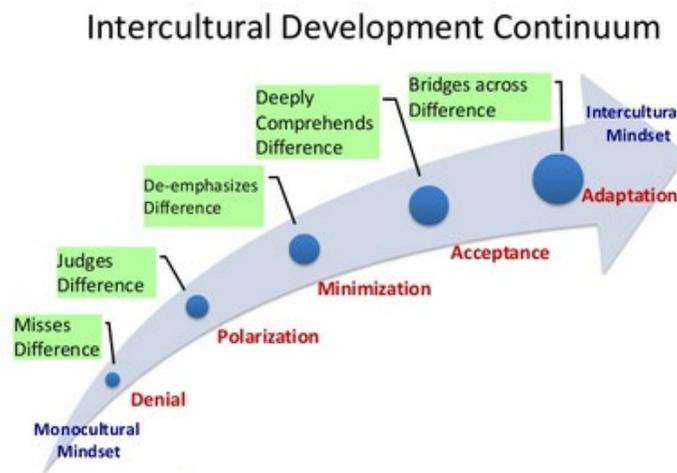
Since campus climate turns on perceptions and attitudes about individual needs, abilities and potential, both institutions developed educational programming to make those perceptions and attitudes visible to campus community members. CEOAS launched Unpacking Diversity, a Professional Learning Community (PLC), to enhance climate within the college and the institution in 2016. CEOAS graduate students organized the PLC with support from CEOAS and now includes students, faculty, and staff across the university who facilitate discussions drawn from selected readings. The focus of the six-part discussion series is to explore topics related to social justice and equity in the sciences in higher education. The sessions were recorded and made available through the Unpacking Diversity website along with additional resources.

UD CEOE is collaborating with the Office of Equity and Inclusion to offer "The ABC's of Diversity" as a required training program to all faculty and staff in CEOE.

TAMUG's CLIDE Committee is instituting multiple professional development-oriented initiatives aimed at building intercultural development competencies for faculty, staff and students. Most importantly, such programs help to facilitate positive intergroup interaction which is an essential dimension of a healthy campus climate. First, we are currently administering the Intercultural

Development Inventory Assessment (IDI) to TAMUG's 18-member Executive team and expect to present the group results as well as begin individual debriefings by December 2019. We anticipate assessing Department Heads and other Academic Affairs unit leadership by the end of Spring 2020 and plan to begin assessing departments Fall 2020. Plans are also in the works to train two additional IDI Qualified Administrators to administer the assessment by Fall 2020.

The IDI is a 50-item questionnaire that measures the capability to shift cultural perspective and adapt behavior to cultural differences and commonalities on a continuum. It generates both a group and individual profile as well as a customized development plan drawn from the assessment's results. One staff member attended assessment training in April 2019. Another staff member along with one faculty member were trained in October 2019 to assist with generating reports and a group assessment presentation for the Executive Team. We anticipate that the profile and development plan will prompt self-reflection among our faculty and staff as it not only makes cultural perspectives and behaviors legible, but also provides specific recommendations for development in response to the assessment outcomes. Further, we will use these outcomes to develop initiatives that respond to these identified needs.



We also launched a CLIDE Committee-sponsored workshop initiative, the TAMUG Core Values and Cultural Competency series that offers interactive, inclusion and diversity oriented, professional development opportunities to faculty and staff. This year's theme is implicit bias and the three workshops approach it from different perspectives. Dr. Juan Garibay's (University of Virginia) September workshop "Implicit Bias in the STEM Classroom" offered a research-based discussion of implicit bias's



Maritime Studies major Marissa Brameyer '20 (second from right) was the recipient of the inaugural TAMUG CLIDE NCORE Fellowship in January 2019

multiple impacts on underrepresented STEM students and utilized small group discussions and participant reflection on how it informs faculty and practitioner engagement with students. Dr. Patricia Devine's (University of Wisconsin) upcoming "Breaking the Bias Habit" workshop in February, utilizes scientific research on stereotyping, prejudice, and bias to provide evidence-based ways to interrupt unconscious bias." Finally, as a marine and maritime special purpose campus, Dr. Kevin Dawson's (UC-Merced) February workshop drawn from his research on African maritime cultures and maritime traditions offers an alternate pedagogical perspective in framing maritime cultures in our classrooms.

The monthly Wind Down Wednesday program led by the TAMUG Counseling Office and co-sponsored by the CLIDE Committee invites the entire campus community to the Mugdown Coffee House patio to listen to live music and sample food from diverse cultures. The inaugural opportunity to relax and enjoy conversation with faculty, staff and students in September featured Caribbean music and food and drew more than 70 participants.

TAMUG's climate strategies are closely aligned with those of both UD CEOE and OSU CEOAS. The CLIDE Committee has discussed the possibility of a sponsoring professional learning community and will likely develop such a program for Fall 2020. We will sustain these current initiatives for the foreseeable future provided that funding resources remain available.

