

Session 3: Demographic Data (Thursday Podlet)

Past history/knowledge

- Past motives
 - Glaciological science drive - what drives glacial cycles?
 - ONR funding/ USAF air support
 - Related to Dr. Miller's history in the Navy
- Historical photos seem to always center on Dr. Miller
- We are keeping demographic data for the last few years confidential because it includes such small numbers that it could violate individual privacy

Current trends/understanding

- How do current students learn about the history of the icefield?
 - Oral History: Dr. Miller and his team "conquering the icefield", rumors amongst student participants about Dr. Miller being sexist
 - Documented History: historic photos, stories of Dr. Miller
 - History presentation from staff and faculty: Juneau Week, initial founding as military program, very little info about recent history
- It seems that we have been shifting our gravity; modern photos seem like they show a much wider range of activities and diversity of people
- How do we tell the stories of the past better? There seems to be many angles on the history of Dr. Miller

Future actionable items

- Create a living story book
 - How we tell stories relays values to younger generations
- Ask older alumni to recount stories from their years
- Outreach (Use of JEDI Action Plan, see below)
 - Getting a diverse applicant pool (has been challenging)
 - Create targeted scholarship opportunities
- How do you support BIPOC, increase diversity in our organization and avoid tokenism?
 - Provide support for BIPOC once they're at JIRP, not just getting them into the program
 - Provide lecture series and more pre-season prep during outreach stage

***Demographics Efforts from JIRP's JEDI Steering Committee**

Recruitment

- **Status Quo:** Recruitment from University Earth sci departments, undergraduate outdoor clubs, social media.
- **Problem:** Targets largely upper/middle class, white participants.
- **Solutions**
 - ◆ Make personal contacts in Earth sci-adjacent depts at schools with more racially and socioeconomically diverse students and faculty.
 - HBCUs, other MBIs, TCUs, geoscience groups that support BIPOC students,

- ◆ Advertise staff positions with racially diverse outdoor group
- ◆ Make more of an effort to recruit at conferences that are more friendly to undergraduates (GSA, AAG, regional meetings).

Perceived Lack of Professional Relevance

- **Status Quo:** Families who aren't familiar with outdoor recreation and/or glaciology often don't understand the motivation to, or significance of, attending JIRP as a student.
- **Problem:** JIRP doesn't do a good job of explaining how the course will benefit students professionally/academically.
- **Solution:** Publicize benefits- academic understanding of glacier systems, importance of the field to global crisis, applicability of material to communities outside Southeast AK, paths to careers both inside and outside academia, and how field experience can enrich one's academic career.
 - ◆ Translate into other languages (top 7)

Confusion over academic focus of JIRP

Most of this involves collaborating with the Academic Council

- **Status Quo:** Academic focus is poorly defined. Is JIRP a general science program? An Earth science program? A glaciology program?
- **Problem:** Students from the wider circles of science (ecology, biology, science communication, physics, chemistry, geology, etc.) can't tell if/how JIRP is academically relevant for their studies
- **Solution:** Clarify and publish the curriculum, ensure that we're providing equal support to all academic concentrations in the field
- **Solution:** Make curriculum more transferable to other disciplines
 - ◆ Really push trans-discipline skills (field notes, scientific literacy, field sketching etc.)
 - ◆ Investigate credits to other science departments
 - ◆ Try to recruit at other conferences that are more involved in environmental sciences.

Far from home

- **Status Quo:** JIRP encourages the remote vibe of the expedition (not having convenient communication with the outside world) for both good and less good reasons
- **Problem:** For students who are reaching farther out of their comfort zones to attend JIRP, this is a deterrent (as opposed to more of a fun quirk for students who are more comfortable)
- **Solution:** Provide an InReach dedicated for student use only so they can be in contact with their support system off the Icefield
- **Solution:** Feelings board where students can write down anonymously their feelings in a public space to encourage people feeling open to discuss their trepidation over a difficult excursion

Bertie Miller 3/5/2021 3:39 AM

Comment [1]: This is an abbreviated selection from a working doc that will not be made public (from JEDI's materials). It is phrased in a different format than the DEI action plan summary. This is option 2. We might not want to include this because it is from a non to-be-public note session, but does actually a nice straightforward job of outline some issues and "deliverables". I would love feedback from other folks for if we should go with option 1 or 2.

