

Entomology & Nematology Department Diversity, Equity and Inclusion Plan - December 2020

This plan details the goals, strategies for implementation, and timetable for increasing diversity, equity, and inclusion (DEI) in the Entomology & Nematology Department in Gainesville, and for the Entomology & Nematology academic program statewide. It is a living document and will change with the needs of our department. We anticipate that adjustments will be made to our goals as we advance these initiatives. DEI is not a new concept to the Entomology and Nematology Department. Some faculty have dedicated their careers to the principles of DEI, intentionally recruiting and training minoritized students. Others have actively participated in DEI endeavors through the Entomological Society of America (membership ~7,000), which formalized DEI efforts in 2015 and hired a DEI manager in 2020. Our departmental committee was formed in April 2020 with this statement as our scope:

“The Diversity, Equity, and Inclusion Committee may consist of faculty, staff, students, and postdoctoral associates and is responsible for organizing and implementing plans which promote accountability for the principles of diversity, equity, and inclusion among our student body, faculty and staff. The committee will work with the Chair and other associated committees to promote the recruitment, retention and support of people from diverse backgrounds, including women and underrepresented minorities such as, but not limited to, Black, Indigenous, Latinx, and other POC groups, members of the LGBTQIA+ community, the neurodivergent community, and persons with varying degrees of physical able-bodied status. The committee will also promote access to tools, resources, and knowledge to promote the values and practices of a diverse, equitable, and inclusive workplace and learning environment.”

Current situation

Departmental Demographics (Appendix A) – Our Gainesville faculty and staff are less racially and ethnically diverse (Figs. 3, 5), 82 and 80% respectively, compared to the racial/ethnic demographics of the State of Florida (Fig. 1). In addition, Gainesville faculty and staff are slightly less diverse than the IFAS faculty and staff overall (Figs. 2, 4). Forty percent of Gainesville faculty are women compared to approximately 38% overall in IFAS. Based on the current demographics of our undergraduate students (Fig. 7), our ENY program has higher percentages of Black/African American undergraduate students than does the average of all CALS programs (Fig. 6), but we have fewer Hispanic/Latinx students. Compared to the State of Florida (Fig. 1), our undergraduate program is much less diverse than the state’s population. The racial/ethnic composition of M.S. students in CALS (Fig. 8) and Entomology & Nematology (Fig. 9) are similar, and low in terms of diversity relative to the state. Students in our PhD program (Fig. 11) are less diverse than those in the average of all CALS programs (Fig. 10) but percentages cannot be compared to the state of Florida’s demographics because of the large percentage of international students (up to 50%) in our PhD student body.

Departmental Climate (Appendix B) - A climate survey conducted in July 2020 and three open meetings of the Diversity, Equity and Inclusion Committee have provided insight into the current climate of inclusion within the department.

Our current efforts to promote a more equitable, diverse and inclusive department are described on our Diversity, Equity and Inclusion [website](#).

Goals:

1. Increase recruitment and retention of undergraduate and graduate students in URG.
 - a. A bold goal would be to increase representation of African American/Black students to a consistent 15% of our undergraduate body within 5 years (this percentage was achieved in 2018; Fig. 7). We will try to increase representation of Latinx students to a consistent 27% (achieved in 2017; Fig. 7). It will be more challenging to reach state demographic representation for graduate students. A goal would be to increase overall diversity by 10 - 15% over 5 years.
2. Increase recruitment and retention of faculty and staff in underrepresented groups (URG).
 - a. Based on current departmental demographics, the most urgent need is to increase representation of Black/African American and Hispanic/Latinx individuals among the faculty ranks (Fig. 3). Hire of women faculty in Gainesville has increased over the years but still has not reached 50% of all faculty. Similarly, there is an urgent need to increase representation of Black/African American and Hispanic/Latinx among the staff ranks as 80% of staff members are white (Fig. 5). This is a long-term goal with no specific targets in the near term as this is dependent on centrally provided funding.
3. Improve Gainesville campus climate to increase inclusion and welcome.
 - a. A climate survey conducted in July 2020 and three open meetings of the Diversity, Equity and Inclusion Committee have provided insight on the current climate of inclusion within the department and suggestions for action.
4. Continue to promote departmental awareness of, and involvement in, efforts to increase diversity, equity and inclusion in the department.

Strategies for Implementation:

Goal 1: Increase recruitment and retention of undergraduate and graduate students in URG.

