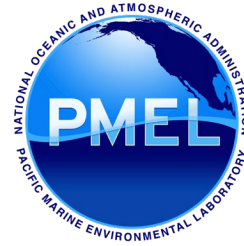




Unlearning Racism in Geoscience



URGE Demographic Data for PMEL Staff at NOAA and Cooperative Institutes

This is what was found by the PMEL Pod at NOAA and University of Washington on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data. PMEL is made up of employees from NOAA, University of Washington, Oregon State University, University of Hawaii and Contractors.

I. The link(s) to demographic data at our organization are here:

- [NOAA's MD-715](#) annual reports are publicly available with demographic information. This is for NOAA wide level information and also compares to Civilian Labor Force demographics.
- NOAA also provides [annual summaries of the Federal Employee Viewpoint Survey](#) (FEVS) that highlights self reported demographics on age, race, career level, workplace satisfaction, education, disability, gender, and sexual orientation.
- [PMEL's MD-715](#) is provided annually to leadership from the OAR EEO Office.
- Oregon State University provides [annual reports](#) of staff demographics from the Office of Equal Opportunity and Access. CIMRS does not track demographic data.
- UW just published [a report](#) on University-wide demographics. The data is from November 9, 2020.
- No public data on demographics was found for UH or JIMAR.

II. How does your organization compare to others, or to the field as a whole?

- We only had accessible annual data for the federal part of the PMEL workforce. In 2020, the PMEL workforce was made up of 36% Federal employees, 54% Cooperative Institute employees, 7% contractors and 3% National Research Council post-docs.
- For PMEL Federal Employees, a detailed analysis is provided [here](#).
 - PMEL is less diverse than the public and diversifying more slowly than the field as a whole.
 - In 2019, 85% of PMEL federal employees identified as white. We found this percentage has decreased by 7% since 2010, but compared to [a study on the geoscience workforce by AGU](#), this is ~6% slower than the field as a whole. Compared to the Civilian Labor Force (CLF), 13.2% more PMEL employees identified as white.
 - PMEL is less gender-balanced compared to the civilian workforce. Overall, the percentage of female federal employees at PMEL is declining over time.
 - In 2019, PMEL federal employees were 71% male. This is 20% more male than the CLF, and 5% more male than in 2010.
 - There are currently no PMEL federal employees who are women of color.

- Most recently, at PMEL's lab review, [staff demographic data](#) was compiled across all organizations, including CIs. However, this combined dataset only assessed gender and age data, not racial data.
 - CI age ranges were more distributed across the age groups than the federal employees. The average age for CIs was 49 years old and for federal employees was 55 years old.
 - When comparing all staff affiliation, the gender composition in 2020, PMEL is 71% male and 29% female which is about the same as the federal workforce 69% male and 31% female.
 - There is also a lack of gender diversity in the support staff with 79% male and 21% female compared to scientific staff with 68% male and 32% female.
- CICOES-wide data was collected in March 2020. This data showed that CICOES as a whole is close to gender parity, with 48% of employees identifying as female and 52% identifying as male. 77% of CICOES employees identified as white, 8% as Asian, 5% as Hispanic, 2% as two or more races. The remaining percentage are employees who chose not to disclose or did not declare a race. There are no employees at CICOES who identify as Black or African American.
 - Comparing this to UW-wide statistics: UW as a whole is 69% female, 53% white, 19% Asian, 7% Black or African American, and 7% Hispanic or Latino
- Data on CICOES employees who sit at PMEL was collected for the years 2014-2019. During that 5-year period, the gender breakdown shifts from 26% female 74% male to 30% female 70% male. The percentage of CICOES employees at PMEL who identify as white increased from 68% in 2014 to 74% in 2019, the percentage who identify as Asian decreased from 15% to 10%, and the percentage who identify as Hispanic decreased from 4% to 1%.

III. **Public goals on demographics or increasing representation:**

- All organizations had general goals listed in a Diversity and Inclusion strategy/toolkit but not a lot of measurable goals were found.
- NOAA [Diversity and Inclusion Goals](#):
 - Recruit and attract a diverse, highly-capable workforce
 1. Effectively recruit qualified individuals at all levels whose diverse backgrounds, experience, education and skills will advance NOAA's mission.
 2. Reduce barriers and biases in NOAA's hiring of diverse, highly-qualified candidates
 3. Create a culture that promotes the employment of individuals with disabilities.
 - Build a Work Environment That Promotes Inclusion
 1. Cultivate an inclusive work environment that empowers and engages every NOAA team member.
 2. Ensure all staff have equal access to career development opportunities in order to retain a diverse and qualified workforce.

