1. A brief summary of what your College already has in place with respect to advancing and equalizing undergraduate and graduate student success.

CEOAS prides itself on high engagement with students by faculty and advisors, because engaged students are more likely to succeed. Personal attention and cultivation of an academic community are important ways of equalizing success.

For undergraduate students, we do this by:

- Assigning each student an academic advisor that stays with that student through the degree progress
- All students in Geology are assigned a faculty mentor- either the program head or another faculty member. We are expanding this model to our other options and programs.
- Students on probation or with poor performance are contacted individually for advising
- All students participate in experiential learning in a substantive way
- All students receive a weekly college update on news, job- and research opportunities.
- Increasing advisor: student ratio – most recent advisor hired also is a hire of diversity (Native American).
- We have hired an experiential learning coordinator, herself Native American
- We have sent and will be sending program head representatives to OSER and SACNAS with explicit aim to develop plans to increase diversity.
- We have expanded participation in LSAMP events
- We have expanded our recruiting strategies at professional meetings to include UG as well as Graduate recruitment and to increase visibility by improved displays and booths in the exhibit halls.

For graduate students, we provide the following services and activities:

- We have a dedicated staff member who sees to the development aspects of student degree progress. Annual assessments and exit interviews and screening interviews and visits during recruitment lead to higher student success.
- Our graduate student support staff includes Asian-American diversity.
- We have implemented a college–wide graduate student seminar to enhance professional development of our students.
- We conduct many graduate level field courses designed to give practical experience and to build inclusive and supportive cohorts.
- We have many other opportunities for contact- student clubs, social events, awards, and involvement with our board of advisors.
- All students undergo annual review of progress toward degree.
- We include graduate students in college governance
• A graduate student committee organizes social and community service events, awards, and travel grants.

2. Your plans to work on your College culture/climate toward unit wide alignment with these institutional objectives. For example, will you be working on revising the Position Descriptions for most or all faculty to indicate that “student success” is the responsibility of all faculty in the College? Please provide some detail about what is happening and will happen so that new faculty will join a shared culture for achieving undergraduate and graduate student success and closing the gap on success among all demographic groups.

• We have had a college-wide retreat to articulate the college commitment to academic programs. These are mainly: (1) commitment to deliver and increase general education courses, particularly in climate and natural hazards; (2) to create majors relevant to the societal issues of our age and taking advantage of resident disciplinary expertise. This has led to added options in Ocean and a plan for one in Climate Sciences within the Earth Science major. The first option in Ocean Science is focused toward equalizing critical educational access for undergraduate students.

• Our retreat this fall will focus on new approaches to education at both the undergraduate and graduate levels. What approaches are now emerging, both in terms of delivery and technology, that could transform the undergraduate learning environment?

• We have been fostering diverse students through the “Increasing Diversity in the Earth Sciences” NSF program and are working on a way to make it college-wide and recurring.

• New position descriptions are being designed as research and teaching cultures meet and find ways to build in student success for every faculty member.

3. A description of the recruitment process, which includes a discussion of how the process will take you beyond “business as usual.” This should include plans, more generally, which will make recruitment of high quality and diverse faculty an “ongoing” priority with, for example, ongoing outreach and cultivation efforts.

As the college envisions positions that are more flexible with respect to instructional versus research obligations, and as the need for overseeing the diversity, coordination, and implementation of academic programs increases we are taking the following steps:

• All new faculty, whether research or teaching intensive will be screened for commitment to student success through a teaching/outreach component of the interview and through interview questions centered on commitment to opportunity and advancement for all students

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- Searches will be conducted by a committee spanning the teaching and research interests of the college as well as faculty from two of the other colleges participating the MSI (CAS and COE). Two search committee members will be trained as search advocates (certified by the Office of Equity and Inclusion). One search committee member (Tuba Özkan-Haller) is a co-PI on the NSF Advance program recently awarded to OSU.

- The chair of the search committee will serve as a member of the MSI Coordinating Committee.

- Position descriptions will be developed by the search chair and committee and circulated for comments to all three colleges. Positions will be advertised for a minimum of 2 months before a recommended deadline, with a final application deadline 1-2 months later. Search committees will identify screening criteria for each required and recommended qualification and evaluate the applications based on these criteria, with careful attention to unconscious bias and structural bias following search advocate procedures. Initial screening will produce a first round of finalists for each of whom three-four letters of recommendation will be solicited. Based on evaluation of the letters of recommendation a second round of finalists will be interviewed by phone or Skype. These interviews will produce a third round of finalists for on-campus interview. Each on-campus interview will consist of (1) a research seminar, (2) a teaching seminar, (3) meetings with the deans, faculty, staff, and students, (4) campus tour, and (5) tour of Corvallis and Newport, as appropriate. Input (strengths and weaknesses) will be solicited from all those who are interested, and compiled in anonymous form for review by the search committee, who will make a summary of strengths and weaknesses. A ranked list will be submitted to the dean.

- Advertisements will be conducted as both a cluster hire in support of the MSI as well as specialized outlets to reach a broad and diverse pool of applicants. Language will be included in each advertisement as recommended.

4. A set of clearly articulated metrics (with targets or goals) to assess change should be integrated into this document. These metrics will be used for assessing progress made towards advancing student success for all, as well as for assessing progress towards closing the gap in access and success across groups of undergraduate and graduate students. Several months ago you received data from the Graduate School with respect to relevant graduate student metrics (these can be accessed through SharePoint). To this email we are attaching several years of data for administrative units (schools) showing retention and graduation by ethnicity and Pell eligibility for undergraduate students. These are not meant to be “the” metrics—but rather to provide a sense of where your opportunities and challenges currently exist.

We are keenly aware of the challenges posed by high engagement in physical sciences in the college, coupled with the overall lack of ethnic diversity in the Pacific Northwest. We note that, though a small overall percentage, diversity has been
increased in the graduate population in the last five years in programs overall in CEOAS. All programs have gender equity. Data are hard to analyze as, with respect to race, most students do not declare. Diversity increases have been mainly among Asian and Hispanic students. We see opportunity in this sector and in recruitment of international students.

- This year we took the concrete step of reserving some internal TA resources for the recruitment of diversity candidates, in addition to the diversity pipeline fellowships. Four such TAs were allocated.
- In collaboration with Institutional Research, the Graduate School, and the Office of Equity and Inclusion, we have established a baseline profile of faculty diversity for our college and availability of graduating doctoral students in each of our disciplines. This information will help us shape our goals for diversification of our faculty. We also have an initial baseline profile around student success with the goal of establishing measurable goals that would be tracked annually for the next 5 years. These targets and metrics include both faculty success and student success as they are interdependent:
  - Increased number of faculty from diverse backgrounds
  - Successful participation of faculty in the CEOAS mentoring program (as shown by assessment)
  - Retention of faculty for 5 years
  - Faculty success in Promotion and Tenure
  - Increased number of graduate and undergraduate students from diverse backgrounds and international students.
  - Student participation in experiential learning opportunities
  - Increased student access to high demand courses
  - Increased number of courses and sections offered in high growth areas
  - Exit interviews for both undergraduate and graduate students and on-going communications with alumni (make survey available to all, and increase response rate)
  - Graduate student retention and degrees awarded (CEOAS presently at university average in 8-year completion time for PhD candidates)
  - Disaggregated undergraduate retention and graduation rates

We will be relying on the various campus offices and particularly on Institutional Research to provide this college-level data as well as tracking ourselves for internal changes (e.g., faculty mentor participation).