



URGE Demographic Data for the University of Minnesota - Earth and Environmental Science

This is what was found by (Bio)Geochemistry Pod at the University of Minnesota 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:**
 - Grad student demographics:
<https://grad.umn.edu/graduate-programs/program-statistics>
 - Demographics on external speakers, staff, faculty are not obviously documented (particularly not reported in self-identified way)

- **How does your organization compare to others, or to the field as a whole?**
 - 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>
 - Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>
 - Not a lot of information is available regarding demographic data from different Geology/Earth Sciences departments at the universities mentioned below. Links from different sources are below for each of the similar midwestern institutions searched (UMN, UW-Madison, Ohio State, UIUC and UMichigan-Ann Arbor)
 - Sources with demographic data:
 - ❑ University of Wisconsin-Madison has enrollment demographics data available based on various categories (relatively easy to find
https://registrar.wisc.edu/wp-content/uploads/sites/36/2019/10/report-enrollment-2019fall_Final.pdf)
 - ❑ UW-Madison as has demographics reports dating back to 1944
(<https://registrar.wisc.edu/enrollment-reports/>)
 - ❑ Collegefactual.com has demographics data for individual departments as recently as 2019 but it only shows graduation data and not enrollment data.
 - ❑ Datausa.io is a free resource that collects, analyzes, and visualizes shared U.S. government data (Data USA is the product of an ongoing partnership between Deloitte, Massachusetts Institute of Technology (MIT) Collective Learning Group, and Datawheel). It has some demographics data on Universities but not specific to departments for as recent as 2017



- Five similar midwestern universities compared to UMN for demographics data
- 1. University of Minnesota, Twin-Cities
 - <https://datausa.io/profile/university/university-of-minnesota-twin-cities>
 - <https://www.collegefactual.com/colleges/university-of-minnesota-twin-cities/academic-life/academic-majors/physical-sciences/geological-and-earth-sciences/index.html>
- 2. UW-Madison
 - https://registrar.wisc.edu/wp-content/uploads/sites/36/2019/10/report-enrollment-2019fall_Final.pdf
 - Demographics data available from 1944 onward
<https://registrar.wisc.edu/enrollment-reports/>
 - <https://datausa.io/profile/university/university-of-wisconsin-madison>
 - <https://www.collegefactual.com/colleges/university-of-wisconsin-madison/academic-life/academic-majors/physical-sciences/geological-and-earth-sciences/index.html#:~:text=During%20the%202018%2D2019%20academic%20year%2C%2028%20students%20graduated%20with,major%20at%20Wisconsin%20are%20white.>
- 3. Ohio State University
 - <https://datausa.io/profile/university/ohio-state-university-main-campus>
 - <https://www.collegefactual.com/colleges/ohio-state-university-main-campus/academic-life/academic-majors/physical-sciences/geological-and-earth-sciences/index.html>
- 4. University of Illinois Urbana-Champaign
 - <https://www.dmi.illinois.edu/stuenr/>
 - <https://datausa.io/profile/university/university-of-illinois-at-urbana-champaign>
- 5. University of Michigan Ann-Arbor
 - <https://diversity.umich.edu/data-reports/>
 - <https://datausa.io/profile/university/university-of-michigan-ann-arbor>



- <https://www.collegefactual.com/colleges/university-of-michigan-ann-arbor/academic-life/academic-majors/physical-sciences/geological-and-earth-sciences/index.html>
- Faculty, staff and researcher data is difficult to find and it is unclear if it is self-reported.
- Proposed changes:
 - We suggest that demographic data for all students, faculty, staff, and researchers are made publicly available through our website
 - Additionally we suggest that the University of Minnesota begin asking people to self-identify in order to collect this data. Particularly in the case of speakers, staff, advisory board members our only way to obtain demographic information was to assign people to groups which we did not feel comfortable doing
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
 - “The University seeks applicants whose research, teaching, and service will contribute to diversity, inclusion, and equal opportunity in higher education and at the University of Minnesota. Our goal is to recruit diverse applicants who may be considered for tenure track positions at the University of Minnesota.”
 - <http://ppfp.umn.edu/> <https://cse.umn.edu/ppfp>
 - Implicit Bias in Search and Selection Processes <https://diversity.umn.edu/staff-faculty-workshops>
 - University just joined ASPIRE: <https://www.aplu.org/projects-and-initiatives/stem-education/aplu-aspire/>
 - <http://idea.umn.edu/>
 - General goals:
 - <https://www.esci.umn.edu/dei>
 - <https://oed.dl.umn.edu/mission-vision-values>
 - <https://president.umn.edu/systemwide-strategic-plan-mpact2025>
 - <https://cse.umn.edu/college/diversity-inclusivity-alliance>
 - “Attract, educate, and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.”
 - Establish comprehensive systemwide strategic enrollment management strategy.
 - Improve retention and graduation rates while closing gaps.
 - Expand scholarship opportunities.
 - <https://give.umn.edu/honoringGeorgeFloyd>



- <https://cse.umn.edu/college/feature-stories/3m-helps-cultivate-diversity-college-science-and-engineering>
 - <https://cse.umn.edu/college/cse-sponsored-diversity-programs>
 - <https://prezscholars.umn.edu/>
- Are there measurable goals stated at your organization for achieving representation?
<https://president.umn.edu/systemwide-strategic-plan-mpact2025> (page 19):

