

### URGE Demographic Data for The University of Wyoming

This is what was found by U Wyo Geology & Geophysics Pod on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

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

UW-wide student demographic data can be found here [Diversity at the University of Wyoming](#). Benefitted employees are also listed on the aforementioned site, however, it is limited information and there is no data for non-benefitted employees. In 2019, a campus climate survey was conducted to help gauge the campus community's perceptions on the issue of sexual violence, sexist language and discrimination, diversity, physical safety, access to support for physical and mental disabilities, food and shelter access, and acceptance of various sexual orientations. The results of this survey are published for the public to see and can be found here: [Diversity Campus Climate Survey Summary and Recommendations](#).

From our research there is no demographic information available for speakers in the Department of Geology and Geophysics, or UW campus in general. It appears as though the data is not collected, our assumption is that it is not deemed important or of value.

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

We have a clear problem with collecting and reporting. We obtained demographic information for students, although it is not public information, and no such data set exists for the faculty in our department. The student data shows that we have a higher ratio of male to female than national average according to data from Bernar and Cooperdock (2018), and we give no other gender identity options. Our percent of each underrepresented group is lower than national averages except mixed race, in which we are 1% higher than the national average. Our population of white students is lower than national averages, 66.7% compared to 85%. It is worth noting that 22% of the student population has no race or ethnicity listed. With a student population of 141, 22% is quite significant.

#### **Geology Department Student Body: 141 total**

The following information comes from an early 2021 snapshot of current enrollees in the G&G department undergraduate and graduate programs, extracted from the University's Banner enrollment system.

#### **Distribution of enrollees by academic status**

- 8 freshmen 6%
- 11 sophomores 8%
- 18 juniors 13%
- 46 seniors 33%

- 52 graduate students
- 6 second bachelors

**By sex:**

- 58 female = 41.1%
- 83 male = 58.9%
- no other options provided

**By race:**

- Asian (A): 6 = 4.3%
- ARW: 1 = 0.7%
- AW: 1 = 0.7%
- I: 1 = 0.7%
- IW: mixed race? 6 = 4.3%
- SW: 1 = 0.7%
- White (W): 94 = 66.7%
- No Data: 31 = 22%

We presume I is short for indigenous. We need to dig into this to get the specifics.

**By ethnicity:**

- hispanic/latino: 4 = 3.8%
- Not hispanic/latino: 53 = 51%
- No records: 47 = 45.2%

**By home state:**

- WY: 46
- Not WY: 74
- Not reported: 21

Many of the non-WY students are graduate students.

**By whether student is a First Generation college student:**

- Not first gen: 107 = 75.9%
- Yes first gen: 34 = 24.1%

**An excellent data source for comparison is here:**

<https://datausa.io/profile/cip/geological-earth-sciences#demographics>

**3. Public goals on demographics or increasing representation**

The University of Wyoming has created a strategic plan for diversity which can be found here:

<http://www.uwyo.edu/diversity/>.

**Geology & Geophysics:**

Geology & Geophysics statement on Diversity and Inclusion:

<http://www.uwyo.edu/geolgeophys/about/diversity-and-inclusivity.html>

There are no general or measurable goals stated for achieving representation for the graduate program or the distinguished lectureship series websites. There is a stated learning objective which states, "Graduates will apply the principles of ethics, inclusion, and diversity in their professional dealings with colleagues and the public". Again, not a measurable outcome. However, the department is leading on campus, relative to other departments, in its response to recent events and is striving to make big changes here. (More below under point 4.)

### **University of Wyoming:**

The University of Wyoming has 4 goals with multiple measurable performance indicators (link above). This program started in 2017 with an end date of 2022. The four goals (with example listed metrics) are:

1. Driving Excellence: Join together as an intellectual community already renowned for its regional, national, and global relevance and impact by fostering and rewarding excellence in teaching, scholarship, innovation, and creative endeavor.
  - a. Implement an annual diversity workshop for Deans, Department Heads, Executive leaderships, and Unit Leaders.
  - b. Implement an online diversity education course for faculty and staff.
  - c. Implement a DEI certification program for faculty, staff, and graduate students and have 100 certificates awarded by 2022.
  - d. Explore and approve a Social Justice degree program by 2022.
  - e. Expand opportunities for faculty whose research centers on DEI by 2022.
2. Inspiring Students: Inspire students to pursue a productive, engaged, and fulfilling life and prepare them to succeed in a sustainable global economy.
  - a. Develop culturally competent students with a focus on curriculum/requirements to ensure that UW graduates are culturally competent leaders and members of their communities and society, and implement a curriculum by 2022.
  - b. Expand opportunities for international and domestic student engagement by implementing an engagement program by 2022.
  - c. Recruit and enroll underrepresented undergraduate and graduate students utilizing partnerships, collaborations, and support for pipeline programs, Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, Minority Serving Institutions, Predominantly White Institutions with more underrepresented students than UW, etc.
  - d. Implement strategies to improve the retention of underrepresented student populations who utilize the services and programs of the Office of Multicultural Affairs to 80% retention from 72.2%.
  - e. Improve support, communication, and protocols for student protesters and students who experience bias-related incidents and identity-based safety concerns and implement a plan by 2022.

3. Impacting Communities: Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners.
  - a. Plan and implement a State of Wyoming annual diversity, equity, and inclusion meeting that includes the participation of the Presidents of Wyoming Community Colleges or their representatives and community partners.
4. A high-performing university: Assure the long-term strength and stability of the university by preserving, caring for and developing human, intellectual, financial, structural and marketing resources.
  - a. Work with colleges to improve the racial and gender diversity of Faculty and Academic Professionals as identified by the 2017-2018 Affirmative Action Plan (AAP). The target goal is to reduce the gap between availability and employed minority Faculty and Academic Professionals by 5% and the gap for women Faculty and Academic Professionals reach parity.
  - b. Work with departments to improve the racial diversity of Administrators and Professional Non-Faculty employees as identified by the 2017-2018 Affirmative Action Plan (AAP). The target goal is to reduce the gap between availability and employed minorities in each group by 5% and maintain utilization for women.

In addition, under new President Seidel, the University is pursuing a vision in which the University will strive to adhere to four pillars, one of which is to become more inclusive. Ultimately at least two of the other three pillars are relevant to diversity: become more digital (which can enhance inclusion and access to underrepresented groups); and become more interdisciplinary (which again may promote inclusion).

#### **4. Policy or proposed policy for collecting demographic data at your organization**

The University does climate surveys every other year. This is a new development. Presumably, the next survey is already underway. (The last one was conducted in 2019, with a report released in 2020.) These data are generally analyzed and summarized in a report by an outside contractor.

As part of the G&G diversity committee work, we will be conducting a climate survey in the department in early Fall semester 2021. We have written much of the survey. It is currently in revision and will be finalized and conducted by a third party professional surveying organization using funding from the department. This survey will make major advances in collection and processing of demographic data for the department and will serve as a model moving forward. The goal is to use the demographic data, together with the results of the climate survey, to guide production of a vision document that will be used to outline an action plan.

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

Data for our department is not easy to find, but there are many general sources of information available on the internet to find these demographic numbers. In addition, there are numerous resources that we found that offer guidance on how to change the formula behind

some of the disparities. In addition, while many geosciences departments have been at this for a while, relative to our efforts, our efforts to conduct a survey should help us at least start to catch up.