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Unlearning Racism in Geoscience

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URGE Demographic Data for USGS and when available, the St. Petersburg Coastal and Marine Science Center (SPCMSC) and Wetland and Aquatic Research Center (WARC)

This is what was found by USGS SPCMSC and WARC staff on demographic data within the USGS as a whole and within each center 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:**
 - [FedScope Link](#)- Diversity Trend Data Cube and Visualizations for entire government workforce. Data types available include location, age, education level, gender, pay plans, grade, length of service, occupations and series, STEM and health occupations, supervisory status, type of appointment (Permanent or other), and work schedule.
 - Employment data is available by quarter back to FY 2010, and by FY back to 1998.
 - Diversity data is available by quarter back to FY 2010, and by FY back to 2006.
 - Accessions and separations trends data is available back to FY 2005.
 - Employment trends data is available for the latest 5 fiscal years, or the latest 5 quarters.
 - Examples of a type of data output pulled from FedScope 2/17/21, 1pm EST. Data pulled shows that there are 276 federal USGS employees in the state of Florida as of December 2020 with 15.6% of employees identifying as a racial or ethnic “minority”.

IN08-GEOLOGICAL SURVEY ▲ Most Current Quarter ▼ FLORIDA ▲ Age - All ▼ Education Level - All ▼ Ethnicity and Race Indicator - All ▼

Employment as values	SEP 2016	SEP 2017	SEP 2018	SEP 2019	SEP 2020	Most Current Quarter
IN08-GEOLOGICAL SURVEY	261	265	259	261	276	276

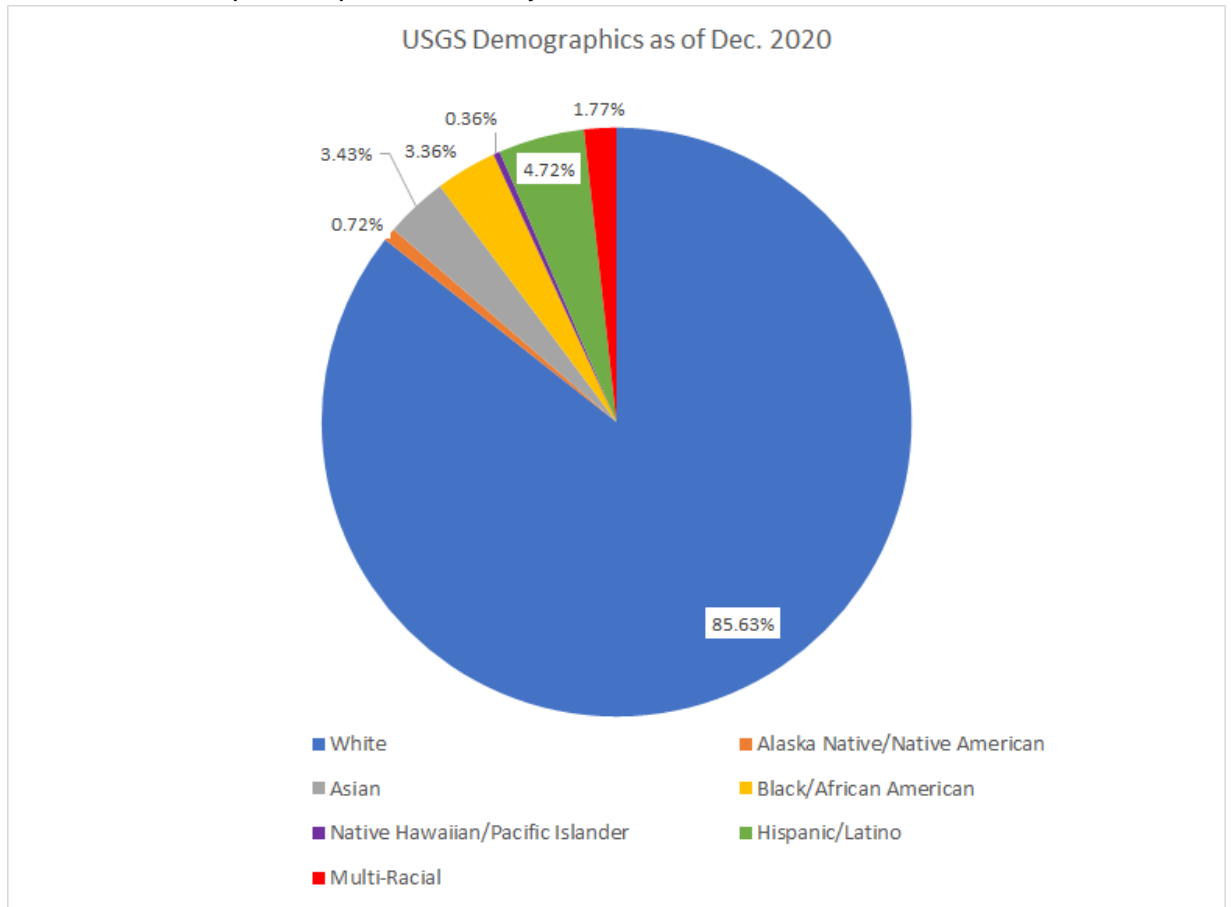
IN08-GEOLOGICAL SURVEY ▲ Most Current Quarter ▼ FLORIDA ▲ Age - All ▼ Education Level - All ▼ Minority ▼

Employment as values	SEP 2016	SEP 2017	SEP 2018	SEP 2019	SEP 2020	Most Current Quarter
IN08-GEOLOGICAL SURVEY	33	35	34	34	43	43

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- Figure showing breakdown of USGS demographics as of Dec. 2020 based on available FedScope data pulled February 2021.