Community and Belonging

ACTION ITEMS 4.1

Commitment 4 – Community & Belonging: Action Items (4.1)	Dashboard; Maroon/Gold; or MPACT 2025 SWSP Measure	Campus	Proposed Measure(s)	Current Baseline	2025 Goal	Leadership point person(s)
Recruit diverse students, faculty, and staff.	Maroon/Gold	System	Increase percentage of underrepresented undergraduate students in the freshmen class.	26.1%	Increase year over year	Goh / Horstman / Croson / Chancellors
			Increase percentage of underrepresented incoming professional and graduate students.	21.9%	Increase year over year	
			Increase percentage of underrepresented faculty and staff hired year over year.	21.5% Faculty BIPOC; 47.4% Female faculty 27.9% staff of color	Increase year over year Increase year over year	
Retain diverse students, faculty, and staff.	SWSP	System	Increase retention of all underrepresented students year over year.	90% UG first to second year BIPOC	Increase year over year	Goh / Horstman / Croson / Chancellors
			Increase retention of all underrepresented faculty and staff year over year.	Establish baseline in Spring 2021	Increase each year	
Reduce disparities among underrepresented groups.	SWSP	Crookston	Decrease 4-year and 6-year graduation gaps between white and BIPOC students.	21.9%/32.9%	11%/16.5%	Croson / Chancellors
		Duluth		11.9%/10.5%	6%/5.3%	
		Morris		11.7%/16.8%	5.9%/8.4%	
		Rochester		4.3%/9.3%	2.2%/4.6%	
	Maroon/Gold	Twin Cities	7.9%/3.4%	4%/1.7%		
SWSP	System	Reduce disparities in faculty promotion rates.	1.1% faculty of color 14.4% Female <both asst. to tenured>	Eliminate disparities	Croson / Chancellors	



Community and Belonging

ACTION ITEMS 4.2

Commitment 4 – Community & Belonging: Action Items (4.2)	Dashboard; Maroon/Gold; or MPACT 2025 SWSP Measure	Campus	Proposed Measure(s)	Current Baseline	2025 Goal	Leadership point person(s)
Measure and address annual climate survey data.	Dashboard; Maroon/Gold	Twin Cities	Increase percentage of students with a favorable sense of belonging (Climate survey; SERU: "Agree I feel I have a sense of belonging to my campus" -- Agree or Strongly Agree).	63.2%	Increase year over year	Goh / Croson / Towle Chancellors
Increase job satisfaction.	Dashboard; Maroon/Gold	System	Increase Commitment and Dedication measure in Engagement Survey.	75%	77%	Horstman / Goh / Croson / Chancellors
Develop education and training to increase intercultural competency and interactional diversity.	SWSP	System	Increase number of people who participate in intercultural competency and interactional diversity trainings each year.	2,000	4,000	Goh / Croson / Chancellors

Fiscal Stewardship

ACTION ITEMS 5.1

Commitment 5 – Fiscal Stewardship: Action Items (5.1)	Dashboard; Maroon/Gold; or MPACT 2025 SWSP Measure	Campus	Proposed Measure(s)	Current Baseline	2025 Goal	Leadership point person(s)
Reduce student debt.	Dashboard; Maroon/Gold	System	Reduce the average undergraduate student debt (for those who borrow) to less than \$25,000 upon graduation.	\$26,876	Below \$25,000	Frans / Croson / Chancellors
Enhance on-campus employment opportunities for all students.	Maroon/Gold	System	Increase campus employment opportunities for all students each year.	13,648 UG workers and grad assistants	Increase year over year	Horstman / Chancellors
Increase aid targeted to students with demonstrated need.	Dashboard; Maroon/Gold	System	Create a tuition-free program for Minnesota families with Adjusted Gross Incomes at \$50,000 or less.	N/A	By Fall 2021	Croson / Frans / Chancellors



<https://regents.umn.edu/sites/regents.umn.edu/files/2021-02/docket-bor-feb2021.pdf> (~page 103, 106)

Strategic Focus	Campus	Performance Drivers/Outcomes	2014	2015	2016	2017	Goal
Inclusive Success	Twin Cities	Students of color with a favorable sense of belonging on campus (SERU survey)	58.9%	57.3%	52.3%	49.9%	Match to non-SOC response (currently 63.1%)

- Suggested additional goals for your organization:
 - **Goal 1:** Add specifics to demographics goals across the websites listed above.
 - **Goal 2:** Unrestricted fundraising and donation opportunities specifically for DEI efforts and broadening participation; within departments, Colleges, and University-wide
 - **Goal 3:** Enhanced financial commitment from President’s office for faculty opportunity hires specifically for broadening participation
- **Policy or proposed policy for collecting demographic data at your organization:**
 - Graduate students:
 - Ethnicity and gender statistics are collected through voluntary self-reporting and compiled in a publicly available [“Official Enrollment Statistics Report”](#)
 - Graduate student demographic data can also be visualized through a publicly available [“Graduate Program Summary”](#) report in Tableau
 - Faculty:
 - There is limited [Employee Headcount Data](#) available through Human Resources in which all employees of color are grouped together.
 - This data is also publicly available, but it’s unclear if gender and ethnic groups are self-reported.
 - Staff and Researchers:
 - Demographic data for staff and researchers are not currently collected
 - Proposed changes:
 - We suggest that self-reported demographic data is collected annually for all faculty, staff, and researchers and made publicly available through our website
 - Data collected for faculty, staff, and employees should also be extensively collected as it is for students (i.e. people of color should not be lumped together in a single category)
 - Collecting and reporting this information will hold our organization to their stated goals of recruiting and retaining diverse students, faculty and staff



- Demographic information relating to someone's identity should be self-reported by that person

- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - <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.
 - We noted that our department has greatly increased the diversity of invited speakers within the last year. We are unsure whether this was entirely intentional or largely a result of speakers not needed to travel to present due to covid. Either way we noted this as what we hope is the start of a positive trend.
 - As mentioned above the biggest hurdle we encountered is that outside of students are members are not given the chance to self-report or identify. It does seem as though some other institutions do a better job with this.