Despite challenges with the global pandemic, the commitment to make the LSU College of the Coast & Environment, or CC&E, a more welcoming inclusive, equitable, and diverse college is unwavering. Faculty and staff are collaborating on new and exciting college-wide and departmental initiatives that demonstrate their commitment to diversity, equity, and inclusion (DEI) through measurable activities. This report highlights some of the robust DEI activities that occurred since the release of the previous report on June 10, 2021.

**About CC&E DEI Committee**

**Membership & Committee Structure:**

CC&E’s DEI committee is responsible for developing and implementing strategic initiatives to attract and retain students, faculty, and staff from historically excluded groups, ensuring that the K-12 pipeline of potential students becomes more robust and diverse, reinforcing a culture of inclusion, and improving our pedagogy. This college-wide committee, also known as the “steering” committee, is comprised of seven members: faculty representatives from DOCS, DES, staff; CC&E’s Advisory Council; CEGO; alumni; and a chair. The committee is staffed by a representative from the dean’s office. Members serve one-year, renewable terms. Current members include:

* Sibel Bargu Ates – Chair
* Nancy Rabalais – Co-Chair
* April Ellis (Alumna)
* Courtney Nicole Hammond (CEGO graduate student representative)
* Jun-Hong Liang (DOCS faculty representative)
* Linda Bui (DES faculty representative)
* Tonya Williams (CC&E’s Advisory Council)
* Lily Pham (Staff representative)
* Kathe Falls (Staff the committee)

Working closely with the DEI subcommittees in the departments of oceanography & coastal sciences (DOCS) and environmental sciences (DES), the steering committee works on college-wide DEI initiatives. The subcommittees address short-term, department-specific objectives, and objectives not covered by the college steering committee.

**Steering Committee Responsibilities:**

* Set goals (short- and long-term)
  + - Ensure that the committee and subcommittees focus on the most critical needs
* Collect data on the activities and progress made on DEI initiatives
* Reinforce a culture of inclusivity / make the college more inclusive and welcoming
* Augment the student pipeline in the undergraduate program
* Communication
* Identify and submit philanthropic proposals

**DOCS & DES Departmental Subcommittee Responsibilities:**

* Build the ranks for faculty/faculty diversity
* Augment the graduate student pipeline, increasing diversity in the graduate study body
  + Identify and submit sponsored program grants that provide funding for the recruitment and retention of graduate students
  + Identify and engage with prospective graduate students
  + Improve pedagogy

**Progress**

DEI challenges are not unique to CC&E. According to data released in 2019 from the National Science Board, the earth, atmospheric, and ocean sciences discipline is the least diverse among all the STEM areas, with less than two percent of doctoral degrees awarded to individuals from the African American community and approximately five percent awarded to individuals from the Latinx community. For this reason, CC&E has embarked on both internal and external activities to improve DEI within our college.

**Internal Progress** (specific to CC&E)

**Initial Areas of Focus**

While tremendous work needs to be done to improve diversity throughout the college, CC&E’s leadership team has decided to initially focus on the greatest challenge for our college ̶ improving diversity among faculty and doctoral students. Data demonstrating this need can be found at the end of this document.

CC&E’s DEI committee has met monthly since September to discuss specific activities to advance DEI efforts. Please refer to the meeting notes for more details.

* January 26, 2022
* December 8, 2021
* November 4, 2021
* October 12, 2021
* September 17, 2021

**Progress on specific objectives:**

***Increase funding for scholarships to help increase diversity in CC&E’s graduate programs***

* A proposal for an endowment to fully-fund two or more CC&E doctoral students from historically excluded groups was written by Kathe Falls and Jordan Jopling and submitted to a corporation in Louisiana.
* A list of funding opportunities offered by the National Science Foundation Office of Integrative Activities was sent to the CC&E DEI committee on January 5, 2021.
* A proposal to fund one or more non-endowed scholarships for CC&E graduate students from historically excluded groups was presented to a donor by Sibel Bargu.
* Refer to the CASC section below (under external progress) for information on anticipated development awards.

