

URGE

Unlearning Racism in Geoscience



JOHNS HOPKINS EARTH AND PLANETARY SCIENCES URGE POD

This is what was found by the JHU EPS URGE team 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:

- https://studentaffairs.jhu.edu/registrar/wp-content/uploads/sites/23/2019/10/FALL_2019_1.0-2-Minority-Student-Enrollment-with-New-IPEDS-Race-Ethnicity-values.pdf
 - Minority Student Enrollment with New Integrated Postsecondary Education Data System (IPEDS) Race and Ethnicity Values Report from the Office of the Registrar - a report (pdf document) of minority student enrollment, currently as of 9/16/2019, the beginning of the third week of classes. This document is does not include data for the current academic year. It is unclear how to access this document (or potential updated versions of this document) without typing “demographics” into the search bar on the registrar website.
- <https://oir.jhu.edu/university-at-a-glance>
 - Office of Institutional Research data at a glance - a webpage summarizing university, graduate student, undergraduate student demographics for the current year.
- <https://provost.jhu.edu/reports-and-resources/>
 - A collection of reports produced by the Office of the Provost. Reports date back to 1994 (although reports are not produced regularly until around 2016). Modern (2016 on) reports pertain to



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graduate student composition, staff composition, faculty composition, and climate.

- <https://provost.jhu.edu/wp-content/uploads/sites/4/2017/08/JHU-Report-on-Graduate-School-Diversity.pdf>
 - Provost's Report on Graduate Student Diversity - a 2017 document that presents data describing different graduate student populations and summarizes trends between 2008-2016. Populations highlighted include women, minority (per IPEDS definition), and URM students. This document is one of many from the list of reports from the Office of the Provost linked in the previous bullet point.
- <https://diversity.jhu.edu/roadmap-on-diversity-and-inclusion/>
 - JHU Roadmap on Diversity and Inclusion - a 2016 document intended to establish an accountability framework by summarizing university priorities, ambitions, and commitments pertaining to increasing diversity and inclusion. Also linked are Roadmap Progress Reports from 2018, 2019, and 2020, which summarize developments relevant to faculty members (hiring), students (admissions), staff (support systems), university climate, and engagement with the larger Baltimore community.
- <https://eps.jhu.edu/events/bromery-lectures/> - Analysis of past invited speaker demographics (records back to Spring 2013, no demographic data).
 - JHU EPS pod would like to start collecting demographic data, but there are concerns about how to do this using best practices. Specifically, there are concerns about how to collect and curate these data privately, and post demographic data anonymously. Members of the pod are looking into how to do this.

How does your organization compare to others, or to the field as a whole?

- The table below is compiled demographic data from many of the sources listed above.

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Discipline (Broadly Physical and Earth Sciences)	Hispanic/Latino; Hispanic	Black/African American	American Indian/Alaska Native	Asian	Native Hawaiian/Other Pacific Islander	White	Two or more races	Unknown	URM
Total Graduate Enrollment (Physical and Earth Sciences, Fall 2019)	10%	4%	0%	7%	0%	71%	3%	4%	14%
First-Time Graduate Enrollment (Physical and Earth Sciences, Fall 2019)	11%	5%	0%	7%	0%	70%	4%	4%	16%
Tenure and tenure track faculty in top 100 Earth Science departments									4%
Geoscience doctorates awarded to URM 2016									6%
Faculty Demographics (Full Professor, Associate Professor, Assistant Professor)									
Johns Hopkins University (Fall 2019)	4%	6%	0%	22%	0%	69%	0%	0%	10%
School of Arts and Sciences (Fall 2019)	4%	4%	0%	14%	0%	79%	0%	0%	8%
EPS Department (Fall 2019)	0%	0%	0%	7%	0%	93%	0%	0%	0%
Undergraduate Student Demographics									
Johns Hopkins University (Fall 2020)	9%	8%	0%	15%	0%	41%	4%	3%	17%
School of Arts and Sciences (Fall 2019)	14%	8%	0%	0%	0%	0%	0%	0%	22%
PhD Student Demographics Fall 2019									
Johns Hopkins University	6%	4%	0%	8%	0%	38%	3%	2%	10%
Natural Sciences	6%	4%	0%	7%	0%	42%	3%	2%	10%
EPS	0%	5%	0%	8%	0%	48%	5%	3%	5%