- a. Departmental outreach program encouraged to work with entomology students in URG when visiting schools/programs/events attended by URG individuals (Baldwin and Outreach).
- b. Provide scholarships for participation of URG students at summer Bug Camp.
- c. Work with CALS recruitment efforts to target URG-dominant community colleges (Baldwin, Auletta).
- d. Workshop for faculty to develop skills in recruitment and retention of URG students (McAuslane)

- e. Outreach to colleagues and targeted recruitment at HBCUs in the southeastern United States (all faculty).
- f. Recruitment by individual faculty at annual scientific society conferences (all faculty) and by CALS Assistant Dean at conferences with a primarily URG audience (MANRRS, SACNAS, Association of 1890s Research Directors, McKnight) (McAuslane).
- g. Collect demographic data on prospective graduate students who apply to the department, are admitted, and matriculate (Graduate Coordinator)
- h. Develop and use departmental endowment funding to provide increased matching assistantships for URG graduate students when the budget allows (Graduate Coordinator/Chair)
- i. Encourage peer mentoring of URG students by current URG students. Connect URG students with URG faculty members who will serve as role models etc.
- j. Develop brochures highlighting diversity in our department that can go to recruiting events, annual meetings, etc... Make sure all print and electronic media showcases racial/ethnic diversity (Rodriguez, Weigel)

Goal 2: Increase recruitment and retention of faculty and staff in URG.

- a. Develop a faculty search committee tutorial required to serve on search committees using existing [IFAS DEI resources](#) (such as [SFRC's guide to inclusive searches](#)).
- b. Ensure cultural competency of mentors for URG junior faculty through recommended DEI training for all faculty.

Goal 3: Improve Gainesville campus climate to increase inclusion and provide a more welcoming environment

- c. Vary departmental social activities and times of the day (potlucks, international themes, cross laboratory) (Dale, Social committee)
- d. Develop a department-wide code of conduct (Siegfried, DEI committee).
- e. Train more faculty in the CWC Best Advocacy Movement (goal for all faculty in Gainesville to participate) or encourage IFAS HRDI Championing Diversity online course (Miller).
- f. Distribute, summarize and report on triennial climate surveys to gauge progress (all DEI committee).
- g. Increase diversity of speakers in the departmental seminar series with a goal of at least one BIPOC speaker each semester and even gender representation (departmental seminar coordinator).
- h. Encourage DEI training for leadership of standing and ad hoc committees so that they develop multicultural competency.
- i. Annual reports from departmental standing committees showing plans for increased DEI and resulting metrics (all departmental committees).
- j. Increase diversity of standing and ad hoc committee volunteers (proportionate male/female representation).

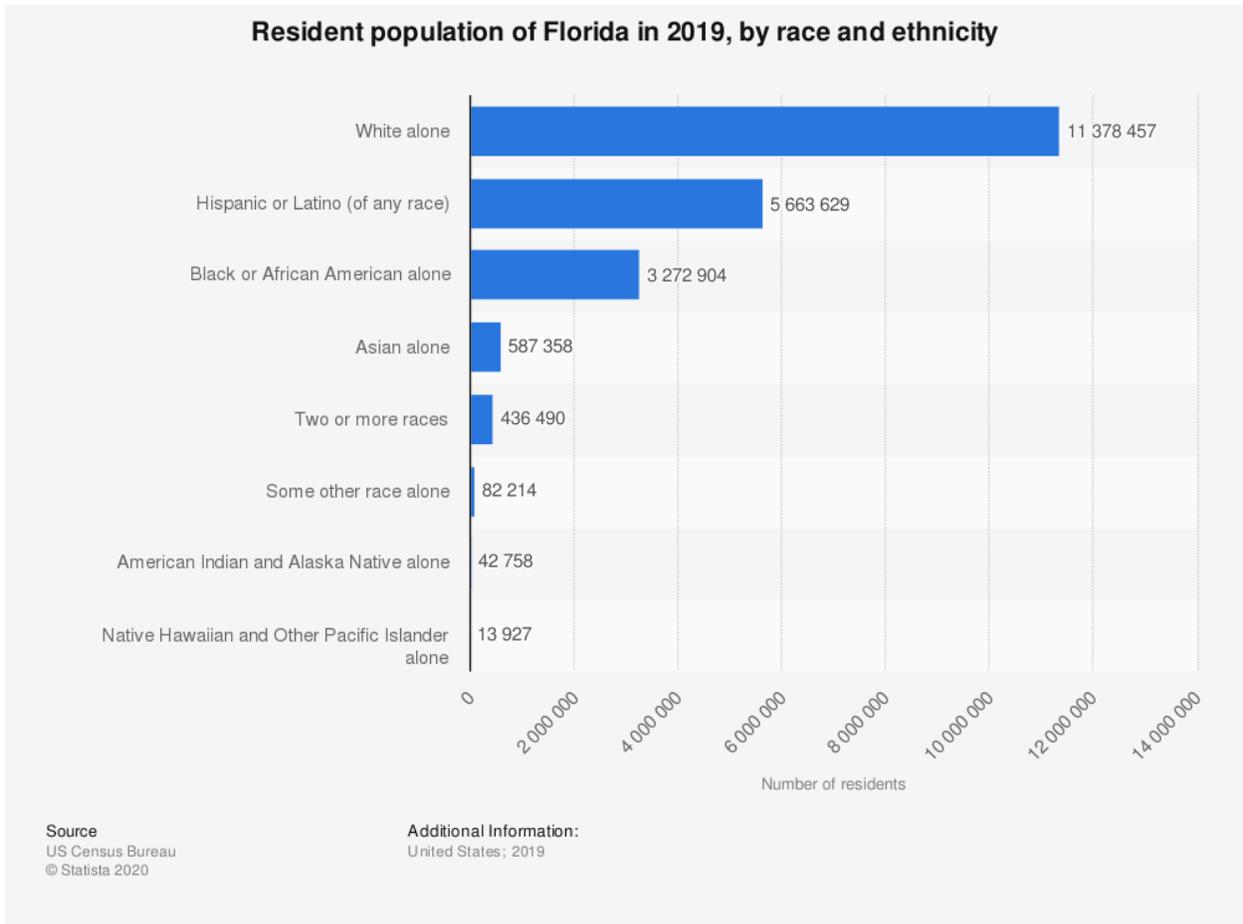
Goal 4: Continue to promote departmental awareness of, and involvement in, efforts to increase diversity, equity and inclusion in the department.