Riley Wall 3/5/2021 6:47 AM

Comment [2]: I am drawn to option 2 as an easier format to digest with problems and solutions laid out. Multiple solutions in option 2 also seem to be more specific and actionable than a lot of option 1 falling on the shoulders of a part-time social media coordinator. This being said, I do not know the rules of publishing notes or where they came from originally

Bertie Miller 3/5/2021 2:58 PM

Comment [3]: Same here-- I did edit it down a bit from the original so it is different from what came from our behind-the-scenes notes. And agreed- since the other option is, as an action doc, favoring just solutions (As opposed to showing the steps of status quo/problem/solution) this might be a good fit for the style of our deliverables which include longer sections of reflection anyway?

Cézanna Semnacher 3/5/2021 5:55 PM

Comment [4]: @rbcm96@gmail.com @riley.e.wall@gmail.com

I wonder if we could use both!? I kinda love how the second one provides the thought process for the first one. It also shows additional specific actions. I think both have valuable content to them - why not both? I mean if anyone from not at JIRP is looking at our document I would think they would find it useful to follow the thought process and kind of see what questions were asked to arrive to option 1. Thoughts on cleaning this all up a bit... [1]

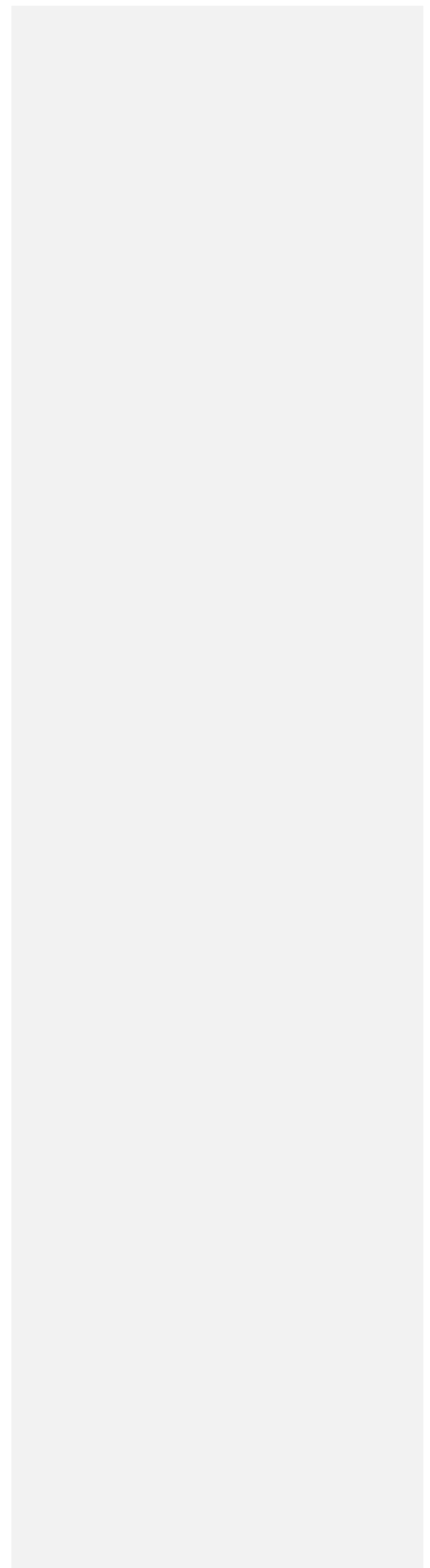
Cézanna Semnacher 3/5/2021 6:52 PM

Comment [5]: Or we could at least put somewhere in the second option a note directed that option 1 will be published through JEDI

Bertie Miller 3/5/2021 7:08 PM

Comment [6]: Let's do that! We could do both too but we can simplify via using option 2 but saying that the option 1 action plan will be published very soon via the JEDI committee's DEI Action Plan.

*A more comprehensive and outlined action plan will soon be published through JIRP's JEDI committee's DEI Action Plan.



@rbcm96@gmail.com @riley.e.wall@gmail.com

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Tuesday Podlet

JIRP strives to create an environment that is diverse in terms of race, ethnicity, gender, sexuality, ability, age, geography, educational background, immigration status, and income level. The program does not fit the mold of academic departments, businesses, or traditional non-profits. JIRP is an immersive glaciology field studies program where students, staff, and faculty traverse the Juneau Icefield from Juneau, Alaska to Atlin, British Columbia for 8 weeks while conducting research and living together. Here, we outline the past demographics at JIRP, where we are currently, where we aim to be in the future, and necessary steps required to get there. This is applicable to all members of the organization including students, staff (new and returning), faculty (new and returning, academic and research), and board members.

