This is what was found by (Bio)Geochemistry Pod at the University of Minnesota 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:
  - Grad student demographics: [https://grad.umn.edu/graduate-programs/program-statistics](https://grad.umn.edu/graduate-programs/program-statistics)
  - Demographics on external speakers, staff, faculty are not obviously documented (particularly not reported in self-identified way)

- How does your organization compare to others, or to the field as a whole?
  - Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - [https://eartharxiv.org/repository/view/2060/](https://eartharxiv.org/repository/view/2060/)
  - Not a lot of information is available regarding demographic data from different Geology/Earth Sciences departments at the universities mentioned below. Links from different sources are below for each of the similar midwestern institutions searched (UMN, UW-Madison, Ohio State, UIUC and UMichigan-Ann Arbor)
  - Sources with demographic data:
    - UW-Madison as has demographics reports dating back to 1944 ([https://registrar.wisc.edu/enrollment-reports/](https://registrar.wisc.edu/enrollment-reports/))
    - Collegefactual.com has demographics data for individual departments as recently as 2019 but it only shows graduation data and not enrollment data.
    - Datausa.io is a free resource that collects, analyzes, and visualizes shared U.S. government data (Data USA is the product of an ongoing partnership between Deloitte, Massachusetts Institute of Technology (MIT) Collective Learning Group, and Datawheel). It has some demographics data on Universities but not specific to departments for as recent as 2017
Five similar midwestern universities compared to UMN for demographics data

1. University of Minnesota, Twin-Cities

2. UW-Madison
   - Demographics data available from 1944 onward
     https://registrar.wisc.edu/enrollment-reports/

3. Ohio State University
   - https://datausa.io/profile/university/ohio-state-university-main-campus

4. University of Illinois Urbana-Champaign
   - https://www.dmi.illinois.edu/stuenr/
   - https://datausa.io/profile/university/university-of-illinois-at-urbana-champaign

5. University of Michigan Ann Arbor
   - https://diversity.umich.edu/data-reports/
Faculty, staff and researcher data is difficult to find and it is unclear if it is self-reported.

Proposed changes:
- We suggest that demographic data for all students, faculty, staff, and researchers are made publicly available through our website.
- Additionally, we suggest that the University of Minnesota begin asking people to self-identify in order to collect this data. Particularly in the case of speakers, staff, advisory board members, our only way to obtain demographic information was to assign people to groups which we did not feel comfortable doing.

Public goals on demographics or increasing representation:
- Are there general goals stated at your organization for achieving representation?
  - “The University seeks applicants whose research, teaching, and service will contribute to diversity, inclusion, and equal opportunity in higher education and at the University of Minnesota. Our goal is to recruit diverse applicants who may be considered for tenure track positions at the University of Minnesota.”
    - [http://ppfp.umn.edu/](http://ppfp.umn.edu/)  [https://cse.umn.edu/ppfp](https://cse.umn.edu/ppfp)
    - Implicit Bias in Search and Selection Processes
      [https://diversity.umn.edu/staff-faculty-workshops](https://diversity.umn.edu/staff-faculty-workshops)
    - University just joined ASPIRE:
      [http://idea.umn.edu/](http://idea.umn.edu/)
- General goals:
  - [https://www.esci.umn.edu/dei](https://www.esci.umn.edu/dei)
  - [https://oed.dl.umn.edu/mission-vision-values](https://oed.dl.umn.edu/mission-vision-values)
  - [https://cse.umn.edu/college/diversity-inclusivity-alliance](https://cse.umn.edu/college/diversity-inclusivity-alliance)
  - “Attract, educate, and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.”
    - Establish comprehensive systemwide strategic enrollment management strategy.
    - Improve retention and graduation rates while closing gaps.
    - Expand scholarship opportunities.
      - [https://give.umn.edu/honoringGeorgeFloyd](https://give.umn.edu/honoringGeorgeFloyd)
- [https://cse.umn.edu/college/feature-stories/3m-helps-cultivate-diversity-college-science-and-engineering](https://cse.umn.edu/college/feature-stories/3m-helps-cultivate-diversity-college-science-and-engineering)
- [https://cse.umn.edu/college/cse-sponsored-diversity-programs](https://cse.umn.edu/college/cse-sponsored-diversity-programs)
- [https://prezscholars.umn.edu/](https://prezscholars.umn.edu/)


**Community and Belonging**

**ACTION ITEMS 4.1**

<table>
<thead>
<tr>
<th>Commitment 4 – Community &amp; Belonging: Action Items (4.1)</th>
<th>Dashboard: Maroon/Red or MPACT 2025 SWSP Measure</th>
<th>Campus</th>
<th>Proposed Measure(s)</th>
<th>Current Baseline</th>
<th>2025 Goal</th>
<th>Leadership point person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit diverse students, faculty, and staff. Maroon/Red</td>
<td>System</td>
<td>Increase percentage of underrepresented undergraduate students in the freshmen class.</td>
<td>26.1%</td>
<td>Increase year over year</td>
<td>Gub / Hentman / Cronson / Chancellors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase percentage of underrepresented incoming professional and graduate students.</td>
<td>21.9%</td>
<td>Increase year over year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase percentage of underrepresented faculty and staff hired year over year.</td>
<td>21.5% Faculty BIPOC, 47.4% Female faculty</td>
<td>Increase year over year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27.9% staff of color</td>
<td>Increase year over year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retain diverse students, faculty, and staff. SWSP System</td>
<td>Increase retention of all underrepresented students year over year.</td>
<td>90% UG first to second year BIPOC</td>
<td>Increase year over year</td>
<td>Gub / Hentman / Cronson / Chancellors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase retention of all underrepresented faculty and staff year over year.</td>
<td>Establish baseline in Spring 2021</td>
<td>Increase each year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduce disparities among underrepresented groups. SWSP Crookston</td>
<td>Decrease 4-year and 6-year graduation gaps between white and BIPOC students.</td>
<td>21.9%/22.9%</td>
<td>11%/16.5%</td>
<td>Cronson / Chancellors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duluth</td>
<td></td>
<td>11.9%/10.5%</td>
<td>6%/5.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td></td>
<td>11.7%/16.8%</td>
<td>5%/8.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rochester</td>
<td></td>
<td>4.9%/9.3%</td>
<td>2%/4.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maroon/Red Twin Cities</td>
<td></td>
<td>7.9%/8.4%</td>
<td>4%/1.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWSP System</td>
<td>Decrease disparities in faculty promotion rates.</td>
<td>1.1% faculty of color 14.4% Female (both ext. to tenure)</td>
<td>Eliminate disparities</td>
<td>Cronson / Chancellors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Community and Belonging