- Build Sustained and Adaptive Leadership Commitment to a Diverse and Inclusive NOAA Through Accountability, Data and Education.
 1. Expand leadership accountability for managing diversity and inclusion across NOAA.
 2. Increase the visibility of leaders in diversity-related activities.
 3. Eradicate racial inequalities and all forms of discrimination and harassment, especially sexual assault and sexual harassment (SASH)
- **PMEL Goals (from [strategic plan](#))**
 - Commitment to achieving equity, inclusion, and diversity in the earth sciences.
 - Promote and ensure diversity, equity, and inclusion (DEI) within PMEL and the atmospheric and ocean sciences by identifying, challenging, and eliminating organizational structures, policies, practices, and attitudes that inhibit DEI.
 - Engage and support the workforce in continuous improvement activities to maximize inclusivity, diversity, teamwork, transparency, and workflow.
- **UW Goals:**
 - [UW Diversity Blueprint](#)
 - CICOES is committed to building and fostering an inclusive, equitable, and diverse workplace where all contributions are valued and respected
 1. Decreasing bias in the hiring process through anonymized applications when possible and a structured candidate review process;
 2. Hosting regular workshops for our employees to promote education and engagement on DEI issues;
 3. Bringing together a dedicated group of individual employees to meet monthly to find ways to improve workplace diversity, equity, and inclusion;
 4. Offering 10-15 summer research experiences for undergraduates (REUs) that target underrepresented groups
 5. Encouraging an interest in STEM through scholarships to NOAA Science Camp and exhibiting at career fairs and conferences targeted at underrepresented groups;
 6. Scientist participation in outreach events at K-12 schools, the Pacific Science Center, the Seattle Aquarium, libraries, and other venues around Washington State.
- **OSU Goals:**
 - [Affirmative Action Goals](#)

IV. **Suggested Goals:**

- PMEL has participated in a few employee culture feedback surveys and the Diversity and Inclusion Committee compiled the goals and themes suggested in those [here](#).
- Suggested goals for our organization are:
 - We strive to be part of diverse panels. Decline to sit on panels with little representation if you are not adding diversity and suggest others that might improve the diversity of the panel.

- Improve and review internally the hiring process for implicit bias and, where present, implement processes to limit such bias. Recognize and reduce barriers for underrepresented groups in the hiring process.
- Recruit staff with a focus on filling critical staffing gaps and increasing diversity.
- Build new internship opportunities for local students (e.g., with Seattle's new Maritime High School). Recruit undergraduate interns from programs with a diversity focus including the CICOES summer internship and NOAA's EPP/MSI Undergraduate Scholarship Program. Increase opportunities to support underrepresented graduate students at universities affiliated with PMEL.
- Explore and use existing hiring strategies, such as the Pathways and other special hiring authorities as well as through NOAA's Cooperative Science Centers.
- Post job announcements to at least two accessible and diverse job boards such as membership societies (AGU, SACNAS, AISES, etc..)
- Partner with other institutions that have D&I programs and initiatives.
- Recruit technical support-track students

V. Policy or proposed policy for collecting demographic data at your organization:

- Current NOAA policy for creating the [for MD-715](#)
- Proposed policy for collecting, reporting, tracking and utilizing demographic data.
 - Track student (undergrads, grads and postdocs) demographics from all the programs they come from at PMEL (UW, Hollings, CO-OPS, NRC, etc...)
 - Develop a plan with the Cooperative Institutes to track demographics to see how they are changing. If this information can be collected at the laboratory / PMEL level, that would be ideal, but in some instances, it may be too identifiable.
 - Distribute the annual OAR/PMEL MD-715 lab-wide on an annual basis and highlight any changes seen or make mention of how we compare to others. Post the MD-715 internally for all staff to access.
 - In the future, it would be great to also track demographics for leadership positions and technical staff.
 - Keep track of demographics from interviews for open fed/CI positions, possibly ask interviewees to fill out survey after interview, would provide some context to whether there are/are not diverse applicants and then they're just not getting hired
 - CICOES will pull demographic data from central HR once per year to track any changes.

VI. What did we learn about other organizations (or in general) while investigating demographic data?

- How diversity in earth science hasn't improved much in the last 50 years, at least at the upper levels
- How thoroughly this is reflected in our own representation at our laboratory

- Efforts to change demographics over the past many decades have not worked very well- we should try something new.
- Learned how important it is to create clear actionable goals that can be measured by data in order to track progress and understand barriers on making progress.
- Retention is as important as recruitment.
- Racism against asian minorities is often overlooked.
- Important to provide short term incentives to achieve long term goals.

Resources for comparison:

- Increase diversity in seminars - [Seminar Diversity Initiative | Academic Affairs & Diversity](#)
- No all-male panels - [Nature Conferences: no more 'manels'](#)
- More information on collection of demographic data in Canada - [Part 3 – guidelines for implementation: monitoring and combating racism and racial discrimination | Ontario Human Rights Commission](#)
- [No time for silence](#)
- [Strategies for Increasing Diversity in the Ocean Science Workforce Through Mentoring \(2016\)](#)
- [Narrowing the Diversity Gap in Marine Science \(2005\)](#)
- [Ten simple rules for building an anti-racist lab](#)
- AGI - [Diversity in the Geosciences – a Look at the Data and the Actions of the Community](#)
- [Creating and Promoting Gender Equity and Diversity in Professional Geological Societies](#)
- [No progress in 40 years](#)