

EASTERN STANDARD POD
URGE Session 3 Deliverables
Meeting on 03/26/21

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

NOAA: (from 2018, but most recent that is available): <https://eeo.oar.noaa.gov/Policy/OARMD715Demographicsfy19.pdf>

U Toledo: [Surveys and Data \(utoledo.edu\)](https://utoledo.edu/surveys)

Harvard GSAS: The only demographic data available for the Harvard Graduate School of Arts and Sciences is on the "GSAS at a Glance" page available here: <https://gsas.harvard.edu/about/gsas-glance>.

U Cincinnati: The only demographic data that is available to me is at the University level. There is no demographic data regarding college or department enrollment publicly available. This shows University-wide five-year trends in race/ethnicity, gender, and age as of 2018: https://www.uc.edu/content/dam/uc/provost/docs/institutional_research/student_reports/student_fact_book/Fact%20Book%202018.pdf

The university must have demographic data at the department level, but I don't know if the data is ever presented or used that way by the institution. The geology department is small enough that we could basically take a head count and figure out a current snapshot of our demographics, but no one in the department has been collecting the data over time.

Other U Cincinnati Resources:

- <https://www.uc.edu/about/factsheet.html>
<https://nces.ed.gov/collegenavigator/?q=university+of+Cincinnati&s=OH&id=201885#enrollment> <https://dataanalytics.uc.edu/>
- See More Stats · UC International Research Fall 2018 Student Fact Book · Institutional dashboards
- Division Annual Report · E&I Annual Report 2017-2018, PDF Version · E&I Annual Report 2017-2018, Word Version
- <https://www.uc.edu/about/strategic-direction.html>
- <https://www.uc.edu/about/strategic-direction/innovation-agenda/inclusive-excellence.html> <https://www.uc.edu/about/strategic-direction/urban-impact/cps-strong.html>

Molloy College: This is actually not posted by Molloy but by site that uses national reporting data: <https://datausa.io/profile/university/molloy-college#:~:text=The%20enrolled%20student%20population%20at%20Molloy%20College%20is%2059.9%25%20White,Hawaiian%20or%20Other%20Pacific%20Islanders>. This link is for overall student demographics at the College. They are not broken down publicly by department or major, but you can request access to these data as an employee (and I am familiar with the data for the Environmental Science majors).

2) How does your organization compare to others, or to the field as a whole?

(We compared to data from [Bernard and Cooperdock 2018](#))

NOAA: It appears NOAA is about average compared to other organizations in the geoscience, our numbers are very comparable to those in this Nature paper.

U Toledo: I checked a couple college comparison sites and listed example ratings below. It appears that depending on the metric used, University of Toledo has average to above average diversity in its student population.

[collegesimply.com](#) had racial diversity rated as medium for the University of Toledo
[collegefactual.com](#) rated the University of Toledo with excellent overall diversity

Harvard GSAS: From this data, I can see that 20% of students are underrepresented minorities and 35% of students are international, but I do not have more detailed demographic data. There is no demographic data publicly available for the department of Earth and Planetary Sciences. I will ask our Diversity, Inclusion and Belonging committee if there are any plans to start collecting it moving forward.

U Cincinnati: For the purposes of URGE, I am focusing on the impact that I can make as a member of our departmental DE&I committee, so I am most interested in how the UC geology department compares to the field of geology as a whole. As I mentioned above, however, there is no demographic data collected for our department. Anecdotally, I think the demographic trend in the UC Department of Geology is similar to the overall trend in the geosciences described in the Nature article you linked to. A handful of hispanic/latino students have earned graduate degrees in our department in the last five years. I'm not aware of any Native American students earning graduate degrees in our department, ever. There is one Native American undergrad in the department right now. There is also one Black graduate student in the department, and I believe he will be the first Black graduate student to earn a degree from this department. It is a very white department.

UC is below the target as the numbers do not reflect the national numbers.

Molloy College: Our demographics on the whole are better than the national numbers: whereas only 6% of geoscience PhDs in 2016 were from underrepresented groups, 40% of our student body are non-white and, from internal data, I found that 30% of the undergraduate Environmental Science majors are non-white. This probably has something to do with local demographics. It's also important to note that the majority of our student body are undergraduates and we do not grant graduate degrees in any geoscience-related field.