Past Demographics

Disclosing demographic data is difficult for JIRP due to the sensitive nature of this data and small size of our program. Each year roughly 60 students, staff, and faculty participate in the program. Demographic data is not made available in an effort to keep anonymity amongst these tight-knit communities from year to year. In such a close community, it does not feel right to translate our community members into data points. JIRP is not about publicising diversity, but rather celebrating it. We strive to maintain a culture of growth, inclusivity, and support each summer and foster this sentiment with each cohort years after the program ends.

JIRP began in 1946. Demographic data was not recorded at this time, although the names of every participant in the program were recorded. Include vague more general historical demographic data here: Early on in the program's history, the main demographic of JIRP was white males. This demographic slowly changed as years progressed to encompass more women and BIPOC individuals. Although women now make up close to half of the participants, JIRP struggles to recruit BIPOC individuals and people with historically underrepresented identities in STEM.

Since 2017, JIRP changed leadership and has begun collecting consistent demographic data of its applicants. This data however is internal, and the permission/consent for public use of this data has not been provided by JIRP participants. JIRP plans to explore this option in the future in order to better track and share the program's own demographic data.

Current Demographics

JIRP staff and faculty is mixed between people who participate for one field season and others who return year after year. Include demographic data of the current make-up of JIRP (returning staff, faculty, and board members). Currently, the academic council is made up of professionals in their own field, whether that is research, teaching, art, or various professions in the geoscience and glaciology field. Academic council members currently live throughout the United States, Canada, and Europe. Full time staff consist of the program manager, operations

Marisa Borreggine 3/4/2021 4:30 PM

Comment [1]: this sentence doesn't necessarily sit right with me because it poses celebrating diversity and publicizing diversity at odds. I think that being transparent about demographics (when we can be) is important and is not perpendicular to celebrating a diverse community. I think we can probably just delete the sentence

Allen Pope 3/4/2021 11:55 PM

Comment [2]: I get the point of not wanting to talk the talk without really walking the walk - but I would agree that it can get removed.

Evan Koncewicz 3/4/2021 4:07 PM

Comment [3]: I don't feel qualified to write this paragraph based on what I know about the program.

Marisa Borreggine 3/4/2021 4:31 PM

Comment [4]: this is true. i did a project in the summer of 2018 looking into this and this summarizes the information that myself and Nadia Grisaru gathered. However, that was informal and I think Annie B or Allen should confirm if they can!

Allen Pope 3/4/2021 11:57 PM

Comment [5]: This sounds like a good summary sentence to me!

manager, and safety manager. There are currently 12 board members which consist of people across age, profession, and geographic location.

Demographic information is currently requested from students, staff, and faculty (teaching and research) during the application process. For students, JIRP requests a mailing address, birthdate, citizenship, gender identity, pronouns, racial/ethnic identity, and current academic status. These questions allow for the assessment of diversity through geographic location, age, nationality, gender, race/ethnicity, and academic footing. For new staff, JIRP requests birthdate, gender, pronouns, citizenship, race/ethnicity, local knowledge, and under-represented demographics. These questions provide the hiring staff with appropriate demographic data while allowing new staff to expand on what perspectives and background they bring to the program in a leadership / mentoring role. Returning staff are asked similar questions in regards to demographic data. For academic (teaching and research) faculty, JIRP requests gender, pronouns, and race/ethnicity. For teaching faculty, there is also a written section titled Under-represented demographics.

Future Demographics

JIRP recognizes that demographics within the program should never be used to meet a quota or specific number. Additionally, JIRP recognizes the need and importance for diversity of all types. **What are the general goals of JIRP regarding future demographics?** Overall, the program strives to create the most diverse pool of students and staff based on its applicants. However, there are many barriers of entry into the program. We outline **below** these barriers and steps that are needed in order to create an environment conducive to diversity in the geosciences.

Finances play a significant role in determining who does and does not apply, and who ultimately enrolls in the program. Tuition for students is a barrier of which the cost cannot always be met or justified by the applicant. In order to reduce the strain of cost, JIRP will:

- Create targeted scholarships for students who have been historically underrepresented in STEM.
- Continue to provide and expand rental gear options for participants in order to lower additional costs.

