

This is what was found by the UNH NREN Pod at the University of New Hampshire 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:**
 - **University-level data**
 - Data on the racial and ethnic demographics of faculty, staff and students are available at the university-level [here](#), which is listed on the university “Data and Reports” page under “Diversity”. On this website, data are presented with the following categories: white, unknown, international and persons of color; additional data on the specific racial and ethnic identities of the campus community are available [here](#), but these data appear to be available only for undergraduate students. We could not find university-wide data presented at this level for graduate students, faculty or staff.
 - **Undergraduate students:** A report was available [here](#) which specifically outlined the number of undergraduate students self-identifying as Hispanic or Latinx, Black or African American and non-Hispanic, white and non-Hispanic, American Indian or Alaska Native and non-Hispanic, Asian and non-Hispanic, Native Hawaiian or other Pacific Islander and non-Hispanic, two or more races and non-Hispanic, or non-resident alien.
 - **Department-level data**
 - Our department’s business manager was able to acquire reports on the racial and ethnic demographics of the NREN department for undergraduate and graduate students. A similar report was unable to be run for faculty and staff; however, we were able to find a brief summary of faculty demographics for our department from a recent tenure-track job posting. None of these department-level data are currently posted publicly.
 - **Undergraduate students:** We were able to run a report for undergraduate students in our department which shows the number of students self-identifying as white, Hispanic or Latinx, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander, two or more races and non-Hispanic, or non-resident alien.
 - **Graduate students:** We were able to run a report for graduate students in both the master’s and Ph.D. programs in our departments; however, the data were not very specific, only listing the number of students, who based on self-identification, were classified as “multicultural” or “international” students.

- **Faculty:** The following summary comes from a recent tenure-track job posting for our department: “The Natural Resources and Environment teaching, research, and service mission is delivered by a total of 34 full time faculty (12 female, 22 male) comprised of 3 extension faculty (1 female, 2 male), 6 lecturer faculty (3 female, 3 male), 3 research faculty (3 male), and 22 tenure-track/tenured (8 female, 14 male). One member of the NREN faculty represents racial/ethnic minority groups (1 male).”
 - **Analysis of past invited speaker demographics**
 - Data on the racial and ethnic demographics of past invited speakers do not appear to be publicly available at the university or department levels.
- **How does your organization compare to others, or to the field as a whole?**
 - Like other organizations in the Geosciences, UNH is a predominantly white institution, and does not reflect the racial or ethnic demographics of the U.S. While UNH demographics do come close to representing the [racial and ethnic demographics of the state of New Hampshire](#), we recognize that racial and ethnic demographics at the state-level are intimately tied to the racist histories of enslavement, internal and settler colonialism, and land ownership in the U.S. Moreover, the proportion of the UNH student body self-identifying as Black or African American, Hispanic or Latinx, or American Indian/Alaska Native is lower than the proportion of the NH state population identifying as Black or African American (1.8%), Hispanic or Latinx (4.0%), or American Indian/Alaska Native (0.3%).
 - **Based on the report [here](#), UNH undergraduate student racial and ethnic demographics are as follows for all undergraduates, degree and non-degree seeking:**
 - Non-resident aliens: 3.28%
 - Hispanic or Latinx: 3.56%
 - Black or African American, non-Hispanic: 1.07%
 - White, non-Hispanic: 82.16%
 - American Indian or Alaska Native, non-Hispanic: 0.11%
 - Asian, non-Hispanic: 2.84%
 - Native Hawaiian or other Pacific Islander, non-Hispanic: 0.016%
 - Two or more races, non-Hispanic: 2.11%
 - **URGE-provided links for comparison:**
 - 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/>