3) Public goals on demographics or increasing representation:

NOAA: NOAA Diversity and Inclusion Strategic Plan for 2020-2024: https://www.noaa.gov/sites/default/files/atoms/files/NOAA%202020-2024%20Diversity%20and%20Inclusion%20Strategic%20Plan_0.pdf

U Toledo: In 2020, an updated in-depth strategic plan was developed at the University of Toledo with goals and strategies on mechanisms to promote inclusivity on campus. The full report can be found here: <https://www.utoledo.edu/diversity/diversity-plan/docs/diversity-plan.pdf>

U Cincinnati: The department itself has no public goals related to demographics or increasing representation. This has been an active discussion within the department since this summer. The DE&I committee formed in October of last year after the department realized that it should have goals related to increasing representation, but we are still trying to figure out how to formulate the goals and how to ensure that the department is actually ready to meet any goals it sets.

Molloy College: None are publicly available. But under a new President, the College has recently put together a task force to build a DEI Council with the purpose to assess the campus' climate on diversity, hire a DEI ambassador, and take some actions to be a more diverse college.

4) Policy or proposed policy for collecting demographic data at your organization:

NOAA: Page 13 of the above Strategic Plan provides action items for collecting workforce demographic data to monitor over time.

U Toledo: I couldn't locate this policy in a quick search, but this strategy was part of the diversity plan above: "Strategy 1.2: Conduct bi-annual Diversity Assessment Survey to monitor progress toward creating an inclusive environment. Determine what other relevant survey data is available, including data gaps. Develop a response team to analyze combined data and make recommendations for policy, procedure, and/or programming, as needed. ,, RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, other ODI Staff/affiliates, and Institutional Research. ,, TIME-PERIOD: Medium; 13 to 24 months ,, MEASURE: Survey instruments developed, data collected, and reports published and disseminated;."

U Cincinnati: Even within the DE&I committee, there has been apprehension among faculty about the idea of collecting demographic data in the department. No one has come out with a strong reason against doing so. Instead, folks say things like "It isn't the most effective thing to focus on." I think that *maybe* faculty are concerned that the University wouldn't approve of the collection of demographic data at the department level, since it had chosen not to make those data available. (Maybe don't put that in the deliverable? I don't want that to end up in the publicly available documents associated with our pod, please.)

The committee settled on creating a climate survey that includes optional demographic questions and Likert scale questions about the faculty staff knowledge/support of marginalized groups within the department. The idea behind the survey is that we can 1) use the results to determine what changes the department should focus on to attract and retain more students/faculty from marginalized groups and 2) track student/staff/faculty's view of the departmental climate over time as a way to measure the success of our goals, rather than using demographic data. We just finished the data collection period for the first survey last week. The committee will be meeting for a first conversation about the results on Monday the 8th of March.

Molloy College: The Office of Institutional Effectiveness is responsible for collecting demographic data and for reporting to national and state agencies.

5) What did you learn about other organizations (or in general) while investigating demographic data?

NOAA: I learned that demographic data, while imperfect and often voluntary, is essential to tracking progress on diversification of STEM fields. If these data are not collected, there is no way to identify who is actually underrepresented in the field and how impactful initiatives are.

U Toledo: I was impressed by the thoughtful amount of effort that has gone into creating an inclusive environment at the University of Toledo. Administrators use demographic information to create actionable strategies to enhance inclusivity.

U Cincinnati: I learned that there are some colleges at UC are actively working to increase representation and may be collecting demographic data on their own. The college of law, especially, is doing public facing work to increase representation in law and within the college. Folks involved in these projects could be a helpful resource as the Department of Geology DE&I committee sets/works to achieve goals in the future. UC has several initiatives focused on DEI and building a bridge to university particularly focused on local high schools. There are not specific metrics given, only increase number of students from local schools.

Molloy College: I am cautiously optimistic that our institution is in the process of setting specific demographic goals for both student recruitment and employee hires, but has some work to do. While we have a more diverse student body than the national numbers, I believe this is driven by geography and our diversity is actually low compared to some local population demographics in our region. Because we do support several non-white undergraduate students in the geosciences, it's important to work to retain these student in the geosciences "pipeline."