**ACTION ITEMS 4.2**

<table>
<thead>
<tr>
<th>Commitment 4 — Community &amp; Belonging: Action Items (4.2)</th>
<th>Dashboard: Measure/Goal or IMPACT 2025 SWIP Measure</th>
<th>Campus</th>
<th>Proposed Measure(s)</th>
<th>Current Baseline</th>
<th>2025 Goal</th>
<th>Leadership point person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure and address annual climate survey data.</td>
<td>Dashboard: Measure/Goal</td>
<td>Twins Cities</td>
<td>Increase percentage of students with a favorable sense of belonging (Climate survey: RHQ) &quot;Agree I feel I have a sense of belonging to my campus&quot; — Agree or Strongly Agree.</td>
<td>63.2%</td>
<td>Increase year over year</td>
<td>Gah / Cron / Twin Chancellors</td>
</tr>
<tr>
<td>Increase job satisfaction.</td>
<td>Dashboard: Measure/Goal</td>
<td>System</td>
<td>Increase Commitment and Dedication measure in Engagement Survey.</td>
<td>75%</td>
<td>77%</td>
<td>Hanneman / Gah / Cron / Chancellors</td>
</tr>
<tr>
<td>Develop education and training to increase intercultural competency and intercultural diversity.</td>
<td>SWSP</td>
<td>System</td>
<td>Increase number of people who participate in intercultural competency and international diversity trainings each year.</td>
<td>2,000</td>
<td>4,000</td>
<td>Gah / Cron / Chancellors</td>
</tr>
</tbody>
</table>

### Fiscal Stewardship

**ACTION ITEMS 5.1**

<table>
<thead>
<tr>
<th>Commitment 5 — Fiscal Stewardship: Action Items (5.1)</th>
<th>Dashboard: Measure/Goal or IMPACT 2025 SWIP Measure</th>
<th>Campus</th>
<th>Proposed Measure(s)</th>
<th>Current Baseline</th>
<th>2025 Goal</th>
<th>Leadership point person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce student debt.</td>
<td>Dashboard: Measure/Goal</td>
<td>System</td>
<td>Reduce the average undergraduate student debt (for those who borrow) to less than $35,000 upon graduation.</td>
<td>$26,876</td>
<td>Achieve $35,000</td>
<td>Frass / Cron / Chancellors</td>
</tr>
<tr>
<td>Enhance on-campus employment opportunities for all students.</td>
<td>Measure/Goal</td>
<td>System</td>
<td>Increase campus employment opportunities for all students each year.</td>
<td>15,648 IOW workers and grad assistants</td>
<td>Increase year over year</td>
<td>Hanneman / Chancellors</td>
</tr>
<tr>
<td>Increase aid targeted to students with demonstrated need.</td>
<td>Dashboard: Measure/Goal</td>
<td>System</td>
<td>Create a tuition-free program for Minnesota families with Adjusted Gross Incomes of $50,000 or less.</td>
<td>N/A</td>
<td>By Fall 2021</td>
<td>Croux / Frass / Chancellors</td>
</tr>
</tbody>
</table>
Suggested additional goals for your organization:

- **Goal 1:** Add specifics to demographics goals across the websites listed above.
- **Goal 2:** Unrestricted fundraising and donation opportunities specifically for DEI efforts and broadening participation; within departments, Colleges, and University-wide
- **Goal 3:** Enhanced financial commitment from President’s office for faculty opportunity hires specifically for broadening participation

### Policy or proposed policy for collecting demographic data at your organization:

- **Graduate students:**
  - Ethnicity and gender statistics are collected through voluntary self-reporting and compiled in a publicly available "**Official Enrollment Statistics Report**"
  - Graduate student demographic data can also be visualized through a publicly available "**Graduate Program Summary**" report in Tableau
- **Faculty:**
  - There is limited **Employee Headcount Data** available through Human Resources in which all employees of color are grouped together.
  - This data is also publicly available, but it's unclear if gender and ethnic groups are self-reported.
- **Staff and Researchers:**
  - Demographic data for staff and researchers are not currently collected
- **Proposed changes:**
  - We suggest that self-reported demographic data is collected annually for all faculty, staff, and researchers and made publicly available through our website
  - Data collected for faculty, staff, and employees should also be extensively collected as it is for students (i.e. people of color should not be lumped together in a single category)
  - Collecting and reporting this information will hold our organization to their stated goals of recruiting and retaining diverse students, faculty and staff
- Demographic information relating to someone's identity should be self-reported by that person

- 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
  - We noted that our department has greatly increased the diversity of invited speakers within the last year. We are unsure whether this was entirely intentional or largely a result of speakers not needed to travel to present due to covid. Either way we noted this as what we hope is the start of a positive trend.
  - As mentioned above the biggest hurdle we encountered is that outside of students are members are not given the chance to self-report or identify. It does seem as though some other institutions do a better job with this.