

# URGE

## Unlearning Racism in Geoscience



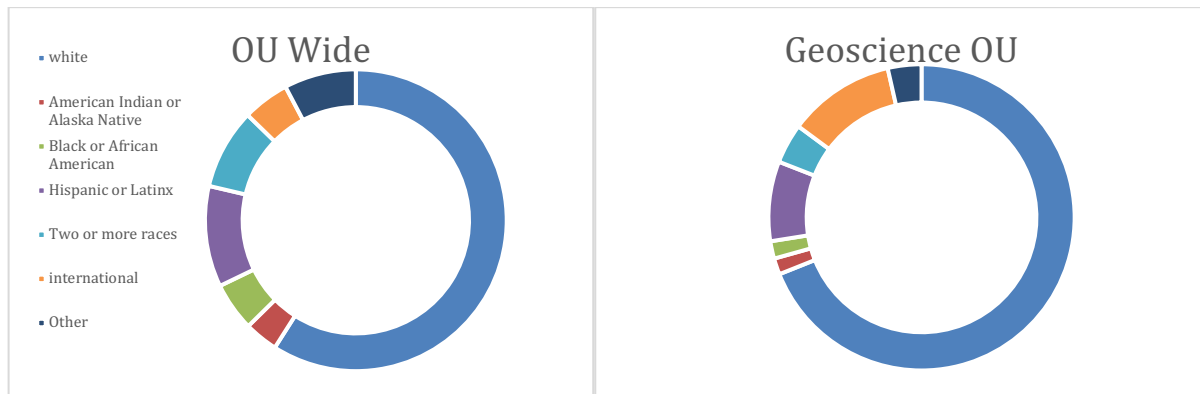
### URGE Demographic Data for University of Oklahoma

This is what was found by Geosciences POD at OU on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

- **Demographic Data at our Institution**

Data provided here for “Geosciences” includes students in the Mewbourne College of Earth and Energy and the College of Atmospheric and Geographic Sciences. OU wide data is from Fall 2020 and Geoscience data from Spring 2021. Additional breakdown of data by department and by student level was also completed. Geosciences students at OU are 69% white compared to 59% campus wide.

This data was requested from OU IRR by individual Colleges and Departments and compiled by the URGE team. Generally, this data is collected every semester and there is no evidence of significant changes over the past several years.



The Geoscience specific data was collected by individual Colleges and is not publicly available currently (on institution websites etc.). Faculty data is available by request, and is not current available publicly. The URGE team has access to such data.



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### Data Resources:

- OU Institutional Research and Reporting - <https://www.ou.edu/irr>
  - Diversity Data - <https://www.ou.edu/irr/diversity>
    - Not active - says “under construction”
  - Enrollment Stats - <https://www.ou.edu/irr/data-center/enrollment-statistics>
  - Quick Facts at a Glance (OU-wide diversity info) - <https://www.ou.edu/irr/fact-books>
- OU-wide; number of Native American students  
<https://www.ou.edu/diversity/programs/tribal-liaison-1/data>
- Native Student Data at OU Graduate Data Dashboard (race/ethnicity not available for CAGS & MCEE but is available for some other colleges)  
<https://www.ou.edu/gradcollege/about/grad-dashboard>
- Non-OU websites (OU-wide stats)
  - [https://datausa.io/profile/university/university-of-oklahoma-norman-campus#category\\_diversity](https://datausa.io/profile/university/university-of-oklahoma-norman-campus#category_diversity)
  - <https://www.collegetuitioncompare.com/trends/university-of-oklahoma-norman-campus/student-population/>
- Non-Resident Diversity Recruitment Application Submission & Admit Information. (Shows example of what can help improve diversity)  
<https://www.ou.edu/content/dam/diversity/docs/AdmissionOfficeDiversityReport.pdf>
- Have not located any invited speaker demographics



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- **Comparison to others and the Field as a Whole**

Although we do not have a direct comparison to the enrolled student data provided here, available data suggests we are at or just below national trends. AGI geoscience bachelor degrees awarded to URMs at ~14% in 2018-2019 and our current undergraduate enrollment of underrepresented minorities at 14% (which includes American Indian or Alaska Native, Black or African American and Hispanic). Note that this is number of enrolled students and NOT degrees awarded. This number could be larger but here we do not include multi-race or non-US citizens. From Bernard and Cooperdock (2018) the percent of doctorate degrees awarded to URMs was 6% in 2016. In comparison to our currently enrolled graduate students (which in masters and doctorate) our URMs are 7.8% of the population. While this number is higher, we do not have the MS/PhD breakdown currently, and again it refers to enrolled rather than degrees awarded.