- a. Continue group educational opportunities (e.g., Making a Minority podcast listening club or other group self-study such as a Common Read or movie night).
- b. Strong and consistent presence on departmental social media accounts (Twitter, Facebook, and website), particularly highlighting the achievements of underrepresented group students, postdocs and faculty (Rodriguez),
- c. Continue to populate DEI website with self-educational materials (DEI committee, Weigel)
- d. DEI column in the departmental online newsletter quarterly (DEI committee members)
- e. Continue quarterly open meetings of the Diversity, Equity and Inclusion committee and encourage use of the anonymous Qualtrics suggestions box.
- f. Develop plans for departmental recognition and award for leadership in diversity, equity and inclusion work.

Timetable:

Most actions will be ongoing. Several should be completed by December 2021: Code of conduct, faculty and staff search best practices, workshop for URG student recruitment and retention, award for DEI efforts, and DEI training for leaders of all departmental standing and ad hoc committees.

APPENDIX A - Demographics



Major 4 demographics (state population - 20,902,348)

White	54.4%
Hispanic/Latino	27.1%
Black or African American	15.6%
Asian	2.81%

Fig. 1: Racial/ethnic demographics of Florida (US Census Bureau, Statistica 2020).

Demographics of CALS versus Entomology & Nematology faculty (Gainesville only), staff (Gainesville only), undergraduate and graduate students (entire academic program). From Diversity and Enrollment pages of UF Institutional Planning and Research [UF Facts web site](#)

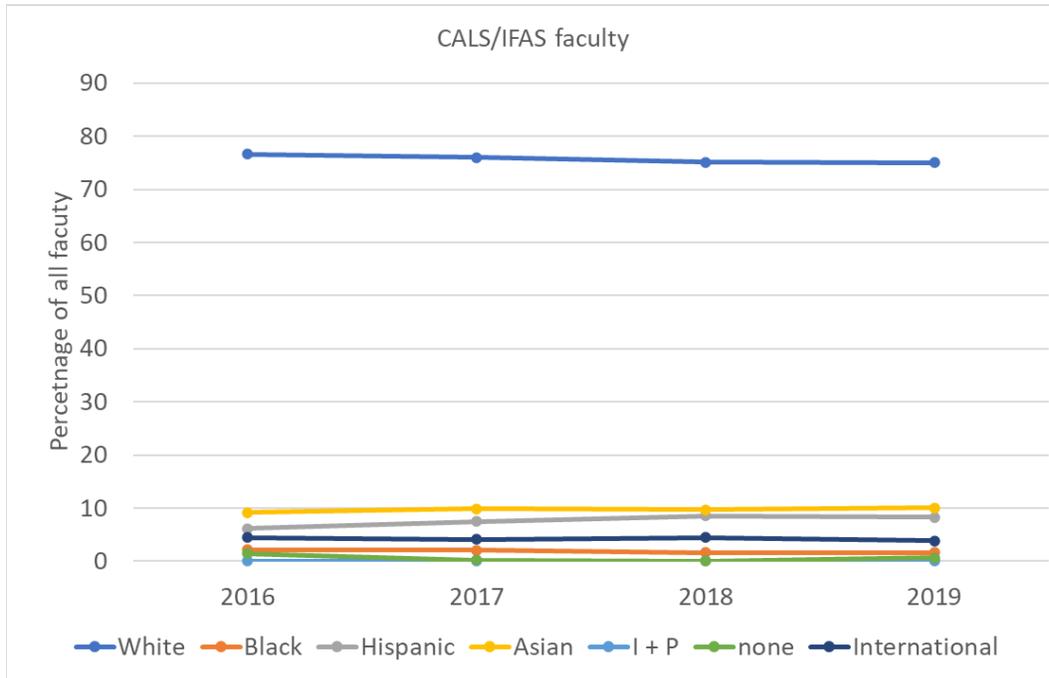


Fig. 2: Racial/ethnic demographics IFAS faculty (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: 2010 – 32.82% female; 2019 – 37.95% female

