Growing Hispanic/Latino enrollments at Texas A&M Geosciences

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Diversity and Graduate Recruitment & Development
## Domestic Student Diversity College-wide

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>663 (78.2%)</td>
<td>715</td>
<td>425</td>
<td>422 (87.8%)</td>
</tr>
<tr>
<td>Black</td>
<td>19 (2.2%)</td>
<td>24</td>
<td>6</td>
<td>3 (0.6%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>117 (13.8%)</td>
<td>118</td>
<td>59</td>
<td>40 (8.3%)</td>
</tr>
<tr>
<td>Asian</td>
<td>27 (3.2%)</td>
<td>23</td>
<td>12</td>
<td>14 (2.9%)</td>
</tr>
<tr>
<td>American Indian</td>
<td>4 (0.5%)</td>
<td>3</td>
<td>3</td>
<td>2 (0.4%)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>848 16.5% URM</strong></td>
<td><strong>883</strong></td>
<td><strong>505</strong></td>
<td><strong>481 9.3% URM</strong></td>
</tr>
</tbody>
</table>

Source: AGI Geoscience Workforce Program, data derived from NSF’s Science and Engineering Degrees, by Race/Ethnicity of Recipients: 1995-2004
Table 4

Universities that awarded the most geoscience bachelor’s degrees to Hispanic Americans during the 5-year period from 2004 through 2008.

| Florida State University       | University of California, Santa Cruz |
| San Diego State University    | University of Puerto Rico, Mayaguez  |
| Stanford University           | University of Texas, Austin          |
| Texas A&M University, Main Campus | University of Texas, El Paso         |
| United States Naval Academy   | University of Texas, San Antonio     |
| University of California, Irvine | University of Washington, Seattle   |
| University of California, Santa Barbara |                                |

According to the NCES, each of the universities listed above awarded more than 10 geoscience bachelor’s degrees to Hispanic Americans over the last 5 academic years.

AIP Statistical Research Center compiled data collected by the NCES.

http://www.aip.org/statistics

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These 13 universities awarded one-third of all geoscience bachelor’s degrees earned by Hispanic Americans over the last 5 academic years combined.
Why Diversity is Important

- Diversity is a key part of our institutional capacity
  - Texas is increasingly diverse and one of four minority-majority states (with CA, NM & HI).
    - 37.6% Hispanic, 11.5% African-American - TX in 2010
  - It is our University mission to serve the people of Texas. We have far to go to be fully representative.
  - Human, intellectual and natural systems all function better with a diversity of members. More perspectives = more creative and representative solutions.
  - Diversity of all kinds is important. Ethnicity is only one dimension. We also need to consider gender and all other visible and invisible dimensions of diversity.
- It requires a conscious effort to build this capacity.
Oceanography

• Graduate-only program
  ▪ 32 students enrolled at the MS level – Sp 2012
  ▪ 43 students enrolled at the Ph.D. level
  ▪ 50 domestic students

• Domestic diversity is growing, but graduate diversity is lower than undergraduate
  ▪ 8 % Hispanic in OCNG, better than the College as a whole at the graduate level (5%)
  ▪ 12% domestic URM at the graduate level compared with 8% for the College
  ▪ 62% women of all domestic ethnicities
Making Strides

• Growing national presence in graduate recruiting venues
  • All geoscience professional societies annual meetings
  • Targeted graduate recruitment at events such as SACNAS, and other focused venues

• Sustained recruiting and retention efforts for undergraduates – models for graduate retention?
  • iGeo, G-Camp, GeoX – recruiting, GFGA – retention, group advising
  • Targeted recruitment and tailored retention is the key
Making Strides

- TAMU Geosciences has catalyzed a statewide network of undergraduate institutions to increase diversity in graduate admissions and retention
  - Diversity and Innovation in the Geosciences – Texas (DIG-Texas) lead institution.
  - http://digtexas.org
  - Funded by NSF jointly with UT Austin
  - Held events in Houston, College Station and Austin – emphasize degree and career pathways, relevance to students and their communities
  - Brought over 30 undergraduate students and faculty to campus from UTSA, UTEP, UT Brownsville, Lamar, TAMU-CC, and others
Program and Degree Coordination
Issues and Challenges

• Support
  ▪ community and financial both
• Time to completion and degree goals
• Challenges of relocating and “on-boarding” students from varied cultural backgrounds – one size does not fit all
• Ongoing curricular tuning and focus
• Maintaining and enhancing visibility