### **Additional Resources:**

- Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>
- (webinars) 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>
- AGU (membership by gender only) [https://honors.agu.org/files/2018/09/2018-section-membership-by-gender-and-career-stage\\_Sept12.pdf](https://honors.agu.org/files/2018/09/2018-section-membership-by-gender-and-career-stage_Sept12.pdf)
  - AGU Awards and nominations (by gender and country only) <https://www.agu.org/-/media/Files/Learn-About-AGU/2014-2019-Honors-Program-Diversity-Report.pdf>
- SEG (membership by gender/country only) [https://seg.org/Portals/0/SEG/About%20SEG/Membership/DiversityReports/Report\\_Diversity\\_2020\\_09302020.pdf](https://seg.org/Portals/0/SEG/About%20SEG/Membership/DiversityReports/Report_Diversity_2020_09302020.pdf)



## Unlearning Racism in Geoscience

- **Public goals on demographics or increasing representation:**
  - OU Lead On strategic plan pillar 4 “Become a Place of Belonging and Emotional Growth for All Students, Faculty, Staff, and Alumni”  
<https://ou.edu/leadon/pillars/pillar4>
  - DEI Strategic Plan: <https://ou.edu/diversity/university-plans>
    - “The University has created a draft plan for diversity and inclusion efforts across all three campuses. While the University goals will remain constant, strategies will be regularly evaluated to meet the needs of the institution. The following is a guide for University entities to develop plans that meet the University goals and specific area needs.”
  - DGES Diversity Plan (created Fall 2018):  
<https://www.ou.edu/ags/geography/diversity-plan>
  - College-level Diversity & Inclusion Reports:  
<https://www.ou.edu/diversity/reports-and-awards/college-and-department-reports>
    - CAGS (single pdf report for 2018-2019) - Describes activities and goals of A&GS Diversity and Inclusivity Council  
[https://www.ou.edu/content/dam/diversity/docs/AGS\\_Diversity%20Report%202018%20\(1\).pdf](https://www.ou.edu/content/dam/diversity/docs/AGS_Diversity%20Report%202018%20(1).pdf)
  - School of Meteorology developing its strategic plan with Cultural Proficiency at the center (not yet complete or public)
  - CIMMS included strategies to improve DEI in their recompetete proposal
  - OU: New faculty hires much be referenced with diversity demographics of the applicant pools (i.e. number of doctorates awarded).
    - Measurable goals coming in the implementation stage rather than strategic plan stage
- **Policy for collecting demographic data at your organization:**
  - OU Institutional Research & Reporting: <https://www.ou.edu/irr>
    - STATEMENT OF PURPOSE: The Office of Institutional Research & Reporting supports the University’s mission by using official and normative reporting standards to provide accurate and clearly-defined information about the University of Oklahoma to a variety of stakeholders; monitoring, documenting, and disseminating standard data definitions; and building campus understanding of responsible data use.



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- **What did you learn about other organizations (or in general) while investigating demographic data?**
  - OU is not very transparent with data. Need clear and transparent tracking at the school/college level over time.
  - OU needs an organizational structure for gathering AND making this diversity information easily accessible
  - Infoanalytics for department faculty diversity (OU is joining)
  - OU is the lead of an NSF GOLD-EN award which will collect nationwide data on geoscience faculty demographics “**EAGER GOLD-EN Rewards: removing barriers and supporting geoscience diversity leaders by revising evaluation and reward systems.**”  
[https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=2037455&HistoricalAwards=false](https://www.nsf.gov/awardsearch/showAward?AWD_ID=2037455&HistoricalAwards=false)  
<http://meem.oucreate.com/nsf-golden-rewards-project/>



## Unlearning Racism in Geoscience

### Proposals, Questions, and Goals Moving Forward::

- OU needs an easy to use, public facing dashboard like other Universities. Need personnel and IT support to maintain this data
- Why hasn't data been transparent? For example, are there FERPA issues involved? Can be difficult to walk the line between individually identifying information and composite statistics.
- Need to track and act not just on number of students, but also recruitment and retention through tracking applicants vs admitted vs accepted vs scholarships vs degrees awarded. Needs to occur at every level of the University – including College and departments
- Money and scholarships alone cannot solve the problem, need a measurable culture shift
- Documentation of outreach and education programs and measures of success
- Measurable goals need to go beyond numbers and also look at satisfaction and experience of BIPOC through regular culture surveys
- Hiring goals:
  - don't just "meet" the demographics of applicant pools, aim to exceed them.
  - Compiled guidelines and expectations for recruiting diverse applicants and diversity champions
  - Goals should be hard, not easy. Unfortunately, some policies disincentivize strong goals (i.e. if they aren't achieved, there could be repercussions which incentivizes setting weak goals).
  - Setting goals of X% above national benchmarks may be good pathway.
- Accountability: whose responsibility is it if these public goals are not met? What are the consequences?
- Analysis of demographics at the Unit level should be shared regularly at townhall meetings