This is what was found by BU EE Pod 1 at Boston University on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data. This exercise has prompted the E&E DEI Committee to begin collecting demographic information on current faculty, staff, and students. Their goal is to be able to compare data across groups which cannot be achieved with the available data.

- **The link(s) to demographic data at our organization are here:**
  - Demographic data for Boston University undergraduate students, graduate students, faculty, and staff - Link
  - BU Earth & Environment PhD student demographics to 2018 - Link
    - These data are only for the entering cohort
  - Department specific data for undergraduates, master’s students, faculty and staff are not available. Faculty and staff data are not available because “the sample-size is so small that any information may be identifiable”.
  - Demographic information for faculty searches is not available publicly, but is available if you email faculty actions (casfacac@bu.edu).

- **How does your organization compare to others, or to the field as a whole?**
  - AGI - “Diversity in the Geosciences – a Look at the Data and the Actions of the Community” - Link
  - Gender:
    - Fewer graduating women than men as of 2019. Even though more women admitted.
    - Faculty applicants were 66.3% men and 33.3% women from 2015-2020
  - Diversity in the PhD in Earth and Environment - Link

- The data for The Department of Earth and Environment (DEE) is for 2014 to 2018. DEE has had a higher proportion of female PhD students relative to all Boston University (BU) PhD students. This has been true since the department began tracking this information in 2014. In terms of race, American Indians, Alaskan Natives, Native Hawaiian, and Pacific Islanders
are not at all represented in the DEE and barely represented (0.1% for American Indians in 2014) among PhD students at the university at large. In addition, there were no Black/African American students in DEE between 2014 and 2018 and barely any at the university level (2%). Asian and Hispanic/Latino PhD students have been similarly underrepresented with 1-2 students identifying as each of these 2 races over the course of four years. Conversely, White students in the DEE are overrepresented relative to the proportion of White PhD students enrolled at BU. For example, in 2018 nearly 70% of DEE PhD students were White while at BU only 43% were White.

- Faculty applicants from 2015 - 2020 are mostly white and asian (63.9% and 30.6%, respectively).

- Diversity at Boston University


  - Data for Boston University (BU) is for the 5 years prior to 2019-2020 academic year. The proportion of underrepresented and minority undergraduates has been growing at the university, especially for Asians (+30%) and mixed race (+22%) students. Conversely, the proportion of American Indian, Alaska Native, Native Hawaiian, and Pacific Islander undergraduates has decreased by as much as 45%. The demographic trends among graduate students are similar to those among undergraduate students across the university with the exception of Black/African American graduate students whose population at BU has decreased by 3%. Among faculty, there has been a 36% increase in people who identity as Black/African American and 31% increase in people who identify as Hispanic/Latinx over the course of the last five years. Among Staff members of the BU community, diversity has increased for almost all underrepresented groups except American Indian and Alaskan Native (-33%) members of the community.

- Black/African American, Hispanic/Latino, and American Indian/Alaska Native underrepresented in grad, undergrad, and faculty applicant populations compared to U.S. population.
• URM instructional faculty underrepresented compared to U.S. population

• Public goals on demographics or increasing representation:
  ○ Are there general goals stated at your organization for achieving representation?
    ■ Faculty: Link
      ● Target of Opportunity Program, aims to equip academic leadership with nimbleness and flexibility in hiring and to capitalize on potential hires who represent an opportunity for the University to realize its goals when it comes to diversity, equity, and inclusion.
      ● University Scholars Program, seeks to enliven our curricula and intellectual and creative endeavors through regular, substantive engagement with emerging and leading faculty and scholars from historically underrepresented groups, and to extend and strengthen our national and international networks, deepening our search pools and positively impacting our search outcomes.
    ■ Inclusive pedagogy: Link
  ○ Are there measurable goals stated at your organization for achieving representation?
    ■ Unable to find any measurable goals for achieving representation. The closest I could find was the Final Report of the Task Force on Faculty Diversity and Inclusion from 2016 and the CAS Diversity and Inclusion Strategic Plan from 2017, both of which contain "recommendations" for future action. Recommendations from the task force included:
      ● “Create URM Doctoral-Faculty Pathways”
      ● “Develop Strategic Plans for Faculty Diversity, Inclusion, and Data”
  ○ Suggested additional goals for your organization:
    ■ Set measurable goals for increasing diversity in our department:
      ● Develop a department demographic database
      ● Increase representation of URMs by 1-5% per year until on par with the national average
      ● Have two initiatives per year from the DEI committee aimed at retaining URMs
      ● PAY PEOPLE FOR THEIR WORK (no matter their role in the department)

• Policy or proposed policy for collecting demographic data at your organization:
○ **Link** - How data are collected, reported, tracked, and utilized in decision making.

What did you learn about other organizations (or in general) while investigating demographic data?

○ [https://diversity.ldeo.columbia.edu/seminardiversity](https://diversity.ldeo.columbia.edu/seminardiversity) - Increase diversity in seminars
○ [https://www.nature.com/articles/d41586-019-03784-x](https://www.nature.com/articles/d41586-019-03784-x) - No all-male panels
○ **A Guidebook for a Campus Self-Assessment of Successes and Challenges in STEM Faculty Diversity and Inclusion** - contains recommendations for increasing faculty diversity and a self assessment tool that is a similar exercise to these deliverables (ex. “Is diversity/equity mentioned in the University mission statement?”). Useful visuals:

![INSTITUTIONAL CONTEXT](Figure1.png)
Figure 3: INSTITUTIONAL SELF-ASSESSMENT TOOL BASED ON MODEL

INSTITUTIONAL CONTEXT
Questions addressing recent events and campus initiatives related to campus climate and diversity, especially of faculty

RECRUITMENT
OUTREACH
Metrics and questions addressing global and search-specific outreach for pool building
HIRING
Metrics and questions addressing campus hiring practices and policies
YIELD
Metrics and questions addressing how campus recruitment acceptance

TRANSITION
Questions addressing the effective use of the time between acceptance and starting employment

RETENTION
PROFESSIONAL DEVELOPMENT
Questions addressing support for faculty in all their roles, but especially teaching and research
ADVANCEMENT
Metrics and questions addressing promotion and tenure processes, policies, and practices
SATISFACTION AND SUPPORT
Metrics and questions addressing overall satisfaction of faculty

URGE
Unlearning Racism in Geoscience