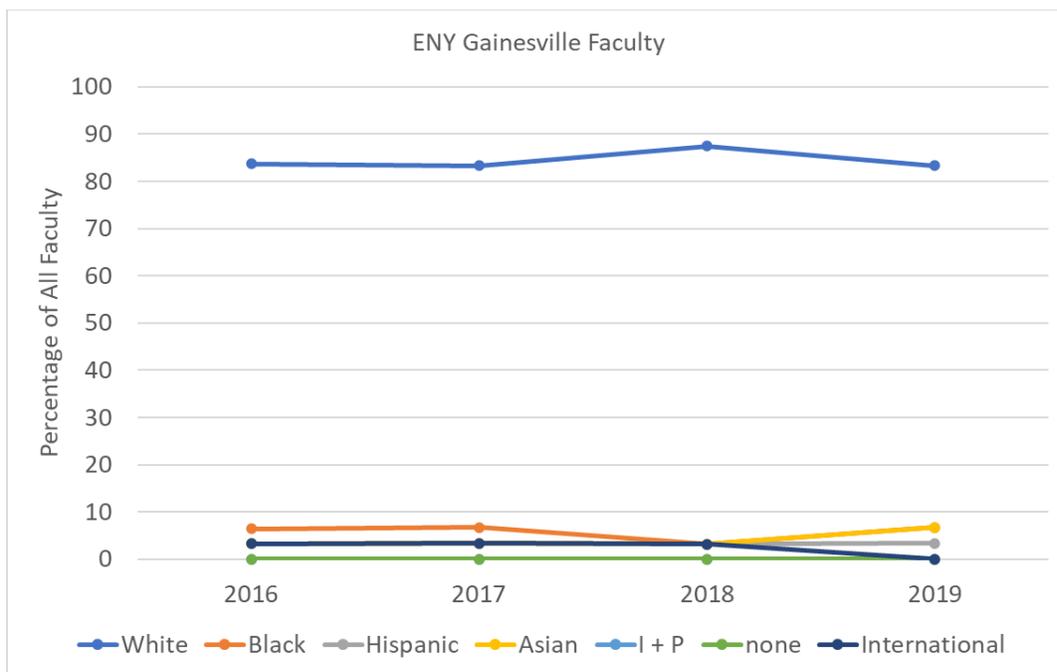


Fig. 3: Racial/ethnic demographics ENY faculty (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: ENY: 2010 – 32.35% female; 2019 – 40% female

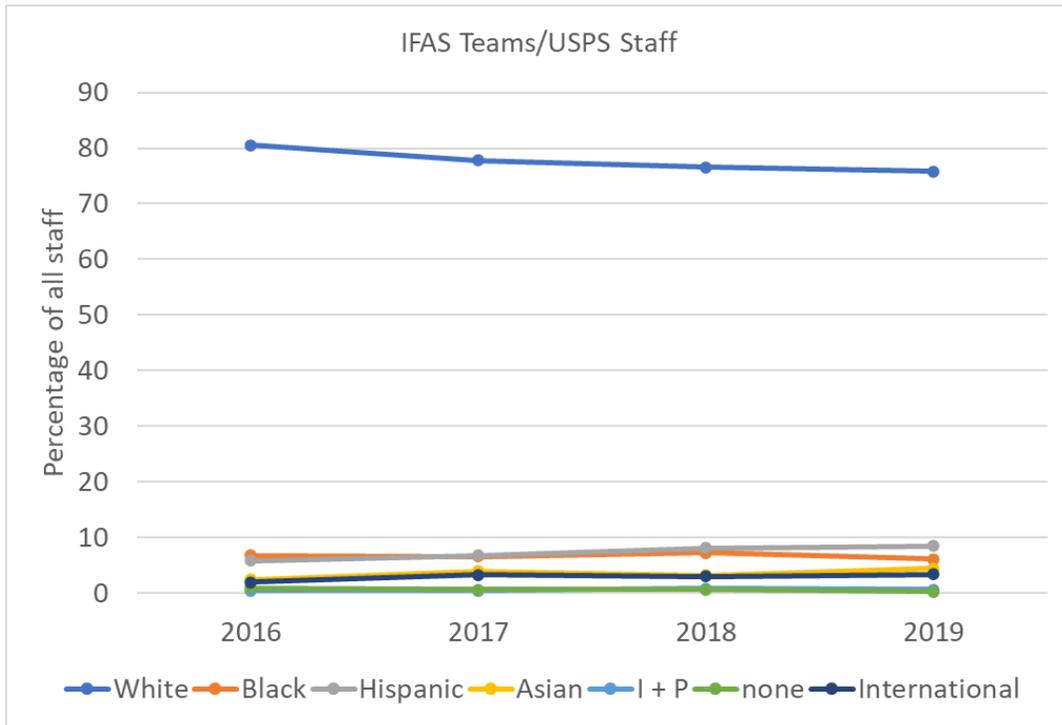


Fig. 4: Racial/ethnic demographics IFAS staff (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: CALS: 2010 - 60.88% female; 2019 - 55.23% female

