
URGE Demographic Data for Queen's University

This is what was found by Queen's URGE Pod at Queen's 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 our organization are here:**

University Stats (student-body, faculty, staff):

- Queen's University wide link tracking progress on EDI in the student body, faculty, and staff - <https://www.queensu.ca/inclusive/content/tracking-our-progress>
 - Data Tables - <https://www.queensu.ca/planningandbudget/sites/webpublish.queensu.ca.pbwww/files/files/IRP/Equity%20Summary%20for%20Web%202020.pdf>
- Queen's University Equity, Diversity, and Inclusion Report (2019) - <https://www.queensu.ca/inclusive/sites/default/files/assets/QU-EDI-Annual-Report-2018-19-Nov27-webEDI.pdf>
- The most recent annual report on enrollment demographics for the student body with information on year-over-year changes, and some demographic information on applicants, although this is not a comprehensive report - <http://www.queensu.ca/registrar/sites/webpublish.queensu.ca.uregwww/files/files/EnrolRp t 2019 2020.pdf>
- This information is available at the departmental level and is made available to equity representatives during hiring - https://www.queensu.ca/equity/sites/webpublish.queensu.ca.eqwww/files/files/employment/2020-12-23_Equity_Reporting_FAQ_Staff.pdf

Departmental Stats (student body, speakers):

- Student demographics of the department are currently being collected from the department chair. This document will be updated accordingly
- Information on visiting speakers not available. There is a list of speakers who came to the apartment by name, however their ethnic or cultural background is not logged



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

Data related to the state of the Earth Sciences Field:

- 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>
- AAPG - Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>

Data related to Canadian Universities

- Canadian Universities - https://www.univcan.ca/wp-content/uploads/2020/02/UC_2019_EDI-Stats_EN.pdf
- Earth Science enrollment data for Canadian Universities - <http://cccesd.acadiau.ca/rep2019.html>

Data related to Ontario Universities

- Ontario Universities General Database: <https://cudo.ouac.on.ca/>
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
 - Queen's has identified EDII as a priority in the Queen's Strategic Research Plan (<https://www.queensu.ca/strategicplanning/research>) which demonstrates some public commitment to achieving representation.
 - Are there measurable goals stated at your organization for achieving representation?
 - "In 2017, the Tri-Agency Institutional Programs Secretariat (TIPS) directed all universities with five or more Canada Research Chairs (CRCs) to create a CRC Equity Action Plan and address any underrepresentation within their institution."



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- The number of Canadian Research Chairs (CRCs) at Queen's is currently below the target for the number of female CRCs (we have 9 and the target is 13), but we have met the target for CRCs who are visible minorities (we have 7, target is 6). This information is from the I Count Census (<https://www.queensu.ca/equity/employment-equity/i-count-equity-census>)
- **Policy or proposed policy for collecting demographic data at your organization:**
 - Employees are invited to self-identify in the iCount equity census, which can be found here: <https://www.queensu.ca/equity/employment-equity/i-count-equity-census/collecting-and-using-data>
 - Information is confidential and is used for statistical purposes within the university
 - This can't be filled out on your behalf by anyone, you fill it out for yourself only
 - Students who are applying to Queen's University can submit a self-identification form.
 - Link can be accessed here: <https://www.queensu.ca/admission/equity-admission-self-identification>
 - This information will have no negative impact on the application, but it may be used in conjunction with the academic record.
- **What did you learn about other organizations (or in general) while investigating demographic data?**

In general, Queen's University does take several steps to collect and publicly display demographics data for the student body, faculty, and staff. Based on the four designated groups of interest (Women, Indigenous, Disability, and Visible Minority), the student body currently surpasses the national average for the 15-24 age group for all divisions, except Indigenous. While this data is somewhat promising, there are challenges with the fact that it is gathered through optional self-identification surveys. For Queen's University, the current faculty (Professors, Adjuncts, Post-Docs, Etc.) is below the national average for every designated group, and above the national university faculty average for Women and Indigenous Peoples.

Looking over the years of data, it is evident that Queen's is making progress in the right direction, but with minimal data collection within the Queen's Geology Department, it is challenging to see if this shift is also seen for our students.



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As a whole, these numbers are promising, however in order to see real change on campus it is believed that issues of a prejudice student culture need to be addressed. Many incidents of harassment and hate directed towards marginalized groups – specifically recent attacks on the indigenous community – have been condemned by Queen’s verbally, but little or no action follows. The trend being that Queen’s would rather protect the largely white student population than speak up for marginalized groups.

Through the weekly readings, it also became clear that a lack of diversity within the geosciences has been known for a long time, and despite a nearly 50-year gap between the 1972 articles and those in the most recent issue of GSA, little have been done to truly close the gap. Discussions, conclusions, and suggestions for addressing this issue have not changed.

In our future POD discussions, we plan to develop action items that focus on department specific ethnicity statistics which are sorely lacking.

Some of the additional resources accessed:

- <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.