



Massachusetts URGE Pod Deliverable 3: Demographic Data

Demographic Data for Tufts University

This is what was found by the Massachusetts Pod at Tufts 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(s) to demographic data at our organization are here:**
 - [2019-2020 Tufts University Fact Book](#) - Tufts reports its diversity and other statistics, annually, in the “Fact Book”. This includes information on faculty, staff, and students.
 - Tufts undergraduate population during Fall 2019 (students who have multiple identities are counted more than once; degree seeking students only):
 - 66% White, 25% Asian, 9% Hispanic, 5% race unknown, 7% Black or African American, 0.75% Native American or Native Alaskan, 0.3% Native Hawaiian or Pacific Islander.
 - 53% Female, 47% Male.
 - For students, race/ethnicity is tabulated in the Fact Book by college but not by majors within colleges. N. Heim has requested race/ethnicity data broken down by undergraduate major, but approval from the dean & provost is pending.
 - The Tufts Department of Earth & Ocean Sciences is a small undergraduate-only department. As such, we do not currently have a speaker series. However, the department chair, at the request of the DEI committee, has agreed to fund an Earth & Ocean Science speaker series. This speaker series will consist of one to two invited speakers per semester who will intentionally be invited from a diverse pool of geoscientists (e.g.,). This series is meant to highlight and uplift the science of BIOPIC geoscientists; as such, they will be invited to speak about their science, though they may speak directly about DEI issues if they wish. The intended audience for the series is the whole Tufts Undergraduate student body.

- **How does your organization compare to others, or to the field as a whole?**
 - Over the past 30 years, the Department of Earth & Ocean Sciences has had 19 majors of color. 13 were of Asian descent, 3 were Black students, and 3 were Latino. During this time interval, there have been a total of about 250 Majors.

- Compared to the total undergraduate Tufts population, White EOS students have been over represented at 92% while all non-White identities have been severely under represented.
- Compared to the overall degrees awarded in the US, Tufts has awarded degrees to more Asian Americans but fewer Black and Latino students. This holds for all US universities as well as only private universities.
- **Public goals on demographics or increasing representation:**
 - The racial and ethnic diversity of the faculty and undergraduate majors in the Department of Earth & Ocean Sciences needs to be increased. The most immediate goal of the EOS DEI committee is to increase the diversity of our undergraduate majors and minors. We are also developing a plan to recruit diverse faculty members, though as a small department we do not hire new faculty very frequently.
 - The ultimate goal of our department is to have undergraduate majors and minors that reflect the racial/ethnic diversity of the US as a whole.
 - Our first intermediate step is to have representation of Black and Latino students that is at least as high as the national averages for the geosciences.
 - It is important to note that as a small department, progress will necessarily be slow, but we hope that over the next 3-5 years we can start to see progress.
 - Instructors in our introductory courses will uplift the visibility of scientists from marginalized backgrounds by highlighting their contributions to current research in the field.
 - We will uplift the research of BIPOC geoscientists by inviting them to give research seminars to the campus-wide undergraduate population. We will host 1-2 speakers per semester and speakers will be asked to present their science, though they may wish to discuss their experiences with racism in the geosciences if they wish.
- **Policy or proposed policy for collecting demographic data at your organization:**
 - The Tufts University office of Institutional Research (Link) collects and distributes demographic data on students, faculty, and staff. Data aggregated at the level of college/school is shared publicly through the University Fact Book. Finer grained data on individual departments is made available to respective department chairs. The Earth & Ocean Science department chair regularly reviews this data and shares with the DEI committee for benchmarking progress and setting new goals.

Demographic Data for Lesley University

- The link(s) to demographic data at our organization are [here](#) (this is the best I could find)

