

## URGE Session 3 Deliverable – Demographic Data Harmful Algal Bloom Pod at WHOI

### WHOI

- Presentation by Gwyneth Packard, WHOI Sr. Engineer and member of the WHOI Committee for Diversity and Inclusion. Data are limited to scientific staff demographics.
- [https://web.whoi.edu/cdi/wp-content/uploads/sites/133/2020/05/20200504\\_CDI\\_DI\\_AOP\\_E.pdf](https://web.whoi.edu/cdi/wp-content/uploads/sites/133/2020/05/20200504_CDI_DI_AOP_E.pdf)
- **MIT-WHOI Joint Program**
  - Joint Program website has a statistics page is purely focused on selectivity and job placement: <https://mit.whoi.edu/admissions/statistics/>
  - Data are compiled and shared through faculty and staff meetings (and presumably with students as well). Faculty have been told that URM candidate are accepted at a higher rate than they apply (upselected through the admissions process) but data are not shared publicly due to privacy concerns. Our group wondered if the Academic Programs Office has explored standardizing demographic data and sharing across a consortium of northeast oceanography and earth science programs. Such a step might enhance our ability to investigate the effectiveness of different initiatives.
  - **MIT** has a dedicated diversity page with compiled statistics about campus diversity, climate, along with breakdowns along undergraduate, graduate, postgraduate and faculty ranks.
    - <https://diversity.mit.edu/diversity/mit-diversity-equity-and-inclusion-data>
    - MIT Demographic data: <https://web.mit.edu/facts/enrollment.html>
- Analysis of past invited speaker demographics
  - To our knowledge, this does not exist. One member of pod was the faculty co-chair of the Biology seminar program for 2018 and much of 2019. Speaker demographics were not collected systematically or considered when soliciting speakers at that time.
  - All speakers are cataloged going back at least 5 years before present. Some demographic data might be compiled from this list or solicited from past speakers as has been done by the Biology Department at Stanford ([https://oconnell.stanford.edu/sites/g/files/sbiybj6216/f/biology\\_seminar\\_series\\_demographics\\_report.pdf](https://oconnell.stanford.edu/sites/g/files/sbiybj6216/f/biology_seminar_series_demographics_report.pdf)).
  - It would best practice going forward to solicit this information from all speakers going forward as a formality. An idea that resonated during our group's discussion was to ask that administrators who compile a weekly campus wide calendar begin making pro forma requests for speaker demographics when notified of speaker events.
  - It was also noted that data to show deficient representation of some groups might provide leverage for additional support to bring URM speakers to campus.
- In a similar vein, we discussed how demographic data is requested as part of the application process for positions at WHOI. It would be helpful to know for lab heads to know how these demographics break down by characteristics of job descriptions and by

advertising outlets. If this were shared widely across the Institution, PIs could take more effective steps to recruit URM candidates.

### **Comparison of WHOI to other institutions**

- Members of the group compiled data from other institutions with which they were familiar. Generally we had little if any success finding data that was broken down by department, making direct comparison of our home institution (WHOI) to other institution's demographic data suspect.
- Notes from our collective exploration were reviewed during our discussion and are outlined below.

### **Dartmouth College**

- Public goals regarding diversity outlined on a public facing website that was established as part of an institution wide effort in 2016.
- <https://inclusive.dartmouth.edu>.
- The site outlines six initiatives/goals:
  - 1. Increase faculty diversity
  - 2. Increase staff diversity
  - 3. Build a more inclusive community
  - 4. Increase transparency
  - 5. Confront and learn from the past
  - 6. Be accountable
- Each initiative has its own dedicated website that is again public facing and outlines tasks associated with the given initiative and an indicator of its status (e.g., completed, in progress, etc.)
- As an example, for goal 1, increase faculty diversity, there are 15 separate tasks. Examples include: track faculty diversity data, reach fundraising milestone targets for URM faculty hiring, add additional diversity advocates within hiring processes. Some tasks are quite specific and others more nebulous. Of the goal 1 tasks, 12 of the 15 are completed. The three incomplete ones are: "Update and make public department and program diversity plans", "Review and report on balancing faculty workload", and "Achieve 25% underrepresented faculty by 2020".
- Under that Increase transparency goal, there are 5 subtasks (4 completed), including "Publish diversity and inclusion report card". The report card has been published annually since 2017 at the beginning of November. Most recent data for faculty and staff are available at:  
<https://www.dartmouth.edu/oir/data-reporting/factbook/facultyandstaff.html>
- Student body demographics are made available at:  
<https://admissions.dartmouth.edu/apply/class-profile-testing>
- The college's diversity commitment is outlined through the inclusivity initiative website, at a website targeting prospective students (<https://admissions.dartmouth.edu/about/commitment-diversity>) and at numerous other links.

