URGE Demographic Data for WHOI, University of Washington, and Cornell University 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:**
  - At WHOI, data are collected but are not made publicly available. They have been shared at a few meetings and with some committees upon request.
  - University of Washington overall [data], also departmental level data is available but requires proxy sign-in
  - Cornell University has publicly available [data with aggregated race/origin categories], and details on retention, achievement, and various aspects of inclusion/participation.

- **How does your organization compare to others, or to the field as a whole?**
  - All three of our institutions are primarily white, and fail to even achieve gender parity at higher career levels (beyond students). This is, unfortunately, comparable to the field as a whole.
  - There is some evidence of shifting demographics, albeit still not at parity with national demographics. Cornell’s data shows that the recent faculty hires have greater diversity than the overall faculty pool, but they are also hiring the same number of international people as Americans with minority identities. Likewise, at UW, the new faculty hires include 5% individuals who identify as Black, while the overall professorial staff includes 2% Black people.

- **Public goals on demographics or increasing representation:**
  - Cornell states only general goals relating to “increasing diversity.”
  - WHOI “recognizes that increasing representation...is critical” but doesn’t actually state anything as a quantifiable goal per se ([general, CDEI](#)). There are specific efforts beginning or ongoing at WHOI in general and within departments, groups, and programs--and some of these efforts are public-facing--but they are not quantitative. One effort to move forward on quantifying future change in representation is the gathering of data and establishing metrics. This is the goal of the CDEI's Resources and Metrics working group. However, substantial progress for this working group has been limited thus far.
  - At UW, the Diversity, Equity and Inclusion [page](#) in our department’s website describes the importance of diversity and offering equal opportunities to all, but does not explicitly state concrete goals. However, there are concrete actions taking place within the department:
Unlearning Racism in Geoscience

- a working DEI Strategic Plan,
- a departmental seminar series dedicated to DEI issues in our field this academic quarter (talk in this “Bevan Series” seminar are publicly accessible via YouTube),
- a hiring tool that seeks to make hiring decision more equitable (although the extent to which it is used is unclear),
- A quarterly DEI themed book club, open to anyone in the department, with books from authors such as Ijeoma Oluo, Ibram X. Kendi, and more)
- A funded position (although only part time, and temporary) for a Diversity Specialist in the department
- Outreach events (such as our annual Open House event) which are supported by 1 paid position for one graduate student per quarter to coordinate (as of 2021), and some smaller funds from the Fisheries and Oceanography departments to cover snacks for participants and supplies for hands-on activities. This event is geared towards K-12 children and their families, especially those with underrepresented identities (though there is plenty of room for improvement on that front)
- A couple courses, offered for the first time in 2021, that specifically focus on and address racism, colonization, eugenics, and other harmful ideologies, issues and actions in our past and current discipline of environmental science

**Proposed policy for collecting demographic data at your organization:**
- Data should be collected at the time of admission/hiring and at least every 3 years for continuing individuals (because identities and desire to disclose may change).
- Allow people to self-identify with categories that are not included in the “set” options, and do not conflate race, ethnicity, and nationality.
- Make these data available in ways that are transparent, safe, and respectful. In other words, at least some data should be available publicly, and less-aggregated data should be available at least within the institution.

**What did you learn about other organizations (or in general) while investigating demographic data?**
- The glaring discrepancy between the demographics of our nation and the demographics of our academic and environmental/scientific institutions. This appears to persist regardless of the demographics near a university’s location.
- Some institutions have major barriers to public access for some of these data, put into place by the institutions themselves, even for aggregated data with no personal
identifiers. These institutions are also reluctant to provide any data to anyone from within the institution requesting them. Other institutions, however, are very forthcoming with such information and essentially acknowledge their problem. We feel that simply acknowledging there is a problem by sharing demographic data (i.e. transparency) can go a long way for a minoritized individual wanting to come to and stay at an institution.

- Beyond demographics and delving into retention issues, data on retention revealed that a lack of a sense of belonging was one of the major reasons why faculty, staff and students considered leaving the institution (UW). These data came from a University-wide climate survey (which is not accessible to the general public). Other reasons included an unmanageable workload, family obligations, personal reasons, and other reasons that may disproportionately affect people of certain racial or ethnic backgrounds, on average.