- Institution-level:
 - Overall Lesley's has a more diverse student body than the National average, and it's faculty is similar to the national average. Particular to Lesley's history as a women's college, the student body still trends heavily female (77%).
 - Lesley's undergraduate population is 56% White, 16% Hispanic/Latino, 9% Black/African American, 5% Asian, 4% two or more races, 5% race/ethnicity unknown, and 5% non-resident alien.
 - Only 60% of our undergraduates are traditional-age learners
 - About 70% of our undergraduates are local - coming from MA
- Department or major-level:
 - The university was not able to provide diversity data by major or 'division'.
 - Students:
 - I can only say anecdotally that my classes in Earth and Env Science do not appear representative of our broader University demographics. I always feel like my classes are 'whiter', even than other science classes (chemistry/biology). I can say (as the primary advisor for Earth and Env. Science and Env. Studies majors) that I only know of 1 major who is non-white over the last 6 years (out of ~20 major students). I think that students of color are definitely underrepresented in our earth & environmental science and environmental studies programs relative to the demographics of our student body.
 - Faculty:
 - Our division has one faculty member of Asian-American descent, one member of Middle-Eastern descent, and no Black or Latino faculty (out of 9 members). We rarely bring in speakers as a University, but the majority of our speakers (or workshop facilitators, and University-wide book-clubs) have been bipoc over the last 5 years and panels almost always have a faculty member of color represented. However, I also feel like those faculty are disproportionately burdened by this due to their overall underrepresentation.
 - In hiring, we must go through a training to counter implicit bias before we can serve on a search committee. If the diversity of the applicant pool does not match the diversity of individuals receiving PHDs in the field, then the search can not move forward. As the pool of applicants is narrowed, at each stage the diversity of the pool is assessed and it can not decrease as the search steps forward.
 - However, our faculty line approval process is very slow and our favored applicants (particularly bipoc applicants) often take positions elsewhere before we can make our offers, or accept better compensated positions at other institutions. This is an institutional barrier we face in our hiring process that results in fewer faculty of color being hired. Essentially our success rate for hiring faculty of color is lower than our success rate for white faculty.
- **Policy or proposed policy for collecting demographic data at your organization:**

- We have very limited staff in institutional research. As far as I understand, one person collects and reports this data and that person is retiring at the end of the year.
 - **Public goals on demographics or increasing representation:**
 - I could not locate any public goals on demographics or increasing representation. This website is the closest I could find:
<https://lesley.edu/students/diversity-equity-and-inclusion/diversity-equity-and-inclusion-initiatives>
 - **Policy or proposed policy for collecting demographic data at your organization:**
 - Institutional research and assessment personnel collect demographic data and make this data available to division chairs in order to understand the demographics of the various majors and departments.
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Demographic Data for Boston College

Currently working to find demographic information for BC.

- **The link(s) to demographic data at our organization are here:**
 - Institution-level:
 - Boston College Fact Book:
https://www.bc.edu/content/dam/bc1/offices/irp/ir/factbook/factbook_pdfs/20-21_factbook.pdf
 - BC undergraduate population:
 - 58% White, 11% Asian, 11% Hispanic, 4% race unknown, 8% international, 4% two or more races, 4% Black or African American
 - Department or major-level:
 - Ten year average population of our department majors are as follows:
 - 62% female, 38% male
 - 58% White, 11% Asian, 9% Hispanic, 8% race unknown, 6% international, 5% two or more races, 4% Black or African American
 - Overall, our department demographic reflects the BC demographic
 - Department Faculty:
 - Our department has 11 full time faculty. 8 male, 3 female. 10 white, 1 Asian.
 - In our most recent hiring opportunity we hired a female faculty member and an asian faculty member. This represents a tangible and significant step towards improving a department faculty that has been overwhelming white male dominated.

- Of the past seven faculty hires since 2015, 4 were women (3 men), 2 were asian (5 white). This again points to a more diverse hiring profile spanning six years, especially in the area of gender diversity. Faculty retirements over this time period have negatively impacted faculty diversity.
 - **How does our department compare to national geoscience demographics?**
 - From the AGI website:
<https://www.americangeosciences.org/geoscience-currents/diversity-geosciences>
 - 46% of undergraduate geoscience major graduates are women, 54% men. Our department is the opposite, dominated by women at 62%
 - 11.7% of undergraduate geoscience major graduates are Hispanic. Our department has fewer Hispanic undergraduates at 9%
 - ~3% of undergraduate geoscience major graduates are Black or African American. Our department has slightly more Black or African American undergraduates at 4%
 - **Goals & Actions towards improving diversity in our department**
 - We held a series of Department Town Halls focused on Black Lives Matter and Race in the Geosciences in Fall 2020. A department wide survey allowed us to collect data and opinions about specific actions we should take as a department to improve diversity.
 - We are undertaking a detailed review of department demographic data, trying to see where there is fractionation of the BC student population along racial, gender, or financial need divisions
 - We are exploring whether certain classes attract or deflect underrepresented students from our majors
 - With this data, we plan to review our undergraduate curriculum in the next 1-2 years to eliminate such demographic fractionations
 - We are developing plans (in part through URGE) to attract and recruit another diverse group of applicants to our next faculty search, perhaps launching next year.
 - We have been diversifying our Speakers Program over the past few years, seeking gender balance, and diversity in terms of career stage, race, research area, profession (academic v.s non-academic).
<https://www.bc.edu/content/bc-web/schools/mcas/departments/eesc/seminars.html>
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- **What did you learn about other organizations (or in general) while investigating demographic data?**

- AGI Data on Diversity in the Geosciences:
<https://www.americangeosciences.org/geoscience-currents/diversity-geosciences>
- <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.