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

- Are there general goals stated at your organization for achieving representation?
 - In 2020, UNH released a new list of Diversity, Equity and Inclusion Strategic Initiatives, which can be found [here](#).
 - President Dean also released a [statement on diversity](#), stating that the university is “committed to the values of diversity, equity and inclusion.” In this statement, President Dean acknowledged that UNH “has not been and is not today a fully inclusive university.” He went on to say, “...we continue to aspire to live up to our mission by committing to diversity, equity, and inclusion and by taking action that showcases that commitment.”
 - In accordance with these goals, in the spring of 2019, UNH conducted a Campus Climate Survey to “develop a better understanding of the learning, living and working environment on campus.” Links to the executive summary and final report can be found [here](#). Rankin & Associates, a private consulting company, was hired to analyze the data and compile the report. When possible (i.e., based on large enough sample size for statistical analyses), results were shared by race/ethnicity, gender identity and sexual orientation. Shortly thereafter, the UNH President formed the President’s Advisory Council on Campus Climate (PACCC). The Council was charged with summarizing the results for undergraduate students, graduate students, tenured and tenure-track faculty, non-tenure track faculty, OS staff, PAT staff, and UNH Law. These summaries along with lists of recommendations for actions based on the results of the Campus Climate survey were given to President Dean. The PACCC was disbanded by President Dean and some of its membership merged with the University Commission on Community, Equity and Diversity (UCCED), now headed by Dr. Nadine Petty, the university’s new Chief Diversity Officer.
 - The College of Life Science and Agriculture (COLSA -- the college where our department resides) also recently (2019) began the [DIVINE committee](#) to address bias at the college level and to develop community based anti-racist and bias-training activities. Goals of the committee include: 1) collect baseline demographic and climate data specific to the COLSA

community; 2) host a Listening and Learning Exchange on Race and Equity for COLSA students, staff, and faculty (this was scheduled for March 2020, but was postponed to fall semester due to COVID-19); 3) amplify the voices of underrepresented members of COLSA through Diversity Spotlights on our webpage (under development); 4) work with COLSA instructors to develop student learning outcomes that address diversity, inclusivity, and equity as a way for the College to track its success at improving the College climate; and 5) organize a STEM Diversity Summit to build awareness about diversity and inclusion programs and initiatives within STEM disciplines of relevance to COLSA.

- Are there measurable goals stated at your organization for achieving representation?
 - Although the [Strategic Initiatives](#) statement does include some specific goals, it does not include information about how progress towards these goals will be measured.
- Department-level initiatives:
 - We discussed the role that individual departments could play in increasing the racial and ethnic diversity of department faculty and students through targeted recruitment and implementing measurable goals for racially diverse applicant pools. One thing that we specifically discussed was ensuring that applicant pools for faculty positions reflect the racial and ethnic demographics of Ph.D. holders in our fields. We recognize, however, that this specific goal is limited in that it does not address the fact that Ph.D. holders in our field are disproportionately white, and do not reflect the racial and ethnic demographics of the U.S. population.
 - We also recognize that much deeper discussions are required to characterize changes that are needed in department culture and support systems in order to address issues around retention and inclusion of students and faculty with marginalized identities.
- **Policy or proposed policy for collecting demographic data at your organization:**
 - [Link](#) - How data are collected, reported, tracked, and utilized in decision making.
 - Data are collected and shared through The University System of New Hampshire Data, Analytics and Reporting System, found [here](#). Additional

data on university demographics may be requested through this service [here](#).

- The USNH Data, Analytics and Reporting webpage says the following about their mission: “The Center for Data, Analytics, and Technology Alliance (DATA) coordinates the intake of data projects and requests for information, and supports services and solutions to enable data-driven decision making by providing reporting, data visualization and discovery tools, predictive analytics, and analysis and research.”

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

- <https://www.collegefactual.com/colleges/university-of-new-hampshire-main-campus/student-life/diversity/> - College comparison tool website: University of New Hampshire
- <https://diversity.ldeo.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.
- <https://mbio.asm.org/content/5/1/e00846-13> -- the importance of female convenors
- <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0209279> -- Pathways to success for underrepresented minority and women PhD students in STEM fields