

URGE

Unlearning Racism in Geoscience

WHOI Sustainability POD- WHOI + UD- Session 3

URGE Demographic Data for Department of Earth Sciences
College of Earth, Ocean and Environment University of Delaware



This is what was found by the WHOI Sustainability Pod at the Woods Hole Oceanographic Institution on publically available demographic data on the University of Delaware's (UD) Department of Earth Sciences, the College of Earth, Ocean and Environment, and UD as a whole.

- **The link(s) to demographic data at the University of Delaware are here:**

- University of Delaware Student and Faculty/Staff Demographics:

<https://ire.udel.edu/ir/diversity/>

- Analysis of past invited speaker demographics:

[Link/data not available](#)

With the exception of the 2020 fall semester, the data on speaker demographics has not been collected by the UD Department of Earth Sciences.

- The seminar demographic data were not previously collected because there had not been an emphasis on diversity in the selection of speakers, and in documenting speaker demographics.

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

- The data and text quoted below is taken directly from the AGI publication "Diversity in the Geosciences" -

Whole Population -

Between 2010 and 2019, women comprised 50% of those between 18 and 64 years old.

Hispanics comprised the largest percentage of minorities in 2019 at 18.5%, and had the largest growth for all cohorts, with a 2.7% increase from 2010. Black and African Americans comprised 13.9% of those between the ages of 18 and 64 years old in 2019, followed by Asians (6.5%).

Furthermore, American Indians and Alaskan Natives, and Native Hawaiians and Pacific Islanders comprised 1.3% and 0.3% of those between 18 and 64 years old, while those of two or more races comprised 2.3%. Between 2010 and 2019, the percentage of Whites in this age cohort declined from 78.4% to 75.8%.

Geoscience Graduates -



Unlearning Racism in Geoscience

AGI's Department of Geoscience Directories has provided a consistent source of data on degrees and enrollments by gender from the mid-1970's (enrollments) and mid-1980's (degrees). The participation of women in geoscience academic programs has steadily increased over this period, albeit with some fluctuations over time. In 2019, 44% of undergraduate geoscience students and 46% of graduate geoscience students were women. Furthermore, in 2019, 46% of geoscience bachelor and master's degrees and 40% of geoscience doctorates were conferred to women. Data from the Department of Education IPEDS database which provides annual degree completion data by race and ethnicity. In 2019, underrepresented minorities earned 15.7% of geoscience bachelor's degrees, 10% of geoscience master's degrees, and 6.7% of geoscience doctorates. Between 2010 and 2019, the increase in the percentage of degrees conferred to underrepresented minorities was primarily due to the increased participation of Hispanics. From 2010 to 2019, the percentage of geoscience bachelor's degrees conferred to Hispanics increased from 5.7% to 11.7%, while the percentage of degrees conferred to other minorities remained relatively steady. Hispanics earned an increasing percentage of graduate degrees over this same period, but at a slower pace. The percentage of graduate degrees conferred to Hispanics between 2010 and 2019 increased from 4% to 6.7% for geoscience master's degrees and from 3.6% to 4.8% for geoscience doctorates.

Using UD's Graduate Enrollment by College and looking at the College of Earth, Ocean and Environment between 2015-2019,

- Total numbers of students varied between 121 (2016) and 140 (2015)
- Female graduate students varied between 51.1% (2019) and 54.2% (2017)
- African-American students varied between 0.7% (1 student, 2015) and 1.7% (2 students, 2016)
- Hispanic students varied between 3.3% (4 students, 2016) and 4.5% (6 students, 2019)
- Asian students varied between non-reported (2017) and 3.6% (5 students)
- International students varied between 22.3% (2016) and 33.1% (2019).