Cultural barriers exist between JIRP and students from historically underrepresented STEM communities participating in the program. JIRP recognizes that glacier and skiing experience is associated with high cost activities and privilege, which can be a barrier to BIPOC individuals and families. We are committed to increasing pre-season support and resources for students, **caregivers**, and parents to familiarize themselves with and build comfort and support for JIRP's practices and learning outcomes. Steps to take to help reduce barriers to participation:

- A parent or guardian handbook in multiple languages.
- Informational meetings with academic program leadership for BIPOC students and families.
- Explore options for financial preseason support of snow/glacier related activities.

Evan Koncewicz 3/4/2021 3:20 PM

Comment [6]: I don't feel qualified to write this based on the info available on the website. What is appropriate?

Marisa Borreggine 3/4/2021 4:33 PM

Comment [7]: I would say @mollypeek@gmail.com , Annie, and Allen would have this info

Allen Pope 3/5/2021 12:04 AM

Comment [8]: This all looks right to me. I think that you could say something like "There are 4 senior staff members; one is a woman and three are men. The Board is made up of 12 people; 9 are men and 3 are women. The Academic Council has 8 members; 5 are women and 3 are men. Almost all JIRP staff, Board members, and Academic Council members are white; JIRP has one Latinx Board member."

Evan Koncewicz 3/5/2021 1:21 PM

Comment [9]: +1 include breakdown of men/women JIRP positions

Evan Koncewicz 3/4/2021 3:24 PM

Comment [10]: Broad statement regarding future demographics? Is this ok?

Marisa Borreggine 3/4/2021 4:35 PM

Comment [11]: i think it sounds good!

Marisa Borreggine 3/4/2021 4:35 PM

Comment [12]: but i think based on applicants could maybe go because even deciding to apply has barriers

- Further publicize that JIRP accepts participants at all skiing/backcountry levels, and that skills and safety training are part of the JIRP curriculum.
- Partner with Upward Bound in 2022.
 - Upward Bound is a free high school program for BIPOC, low income, and first generation college bound students.
- Begin building local support and involvement in JIRP for winter, 2021.
 - These initiatives include community events, school outreach, and partnerships.

Historically, the majority of students and staff of JIRP have been the demographic of white male euro settler. Although this demographic has become more diverse in recent years, the culture of the “macho bro who discovers and explores unknown land” still exists. JIRP identifies the need to tell a fuller historical perspective of its past, acknowledging the missteps of the program and how this culture has affected (and continues to affect) the program itself.

JIRP recognizes that the program travels through and studies important Tlingit lands, and that we historically have not sought the support and participation from the local Tlingit communities. We would like to build meaningful relationships with local tribes, increase Alaska Native & Canadian First Nation enrollment and support, and integrate Tlingit teachings and knowledge into JIRP’s curriculum. We hope to work with elders and tribal entities to help right this wrong and build a lasting, meaningful partnership with the people who have stewarded and lived on this land since time immemorial.

Additional steps to help with the decolonization of JIRP include:

- Examine historic and current extractive tendencies and practices at JIRP and in the geosciences more broadly.
- Provide a full(er) historical context of JIRP to students during orientation week outlining colonial practices and exclusion practices.
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- Partner with local nonprofits, First Nations, and volunteer organizations in Juneau and Atlin so students and staff are able to participate in and learn about the Juneau and Atlin communities.
- Incorporate education and reflection activities about whiteness in the outdoors and environmental racism in JIRP curriculum while on the icefield.

Wrap of paragraph about change and opportunities.

Allen Pope 3/5/2021 12:52 AM

Comment [13]: I'm not sure I understand the idea of a single demographic become more diverse - it's a bit of a contradiction. Are you trying to say that the actions/approaches/awareness/behavior/attitudes of this group have broadened?

Evan Koncewicz 3/5/2021 1:26 PM

Comment [14]: Yes, this comment is contradictory. Will edit but yes, behavior/attitudes have broadened

Evan Koncewicz 3/4/2021 3:44 PM

Comment [15]: "white-male-science exceptionalism"

Marisa Borreggine 3/4/2021 4:37 PM

Comment [16]: +1 to this phrase

Allen Pope 3/5/2021 12:58 AM

Comment [17]: and race?

Allen Pope 3/5/2021 12:59 AM

Comment [18]: There's a lot here, recognize JIRP can't do it all at once, but hope that JIRP lives up to its commitments to JEDI with these steps. Circle back to say that we don't want to set quotas - but that doesn't mean we can't set goals!