

# URGE Demographic Data for University/Organization

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This is what was found by **Dartmouth Earth Science** at **Dartmouth College** 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:**
  - [Reports of the Inclusive Excellence Working Groups](#) are available under 'Resources' tab of the Inclusive Excellence webpage
  - The same webpage (above) includes a link to [Dartmouth Fact Book](#), an interactive database put together by the Office of Institutional Research
    - [Information on student](#) admissions, enrollment, financial aid, degrees, undergraduate student life as well as undergraduate off-campus programs
      - Data available from 2002 to 2020; search categories include gender, race/ethnicity, full-/part-time and first generation
    - [Information on faculty and staff](#) demographics
      - Data available from 2004 to 2019; search categories include tenure status, gender, race/ethnicity, full-/part-time and administrative division (for staff)
  - Note: information is public, but not easily accessible (buried in sublinks)
    - **Action taken:** contacted the Office of Institutional Research (02/26/2021) and requested the Dartmouth Fact Book to be more easily accessible and widely advertised to schools and departments
- **Public goals on demographics or increasing representation:**
  - At the institutional level
    - The [Inclusive Excellence](#) initiative at Dartmouth “was created in 2016 to define clear goals for inclusivity and diversity across campus, establish accountability, and propose short- and long-term means of creating a more inclusive and diverse community.”
    - Concrete tasks for each of the six initiatives are well defined, and the progress on each task is tracked and transparently communicated
      - Example: progress on [increasing faculty diversity](#)
      - More specific example: [increasing the percentage of underrepresented, tenure-track faculty](#) institution-wide from 16% to 25% by 2020 is “in progress,” and the timeline for this task has been extended to 2027
  - At the departmental level
    - The [Statement From Faculty](#) on the Dartmouth Earth Sciences department website states a goal for getting the department’s undergraduate population to reflect the diversity of the whole Dartmouth undergraduate community

- *“The goals we set for ourselves in February 2020 are specifically: (i) to increase the proportion of underrepresented minorities at all levels... (ii) achieve parity in underrepresented minorities enrolled in the EARS major to align with Dartmouth's undergraduate population.”*
  - Remaining questions: How far away are we from achieving parity to align with Dartmouth’s undergraduate population? What is the timeline of this plan? Is it possible for us to go beyond this goal? What about graduate students, postdocs, researchers, professors, etc?
- **Graduate Student, Postdoc, and Faculty Recruitment:**
  - One barrier to increasing undergraduate enrollment in our department is that students at Dartmouth commonly take classes by word of mouth
  - We can strategically update our curriculum design to expand our outreach efforts within the College and attract a more diverse student population to our department. Examples discussed:
    - Many students take lab classes closer to graduation; we could get them to take lab classes earlier to bring in more majors
    - Courses that satisfy the undergraduate writing requirement (e.g., EARS 7) could bring in more majors from traditionally underrepresented groups
    - We could build a new writing requirement course that covers topics such as social justice and environmental history that would attract students with a wider range of backgrounds and interests
      - We acknowledge that this may be challenging with the available faculty in our department; more incentives and resources will be needed
    - Modifying the content of some of our introductory courses to make them more appealing to students with a wider range of backgrounds and interests
    - A shorter, low-commitment field trip class can be developed for winter or summer term
  - We can start a more casual type of EARS club (e.g. an undergraduate club run by majors where students can socialize, attend lectures and brief field trips of local geology, and get exposure to the major in a low-commitment way)
  - We can emphasize careers in geosciences beyond academia and oil
    - Many students may be wary of entering the geosciences without the promise of a good job at the end
    - While continuing to emphasize a wide variety of geoscience careers during freshman orientation and introductory classes, we could provide additional opportunities by hosting a career exploration event with panelists/speakers from academic and non-academic institutions, inviting EARS alums who have gone on to pursue non-academic careers for department seminars, etc.
  - Dartmouth’s geographic isolation and location in the predominantly white Upper Valley means graduate students and faculty from historically underrepresented

groups may be wary of committing to a position in the Dartmouth Earth Sciences Department, especially long-term faculty positions

- To diversify the department, we have to think about both recruitment and retention. Examples discussed:
  - Put a stronger focus on mentoring to create a community where people feel welcomed and included
  - Increasing financial support for graduate students and postdocs could incentivize people who may be hesitant to commit due to the geographic isolation. This would also help to combat economic inequality, as continuing in academia is difficult for potential graduate students or postdocs with student debt
    - Since salary is adjusted for external factors (e.g., local costs of living, inflation, etc.), a realistic way to increase financial support for students needs to be discussed
  - The tuition coverage for EARS MSc program is a great opportunity that many other institutions don't have and may be an attraction to students from marginalized backgrounds who are hesitant to or cannot afford to pursue a MSc degree. We could advertise this more broadly and more strategically (e.g., to specific organizations and/or colleges with students from underrepresented groups)
  - Increasing spousal hiring; this is especially important for recruiting women, who are more likely to have spouses in academia
  - Creating cohort groups to give people a better sense of community
    - These could be modeled after Dartmouth's First Year Student Enrichment Program (FYSEP) cohort program for first generation and low income undergraduate students, or
    - After the [2-year post-bac program in the Brain and Cognitive Sciences Department at MIT](#), targeted to provide research opportunities for students from underrepresented backgrounds
  - Creating a specific department fund to bring in URM graduate students each year
- **Action item:** during the URGE meeting with the department leadership, present the following to the faculty:
  - Progress of the Inclusive Excellence initiative at the institutional level
  - Remaining questions regarding the proposed goals of the department in the [Statement From Faculty](#)
  - Propose the suggestions on curriculum design discussed above
- **Department history of invited speakers:**
  - The Earth Sciences department has not kept a record prior to junior faculty assuming leadership of the seminar series in 2018, so it is starting to keep track now (the record is currently accessible to faculty and recent talks are listed on [the website](#))

- We would have to seek legal counsel to track the demographic information of invited speakers
- Suggestion: we could invite guest speakers to give a little intro about their experiences in geoscience before their research talk
  - There is a fine balance between trying to diversify our speaker pool and veering into tokenism
- Remaining question: there is a note 'data on race/ethnicity were not formally requested' on the [Seminar Diversity Initiative at LDEO](#) website. If not formally requested, exactly how is this information collected and allowed to be publicized?
- **Action taken**: reached out (03/03/2021) to the main contact for the Seminar Diversity Initiative, Kailani Acosta, and learned that they send out a Google form to speakers after their talks, with questions about demographics (gender, race/ethnicity) information as well as comments/concerns/suggestions for improving the seminar. Since the speakers are not required to answer any of the questions, they have not encountered any legal concerns regarding data collection.
  - We could implement something similar for our future seminars (especially asking feedback on how to improve).
- **Teaching and discussing geology “heros” with racist backgrounds:**
  - Discussing the background of figures such as John Wesley Powell and their use of geoscience to advance racist narratives is important, but professors may be unsure how to adequately incorporate this nuance and historical context into lessons
    - Resources such as [GeoContext](#) can help with this
    - It may be easiest to add this context into intro classes and Dartmouth’s Earth Sciences domestic study program
      - Especially during the Stretch, more emphasis can be put on land acknowledgement and historical narratives of the region