

URGE

Unlearning Racism in Geoscience

Session 3: Racism and History

Deliverable: Statistical Analyses of Program and its History

Harvard EPS/ESE URGE Pod

This is what was found by the EPS/ESE URGE Pod at Harvard 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 Harvard University are here:**
 - [Faculty and Staff](#)
 - [Faculty](#)
 - [Graduate School of Arts and Sciences](#)
 - [School of Engineering and Applied Sciences](#)
 - [Undergraduate](#)
 - No public demographic data is available for EPS Department invited seminar speakers. This data has not been collected in the past with the consent of the speakers.
 - No public demographic data is available for the EPS graduate student population. The Graduate Studies Committee does collect this data and has a private record from the past ~15 years.
- **How does your organization compare to others, or to the field as a whole?**
 - We cannot, at this time, directly compare our departments to the field as a whole, because the demographic information is not public. We are not aware of any department efforts to compare the demographics. *We recommend that department or university-level leadership with access to demographic data conduct regular analyses of changes relative to the field of earth sciences and US population demographics.*
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
 - “GSAS is committed to enrolling students from groups underrepresented in graduate study.” (GSAS=Graduate School of Arts and Sciences)
<https://gsas.harvard.edu/diversity-gsas>
 - “The Department of Earth and Planetary Sciences (EPS) and the teaching area of Environmental Science and Engineering (ESE) hold central the value that all members of our community are treated with respect and are provided equal opportunities for success in our educational and work environments. In a continued effort to help build and maintain a diverse and inclusive community, as well as help address issues of gender- and race-based discrimination and harassment, EPS and ESE have



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established a standing Committee on Diversity and Inclusion.”

<https://eps.harvard.edu/diversity-equity>

- Are there measurable goals stated at your organization for achieving representation?
 - The following are examples of measurable goals put forward at the #ShutDownSTEM event. A full list is available [here](#).
 - “Host a recruitment weekend for potential graduate students and postdocs to engage them before the application process. Reach out to a wide range of minority-serving institutions.”
 - “Actively recruit people from underrepresented groups as speakers for all seminar series ... This should include a target percentage that must be met for the number of talks given by underrepresented people...”
 - “Specifically transfer materials related to Shaler and Agassiz to the museum (or to a different intentional space) and repopulate the walls with images and content to represent a diverse community and current work. Commit to these tasks in calendar year 2020.”
 - The following are examples of measurable goals put forward by the EPS/ESE Diversity Inclusion and Belonging Committee and its subgroups. A full list is available [here](#).
 - “Host a spring research open house to encourage undergrads to get involved in geoscience research during the summer & help students acquire funding/learn about accessible remote research options.”
 - “Create FAQ resource for faculty webpages.” and “Achieve 75% adoption of FAQ resource on faculty webpages”
- Suggested additional goals for your organization:
 - We suggest an annual review to determine which goals have (or have not) been met and why. The DIB scorecard (linked on the EPS website) is a good framework for this.
- **Proposed policy for collecting demographic data at your organization:**
 - Demographic data of invited speakers to departmental seminars (including Departmental Colloquium, BiSEPPS, ClimaTea, and the Geobiology Seminar) should be tracked, with consent of the speakers. This information should be made public at the end of every academic year or after a sufficiently long period that participant anonymity can be ensured



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- A summary of the graduate student population demographics should be made public on the departmental website, again protecting for anonymity. For example, the graduating classes from the last 5 years (2016 to 2020) can be compared to the graduating classes from 2006 to 2010.
- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - One issue that we've struggled with is the preservation of people's anonymity. In the case of our departments, the student, postdoc and faculty populations are largely white. When data is collected to track demographics or incidents, we feel this should be done in a way that doesn't single out people. At the same time that collecting data is necessary in order to identify discrimination, allows us to set measurable goals and to track progress, we feel that the data should be protected from "[the collection or use of data for improper purposes that further contributes to discrimination or stereotyping](#)". We need a balance between publicly disclosing demographic information and maintaining the privacy of individuals.
 - Another theme that was brought up in the AGI talk "Diversity in the Geosciences – a Look at the Data and the Actions of the Community" was the difficulty of defining categories to describe people. More thought could be given to which demographic data should be collected and how the categories will be defined.