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## URGE Demographic Data for UNCW

This is what was found by Earth & Marine Science pod at UNCW 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://public.tableau.com/profile/unc.wilmington.oirp#!/vizhome/UNCWFallEnrollment5-YearTrend/Dashboard> - Organization, Company, University Current Staff/Student Demographics
- Link - Analysis of past invited speaker demographics —
  - EOS Seminars 2014-2021: Male 19; Female 9; white 21; non-white 7
  - CMS Planet Ocean 2016-2021: Male 14; Female 4; white 17; non-white 1

- **Public goals on demographics or increasing representation:**

- Are there general goals stated at your organization for achieving representation?
  - Yes, general.
  - Statements from Leadership on our Diversity and Inclusion page are available here:  
<https://uncw.edu/diversity/about/statementsfromleadership2.html>.
- Are there measurable goals stated at your organization for achieving representation?
  - We have “strategic enrollment metrics” but ethnic/racial diversity not included:  
<https://public.tableau.com/profile/unc.wilmington.oirp#!/vizhome/CampusStrategicMetrics/Dashboard>. Metrics are new freshmen, new transfers, graduates, distance ed, military, and international students.
- Suggested additional goals for your organization:
  - Include in our vacancy announcements that we are seeking individuals to help improve access and equity for our student body
  - Consider specialized topics that we can recruit for in filling new positions, e.g., environmental justice and coastal hazards research (flooding, storms, water/air quality)
  - Encourage all faculty applicants to submit diversity statements as part of the packet.
  - Draft report from our URGE findings: concrete recommendations, 5 major themes. Report to upper level administrators when they join us on Mar. 23. Also report back to departments and Center for Marine Science.
  - From “No progress on diversity in 40 years,” Bernard & Cooperdock suggest: “We also should think about how the current model of graduate school might not serve the specific personal interests or motivations of



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people from underrepresented groups. For example, research in other STEM fields finds that doctoral students of colour are more likely to be motivated by altruistic values and a desire to give back to their communities than their majority peers. *Perhaps encouraging or even rewarding graduate students who want to devote time to community outreach and engagement — either as a course or dissertation requirement, or as a fellowship, similar to the now-retired but successful NSF GK-12 programme<sup>14</sup> — would go a long way to make our field relevant to more people.* Consider adopting such a reward system in evaluating candidates for graduate school, faculty, and staff positions.

- Following Dr. Tamara Pico's paper, URGE webinar presentation, and teaching modules at <https://geo-context.github.io/>, we will look into options to work with our Center for Teaching Excellence and with other departments to integrate historical perspectives beyond the dominant narratives that traditional textbooks incorporate (i.e., a focus on historical achievements with ignorance of colonial/imperialist/misogynist underpinnings). We hope that the incorporation of new/expanded teaching modules will aid in the diversification of our student body.

- **Policy or proposed policy for collecting demographic data at your organization:**
  - How data are collected, reported, tracked, and utilized in decision making.
    - Collected at admissions level. Unclear if/how these are utilized in decision-making.
  - Proposed policy for collecting, reporting, tracking and utilizing demographic data.
    - Demographic data are already collected at the university level. Work to include demographic data in regular department level Undergraduate and Graduate Coordinator reports which can in turn be reported by those coordinators to the rest of the department.

For continued research:

- **What did you learn about other organizations (or in general) while investigating demographic data?**
  - <https://diversity.ideo.columbia.edu/seminardiversity> - Increase diversity in seminars
  - <https://www.nature.com/articles/d41586-019-03784-x> - No all-male panels
  - <http://www.ohrc.on.ca/en/policy-and-guidelines-racism-and-racial-discrimination/part-3-%E2%80%93-guidelines-implementation-monitoring-and-combating-racism-and-racial-discrimination> - more information on collection of demographic data in Canada.



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- **How does your organization compare to others, or to the field as a whole?**
  - AGI - "Diversity in the Geosciences – a Look at the Data and the Actions of the Community" - <https://www.americangeosciences.org/webinars/diversity-geosciences-look-data-and-actions-community>
  - Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>