***Increase enrollment of underrepresented students in CC&E’s graduate programs***

* + David Trossman wrote and submitted a proposal for DOCS to be accepted as a partner institution in the AGU Bridge Program.
  + CC&E’s Marketing & Communications Team created and disseminated at AGU a graduate student recruitment card and a flyer listing open graduate assistantship positions at CC&E.
  + Chair Sibel Bargu Ates is finalizing a proposal to increase graduate student recruitment by partially funding travel for prospective graduate students to visit CC&E. Special consideration will be given to students from historically excluded communities. Students will be selected for these funds through a competitive process.

***Create CC&E webpage devoted to DEI***

Website components (team lead in parenthesis):

* + - CC&E Diversity Statement
    - CC&E Committee Mission Statement
    - CC&E’s DEI Committee Members
    - Notes from CC&E DEI Committee Meetings (Kathe)
    - Links to department-specific DEI webpages (Christine)
    - Digital Resource Library (links) (Kathe)
    - Student Spotlights (to be included in the “Student News” in the “News & Awards” section of CC&E’s website section of CC&E’s website)
    - Alumni Spotlights (to be included in the “Alumni” section of CC&E’s website)
    - Events that CC&E organizes will be included in the “News & Awards” section of CC&E’s website which is linked to the LSU events page (Nicole with the help of Nancy and Linda)
    - Links to training opportunities organized by other organizations will be listed on CC&E’s DEI page (Nicole)
    - Links to DEI pages of websites provided by professional organizations (Jun-Hong)
    - Graduate assistantship openings will be included on the “Graduate Programs” page (Jun-Hong and Linda)
    - Semi-annual DEI progress reports (Kathe)

***Increase faculty diversity***

* Jun-Hong Liang has identified two individuals from historically excluded groups who may be willing to serve as adjunct faculty.

***Host events that feature speakers from historically excluded groups***

CC&E and its graduate organization, CEGO, hosted the following events during Fall 2021

* September 17, 2021, “Quantifying Climate Change Driven Alterations to the North American Coastal Plain” featuring Dr. Elliott White, Department of Environmental Sciences, University of Virginia
* September 24, 2021, “Interdisciplinary Science to Support Decision Making”, Dr. Alyssa Dausman, Senior Vice President and Chief Scientist, The Water Institute of the Gulf
* October 1, 2021, “Seafood and sewers: the sanitation crisis and solutions in coastal Haiti”, Dr. Froggi VanRiper, Environmental Sciences Graduate Program, Oregon State University
* October 8, 2021, “Eco-evolutionary dynamics in experimental microbial communities” featuring Dr. Jiaqi Tan, Department of Biological Sciences, Louisiana State University
* October 29, 2021, “Coastal Connections Competition: Infographic Challenge” featuring Dani Dilullo, Director of Education and Engagement, Louisiana Sea Grant
* November 12, “Diamonds in the Rough: 15 years of Terrapin Physiology, Ecology & Conservation” featuring Dr. Leigh Anne Harden, College of Science, Benedictine University
* November 19, 2021, “Mentoring for Inclusion” featuring Dr. Zakiya Wilson-Kennedy, Assistant Dean for Diversity & Inclusion - College of Science, Louisiana State University

***Create a digital library of DEI resources***

* A document containing references that may be helpful in CC&E’s DEI efforts has been created and will be placed on the website.

***Build a future student pipeline***

* Researched a list of high school environmental science teachers in the Baton Rouge area. The list will be used to promote outreach events.
* Work continues the proposal Delta Research Minor which is being partially funded by the W.M. Keck Foundation. This interdisciplinary undergraduate research minor may be of interest to students from diverse backgrounds since it addresses issues that impact people living in coastal zones around the world. Tentative plans are to provide scholarship support upon the launch of this minor in Fall 2023.

**External Progress**

***Climate Adaptation Science Center (CASC)***

CC&E anticipates being awarded a two-year, $180,000 grant from the National Climate Adaptation Science Center and Regional Climate Adaptation Science Centers Fellows Program to advance diversity, equity, and inclusion in climate science. As a partner site, we will provide undergraduate summer research experiences for representatives from historically excluded communities; implement development awards to increase the preparation of undergraduate and graduate students in climate science; and host visiting scholars from Historically Black Colleges and Universities to facilitate technology transfer, new climate science initiatives, and support student development.

