
URGE Demographic Data for Indiana University Bloomington
Department of Earth and Atmospheric Sciences

This is what was found by IU Earth and Atmospheric Sciences Pod at Indiana University Bloomington on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data. We intend to expand upon the highlighted sections over the next few months.

- **The link(s) to demographic data at our organization are here:**
 - College of Arts and Sciences Diversity Report: [link](#)
 - We are currently working on a plan to analyze already-collected department-specific data for all undergraduate and graduate students.
 - If data is not available, what is the reason for not making it public?
 - Data is available upon request though Bloomington Assessment & Research, but is not made public as the number of minority students in certain departments are small. Making this data public, in certain cases including ours, could further isolate students and violate FERPA rules.
 - Analysis of past speaker demographics have not been completed yet, but information should be available.
 - Analysis of graduate student applicants to current students has not been completed yet, but are available.
- **How does your organization compare to others, or to the field as a whole?**
 - AGI - “Diversity in the Geosciences – a Look at the Data and the Actions of the Community” - <https://www.americangeosciences.org/webinars/diversity-geosciences-look-data-and-actions-community>
 - Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>
 - Nature article on trends in geoscience, w/ figures: <https://www.nature.com/articles/s41561-018-0116-6>
 - External college factual diversity report: [link](#)
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
 - Office of the Vice Provost of Undergraduate Studies supports a Strategic Initiative named “Diverse Community of Scholars”: [link](#)
 - Office of the Vice Provost for Diversity and Inclusion Annual Report: [link](#)
 - The Department of Earth and Atmospheric Sciences 5-year strategic plan: [link](#)



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“Appoint/elect from the faculty a Director of Diversity who reports monthly on departmental diversity issues, informs the faculty of campus and national events related to diversity in science and EAS, and collects/ distributes resources on the importance of diversity in science and industry. Increase the cultural and gender diversity of our faculty to become a departmental community that reflects the broad diversity of students who will enter our profession in the next generation. Initiate efforts to recruit and enroll undergraduate and graduate students from underrepresented minorities and non-traditional backgrounds. Increase efforts toward improving retention of female and minority students and faculty. Increase efforts toward improving recruitment and retention of international students. Identify and remove barriers of inclusivity in our department. Enhance curricular experience of our students from diverse perspectives.”

- The Department of Earth and Atmospheric Sciences Diversity page: [link](#)
“We are committed, both individually and collectively, to nurturing diversity and inclusion, sustaining a climate of mutual respect, and fostering a collaborative and supportive academic environment wherein everyone is empowered to succeed.”
- Are there measurable goals stated at your organization for achieving representation?
 - College of Arts and Sciences Strategic Plan: [link](#)
In carrying out their second primary goal, to “Improve undergraduate teaching, learning, and professional preparation of undergraduate students”, the plan should:
 1. *Increase the number of students directly admitted to the College by reducing barriers to College matriculation (i.e., by lowering direct-admit requirements) and involve departments and faculty more fully with the recruitment of undergraduate students who have received offers of direct admission. (UIE)*
 2. *Increase the availability of scholarship money for recruitment rather than retention/reward. In its direct admissions offers, the College should target in-state students and focus scholarships on incoming freshmen rather than on rising seniors. (UIE)*
 3. *Develop recruitment pipelines to communities in cities and other areas with large populations of prospective students currently underrepresented at IUB. (Div)”*

In five years and beyond, the College strives to

“Improve Undergraduate Teaching, Learning, and Professional Preparation: As the College pursues diversity and increased enrollments jointly rather than as separate goals, it will commit to maximizing achievement among all students in retention, graduation rates, and GPAs. The College will move toward the top



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quartile among our peers in the Big Ten Academic Alliance in terms of demographic diversity. In an era of great uncertainty, the College will reinforce its status as the intellectual driver of the campus, a place where important issues are debated and addressed. Students will come to recognize the College as the place to start their search and to embark upon rewarding careers. College faculty and students alike will see that teaching excellence is distinctively central to the College mission; Master Teachers will be recognized on campus for linking research with our educational mission. Professional advising will be recognized as a key component to student success.”

- Suggested additional goals for your organization:
 - Goal 1: Expand how we track gender beyond the binary of female and male identities.
 - Goal 2: maintain an annually-updated working document for demographic data analysis. We suggest a jupyter notebook which can easily update and export figures for presenting how diversity in our departments trends through time.
 - Goal 3: the department of Earth and Atmospheric Sciences should implement measurable goals for recruiting and retaining undergraduate students from underrepresented minorities.
- **Policy or proposed policy for collecting demographic data at your organization:**
 - Bloomington Assessment & Research is charged with collecting, tracking and reporting demographic data. They partner with other units within the Office of the Vice Provost for Undergraduate Education to promote their strategic goals. [link](#)
 - Plan for the collection and analysis of departmental undergraduate data
 - We are submitting a request through BAR for all department undergraduate demographic data from two past 20 years.
 - Plan for the collection and analysis of departmental graduate student data
 - We are in the process of comparing demographics of graduate applicants to those who are offered positions, and also to current student demographics for the past 10 years. This data will be gathered by our department's Graduate Coordinator, Bryan Roberts. It will be analyzed this summer, and presented at our final URGE meeting with College of Arts and Sciences deans.
 - Plan for the collection and analysis of departmental invited speakers data
 - Coordinate with our department's fiscal officer, Carol Glaze, who might be able to make a report
 - Proposed plans for improving these data to be discussed by D+I committee

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- Summer Camp initiatives
 - Participate in the Jim Holland Summer Science Program: [link](#)
- Bridge program initiatives
 - Seek out participation in AGU Bridge Program: [link](#)
 - Physics and Chemistry departments at IU have similar programs: [link](#), [link](#)
- **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.
 - Faculty are classified as international only when not naturalized citizens yet, then by race and ethnicity once they become citizens.
 - We can contact Dean Nicola Pohl (Associate Dean for N&M Research) about connecting to a bridge program