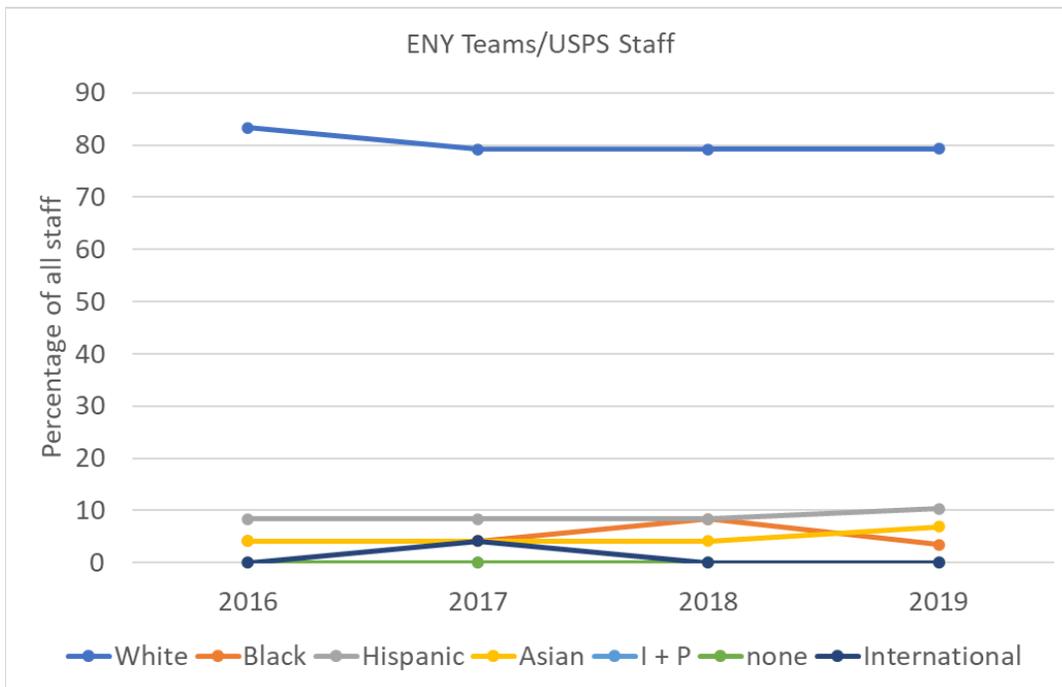


Fig. 5: Racial/ethnic demographics ENY staff (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). ENY: 2010 - 72% female; 2019 - 69.87% female

