

**URGE Demographic Data for  
UBC Department of Earth, Ocean and Atmospheric Sciences (EOAS)**

This following consists of the available and/or existing **University of British Columbia EOAS** departmental demographic data (public and internal facing) and/or proposals to collect and report demographic data, as well as stated goals and initiatives for increasing representation.

The federal Employment Equity Act and the BC Human Rights Act govern who is designated under under-represented groups (URG) or equity groups. UBC considers the following to be URG:

- Women
- Visible minorities (persons who do not identify as Indigenous peoples, and who do not identify as European, and/or White in race, ethnicity, origin, and/or colour, regardless of their birthplace or citizenship).
- Indigenous people
- People with disability
- LGBTQ+ individuals

## **EOAS Faculty and Candidate Demographic Data**

Due to a variety of complex issues (ensuring data is “accurate and complete” and FIPPA compliant, we are not currently allowed to share demographic data collected by our department or by the UBC Faculty of Science.

Through this exercise, and upon navigating the rules and protocols involving sharing data, it is clear how the nature of the system itself inhibits the use of such statistics for purposes such as investigating department demographics and lack of diversity.

Thus, formulating conclusions about departmental diversity that guide us in making transparent policy changes to address systemic racism and biases becomes near impossible. In a way, this further perpetuates the protection of institutional “status quo”, and lack of access to data subverts any effort to implement real systems of accountability. These practices, while in theory appear to protect everyone’s privacy, instead often end up disadvantaging marginalized people during hiring.

## **EOAS Demographic Comparison to Field of Geosciences**

Without publicly accessible data, we are unable to make this comparison.

## **Goals for Increasing Representation in EOAS Faculty**

Currently, as a department no measurable goals or initiatives exist to increase the representation of Racialized/People of Colour/Visible Minority (R/PoC/VM) faculty in EOAS. There is increased involvement in EDI initiatives at multiple levels, but measurable goals to determine the success of these initiatives is missing. This has been brought to the attention of the department head and the departmental EDI Committee.

Regarding hiring, EOAS requires that anyone who wants to look at CVs of job candidates has to undergo a 90-minute EDI training session each season of hiring (if the last training session was over a year ago, they need to attend it again).

Shortlists need to have five or more candidates with the aim of having more than one under-represented group candidate on the list but avoid token placement. Longlists should have diverse candidates who are all close to meeting minimum requirements. Recommendations are to consider Skype or Zoom interviewing of the longlist; moving away from CVs is one of the best ways to counter implicit bias. EOAS hiring committees have to send the proposed interview shortlist and rationales to the Assistant Dean of Human Resources. If the shortlist is less diverse than the applicant pool, then the top-ranked candidates from underrepresented groups and why they didn't meet the criteria for the shortlist need to be sent to the Assistant Dean of Human Resources.

The department has involved the EDI committee in recent hiring for advice on phrasing of job ads, and has an EDI statement requirement as part of the job application.

## **Proposed Policy for Collecting Demographic Data in EOAS**

Without demographic data, it is impossible to know whether or not, and to what degree, EOAS is addressing the current lack of diversity (particularly among faculty). Our department plans to employ demographic surveys to each population in the department (undergraduate, graduate, post doc, staff, and faculty). While voluntary, we will stress the importance of collecting this data. (State importance, why). [Linked](#) is the current survey for graduate student EDI experience including an optional demographic section at the end. As the survey was not completed by every graduate student (about 25%), the demographic data is not currently reflective of the EOAS graduate population. The demographic portion of this survey will become its own survey, and modified for each population, as a way to collect the demographic data of our department in its entirety.

