**URGE Demographic Data**
for University of Alabama Department of Geological Sciences

This is what was found by the University of Alabama Department of Geological Sciences URGE pod 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 University are here:**
    - University of Alabama Students by Race/Ethnicity Fall 2020
    - The University of Alabama Professional and Graduate Students by Classification and Sex
    - The University of Alabama Students by Age, Sex and Level Fall 2020
    - The University of Alabama Faculty by Race Fall 2020
    - The University of Alabama Female Workforce by Job Group Fall 2020
        - Department of Geological Sciences is a part of the College of Arts and Sciences
    - The University of Alabama Minority Workforce by Job Group Fall 2020
        - Department of Geological Sciences is a part of the College of Arts and Sciences
- **The University of Alabama College of Arts & Sciences:**
    - Demographic data available: https://as.ua.edu/about_as/diversity/strategic-diversity-plan/strategic-diversity-plan-ii-data-and-context/
- **The University of Alabama Department of Geological Sciences**
    - Demographic data not available
    - If data are not available, what is the reason for not making it public?
    - If data are not collected, what is the reason?

- **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
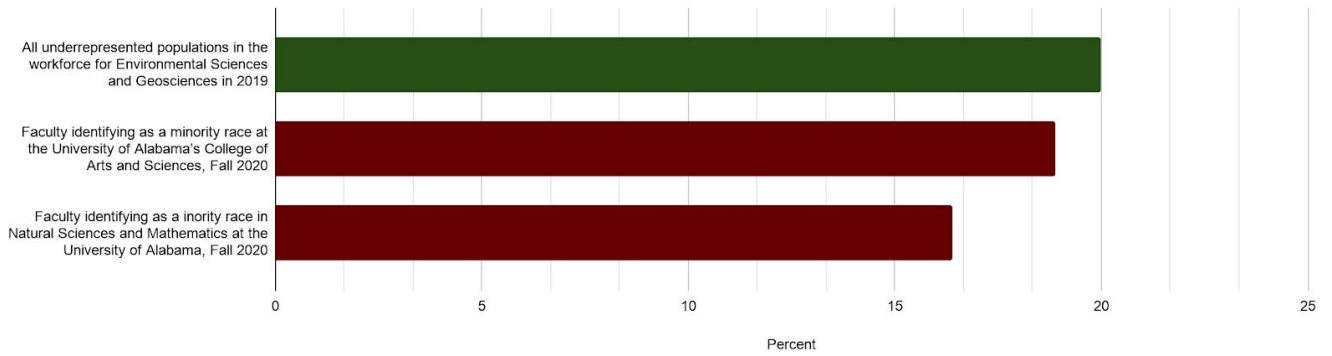
- All underrepresented populations in the workforce for Environmental Sciences and Geosciences in 2019 was approx 20%
- Minority groups at the University of Alabama's College of Arts and Sciences, Fall 2020: 18.9%
- Minority race in Natural Sciences and Mathematics at the University of Alabama, Fall 2020: 16.4%
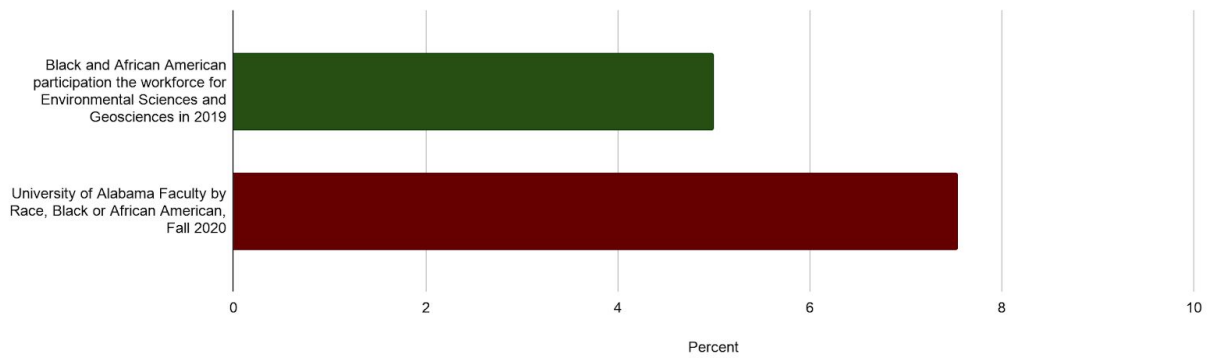
- Black and African American participation the workforce for Environmental Sciences and Geosciences in 2019 was approx. 5%
- University of Alabama Faculty by Race, Black or African American, Fall 2020: 7.55%
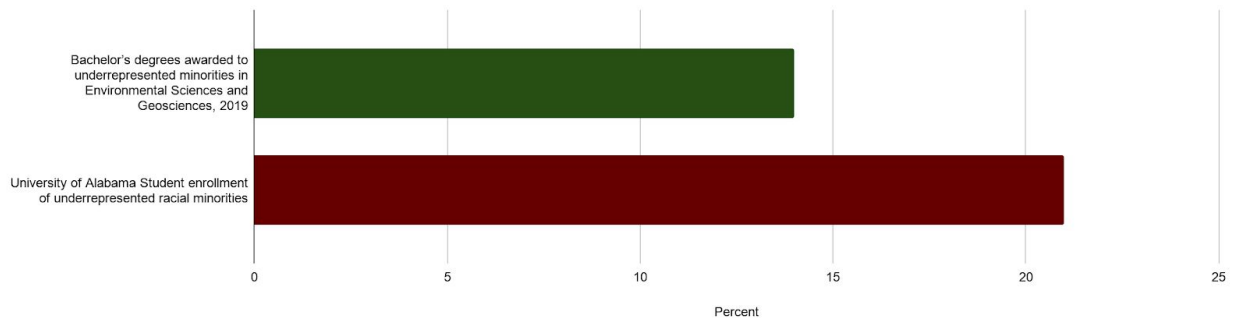
- Bachelor's degrees awarded to underrepresented minorities, 2019 was approx 14%
- University of Alabama Student enrollment of underrepresented racial minorities, Fall 2020: 21%

○ Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - https://eartharxiv.org/repository/view/2060/
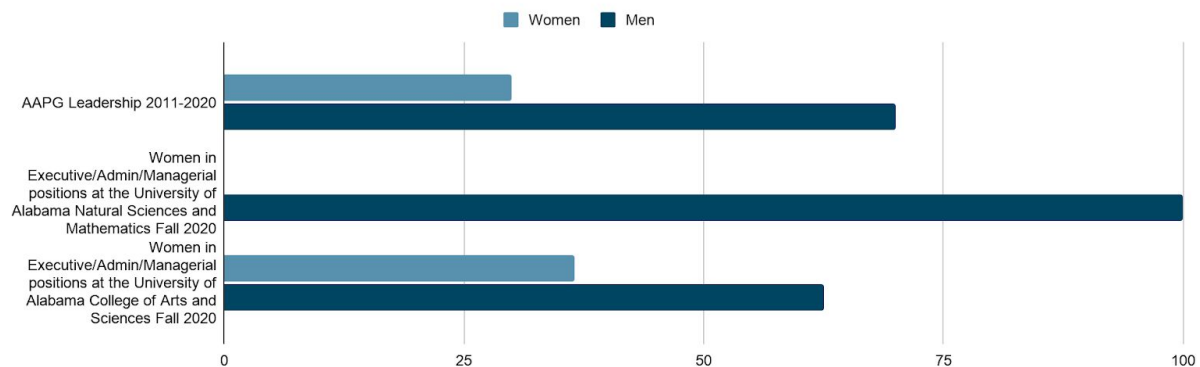
- AAPG Leadership 2011-2020, 30% women, 70% men
- Women in Executive/Admin/Managerial positions at the University of Alabama Natural Sciences and Mathematics: 0%, Fall 2020
- Women in Executive/Admin/Managerial positions at the University of Alabama College of Arts and Sciences Fall 2020: 37.5%

- **University of Alabama's Public goals on demographics or increasing representation:**
  - ○ General goals stated to achieve representation
    The work of the President's Advisory Committee centered on the four guiding principles of the University's Division of Diversity, Equity and Inclusion (source):
    - Increasing the number of, retaining and graduating historically underrepresented students.
    - Increasing and retaining the number of diverse faculty and staff.
    - Creating a more welcoming and inclusive campus community in which all members thrive.
    - Providing opportunities for faculty, staff and students to develop cultural competencies.
  - ○ Measurable goals stated at your organization for achieving representation as a part of The UA Strategic Plan
    - Minority enrollment
    - Minority student retention rates
    - Minority student graduation rates