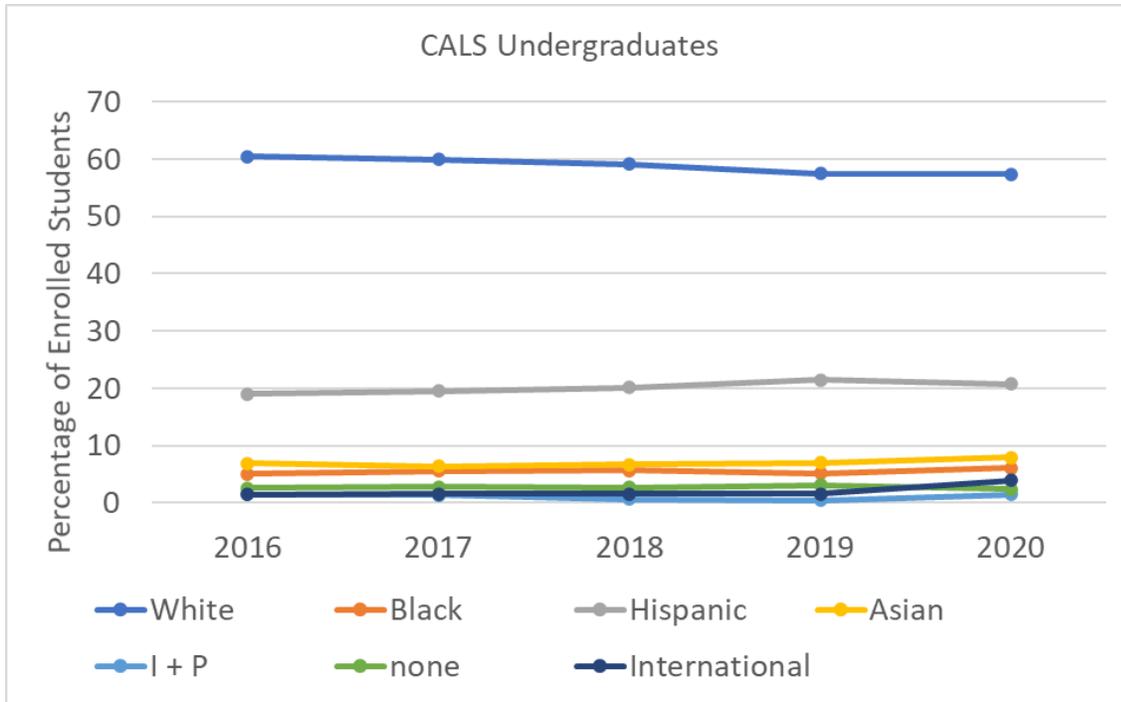


Fig. 6: Racial/ethnic demographics CALs undergraduates (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: 2010 – 58.97% female; 2019 – 66.92% female.). From Diversity and Enrollment pages of UF Institutional Planning and Research [UF Facts web site](#)

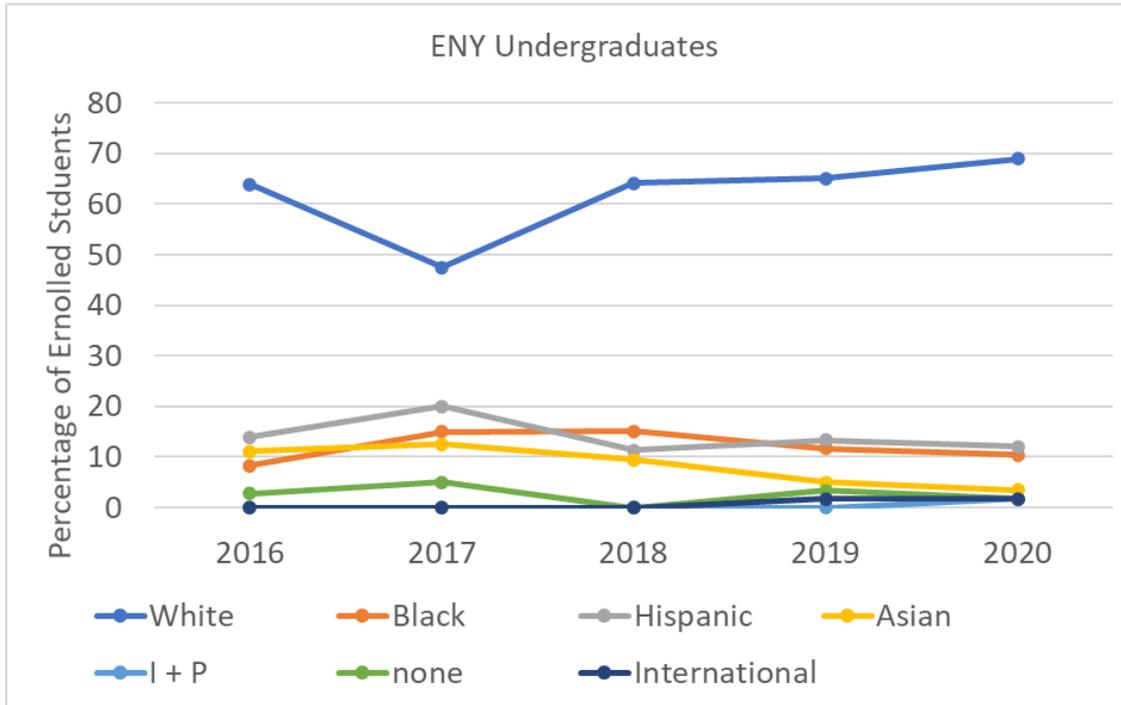


Fig. 7: Racial/ethnic demographics of ENY undergraduates (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: ENY: 2010 – 59.26% female; 2019 – 61.11% female