UD's Graduate Enrollment by College and looking at the current (Fall 2020) College of Earth, Ocean and Environment data

- Total numbers of students 133
- Female graduate students 45.9%
- African-American students 9%
- Hispanic students 0%
- Asian students 29.3%
- Other 12%
- Native American 0%



Unlearning Racism in Geoscience

UD's Undergraduate Enrollment by College and looking at the current (Fall 2020) College of Earth, Ocean and Environment data

- Total numbers of students 372
 - Female students 59.1%
 - African-American students 2.2%
 - Hispanic students 2.2%
 - Asian students 4.6%
 - Other 14%
 - Native American 0%
-
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
<https://www.udel.edu/academics/colleges/ceoe/about/dei/>
“Faculty, staff and leadership at the College of Earth, Ocean and Environment (CEOE) strive to take meaningful action to advance diversity, equity, and inclusion (DEI) within CEOE and in the larger scientific and academic communities of which we are a part. Along with our students and our peers in these disciplines, especially those from BIPOC and LGBTQIA+ communities, we understand the urgency to act now and the importance of continuing to make consistent progress.”
 - Are there measurable goals stated at your organization for achieving representation?
Not specific numbers. There are aspirations, but not actual numerical targets.
“Incorporate into existing seminar series 1) speakers from underrepresented groups, and 2) in addition to traditional research topic-focus, invite speakers that address issues related to diversity, inclusion, transparency in decision making, P&T policies and equitable workloads.”
 - Suggested additional goals for your organization:
 - Goal 1: Bring statement on commitment to diversity to the fore on the Department's and College's web sites.
 - Goal 2: Develop measurable goals and track progress in meeting those goals.
-
- **Policy or proposed policy for collecting demographic data at your organization:**
 - How data are collected, reported, tracked, and utilized in decision making:
<https://ire.udel.edu/ir/diversity/>
-
- **What did you learn about other organizations (or in general) while investigating demographic data?**



Unlearning Racism in Geoscience

- <https://diversity.ldeo.columbia.edu/seminardiversity> - Increase diversity in seminars
- <https://www.nature.com/articles/d41586-019-03784-x> - No all-male panels



Unlearning Racism in Geoscience

URGE Demographic Data for Invited Speakers Across All Departmental Seminars at the Woods Hole Oceanographic Institution



This is what was found by the WHOI Sustainability Pod at the Woods Hole Oceanographic Institution on the diversity of invited seminar speakers at WHOI.

- **No Demographic data from WHOI is available publicly.**
 - WHOI does not make any demographic information available. The Seminar Diversity initiative is ongoing and results from the voluntary demographic surveys are being planned to go online publicly.
- **How does your organization compare to others, or to the field as a whole?**
 - Based on the data we have seen, we reflect the oceanographic community as a whole and are skewed both white and male.
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
Not to our knowledge, beyond a broad, unspecific commitment to increasing DEI at the institution.
 - Are there measurable goals stated at your organization for achieving representation?
Not specific, data-oriented goals, no.
 - Suggested additional goals for your organization:
 - Goal 1: Bring statement on commitment to diversity to the fore on the Department's and College's web sites.
 - Goal 2: Develop measurable goals and track progress in meeting those goals.
- **Policy or proposed policy for collecting demographic data at your organization:**
 - How data are collected, reported, tracked, and utilized in decision making:
 - We have started a seminar diversity demographic form (URL: <https://forms.gle/gd9sBSs3a53Vacar9> also see below) that asks individuals to self-identify their gender, race/ethnicity, career status, and which department they spoke in. The form goes out from the seminar organizers to all invited speakers across all departmental seminars. The

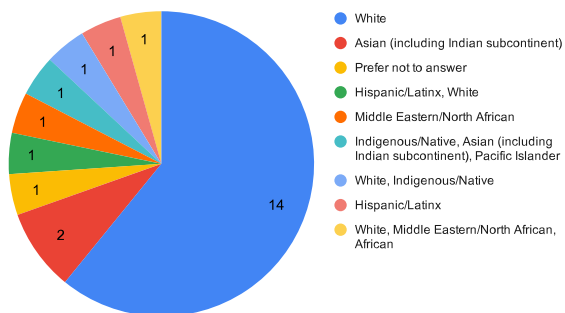
URGEO

Unlearning Racism in Geoscience

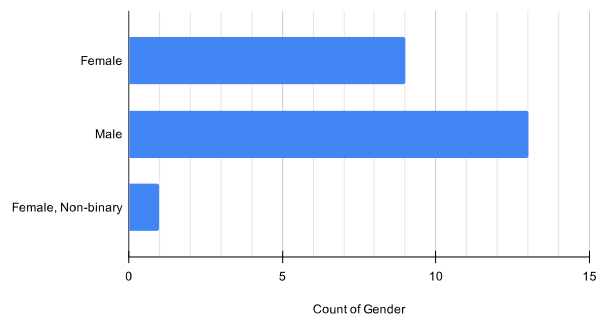
data, shown below, has been compiled for all seminar series and we are in contact with web development to host and visualize this data on a WHOI.edu website for public availability.

- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - MIT shows data for all of their departments across many different levels: <https://ir.mit.edu/diversity-dashboard>
 - This includes data for EAPS, part of the MIT-WHOI joint program. This is an argument to make all JP student demographic data publicly available.
 - Scripps data is publicly available: <https://diversity.ucsd.edu/accountability/index.html#Dashboards>
 - As is diversity data for many other institutions. This needs to change at WHOI.

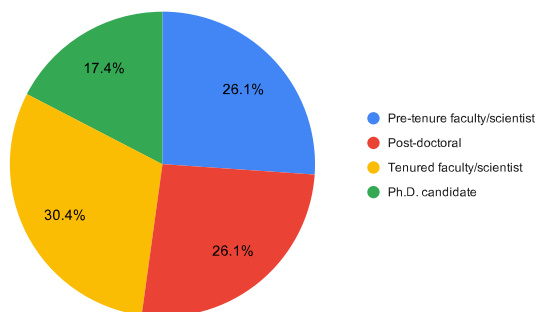
Count of Race/Ethnicity



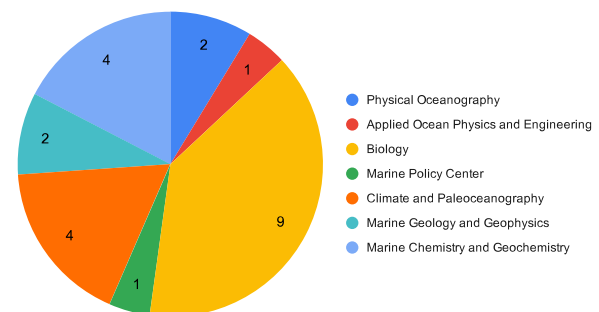
Count of Gender



Count of Career Status



Count of Department Seminar



Data as of 3/1/2021 collected from the seminar demographics form. Top left: counts of self-identified race/ethnicity. Top right: counts of gender identity. Bottom left: percentage of career stages represented. Bottom right: count of which seminars are represented in the data. All 7 major departmental seminars have reported information.

URGEO

Unlearning Racism in Geoscience

EXAMPLES OF “OTHER IDENTIFIER” RESPONSES:

Other Identifier
LGBTQIA
1st Generation College student, military spouse / DoD dependent
1st Generation College student
First generation American - both parents immigrated from the Netherlands
1st Generation graduate student

EXAMPLES OF “OTHER RACE/ETHNICITY IDENTIFIER” RESPONSES:

Scottish
Greek
Auburn
Immigrant from Belarus
European
ANN ARBOR
Native Hawaiian/Kanaka 'ōiwi
Choctaw Nation of Oklahoma
Egyptian; 25% black

Seminar Diversity at WHOI

This voluntary form is for internal use only to track and improve the diversity of department seminar speakers. Name and email are just for identifying speakers; aggregate demographic data will be saved separately and anonymously.

Questions or comments?

Email asubhas@whoi.edu

* Required

1. Name

2. Email

3. Department Seminar *

Mark only one oval.

Biology

Marine Chemistry and Geochemistry

Marine Geology and Geophysics

Marine Policy Center

Applied Ocean Physics and Engineering

Physical Oceanography

Climate and Paleoceanography

Other: _____

4. Gender *

Check all that apply.

- Female
- Male
- Non-binary
- Prefer not to say

Other: _____

5. Race/Ethnicity *

Check all that apply.

- Hispanic/Latinx
- Black/African American
- White
- Indigenous/Native
- Asian (including Indian subcontinent)
- Pacific Islander
- Middle Eastern/North African
- African
- Prefer not to answer

6. Additional race/ethnicity information

If you would like to add additional self-identification information beyond the categories you selected above, please write in your information here (e.g. country of origin, citizen in a tribal nation)

7. Career Status *

Mark only one oval.

- Ph.D. candidate
- Post-doctoral
- Pre-tenure faculty/scientist
- Tenured faculty/scientist
- Engineer
- Other

8. Other identifier

Check all that apply.

- LGBTQIA
- Veteran
- 1st Generation College student

Other: _____

This content is neither created nor endorsed by Google.

Google Forms