## Indiana University

- IU highlights a commitment to ‘culturally diverse and international educational programs and communities’ in their mission statement. A search for a diversity statement links to the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, which has no specific goals for the university, but seem to have a strong focus on student life, academic support, and career resources. The headers feature categories on: Anti-Racism, Diversity Education, Cultural Involvement, Academic Support, Scholar Opportunities, Community Engagement, and Career Resources.
- By far the biggest section is the cultural involvement and community engagement. IU has a lot of different cultural centers and student-led advocacy groups, and the OVPDEMA seems focused on building community within the university rather than changing recruitment patterns.
- Looking at demographics, the student body skews heavily white, and I was able to find a report from College Factual on the Geology department, which showed all undergrad majors were white, and graduate students were slightly more diverse. They also reported on the sum of all Physical Science programs, which were dominated by white men. At the undergraduate level, just over 75% of students were white, this dropped to 63% at the graduate level, with foreign students making up the next largest group at 18.5%.
- College Factual:  
<https://www.collegefactual.com/colleges/indiana-university-bloomington/academic-life/academic-majors/physical-sciences/geological-and-earth-sciences/>
- Eventually I did find annual campus demographic reports, but you need to scroll down on the home page to find them. In the last 5 years across all campuses, there has been an increase in Latinx/Hispanic and Asian enrollment, and the number of minority faculty has increased by ~45% across all groups since 2005. At IU Bloomington, the number of minority faculty has increased 60%, but some groups remain very small (4 Native American faculty out of 1,030 in 2018)
- Link: [https://diversity.iu.edu/doc/annual\\_report\\_2020.pdf](https://diversity.iu.edu/doc/annual_report_2020.pdf)

## Virginia Tech

- Demographic information from Virginia Polytechnic and State University was not easily found on the vt.edu website, but appears to be compiled by external sources. The first is through data.io, which lists data collected from 2014-2017:  
[https://datausa.io/profile/university/virginia-polytechnic-institute-and-state-university#enrollment\\_race](https://datausa.io/profile/university/virginia-polytechnic-institute-and-state-university#enrollment_race)
- This website specifies that these data are from the Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment: <https://nces.ed.gov/>
- Data specific to Virginia Tech was available through the search function, viewable here: <https://nces.ed.gov/collegenavigator/?q=virginia+polytechnic&s=all&id=233921#enrolmt>
- This website appears to compile data from multiple universities, but the search function did not always work properly (seemed to be best in Chrome)
- Outlines an initiative entitled “InclusiveVT”: <https://www.inclusive.vt.edu/>, operated at the provost level, which has the following institutional goals:

- Institutionalizing structures to promote a sustainable transformation
- Increasing faculty, staff, and student diversity
- Ensuring a welcoming, affirming, safe, and accessible campus climate
- Advancing the research, teaching, and service mission through inclusive excellence
- Organization and staff clearly outlined:  
[https://www.provost.vt.edu/who\\_we\\_are/inclusion\\_diversity/id\\_staff.html](https://www.provost.vt.edu/who_we_are/inclusion_diversity/id_staff.html)
- The Office of Recruitment, Diversity, and Inclusion focuses on graduate student recruitment and on providing support to students as they get acclimated and adjusted to their graduate programs/certificates through the development of inclusive and diverse programming to meet students' needs:  
<https://graduateschool.vt.edu/about/diversity.html>

### **Wellesley College**

- On the Admissions and Financial Aid page, there's a special section devote to Diversity and Inclusion: <https://www.wellesley.edu/admission/diversity>
- The demographics of the student body is provided:
  - Which states and countries students are from
  - Percentage of students that speak languages at home other than English
  - Percentage of students identify as people of color
  - Percentage of students that receive financial aid and the average annual scholarship
  - Percentage of students that will be the first generation in their family to graduate from college
  - The mentoring and advising resources for LGBTQ students and their allies
  - The different religious organizations available to students on campus
- There are also numerous links to various student groups, such as Acorns, a meeting space for students of Latinx and Asian descent
- Many testimonials from students about finding a good "fit" at Wellesley
- There's a special section about their "Diversity Recruitment Team"
  - This is a group of staff and students who are committed to recruiting and enrolling students from underrepresented backgrounds.
  - They organize the travel grant program that brings bright, deserving students to campus, engage with community-based organizations and high school counselors around the country, hang out with the dozens of cultural organizations on campus, and help connect prospective and current students.
  - There's a link to ask a student about the ways in which the team can support you in the application process. Pretty neat!

**Northeastern University** : <https://facts.northeastern.edu/>  
<https://www.northeastern.edu/admissions/student-life/diversity-at-northeastern/>

### **Reflections**

- Public goals on demographics or increasing representation:

- These were commonly stated on a variety of web pages across the institutions we examined though much of this material was focused on recruiting and did not show trends or other forms of longitudinal data. Some of this was available through sites like Collegefactual and datausa.io which made omission from institution home sites more noticeable.
- A consistent problem was uncertainty in how demographics were reported. It was common for institutions to note that individual students and faculty may identify themselves as belonging to multiple groups. Presumably others choose not to report. There was a general sense that content was largely more for show than substance. Members of our group also noted that gender breakdowns seldom deviated from simple male/female binary.
- Are there general goals stated at your organization for achieving representation?
  - Yes, these types of general goals statements were common.
- Are there measurable goals stated at your organization for achieving representation?
  - This type of resource was rarer. The Dartmouth College diversity initiative was noteworthy in that it listed public goals for advancement of diversity and inclusion, included a timeline for implementation, and cataloged specific achievables and their status (in progress or completed).
- Policy or proposed policy for collecting demographic data at your organization:
  - Again, the Dartmouth College diversity initiative was noteworthy in that one of the deliverables was to publish an annual report on faculty and staff demographics (which the college has done since 2017).
- 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.
- Possibility for Northeast oceanography schools to aggregate data
  - Stanford Bio Dept demographic data: [https://oconnell.stanford.edu/sites/g/files/sbiybj6216/f/biology\\_seminar\\_series\\_demographics\\_report.pdf](https://oconnell.stanford.edu/sites/g/files/sbiybj6216/f/biology_seminar_series_demographics_report.pdf)
- WHOI HR could support investigators in job searches by making more job search data available (e.g. how are people finding the posting, where are applications coming from)
- Important to organize some sort of meet-up with other URGE pods at WHOI for “cross-pollination” of ideas