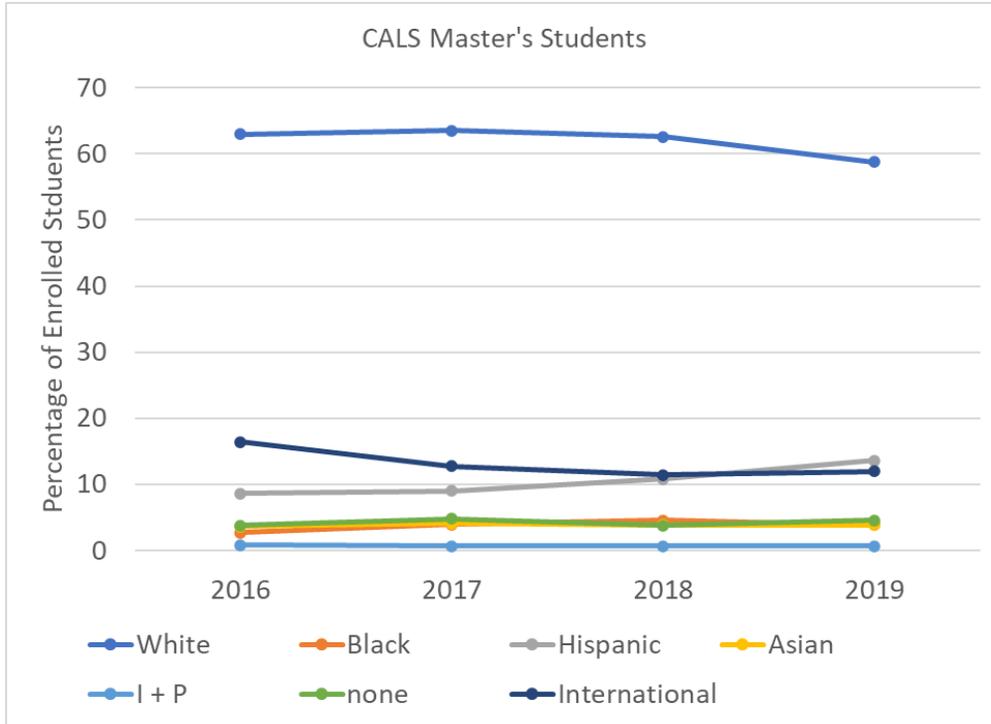


Fig. 8: Racial/ethnic demographics CALS M.S. students (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: 2010 – 56.41% female; 2019 – 66.19% female

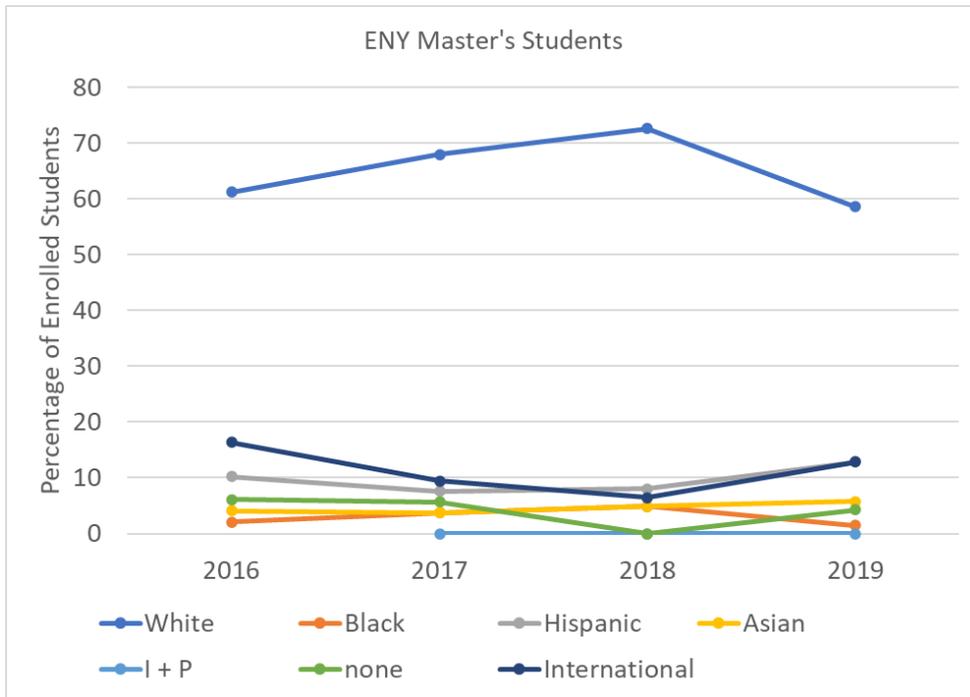


Fig. 9: Racial/ethnic demographics CALS M.S. students (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: 2010 - 60% female; 2019 - 61.43% female