***Partnership with East Baton Rouge Parish Schools***

LSU and the East Baton Rouge (EBR) Parish School System are collaborating on an initiative to create and implement a dynamic, career-focused dedicated program to advance research and education needed to confront the environmental challenges in Louisiana. The goal of the program is to develop and implement an instructional model for students in grades 6–12 that increases student awareness of their environment from a scientific viewpoint and expand the pipeline of potential future scientists and researchers for industry, academia, and the government who are knowledgeable about environmental issues and challenges in Louisiana. The materials being created for the delta minor will also be used for curriculum development and teacher training workshops for this EBR program. An article about this initiative can be found on The Advocate’s website (“New medical and environmental school may soon be coming to Baton Rouge” January 13, 2022.)

***Mayfair Laboratory School***

Faculty continue to make the K-12 pipeline more robust by assisting Mayfair Lab School (MLS) with its ecoSTEM program. MLS is a K-8th grade magnet school in East Baton Rouge Parish. Faculty provided advice on the installation of a weather station on MLS’ campus and continue to work with MLS’ administration to equip Mayfair’s teachers with the skills and tools needed to teach new ecoSTEM elective middle school courses. The faculty continue to provide suggestions of age-appropriate projects for hands-on applications.

**CC&E Enrollment Snapshot, By the Numbers**

Source: 14th Day Enrollment Reports, “Enrollment by Unit, Level, Curriculum, Racial/Ethnic Category, and Gender,” available on LSU Budget & Planning website.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BS CES** | **Asian** | | **Individuals from Historically Excluded Groups (HEG)\*** | | **International Students** | | **Unknown** | | **White** | | **% HEG** |
| **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** |  |
| Fall 2021 | 0 | 1 | 9 | 16 | 3 | 1 | 1 | 1 | 24 | 67 | 20% |
| Fall 2018 | 4 | 1 | 4 | 8 | 1 | 2 | 2 | 1 | 32 | 44 | 12% |
| Fall 2015 | 5 | 2 | 3 | 5 | 2 | 1 | 1 | 0 | 32 | 34 | 9% |
| Fall 2012 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 26 | 18 | 4% |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ENVS, PhD** | **Asian** | | **Individuals from Historically Excluded Groups (HEG)\*** | | **International Students** | | **Unknown** | | **White** | | **% HEG** |
| **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** |  |
| Fall 2021 | 0 | 0 | 0 | 3 | 4 | 0 | 0 | 1 | 5 | 4 | 18% |
| Fall 2018 | 0 | 0 | 0 | 2 | 2 | 3 | 0 | 1 | 7 | 2 | 12% |
| Fall 2015 | 0 | 0 | 1 | 0 | 4 | 7 | 1 | 0 | 10 | 5 | 4% |
| Fall 2012 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 4 | 2 | 0% |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ENVS, MS** | **Asian** | | **Individuals from Historically Excluded Groups (HEG)\*** | | **International Students** | | **Unknown** | | **White** | | **% HEG** |
| **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** |  |
| Fall 2021 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 4 | 11% |
| Fall 2018 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 4 | 3 | 27% |
| Fall 2015 | 1 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 12 | 8 | 8% |
| Fall 2012 | 0 | 0 | 1 | 3 | 0 | 3 | 2 | 0 | 10 | 14 | 12% |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DOCS, PhD** | **Asian** | | **Individuals from Historically Excluded Groups (HEG)\*** | | **International Students** | | **Unknown** | | **White** | | **% HEG** |
| **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** |  |
| Fall 2021 | 1 | 0 | 0 | 0 | 10 | 5 | 0 | 2 | 9 | 6 | 0% |
| Fall 2018 | 0 | 0 | 0 | 3 | 14 | 13 | 0 | 3 | 1 | 6 | 7.5% |
| Fall 2015 | 0 | 0 | 1 | 1 | 7 | 9 | 0 | 2 | 5 | 10 | 6% |
| Fall 2012 | 0 | 0 | 0 | 1 | 5 | 1 | 2 | 0 | 10 | 13 | 3% |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DOCS, MS** | **Asian** | | **Individuals from Historically Excluded Groups (HEG)\*** | | **International Students** | | **Unknown** | | **White** | | **% HEG** |
|  | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** |  |
| Fall 2021 | 0 | 0 | 0 | 4 | 0 | 2 | 1 | 0 | 11 | 15 | 12% |
| Fall 2018 | 0 | 0 | 1 | 0 | 5 | 0 | 2 | 0 | 7 | 19 | 3% |
| Fall 2015 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 7 | 21 | 3% |
| Fall 2012 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 1 | 14 | 12 | 0% |

\*Individuals from underrepresented communities include those who identify as Black or African American, Latinx, Native American, Alaska Natives, Native Hawaiians, other Pacific Islanders, and Two or More Races.

