

URGE

Unlearning Racism in Geoscience

URGE Demographic Data for CLaSP-University of Michigan

This is what was found by URGE-CLaSP at University of Michigan on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

- **Demographics at the University of Michigan**
- **The link(s) to demographic data at our organization are here:**
 - [Link](#) - Organization, Company, University Current Staff/Student Demographics
 - [Link](#) - Retention Statistics
 - Demographic information for CLaSP speakers has not been collected
- **How does your organization compare to others, or to the field as a whole?**
 - Undergraduate Students (University-wide)
 - 4.0% Black students, with steady yearly decreases, low compared to similar public universities
 - Graduate Students (CLaSP) (From [Workbook: Rackham Doctoral Program Statistics, Office of Budget and Planning](#)):
 - Gender Identity: ~40% Female representation has reduced to around 35% Female in the 5 years reported, despite an overall reduction in the gap University-wide.
 - Race/Ethnicity: ~70% White reporting students, with small fluctuations, on par with [national trends](#) for Physical and Earth Sciences.
 - Faculty (University-wide)
 - African-American Representation
 - 3.6% Full Professor (down from 4% in 2010, from an increase in number of full professors)
 - 5.3% Associate Professor (down from 5.6% in 2010, from an increase in number of associate professors)
 - 5.5% Assistant Professor (up from 4.3% in 2010)
 - Similar representation in different instructional categories (adjunct, lecturer, etc.)
 - Gender Identity (Gender nonconforming identities are not reported)
 - The representation of female professors decreases with rank, from 46% Assistant Professor to 28% Full Professor, but has been increasing over the last decade
 - [Student Retention Statistics Nationally](#)
 - Retention for graduation in 4-6 years is in line with the national averages.



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- **Public goals on demographics or increasing representation:**
 - **Prohibition on measurable demographic goals in hiring and admissions:**

Public goals for demographics are illegal under [§26 of the Michigan State Constitution](#), adopted as Proposal 2 in 2006 ([some history within the University of Michigan is recorded here](#)).
 - Department: [CLaSP Diversity Statement](#)
 - “We are especially committed to increasing the representation of those populations that are underrepresented in the Earth and Space Sciences. We are committed to attracting, recruiting and retaining a diverse population of faculty, undergraduate and graduate students, and staff.”
 - College: [College of Engineering Diversity Statement](#) and [Diversity Plan](#)
 - Strategic goals 5 and 6 explicitly call for “year-over-year increases in percentage of female and URM” representation in faculty, leadership, and <https://diversity.umich.edu/about/history/legal-matters/2006-proposal-2/enrollment>, but with no specific goal made (see above). The objective is to remedy that the population is not as representative as “we would like”.
 - University: [University of Michigan Diversity Strategic Plan](#)
 - “We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origins, religious commitments, age, disability status and political perspective.” (Strategic Plan, pg 9)
 - Additional goals to consider
 - Outreach, recruitment, and retention are areas where the Department, College, and University may legally set goals to encourage representation.
 - How many faculty have been in contact with HBCUs?
 - Some possible policies to increase diverse recruitment and retention:
 - Undergraduate Level:
 - require faculty & graduate studentS to advise undergraduates (either over the summer through REU or full time) and help them find financial support for lab work / research through partnership with the UROP program <https://lsa.umich.edu/urop/current-urop-students.html>
 - require partnership with diverse & global undergrad universities



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- Graduate Student Level
 - remove application fees from students from disenfranchised or underrepresented backgrounds (a few examples: proof of financial aid need, undergrad from HBCUs, attendance to SACNAS, or the National Technical association meetings)
 - remove application requirements. the GRE should not be encouraged (<https://clasp.engin.umich.edu/academics/graduate-studies/graduate-admissions/>), instead have CLASP host a summer session where incoming graduate students can take crash classes on programming, relevant math / physics, etc
 - recruit undergrads from HBCUs and relevant conferences
- Faculty level:
 - implement more transparent faculty hiring practices
 - require 2 external letters that evaluate teaching and public outreach to replace two of the five total external letters required in the faculty hiring process
- **Policy or proposed policy for collecting demographic data at your organization:**
 - [Link](#) - How data are collected, reported, tracked, and utilized in decision making.
 - Suggested additional policies
 - Provide demographics in usable data formats for cross-institutional comparisons and intersectional investigations, not only pdf reports
 - Strive for consistency and inclusivity in demographic language
 - Gender Identity: Only Male/Female is presented variously under the heading "Sex" or "Gender". This could result in apparent invisibility of gender nonconforming folk
 - Collect speaker demographic information
 - Consider collecting and publicizing alternative statistics
 - Public statistics about outreach and recruitment efforts, such as:
 - how many faculty have been in contact with HBCUs
 - how many partnerships with Minority-serving institutions have been established (CoE has [partnership with other institutions for the purpose of recruitment](#), but no specific CLaSP match in those schools)