## **Proposed Seminar Diversity Initiative in EOAS**

Our goal is to recruit racialized/People of Colour/Visible Minority (R/PoC/VM) speakers in the EOAS seminar series. EOAS typically hosts between 10-12 speakers a semester (Fall and Spring). As a department we pledge to host at least 2 R/PoC/VM speakers who identify as women or non-binary and 1 R/PoC/VM speaker who identify as a man for each semester. Our goal is to increase this number until R/PoC/VM speakers, with an emphasis on women and non-binary people, make up at least 50% of the total number of speakers. (*We are aware that R/PoC/VM who identify as women or nonbinary are significantly less represented than R/PoC/VM who identify as men, therefore we want to explicitly recruit*

R/PoC/VM people who identify as women or nonbinary). Additionally, we want to promote up-and-coming scientists, so we will focus on attracting postdocs and graduate students who are near the end of their PhD. One idea is to have a voluntary speaker “spotlight” on the website and in the advertisement for the talk. This will hopefully encourage more engagement with the speaker, a bigger audience and a positive representation for ‘earlier’ scientists and students.

## Resources and Ideas from Outside Organizations

1. <https://www.jsg.utexas.edu/news/2020/11/increasing-diversity-in-geosciences/>

*Jackson School of Geosciences at the U. Texas at Austin*

- a. [GeoFORCE](#) is a K-12 outreach program aimed at underserved communities to increase the diversity of students pursuing degrees in STEM. Ideas: **geoscience-oriented field trips** and **career fairs**.
  - b. [GeoSTEM Bridge Program](#) provides students who took part in the GeoFORCE program with an easier transition from high school into their undergraduate studies. Ideas: **mentorship**.
  - c. [Geoscience Ambassadors](#) was designed to change outer perceptions of the geosciences and show that it is a welcoming place. Ideas: **students create authentic videos of pathways into the geosciences**.
  - d. GeoVISION is a new program designed to link students from underrepresented communities with researchers. Ideas: **research traineeships**.
  - e. [GEN \(Geoscience Empowerment Network\)](#) was designed in response to minority students reporting on feeling unwelcome in the science community. Ideas: **science speakers from minority communities, workshops on science communication, conflict resolution and inclusion, EDI reading groups**
  - f. [GeoLatinas](#) is an international organization whose mission is to empower Latina students to pursue studies in the geosciences. Ideas: **introduce Latina students to this organization**.
2. <https://www.insidehighered.com/views/2020/07/02/actions-higher-ed-institutions-should-take-help-eradicate-racism-opinion>

*Recommendations for Colleges and Universities by Krishni Metivier*

- a. Tier 1: Responsibility and accountability. Ideas: **publicly acknowledge history of racism, fund anti-racism workshops/readings that include history of racism, university-wide hate & bias incident reporting system, visit sites to learn history of racism and colonialism**
- b. Tier 2: Countering and redressing legacy of racism. Ideas: **create partnerships with HBCUs, social justice courses as prerequisites/year-1 requirements, support BIPOC-owned businesses and ventures, create or reinvest in comprehensive antiracist policy**
- c. Tier 3: Enacting an equitable antiracist society. Ideas: **change advertising and sending representatives to BIPOC communities to build accessible pathways, invest in**

**programs that support K-12 education, reduce adjunct and non-tenure-track faculty positions at your institution to 20 percent or lower**

3. <https://www.diversityofnature.com/>

*Diversity of Nature Workshop Series*

- a. Goal: provide outdoor experiences for secondary students who face barriers to learn about the geosciences. Ideas: **field trips.**

4. <https://www.stanforddaily.com/2021/02/24/sustainability-school-planning-to-include-additional-student-involvement-considerations-of-environmental-justice/>

*Stanford University*

- a. The School of Sustainability and Climate (SoSAC) is a new school being developed, with the focus placed on student engagement and environmental justice according to student input BEFORE, DURING AND AFTER plans are made. Ideas: **integrating student feedback from BIPOC students in department plans.**

5. <https://www.diversegeologists.org>

*Geoscience community organization*

- a. The organization's mission is to spotlight people of colour working and studying in the geosciences. Ideas: **website dedicated to diversity in the department student body.**

6. [https://serc.carleton.edu/sage2yc/sci\\_id.html](https://serc.carleton.edu/sage2yc/sci_id.html)

*Science Education Resource Center at Carleton College*

- a. The organization has collected many tools and ideas for promoting STEM diversity and exposing science identity in fun, encouraging ways, all in one place. Ideas: **Scientist Spotlights.**