

# URGE

## Unlearning Racism in Geoscience



GEORGETOWN UNIVERSITY

This is what was found by [Georgetown Pod](#) at [Georgetown University](#) on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

### **Deliverable to be updated once we receive information that we had to request from individuals!**

- **The link(s) to demographic data at our organization are here:**
  - [Link](#) - Organization, Company, University Current Staff/Student Demographics
    - The GUSA recently published the [demographics data](#) for GU Undergraduates.
      - This article compares the demographics of the GU Student Association Senate to university (undergraduate) demographic data from the 2019-2020 Campus Demographic Survey (CDS). The article reports that according to the CDS, 48.8% of Georgetown students identify as white, 10.4% of the student body identify as Asian, 6.3% of students identify as Black, and 9.5% of students identify as Hispanic or Latino.
    - [This](#) profile of students enrolling as members of the Class of 2024 gives the following data. No demographic information was available about the students who applied vs. those who enrolled.

#### **MULTICULTURAL BACKGROUND**

African American	9%
Asian American	22%
Hispanic	11%
International	7%
Native American	<1%

- So far, we have not been able to find similar demographic information for faculty or for graduate students. We have reached out to several contacts

# URGEO

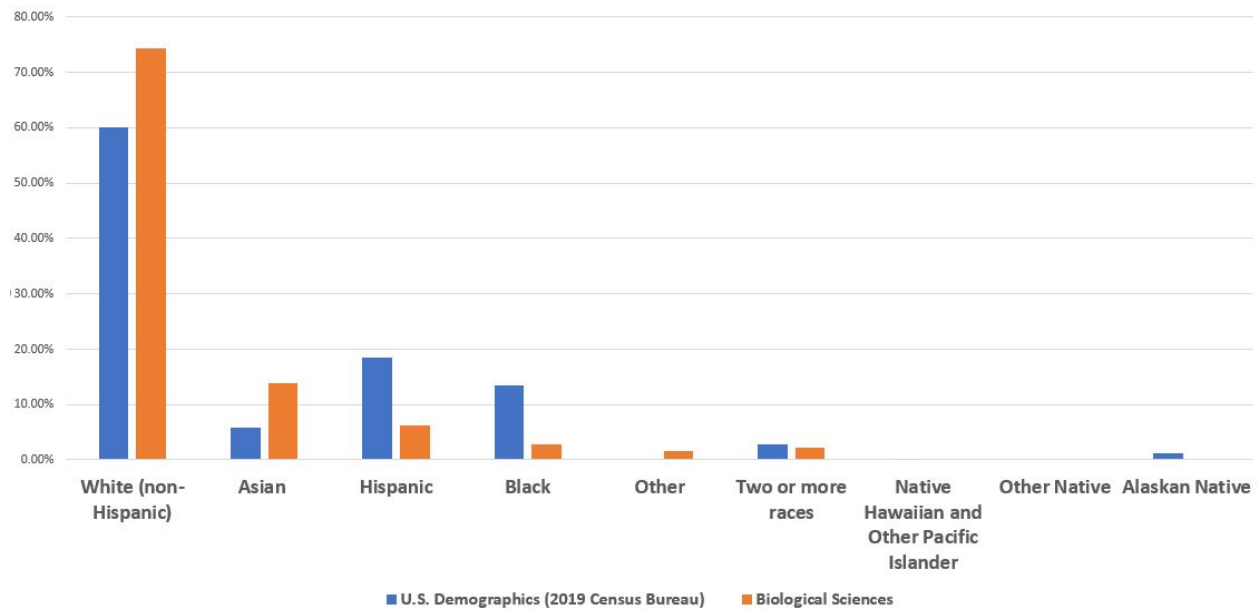
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at our institution for more specific information and are awaiting more details!

- [Link](#) - Analysis of past invited speaker demographics
  - No demographic information is publicly available for the invited speakers from the Biology Department's seminar series. Lists of previously invited speakers (since 2014-2015) are available [here](#).
- If data are not available, what is the reason for not making it public?
- If data are not collected, what is the reason?

- **How does your organization compare to others, or to the field as a whole?**

Note: The following chart does not include data from Georgetown University Biology Department



- Data for “biological scientists” was obtained from [datausa.io](#), which uses information from the US Census Bureau (The Census Bureau's American Community Survey (ACS) Public Use Microdata Sample (PUMS)).
- Data for the US population was obtained from the 2019 US Census Bureau (through [Wikipedia](#))
- No data were publicly available for the Georgetown Biology Department, but the percentage of undergraduate biology majors who are first-generation, low



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income, or BIPOC students has increased substantially since the foundation of Georgetown's Regents Science Scholars Program.