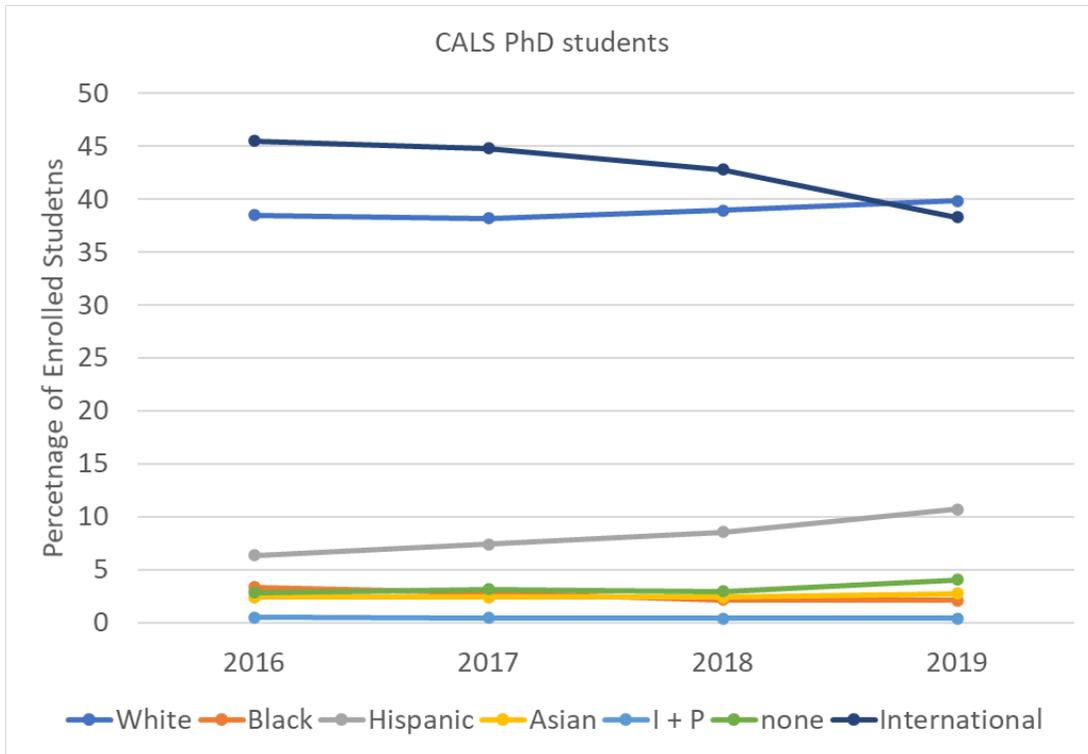


Fig. 10: Racial/ethnic demographics CALs PhD students (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: 2010 – 46.73% female; 2019 – 53% female

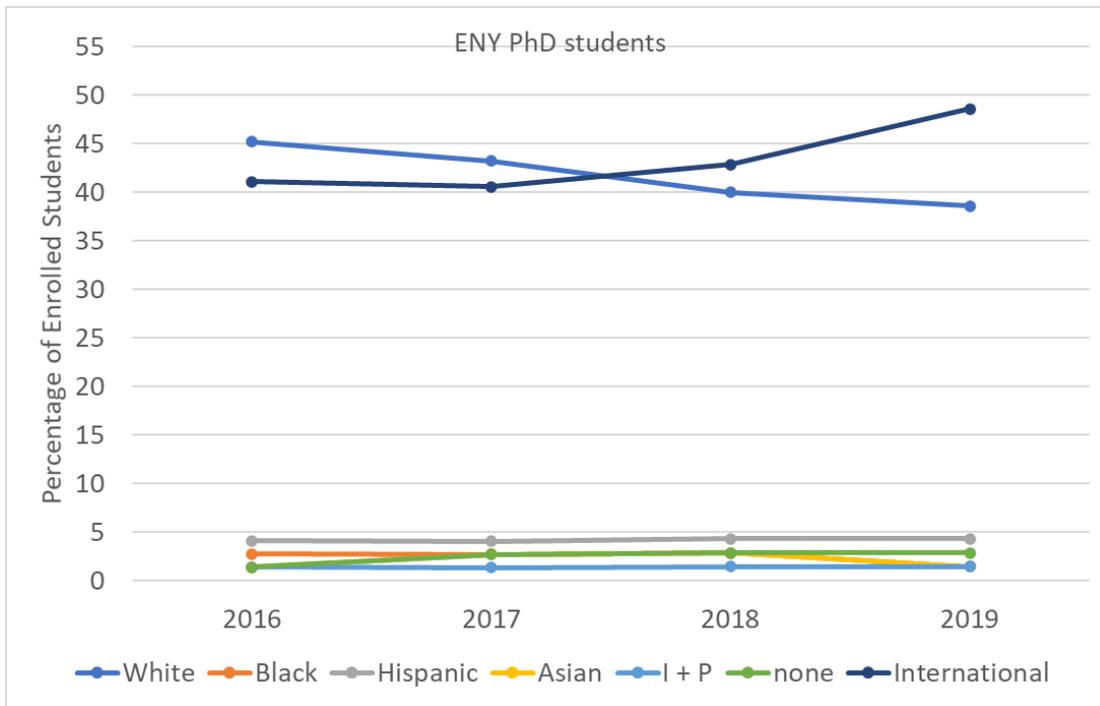


Fig. 11: Racial/ethnic demographics ENY PhD students (I+P = Indian American, Native Alaskan, Native Hawaiian, and Pacific Islanders). Gender: 2010 – 47.46% female; 2019 – 47.14% female