URGE Demographic Data for University of South Carolina

This is what was found by GOEOE at University of South Carolina 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:
  ○ [https://www.sc.edu/about/offices_and_divisions/diversity_equity_and_inclusion/diversity_data/demographics/index.php](https://www.sc.edu/about/offices_and_divisions/diversity_equity_and_inclusion/diversity_data/demographics/index.php) - University of South Carolina demographics for undergraduate enrollment as well as graduate and professional enrollment.
  ○ The demographic data that is readily available is limited to racial distribution, and does not seem to include any data to represent gender, nationality, or other identities.
  ○ [https://www.sc.edu/about/offices_and_divisions/institutional_research_assessment_and-analytics/fact_books/index.php](https://www.sc.edu/about/offices_and_divisions/institutional_research_assessment_and-analytics/fact_books/index.php) - University Factbooks provide statistical data on gender distribution by school, but was most recently updated in Fall 2016.
  ○ Additional data is available via data request forms that take up to 10 days to process.
  ○ It is hard to tell what data is collected by the university, aside from headcount for degrees.
  ○ It is difficult to tell what the demographic distribution among faculty is because graduate and professional enrollment are combined.

● How does your organization compare to others, or to the field as a whole?
  ○ Since we have limited data on departments within geoscience for the University of South Carolina we will talk about the university as a whole.
    ■ University of South Carolina is 16th (out of 100 ranked) in the US for the number of degrees awarded to African Americans in mathematics and statistics
    ■ University of South Carolina is 74th (out of 100 ranked) in the number of degrees awarded to African Americans in all disciplines combined.
    ■ Limited / no data on specific disciplines can be found readily.
We would argue that the University of South Carolina demographics are similar to demographics for geoscience as a whole. The university has an African American population of ~12% (grad/professional and 10% undergraduate) while AGI shows about 13% are African American.

- https://www.americangeosciences.org/geoscience-currents/diversity-geosciences

- Public goals on demographics or increasing representation:
  - Are there general goals stated at your organization for achieving representation?
    - https://www.sc.edu/about/offices_and_divisions/diversity_equity_and_inclusion/diversity_data/strategic_plan/index.php
    - The University lists a strategic plan focused on creating and sustaining an inclusive learning, living, and working environment.
    - The University expresses a desire to "enhance" the diversity of the campus but does not offer a specific goal to reach in pursuing this objective.
      - Some vague goals include improving underrepresented minority students through "a focused recruiting strategy", developing scholarships that focus on underrepresented students, developing pipeline programs, and partnering with organizations that support underrepresented students.

- Policy or proposed policy for collecting demographic data at your organization:
  - Proposal: Make it clear when data is collected and what data is collected.
  - Proposal: List graduate demographics and faculty demographics separately, as combining them obfuscates the data in both directions. This will allow equity goals such as "improve the number of full time URM faculty across academic units" more transparent and measurable.
  - Proposal: Make data publicly available and easy to find on gender, nationality, ethnicity and other identities. Use this data to create measurable goals for the university's plans to increase the presence of Underrepresented minorities at different levels.
  - Proposal: Record and publish demographic data on hired speakers. Use this data to create measurable goals for increasing speaker diversity, like Columbia University's goal to increase seminar diversity.

- What did you learn about other organizations (or in general) while investigating demographic data?
  - https://www.colorado.edu/odece/defining-enacting-diversity-equity-inclusion
    - University of Colorado has established "primary dimensions of diversity" which include identities that exert an early and sustained impact on our socialization and
experiences. These include such aspects as race, age, ethnic heritage, sexual orientation, gender, and mental and physical ability and characteristics. Secondary dimensions of diversity include things such as work experience, religion, income, first language, geographic location and others. By considering both of these primary and secondary dimensions of diversity, the university can focus its intentions on what it means when it tries to create a diverse and respectful environment.

- [https://www.insidehighered.com/views/2020/08/20/diversity-equity-and-inclusion-offices-cant-be-effective-if-they-arent-empowered](https://www.insidehighered.com/views/2020/08/20/diversity-equity-and-inclusion-offices-cant-be-effective-if-they-arent-empowered) - Interesting article on how the effectiveness of the expanding number of DEI offices is hampered by the power (or lack thereof) these offices are given. This includes the salaries and compensation these positions are offered for the amount of resistance, misunderstanding, and willful ignorance for which they are forced to deal with.