- ■ <u>Minority faculty headcount</u>

- **University of Alabama College of Arts & Sciences strategic diversity plan:**
  - **Link:** https://as.ua.edu/about_as/diversity/strategic-diversity-plan/
  - <u>Pillar 1, Faculty</u>: "the college's commitment to diversity through the recruiting and retention of underrepresented and minority faculty"
    - ■ Example: diversity recruitment plan (faculty positions posted to outlets that specifically target minorities and underrepresented groups)
  - <u>Pillar 2, Students</u>: "supports initiatives aimed at diversity and inclusion within the student body at the graduate and undergraduate levels"
    - ■ Example: GREX (graduate recruiting expo) program to boost recruitment and retention of underrepresented and minority students at the graduate level (UA Department of Geological Sciences invited 18 students and enrolled 9 of those students in the years 2014-2016 of this program)
  - <u>Pillar 3, Community</u>: "seeks to engage the larger community of which the College is a part by promoting the goodwill of The University of Alabama, knowing that a good reputation is vital to attracting future recruits later"
    - ■ Example: 'Meet the Capstone' annual event to recruit high school students from Tuscaloosa County and surrounding Black Belt area.
  - **Measurable Goals for the College of Arts & Sciences:** https://as.ua.edu/about_as/diversity/strategic-diversity-plan/v-measurable-goals/

- **University of Alabama Department of Geological Science Public goals on demographics or increasing representation:**
  - At present, there are no general goals stated to achieve representation, and no measurable/time bound goals stated for achieving representation at a departmental level.
  - The following are suggested additional goals for our department, based on measurable goals in the strategic diversity plan of UA College of Arts & Sciences. We intend to discuss these with the faculty, solicit additional goals, and charge <u>*the faculty with determining time bound benchmarks for these*</u> <u>*goals*</u>
    - ■ Goal 1: We strive to reach diverse applicant pools (faculty, staff, and student) that represent the demographics of our community.
    - ● Goal 2: Support the recruitment of a diverse faculty body and a diverse student body. This will be specifically assessed by the following benchmarks:

- - (*Example* from the college level: Hire at least two underrepresented minority faculty in each year for the next five years.)
    - At least 10 percent of graduate degrees conferred should be from underrepresented minorities in the next five years.
- Goal 3: Maintain and increase diversity through retention of faculty in a highly competitive environment. Benchmarks are as follows:
    - At least 80 percent should achieve tenure and promotion.
    - Department faculty will be asked to give an exit interview.
- Goal 4: Maintain and increase diversity through retention of undergraduate and graduate students in a highly competitive environment. Benchmarks are as follows:
    - Provide (by creating or advertising existing) support and resources to the current students in the program
        - Scholarships, funding, childcare, mentoring, etc.
- Goal 5: Sponsor guest scholars and academic programs that explore diversity in specific academic areas such as African American history, comparative religions, gender issues, etc. Benchmark:
    - Make an effort to invite diverse researchers for seminar and provide opportunities to discuss more than their research with students and faculty
- Goal 6: Encourage programs, seminars, and workshops that explore diversity issues. Benchmark:
    - Offer at least one training/webinar/workshop per semester for faculty. For example, a workshop on implicit bias training.
    - Improve/formalize the Diversity Seminar to make participation mandatory
        - Professional development, bias training, microaggression training, bystander intervention, etc.
- Goal 7: Provide mechanisms to disseminate important information in order to promote diversity. Benchmarks:
    - Utilize diversity training for every search committee (offered by the College of Arts & Sciences)
    - Require a section describing the department's diversity efforts in all annual reports
    - Report diversity information to the department at large annually and make publicly available on the website
- Goal 8: Encourage a diversified core curriculum that enables discussion and learning about geographic, social, and cultural

differences to raise awareness of the global community. This could, for example, be the development of a diversity course at the core curriculum level.

- ○ (*Example* at the college level: Add one teaching grant per year focused on diversity initiatives (on top of the two grants already awarded)).
- Goal 9: Formalize and advertise local community K12 outreach initiatives
- Goal 10: Invest in educating/preparing current students for non-academic employment pathways

- **Proposed policy for collecting, reporting, tracking and utilizing demographic data in our Department**
    - ○ Demographic Data collection: when/where/how do we collect those data, who has access to it
        - ■ Faculty- HR?
        - ■ undergrad and grad students- Applicants to the department, enrollment, etc.?
        - ■ invited seminar speakers-polling invited speakers
        - ■ We could acquire some of this information with the climate survey and allow respondents to self-identify
        - ■ Frequency for collecting
    - ○ Reporting: sharing with the department annually, making it publicly available on the website
        - ■ Frequency for reporting to the department and the general public
    - ○ How do we use these data to support our specific demographic goals?
        - ■ Utilize the data for strategic planning: outlining how we want to run the department, hiring, recruiting, student/faculty ratio, etc.
        - ■ We are considering diversity as one of the things that goes into hiring decisions
        - ■ BIPOC scholarships

- **What did you learn about other organizations (or in general) while investigating demographic data?**
    - ○ https://diversity.ldeo.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-discriminati on/part-3-%E2%80%93-guidelines-implementation-monitoring-and-combating

<u>-racism-and-racial-discrimination</u> - more information on collection of demographic data in Canada.