- The [Regents Science Scholars Program](#) was [founded in 2016](#) at Georgetown and is aimed at increasing retention of low-income, first-gen, and BIPOC students in undergrad science majors. The RSSP is overseen by a Biology professor, and the data reported in this [video](#) indicate that several years ago, ~3% of incoming Biology students were GU Community Scholars. The Community Scholars Program is one of the larger initiatives in which RSSP is housed, & it's aimed at increasing support for low-income, first-gen, & BIPOC students at GU generally, not just in STEM. At the time this video was made, a few years after the establishment of the RSSP, that number had gone up to above 20%. Though these numbers aren't comprehensive of the entire department (since they're specific to members of CSP), they make a compelling case for recording this data in order to understand the measurable impact of the changes implemented in the department.

- **Public goals on demographics or increasing representation:**

- Are there general goals stated at your organization for achieving representation? (For example: "We strive to reach a diverse applicant pool.")
  - GU's undergraduate admissions page, [here](#), states "Georgetown actively seeks out and recruits highly talented, motivated students from all walks of life and diverse backgrounds. Throughout the year, we conduct recruitment events in all 50 states, plus the District of Columbia, Puerto Rico & U.S. Virgin Islands."
    - Resources are included on this page, particularly for [undocumented students](#) and for [descendants](#) of the enslaved people owned by the Maryland Province of Jesuits, but more specific goals are not listed here.
  - The faculty hiring procedures page, [here](#), states, "It is the goal of Georgetown University and its departments to advertise, recruit vigorously, and employ qualified candidates, particularly minority persons, women, veterans, and persons with disabilities." It goes on to discuss the required Affirmative Action Recruitment Reports, submitted at the beginning and end of the faculty recruitment search in order to assess the diversity of the applicant pool, but there are no specific demographic data/goals included here.



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- The Biology Department's general goals regarding diversity and inclusion in our community are outlined [here](#).
- Are there measurable goals stated at your organization for achieving representation? (For example: "We will ensure at least 3 of our board members are from underrepresented/underserved groups.")
  - The specific goals of the Biology Department's DEI Working Group for the 2020-2021 academic year are listed [here](#). These goals do not contain specific metrics for increasing representation in our department but include the following:
    - "Work with campus organizations (such as the [Center for Multicultural Equity and Access](#)) that support undergraduate and graduate students who are underrepresented, first-generation, non-traditional, or disabled.
    - Incorporate diversity – of people, of ideas, and of scientific approaches – as a core learning goal in the biology curriculum.
    - Facilitate communication/interactions between Georgetown members and DC communities to see and to celebrate one another's diversity.
    - Actively map our departmental DEI landscape to identify areas that need improvement as well as to recognize initiatives that are faring well."
  - Suggested additional goals for your organization:
    - Goal 1: Include a self-identification demographics form in the invitation emails to department speakers.
    - Additional goals that we brainstormed are included below:
      - Publicizing demographic information for the Board of Regents, the group for whom our science building is named
      - Provide more specific & measurable goals about how to increase representation in the department
      - Make demographics data pertaining to particular departments publically available for transparency.
        - For example, would minority students would even want to apply to Georgetown/Georgetown Biology if they know that they are significantly underrepresented? Even if they are, does the department acknowledge that they are working on it?
- **Policy or proposed policy for collecting demographic data at your organization:**



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- [Link](#) - How data are collected, reported, tracked, and utilized in decision making.
    - Employees self-identify their demographic data within Georgetown's management system, per the guidelines [here](#).
      - Data are reported in aggregate, de-identified form to the federal government as required by law.
      - Per the guidelines, though, "Although submission of this information is voluntary and your declination will not result in any negative consequence, your participation is encouraged. If you do not self-identify this information, the Office of Federal Contract Compliance Programs of the United States Department of Labor expects the University to make a visual identification of your race/ethnicity."
    - In addition to demographic data collected during the application process, students could self-identify demographic data as part of the [Cultural Climate Survey](#) administered in 2020.
      - "The de-identified unit-level data will be analyzed by the Office of Assessment and Decision Support."
      - Data also analyzed by the Office of Institutional Diversity, Equity, and Affirmative Action, per the overview [here](#).
        - "IDEAA is working with the Office of Assessment and Decision Support to analyze the data and develop recommendations for next steps with colleagues from across the university, including opportunities for further student input and engagement."
      - Release of results has been delayed by the pandemic but is expected in spring 2021.
  - OR proposed policy for collecting, reporting, tracking and utilizing demographic data.
- **What did you learn about other organizations (or in general) while investigating demographic data?**
    - <https://diversity.ideo.columbia.edu/seminardiversity> - Increase diversity in seminars
    - <https://www.nature.com/articles/d41586-019-03784-x> - No all-male panels
    - <http://www.ohrc.on.ca/en/policy-and-guidelines-racism-and-racial-discrimination/part-3-%E2%80%93-guidelines-implementation-monitoring-and-combating-racism-and-racial-discrimination> - more information on collection of demographic data in Canada.

Things to consider:

- Institutional history--maybe library records?



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- Reaching out to IDEAA for more comprehensive demographic data on faculty
- Grad student demographics
- Alums from the department/from Georgetown to honor
- Named awards--who's being recognized from our dept currently?
- Asking Finn or biology office for data on invited speakers
- By Friday: deadline to reach out to Rebecca
- Look into previous Doyle courses