**Snapshot of CC&E Graduation Data**

Source: University Graduating Class Profile, “Graduate by College, Degree Level, Curriculum, Racial/Ethnic Category and Gender,” available on LSU Budget & Planning website.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Baccalaureate**  Summer - Spring | **Asian** | | **Individuals from Historically Excluded Groups (HEG)\*** | | **International Students** | | **Unknown** | | **White** | | **% HEG** |
|  | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** |  |
| 2020- 2021 | 0 | 0 | 0 | 3 | 0 | 2 | 1 | 2 | 5 | 18 | 10% |
| 2017- 2018 | 2 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 5 | 13 | 20% |
| 2014- 2015 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 10 | 5 | 21% |
| 2011- 2012 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0% |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Masters, ENVS**  Summer - Spring | **Asian** | | **Individuals from Historically Excluded Groups (HEG)\*** | | **International Students** | | **Unknown** | | **White** | | **% HEG** |
|  | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** |  |
| 2020- 2021 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 20% |
| 2017- 2018 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 2 | 0% |
| 2014- 2015 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 50% |
| 2011- 2012 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 3 | 6 | 12% |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Masters, DOCS**  Summer - Spring | **Asian** | | **Individuals from Historically Excluded Groups (HEG)\*** | | **International Students** | | **Unknown** | | **White** | | **% HEG** |
|  | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** | **M** | **W** |  |
| 2020- 2021 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 4 | 8 | 7% |
| 2017- 2018 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 4 | 8 | 0% |
| 2014- 2015 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 3 | 4 | 9% |
| 2011- 2012 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Doctorate, ENVS**  Summer - Spring | **Asian** | | | | **Individuals from Historically Excluded Groups (HEG)\*** | | | | **International Students** | | | | | **Unknown** | | | | **White** | | | **% HEG** | |
|  | **M** | | **W** | | **M** | | **W** | | **M** | | **W** | | | **M** | | **W** | | **M** | **W** | |  | |
| 2020- 2021 | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | | 0 | | 0 | | 0 | 0 | | 0% | |
| 2017- 2018 | 0 | | 0 | | 0 | | 0 | | 1 | | 2 | | | 0 | | 0 | | 1 | 2 | | 0% | |
| **Doctorate, DOCS**  Summer - Spring | | **Asian** | | | | **Individuals from Historically Excluded Groups (HEG)\*** | | | | **International Students** | | | **Unknown** | | | | **White** | | | | | **% HEG** |
|  | | **M** | | **W** | | **M** | | **W** | | **M** | | **W** | **M** | | **W** | | **M** | | | **W** | |  |
| 2020- 2021 | | 0 | | 0 | | 1 | | 0 | | 4 | | 2 | 0 | | 0 | | 0 | | | 0 | | 14% |
| 2017- 2018 | | 0 | | 0 | | 1 | | 0 | | 1 | | 2 | 0 | | 0 | | 3 | | | 1 | | 12.5% |
| 2014- 2015 | | 0 | | 0 | | 0 | | 1 | | 2 | | 0 | 0 | | 0 | | 0 | | | 1 | | 25% |
| 2011- 2012 | | 0 | | 0 | | 0 | | 0 | | 2 | | 1 | 1 | | 1 | | 2 | | | 2 | | 0% |

**Summary**

CC&E typically has one of the highest retention rates on campus, an indication that while continuing the effective retention strategies already in place, special effort is needed in recruiting students and faculty from underrepresented communities. Although CC&E typically exceeds the national average of degrees awarded to individuals from underrepresented communities in our fields of study, much more work is needed to bring the diversity of our programs on par with the diversity at LSU and in the State of Louisiana.

The LSU Diversity & Inclusion Roadmap and the CC&E DEI Action Plan continue to be instrumental in helping to ensure that DEI remains a strategic priority for our college. There is tremendous excitement for the work being done at both the college and departmental levels to ensure that CC&E is a welcoming inclusive, equitable, and diverse college.