The following sources of demographic data at our organization were used:

- Faculty and Staff by college: https://www.uvm.edu/oir/faculty-and-staff
- Students by college: https://www.uvm.edu/oir/enrollment
- Data on past invited speaker demographics is currently not available.
- Data on demographics by department was provided upon request from the director for institutional research in the provost office (https://www.uvm.edu/provost/executive-director-institutional-research).

Results:

a) **Undergraduate students:**

<table>
<thead>
<tr>
<th></th>
<th>Student of Color</th>
<th>Internati.</th>
<th>Unknown</th>
<th>White</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>1,782</td>
<td>446</td>
<td>379</td>
<td>10,685</td>
<td>13,292</td>
</tr>
<tr>
<td>Undergrad. Bachelor Total</td>
<td>1,277</td>
<td>305</td>
<td>314</td>
<td>8,699</td>
<td>10,585</td>
</tr>
<tr>
<td>CALS</td>
<td>193</td>
<td>40</td>
<td>32</td>
<td>1,124</td>
<td>1,389</td>
</tr>
<tr>
<td>CAS</td>
<td>592</td>
<td>98</td>
<td>154</td>
<td>3,624</td>
<td>4,468</td>
</tr>
<tr>
<td>GSB</td>
<td>74</td>
<td>71</td>
<td>20</td>
<td>716</td>
<td>881</td>
</tr>
<tr>
<td>CESS</td>
<td>87</td>
<td>5</td>
<td>17</td>
<td>574</td>
<td>683</td>
</tr>
<tr>
<td>CEMS</td>
<td>162</td>
<td>78</td>
<td>43</td>
<td>1,097</td>
<td>1,380</td>
</tr>
<tr>
<td>RSENR</td>
<td>50</td>
<td>5</td>
<td>22</td>
<td>676</td>
<td>753</td>
</tr>
<tr>
<td>CNHS</td>
<td>119</td>
<td>8</td>
<td>26</td>
<td>878</td>
<td>1,031</td>
</tr>
</tbody>
</table>

**Undergraduate:**

- College of Agricultural & Life Science (CALS): POC = 14%
- College of Arts & Sciences (CAS): POC = 13%
- Rubensteir School of the Environment & Nat. Res. (RSENR): POC = 7%
- College of Engineering & Mathematical Sciences (CEMS): POC = 11%
Mean of those 4 colleges: 11%

The two geoscience departments (geology and Geography) are part of the college of arts and sciences (CAS) and demographics for these departments are shown specifically. For both departments the overwhelming majority of students identify as white and the percentage of white students has been increasing, especially in geology.
b) **Graduate students:**

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Master</th>
<th>Total</th>
<th>Student of Color</th>
<th>Intern.</th>
<th>Unknown</th>
<th>White</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALS</td>
<td>8</td>
<td>143</td>
<td>8</td>
<td>1</td>
<td>63</td>
<td>79</td>
<td>914</td>
</tr>
<tr>
<td>CAS</td>
<td>15</td>
<td>35</td>
<td>3</td>
<td>2</td>
<td>52</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>GSB</td>
<td>5</td>
<td>17</td>
<td>1</td>
<td>4</td>
<td>74</td>
<td>109</td>
<td>109</td>
</tr>
<tr>
<td>CESS</td>
<td>42</td>
<td>17</td>
<td>1</td>
<td>4</td>
<td>40</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>CEMS</td>
<td>17</td>
<td>17</td>
<td>1</td>
<td>4</td>
<td>74</td>
<td>109</td>
<td>109</td>
</tr>
<tr>
<td>RSENR</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>40</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>CNHS</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>47</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Grad</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>15</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>LCOM</td>
<td>36</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>118</td>
<td>160</td>
<td>160</td>
</tr>
</tbody>
</table>

**Masters:**
- CALS: POC = 11%
- CAS: POC = 20%
- RSENR: POC = 17%
- CEMS: POC = 16%
- Mean of those 4 colleges: 16%

<table>
<thead>
<tr>
<th>Doctora.</th>
<th>Total</th>
<th>106</th>
<th>103</th>
<th>19</th>
<th>499</th>
<th>727</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALS</td>
<td>6</td>
<td>14</td>
<td>1</td>
<td>21</td>
<td>499</td>
<td>727</td>
</tr>
<tr>
<td>CAS</td>
<td>13</td>
<td>16</td>
<td>5</td>
<td>76</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>CESS</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>47</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>CEMS</td>
<td>4</td>
<td>33</td>
<td>1</td>
<td>41</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>RSENR</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>40</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>CNHS</td>
<td>36</td>
<td>4</td>
<td>184</td>
<td>224</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad</td>
<td>18</td>
<td>34</td>
<td>5</td>
<td>84</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>LCOM</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Doctorates:**
- CALS: POC = 14%
- CAS: POC = 12%
- RSENR: POC = 20%
- CEMS: POC = 5%
- Mean of those 4 colleges: 13%