Public goals on demographics or increasing representation

- general goals stated at your organization for achieving representation:
 - A roadmap was developed in February 2016, the stated goals can be found [here](#). The components of the roadmap are listed below and quoted verbatim from the publicly posted Roadmap.
 - **“Achieving greater diversity of membership in the JHU community.** Across our history, access to the university has been impaired by a range of explicit and implicit societal barriers that impact minorities unequally (Bowen and Bok, 1998; Strohl, 2013). As our excellence and ability to achieve our mission is directly linked to incorporating differing perspectives, we have a compelling interest in surmounting these barriers, committing ourselves to recruiting, supporting, and retaining individuals from a spectrum of populations and life experiences. Only through these actions can we build an academic environment that both reflects and models the intellectual strength of our diverse world.”
 - **“Improving opportunity for JHU community members of all backgrounds.** Improving our diversity of membership is necessary but not sufficient (Pike & Kuh, 2006). After welcoming a diverse group of people to our community, we must be able to ensure their meaningful and continuing participation in the myriad pathways through which faculty, students, and staff can flourish and advance.”



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- **“Enabling robust engagement with diverse viewpoints.** As an academic institution, it is important to vindicate a vision of diversity that speaks not only to participation but also to the fostering of discussion and debate about complex underlying issues (Saenz et al., 2006; Gurin et al., 2009). We strive to create an environment in which we understand, value, and learn from each other, and can realize the benefits of diverse and divergent views and perspectives. A deep and robust commitment to academic freedom is a necessary foundation for diversity to thrive.”
- **“Fostering a climate of respect.** We must commit ourselves to a climate that embraces diversity, promotes inclusion, encourages civility, and sustains open dialogue and free expression (Saenz et al., 2006). This is especially critical at a time when social media and other forums enable anonymous, unaccountable hostility.”
- Are there measurable goals stated at your organization for achieving representation?
 - Yes and no. There are some quantifiable metrics stated in some places, while in others, quantification remains difficult. From III. Building the roadmap:
 - “At times, success will be hard to quantify, particularly because we will employ neither quotas nor identity-based targets that are legally impermissible. Our efforts will also necessarily align with other important principles. We will not compromise in our pursuit of excellence—indeed, our commitments to diversity and inclusion are intended to achieve heightened excellence. Nor, in our pursuit of these commitments, will we recede from other foundational tenets of the university, such as our bedrock commitment to academic freedom.”
 - “To measure our progress and foster accountability in the months and years ahead, we will use data gleaned from a number of different sources, including, where appropriate, periodic surveys of various campus communities. While data alone cannot paint a complete picture of our community or adequately capture progress toward our ultimate aims, a focus on data collection and analysis will allow us to track improvement in particular areas, such as the diversity of our entering classes or faculty ranks, satisfaction with campus



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climate, the use and effectiveness of various trainings, or the trend in reports of discrimination or bias. Transparency will be a driving force in our sustained progress, and we will also provide timely and pertinent reports and updates with sufficient details to allow assessment of progress. And we will provide opportunities for our students, faculty, and staff to continue to inform us of their perceptions of progress and to help steer our work.”

- “From these mechanisms for accountability—surveys, data, periodic reports, and opportunities for input—we will share key results with the university community, including through postings on a new diversity website (diversity.jhu.edu)”
- Examples of quantifiable goals include:
 - “Continued tracking of faculty data. Following the release of the first JHU Report on Faculty Composition, we are committed to biannual production and publication of these data. The next report will be disseminated in the 2018–19 academic year, reflecting data as of November 2017.”
 - “We will ensure at least 3 of our board members are from underrepresented/underserved groups.”
- Suggested additional goals for your organization:
 - A systematic study of how the potential adoption of a JHU police force might hamper our ability to increase diversity at JHU.
 - If a JHU police force is established, a commitment of # of URM members to serve on the advisory board.
 - A report on variations in lab space area for faculty from different demographic groups (modeled after “A Study on the Status of Women Faculty In Science at MIT”) – this will allow us to infer if we are providing URM faculty with the resources to succeed along one dimension.
 - Publish faculty salary data on an internal platform that can be seen by JHU community members.

Policy or proposed policy for collecting demographic data at your organization:

- How data are collected, reported, tracked, and utilized in decision making.
 - Staff data is collected every two years and compiled in a public report (e.g., 2020 Staff report)



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- Staff data will be used to “measure the impact of the initiatives we have developed to ensure Johns Hopkins is able to attract and retain a talented, diverse workforce” and “evaluate if recruitment, development, and compensation practices are resulting in gender equity and a broad representation of individuals who identify as a minority.”
 - Faculty data is collected every two years and compiled in a public report (e.g., 2020 Faculty report)
 - Faculty data will be used to “to measure our progress in faculty diversity over time, better assess our opportunities for growth, and be more strategic about faculty recruitment and retention”
 - Student data are regularly reported as part of the Roadmap on diversity and inclusion - however, I cannot find info on how often regular means.
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- **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.