This is what was found by Miami University at Miami University 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 to demographic data at Miami University are here:

- [Link](#) - University-wide Current Student, Staff, Faculty Demographics

The demographic data in the Department of Geology & Environmental Earth Science (GEES):

- [Link](#) - Data categories collected for graduate (MS and PhD) and undergraduate students (BS and BA, separated by major) in all programs: gender (male, female), race (white, domestic minority, non-resident international, unknown race). Note that the domestic minority category is not to be interpreted as underrepresented minority (URM).
- No demographic data have been collected for faculty or staff. This will be retroactively collected, if possible.

How does your organization (GEES) compare to others, or to the field as a whole?

- Race - Average GEES race data for student majors of all Bachelor programs from 2010-2021 are 83% white, 10% domestic minority, 5% non-resident international, 2% unknown race. Averages for the graduate students (MS and PhD) over the same time period is 48% white, 13% domestic minority, 33% non-resident international, 6% unknown race. From 2010-2021, majors in Bachelor programs trended slightly less white (10% change), with a rise of 8% for domestic minorities and 8% for non-resident international. Over the same period, the graduate student population saw a significant decrease in non-resident international students (-25%), and a rise in white students (22%). Domestic minorities had a slight increase of 8%.
  - Our undergraduate majors appear to be less diverse than the national average for geosciences, based on data presented by AGI in 2020 of geoscience degrees conferred. For the academic year 2018-2019, 13% of our majors were domestic minorities (less than that would be URM), and AGI found the national average for URM was over 14% of geoscience degrees conferred.

- Gender - Average GEES gender (male, female) data for student majors of all Bachelor programs from 2010-2021 are 47% female, 53% male. Average for the graduate students over the same period are 57% female, 43% male. From 2010-2021, majors in Bachelor programs trended more female (4%), and graduate students significantly more female (17%).
  - These data indicate we have averaged near equal over the last 11 years in gender parity (counting only male and female identities), and in most recent
years we have more female majors in all programs than male. This is a bit higher than the 35-45% female over 2010-2017 published by the NSF and AGI (Kernen et al, 2021).

Public goals on demographics or increasing representation:
Are there general goals stated at your organization for achieving representation?

● No explicit goals are stated. Listings for open positions in the department state, “Miami University, an Equal Opportunity/Affirmative Action employer, encourages applications from minorities, women, protected veterans and individuals with disabilities.”
● The department’s current mission statement is the following: “The Department of Geology and Environmental Earth Science is strongly committed to the integration of high-quality teaching and internationally prominent research at all levels, to recognizing and responding to the continuing evolution of Geology and Environmental Earth Science as an interdisciplinary science, and to promoting awareness of the role that Geology plays in modern society. In this context, the Department’s mission is to provide productive and innovative education in an engaged scholarly environment for geology students at the undergraduate, masters, and doctoral levels; to enrich the broader learning community through a selection of contemporary foundation and elective courses and other activities that address the relationships between society and the natural environment; to promote the professional development and research activities of faculty, staff, and students; and to foster the intellectual and professional growth of the discipline.”

Are there measurable goals stated by GEES for achieving representation?

● Not at this time, but we are planning to incorporate demographics and goals on our website.

Draft of goals for our organization:

● Goal 1: We commit to valuing diversity, equity, and inclusion in everything we do—from our research collaborations to teaching and mentoring students.
● Goal 2: We commit to making our environment a place where everyone can thrive.
● Goal 3: We commit to working towards achieving demographic parity with US population at all levels within our department: senior, junior, and non-tenure track faculty, staff, graduate and undergraduate students.

Policy or proposed policy for collecting demographic data at your organization:
How data are collected, reported, tracked, and utilized in decision making:

● The above student data were collected via declared race and gender identity at time of admission application.
● Proposed policy for collecting, reporting, tracking and utilizing demographic data:
  ○ We are interested in broadening demographic data collection parameters (such as more gender and race categories), and making the demographic data updatable; identities stated at time of application to Miami University may no longer be accurate by the time a student graduates. We suspect that having a more public and proactive approach to tracking and acknowledging demographics will facilitate this.
What did you learn about other organizations (or in general) while investigating demographic data?

- We have learned that we have a long way to go. Where we have diversity, it is not due to a publicly stated goal and is not established publicly as a core value on our departmental website. Currently, our mission statement does not address demographic imbalances or goals to fix them. This deliverable is a starting point for helping us recognize the value of tracking and interpreting demographic data, and is directing us in how to modify and expand our current practices.