Of the two geoscience departments, only Geology has a graduate program. Again, the overwhelming majority of graduate students identify as white and the percentage of white students has been increasing. For AY 2019 and 2020, the Geology department only had graduate students who identified as white and no BIPOC graduate students were part of this department.
c) **Specific assessment of students in the Rubenstein School of Environment and Natural Resources (RSENР).**

From 2012-2020. The school has remained predominantly white over the past eight years, with just 8.1% of students identifying as students of color.
Demographic data of students in RSENR in Fall 2020. The percentage of graduate students of color in RSENR is greater than UVM’s overall percentage of enrolled students of color, but the percentage of undergraduate students of color falls below UVM’s overall percentage of enrolled students of color. Source: [https://www.uvm.edu/oir/enrollment](https://www.uvm.edu/oir/enrollment)

<table>
<thead>
<tr>
<th></th>
<th>Student of Color</th>
<th>International</th>
<th>Unknown</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Bachelor</td>
<td>6.6%</td>
<td>0.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Graduate</td>
<td>Master</td>
<td>16.7%</td>
<td>1.9%</td>
<td>7.4%</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>19.6%</td>
<td>5.4%</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UVM Overall</td>
<td></td>
<td>8.1%</td>
<td>1.0%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

d) Data on faculty and staff for the two geoscience departments at UVM:

The Geology department demographics indicate a high degree in demographic diversity, however this picture is misleading. In this representation, the race and ethnicity of international staff and faculty are not included but grouped into an “international” category. Within this category most identify as white.

In this context the Geography department has a higher degree of racial and ethnic diversity:
3) How do these numbers compare to the national population and geoscience in general?

According to the American Geosciences Institute, more than 14% of geoscience graduates in the 2018-2019 academic year were students of color. Therefore, the enrollment of students of color in all colleges, but especially in UVM’s Geology department, falls below national population parity as well as below the geosciences as a field. Sources: https://www.uvm.edu/oir/enrollment; https://www.americangeosciences.org/webinars/diversity-geosciences-look-data-and-actions-community

4) Public goals on demographics or increasing representation:
   a) Are there general goals stated at your organization for achieving representation?

Within UVM’s Framework for Building a More Diverse, Inclusive, and Multiculturally Competent Campus, there are three general goals that mention recruitment:

- Compositional diversity (including recruitment, retention, and attrition) is tracked.
- Affirmative recruitment practices of students, faculty, staff, and administrators from diverse and underrepresented backgrounds are strengthened and institutionalized.
- Policies, procedures, and practices are enhanced to better support the recruitment and retention of students, faculty, staff, and administrators from diverse and underrepresented backgrounds.

______________________________

1 https://www.uvm.edu/sites/default/files/Advancing-Diversity-and-Inclusion-at-UVM/Inclusive_Excellence_at_UVM.pdf
UVM published a “Workforce Diversity Recruitment and Retention Best Practices” in 2010 and updated them in 2012. UVM is also working on responding to the five main recommendations that resulted from listening sessions in Fall 2020.

- **Build Trust:** “We will expand our approach and the platforms we use to engage with our university community, to be a part of the solution, and to be held accountable for responding to the concerns of our UVM community. To begin, we will increase dialogue with members of our BIPOC community. We will ask managers at all levels to listen to and engage in regular conversations with their employees and students about climate issues related to diversity, equity and inclusion and then act on those conversations. We also will work with the Office of Professional Development and Training and the Office of Diversity, Equity and Inclusion to ensure leaders and managers understand how to engage in supportive dialogue with their staff in a way that builds trust and allays fears of retribution.”

- **Acknowledge and Affirm Black Lives Matter:** “We understand there are different perspectives on how individuals share their affirmation that Black Lives Matter. We acknowledge the importance of the Black Lives Matter movement to members of our UVM community and affirm, on behalf of the University of Vermont, that Black Lives Matter.”

- **Catalyze Change:** “Comments shared during the listening sessions highlighted an increased need to recognize that racism in all its forms is incompatible with Our Common Ground values. We will accelerate and underscore our efforts to recognize racism and promote diversity, equity, and inclusion in our community.”

- **Coordinate and Align Efforts:** Among other efforts, UVM is creating a Diversity and Inclusive Excellence Co-Curricular Working Group, and each academic and administrative unit has designed and will continue to maintain an Inclusive Excellence Action Plan. The university is also considering creating a University Diversity Council to “advise the Vice President regarding efforts to intentionally and actively engage each college and division to support meaningful advancements regarding diversity, inclusion, equity, cultural competency and civility.”

- **Promote Understanding of Racial Trauma, Mental Health, and Well-Being in the Workplace:** Among other efforts, UVM “will build upon existing programs to provide all UVM employees with training opportunities in areas such as implicit bias, systemic racism, racial trauma, and wellness.”