**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?

One successful equity strategy for CEOAS is Oregon State ADVANCE. The college boasts 10 ADVANCE graduates among CEOAS faculty (in addition to an ADVANCE PI and co-facilitator) including all three associate deans of the college. Further, a CEOAS faculty member was awarded the ADVANCE fellowship for 2018 and is coordinating ADVANCE action plans within the college. The overarching goal of Oregon State ADVANCE is to serve as a catalyst for advancing the study and practice of equity, inclusion, and justice for women and others from historically underrepresented groups who are faculty in the academy. OSU was the recipient of a National Science Foundation Institutional Transformation

Grant in 2014. Five CEOAS faculty have been among the participants in the ADVANCE Seminar, a week-long workshop that asks participants to engage in personal reflection about their own location in relation to power and privilege, and it challenges them to examine how their disciplines have been constructed in ways that reproduce hierarchy and dominance.

CEOE has benefited from the Inclusive Excellence Cluster Hire Initiative, a partnership between the UD Office of Equity and Inclusion and the Office of the Provost with additional support from various deans. This partnership resulted in bridge funding (50% salary and benefits) for two additional faculty hires in the College of Arts and Sciences; one post-doc in CEOE; and one staff position each in Lerner College of Business & Economics and Admissions. Plans are in place to expand this initiative as more bridge funding becomes available.

TAMUG continues to make faculty and staff salary equity adjustments across the institution to address issues with salary compression. Over the last 3 years more than 1/3 of all Faculty have been corrected. Although internal discrepancies have been reduced, if not eliminated, a strong inequity exists between faculty on the Galveston Campus with respect to similar title in similar fields on the main campus (approximately 80-85% of comparable salaries). That situation arises from the different economies of scale we have, the historically low salaries that were offered to faculty in Galveston, and the limited progress we are making every year in equity corrections. That said, and in spite of major cuts across the board in our budget, TAMUG committed to the same merit raise pool as main campus and still set aside extra funds to address equity corrections in staff and faculty. We are committed to prioritize these strategies for retention and corrections, rather than focus on new hires.

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

- A. Reflect on what you have learned from the peer institutions and describe the similarities and differences in strategies across the peer institutions.
- B. Describe any similarities and difference 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?
- C. 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.

TAMUG, UD CEOE and OSU CEOAS confront nearly identical challenges and have utilized similar strategies to address them. Our work on recruitment, retention, equity, and climate is congruent with our peers' efforts. One important distinction between us and our peers lies in the number of programs and initiatives that are led by institutional offices such as the UD Office of Equity and Inclusion and OSU's Office of Institutional Diversity or other internal and external collaborations. For example, Oregon State ADVANCE is administered and led by an eight-person leadership team, a six-person Dean's council, an internal and external advisory council, internal and external evaluators and finally, a

research team. In the coming year, we will explore avenues for collaborating with internal and external partners to amplify and advance our recruitment, retention, equity and climate goals.

Though we continue to face challenges in retention, our plans to form a Professional Learning Community linked to the Core Values and Cultural Competencies Workshops launched in September is one means of addressing concerns with both retention and climate. This initiative would support the group and individual development plans generated by the IDI assessment and make multiple professional development training opportunities available to our faculty and staff. The assessment itself will be an important tool in helping us understand how our group and individual capacities to effectively navigate cultural differences impact the multiple roles we all serve on campus, so we will put Diversity Plan Award funding toward supporting this effort. We will also use the funding to expand the IDI Assessment initiative including purchasing assessments and supporting training of at least two more faculty or staff members to administer the assessments to campus leadership by Fall 2020.

As noted above, the Diversity Plan Award supports the Core Values and Cultural Competency Workshop Series that brings facilitators to our campus to engage faculty and staff in guided discussions about inclusion, diversity, equity and accountability. Further, we will issue a call for proposals by December 2019 for a TAMUG Inclusion, Diversity, Equity and Accountability Project Grant that will offer funding support for on campus initiatives or programs that support our IDEA goals as well as a CLIDE/NCORE Fellowship to support travel to the National Conference on Race and Ethnicity for one faculty or staff member and a student. Finally, we plan to provide a second week-long immersive IDEA workshop to expand our existing cohort of IDEA advocates in Spring 2020.

Campus climate is informed by and reflected in five primary dimensions of an institution including institutional action, research and teaching, structural diversity, intergroup interaction, and the campus' socio-historical context. Many of our current initiatives focus on enhancing intergroup interaction which can mobilize progress on the other four dimensions. We believe our work demonstrates intentional institutional action and commitment to prioritizing climate issues to ensure the success of all campus community members. By providing an array of programs and initiatives that convey support for and take actions toward cultivating a healthy campus climate, we also address recruitment, retention and equity.