This is what was found on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

- The link(s) to demographic data at our organization are here:
  - https://www.smu.edu/AboutSMU/Facts/CampusProfile
  - No breakdown of retention or graduation rates by demographics

- There is no data on demographic enrollment within the department, therefore a comparison of demographics with geosciences in the US is inappropriate.
- Department Speaker Series: the Earth Science Department hosts a weekly seminar series. Brief analysis of prior semesters (back to 2015) speakers suggests that speakers appear to be predominantly white men, followed by white women. Speaker diversity does appear to improve in more recent years.

A Note on Graduate Admissions and the Influence on Demographics
Meadows School of the Arts and Simmons School of Education and Human Development require transcript evaluations for international applicants. All foreign transcripts must be accompanied by a professional evaluation and an official transcript, including an English translation if it is not in English, and course descriptions or syllabi.
It is the student's responsibility to procure this evaluation and to assume financial responsibility for it. Because of the importance of this information, SMU only accepts evaluations from the following agencies of proven reliability.
There are financial fellowships for diverse graduate students aimed at nurturing an inclusive, respectful, and intellectually challenging environment for all of our graduate students.

SMU still requires GRE scores for Graduate Admissions and SAT for Undergraduate Admissions. This is a discrepancy with many of our peer institutions, particularly for graduate admissions. Note from University Strategic Plan: ‘Graduate Record Exam (GRE) scores can be used to measure graduate student quality’

- **Public goals on demographics or increasing representation:**
  
  *The department is working on putting together a strategic plan. Does this plan include stated goals for increasing representation?*

  - Are there general goals stated at your organization for achieving representation?
    - There are no goals stated at the department level for achieving representation.
    - At the graduate school level: 'nurturing an inclusive, respectful, and intellectually challenging environment for all of our graduate students’

  - Are there measurable goals stated at your organization for achieving representation?
    
    *All goals taken from 2015-2025 Strategic Plan. Update on goal progress provided. % and numbers based on comparisons with cohort institutions.*

    - Strengthen efforts to add women and minorities to the faculty at all ranks with the goal to exceed the average percentages for each at cohort and aspirational institutions. Continue progress toward gender parity at the full professor rank.
      - *May 2020 update: no progress on either front*
      - ‘Both the Provost’s Office and Institutional Access and Equity require open faculty positions to be advertised broadly in various media to attract women and minority applicants. Authorization of a search requires providing evidence of this broad outreach in targeted media. The appointment of a Chief Diversity Officer in August 2020 should help coordinate attention to this outreach going forward.’
Exceed the average percentages, as reported by cohort and aspirational institutions, of total enrollment of individual racial and ethnic undergraduate minorities by 2025.
  - May 2020 update: lists comparisons with cohort institutions but no plans for how to achieve.

Engage in strategic relationships with community, educational, and religious organizations that foster access to college for racially, ethnically, and socioeconomically diverse high-achieving students.
  - May 2020 update: increase?? How is this measured?
  - Pre-collegiate programs in Simmons (Upward Bound, Upward Bound Math Science, Talent Search, and College Knowledge) served 3,179 pre-college high school students during 2019-20

Enhance recruitment, scholarship support, and retention initiatives designed to increase the racial, ethnic, and socioeconomic diversity of the student body as well as the four- and six-year graduation rates of diverse students.
  - May 2020 update: no progress on recruitment, increase in scholarships, retention and graduation rates
  - Over the past five years, donors have contributed more than $4.29 million in current-use and endowment funds to enhance scholarship support to increase the racial, ethnic, and socioeconomic diversity of the student body.

Identify and implement best practices for programs and services that promote the retention and graduation of underrepresented minority populations.
  - May 2020 update: increase?? How is this measured?
  - Since 2001 the CONNECT Student Success and Mentoring initiative has offered a pre-fall term institute and peer mentoring for about 50 first-year students. The incoming class for fall 2020 is 79 first-year students. This program develops relationships to facilitate engagement and retention of racial and ethnic minorities to become better acquainted with the support resources available and the connections between majors and careers. The program has posted strong retention rates.
The Academic Center for Excellence (ACE) in Armstrong Commons opened during fall 2019. All students will be able to use the Center, but ACE workshops and programs focus on providing academic skill building for first- and secondyear students identified by early warning signs such as low-class attendance or a tendency to drop courses that imperil first-year retention and a four-year graduation plan.

- Continue to implement programs that increase awareness and understanding within the SMU community of the various forms of diversity such as cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic status of North Texas. Strengthen campus programs, services, and oversight of the student experience at SMU that foster respect for and inclusivity of all diverse identities, including ethnic, racial, religious, socioeconomic status, gender, and sexual orientation.

- May 2020 update: increase?? How is this measured?
- Stampede (formerly called Mustang Corral) sought to introduce new students to academic and campus life and occurred the week before classes began. Multicultural Student Affairs’ staff members facilitated the “Every Mustang Will Be Valued” presentation, followed by small-group discussions about identity, cultural awareness, and micro-aggressions. Participation was not required but strongly encouraged. For 2011-19, SMU averaged an 87% participation rate from new first-year students. During spring 2020, the course Human Rights 1101: Foundations of Community, Diversity, and Inclusion enrolled 76 students in four sections. The HRTS 1101 curriculum was designed to build on the diversity education students receive through Stampede (the successor to Mustang Corral) and in the first Personal Responsibility and Wellness class. The one-credit course focuses on student explorations of self-identity and community building in SMU’s history regarding diversity.

- There is an executive summary marking progress on these goals but it’s very unclear how progress is measured.