**b) Are there measurable goals stated at your organization for achieving representation?**

- UVM aims to increase “our percentage of students of color from the current 12.2% match to that of our combined faculty/staff demographics.”

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[4](https://www.uvm.edu/president/retention-and-recruitment-students-color)
The UVM College of Arts and Sciences has a goal “to reach the percentages of women, and ethnic/racial minorities within the College that reflect ‘national workforce availability.’ The College has made progress toward this goal over the course of the last few years. There doesn’t seem to be a timeline attached to this goal.

RSENR’s website does not seem to have any measurable goals for achieving representation beyond “continuing to recruit diverse faculty, staff, and students to RSENR”. Although the school does have a Diversity Recruitment Plan, the most recent version available on the RSENR website is for the 2012-2013 academic year.

c) **Suggested additional goals for your organization:**
   - Include target dates to allow assessment of progress.
   - Begin collection of data on invited speakers.
   - Have public facing diversity data available at program level (which is currently only available upon request).
   - Collect data on graduation rates and make these data available.

d) **Policy or proposed policy for collecting demographic data at your organization:**
   - We currently have a shift in leadership and policies on how data are collected, reported, tracked, and utilized in decision making are changing. We would like to come back to this point as updated policies are available.

e) **Comparison between UVM and institutions of similar characteristics:**
   - Unlike UVM, UNH appears to have no department-specific diversity committees or initiatives. Instead, efforts towards diversity, equity, and inclusion are university-wide.
   - UNH also tracks demographic data across student, faculty, and staff populations. 10% of students enrolled in UNH’s College of Life Sciences and Agriculture identify as people of color, 1.9% more than UVM’s Rubenstein School of Environment and Natural Resources.
   - UNH displays affirmative recruitment/enrollment/retention efforts similarly to UVM in the form of privately funded scholarships (graduate and undergraduate), mentorship programs, and a “Postdoctoral Diversity and Innovation Scholars program”.
   - Like UVM, a statement released in June of 2020 by the president of UNH affirms support for Black Lives Matter and communicates a plan for further action.

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5 [https://www.uvm.edu/cas/commitment_diversity](https://www.uvm.edu/cas/commitment_diversity)


8 [https://public.tableau.com/profile/unhra#!/vizhome/UndergraduateEnrollment_15701159972360/EnrollmentTrends](https://public.tableau.com/profile/unhra#!/vizhome/UndergraduateEnrollment_15701159972360/EnrollmentTrends)


10 [https://www.unh.edu/president/black-lives-matter-our-action-plan](https://www.unh.edu/president/black-lives-matter-our-action-plan)
• UNH does not have specific, measurable goals to achieve representation, although many loosely defined goals are expressed.

SUNY Plattsburgh and other SUNY campuses:

• Every SUNY campus has a chief diversity officer, and each campus differs in their scope and approach of diversity, equity, and inclusion initiatives. However, like UVM, some SUNY-wide programs providing financial, social, and practical support do exist, including the Office of Diversity, Equity, and Inclusion (ODEI); Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG); and the Educational Opportunity Program (EOP).

• SUNY has publicly available demographic data at a state-wide and campus-specific level, but does not appear to publicly display department-specific metrics the way UVM and UNH do.

• In February 2021, SUNY’s ODEI announced a “comprehensive 25-point diversity, equity, and inclusion plan to close the racial equity gaps, and eliminate cultural and institutional racial discrimination across SUNY”. Many of the recommendations listed in this document are already implemented at a portion of SUNY campuses, and the majority of the document’s goals pertain to expanding these initiatives to every SUNY campus. No timeline is proposed. A summary of these goals can be found on pages 38-39 of “phase one” of the action plan.

• SUNY’s website has no quantifiable goals on their “goals” web page.

• SUNY Plattsburgh has no publicly stated, quantifiable goals related to diversity, equity, and inclusion although many loosely-defined initiatives are listed on their site.

f) Demographic data and tokenism:
We would like to caution that efforts to count people, coming up with lists of numbers and proportions can lead toward tokenism and “hiding behind numbers”, both of which would again hurt BIPOC communities. The use of these data should be accompanied by an authentic engagement with questions around institutional racism and include reflections on who is served by collecting and displaying these data.

g) Additional resources provided by URGE
- https://diversity.ldeo.columbia.edu/seminardiversity - Increase diversity in seminars
- https://www.nature.com/articles/d41586-019-03784-x - No all-male panels

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11 https://www.suny.edu/diversity/
12 https://www.suny.edu/about/fast-facts/
13 https://www.suny.edu/prodig/resources/data/
15 https://www.suny.edu/diversity/goals/
16 https://www.plattsburgh.edu/plattslife/diversity/index.html