- Table 1: Number and percentage of geoscientists that work for the US government, based on public FedScope data pulled 3/5/21.

Job Title	N	n-under	%
Geologist	1449	125	8.6%
Geography	1020	127	12.5%
Geophysics	432	53	12.3%
Geodesy	73	15	20.5%
Hydrology	1981	165	8.3%
Environmental Engineering	3595	1056	29.4%
Cartography	600	94	15.7%
Land Surveying	373	44	11.8%

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Table Key:

N = Total number of government employees with the job title code listed in the first column

n-under = The number of racial and ethnic minorities with the job title code listed in the first column

% = The percentage of racial and ethnic minorities with the job title code listed in the first column

- Past speaker demographics:
 - At SPCMSC, 51% of seminar speakers from Aug 2018 to Aug 2021 were women (18/35). Note: Error may exist in this data as gender was ascribed to individuals after the fact and may not reflect how individuals self-identify.
 - Data are not publicly available.
 - Race, ethnicity, career stage of speakers, or other demographic data were not tracked/recorded.
 - No data were collected on past invited speaker demographics.
 - Diversity data are not publicly available at the sub-national level and is safe-guarded by a select few federal employees due to the small numbers of USGS employees in underrepresented groups and concern that anonymity cannot be maintained. This information was provided via direct contact with Pod leader from employees that maintain and safe-guard diversity data.
- **How does your organization compare to others, or to the field as a whole?**
 - The USGS FedScope data illustrates that the USGS workforce has fewer URM (9.16%) than the overall Geoscience workforce in 2016 (13%; [Bernard and Cooperdock, 2018](#)), geoscience graduate students in 2016 (12%; [AGI, 2018](#)), and US students awarded bachelor's degrees in geosciences (<16%; AGI, 2020).
 - Gender data only exists internally within USGS, therefore no data comparisons can be made regarding gender equality at USGS compared with the field as a whole.
 - Gender data in the geosciences: Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>
- **Public USGS and internal office goals on demographics or increasing representation:**
 - General goals stated at your organization for achieving representation
 - SPCMSC Workforce Plan: "Increasing opportunities to become more reflective of a diverse workforce (i.e., veterans, individuals with disabilities, ethnic, minority, etc.)"



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- SPCMSC Workforce Plan: Veterans and Minority Recruitment
 - Use veteran recruitment authority (VRA) to increase the number of qualified veterans within the workforce.
 - Aggressively publicize and promote new vacancy announcements to help ensure a greater pool of diverse candidates.
 - Encourage existing researchers to mentor veterans and minority students
 - Build upon existing veterans and minority outreach programs
- Are there measurable goals stated at your organization for achieving representation?
 - SPCMSC Workforce Plan Statement: None
 - USGS [Workforce Plan 2015-2020; Goal 3: Diversity](#): Develop a list of current and potential recruiting sources for generating a highly-qualified diverse applicant pool; Provide training for hiring managers and supervisors that highlight best practices and effective ways to target diversity; Track the race and ethnicity of Pathways program participants to determine if targeted recruiting is working; Develop a bureau outreach strategy and plan to promote earth sciences at middle and high schools with diverse student populations; Identify a bureau Selective Placement Program Coordinator and Disability Program Coordinator to analyze factors affecting rate of targeted disabilities; Conduct a formal evaluation of USGS youth programs to gauge effectiveness at increasing diversity.
- Suggested goals for your organization:
 - Goal 1: SPCMSC aligns goals with WARC to assist each other in reaching diversity goals and provide support, resources, and expanded hiring opportunities to individuals in underrepresented racial and ethnic groups
 - Goal 2: Review measurable goals (listed below) at a regularly occurring interval (e.g., every year) for hiring, retention, seminars, etc.
 - Goal 3: Have staff members visit a minimum of 5-10 of [minority serving institutions](#) each fiscal year, such as historically black colleges and universities (HBCUs) and Hispanic serving institutions (HSIs). These visits, similar to past visits to SUNY, UPRM, and SACNAS should be financially supported with regional, center, or other non-project funds. Virtual seminars or lectures during COVID19 pandemic acceptable in place of physical visits.
 - Goal 4: Make handouts, job and internship advertisements, informational brochures and fact sheets available in languages other than English including but not limited to Spanish.



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- Goal 5: Attempt to recruit approximately 40-60% of student interns annually from underrepresented universities, communities, or minorities by 2026.
 - Email advertisements to regional, state, and community colleges and universities without preferences towards a school's locality or geographic distance from the office.
 - Request center level funds to encourage diversity, particularly from universities with majority minorities or minority-serving institutions (e.g., City College of NY, Puerto Rico)
 - Make efforts to reduce unconscious bias during resume review by redacting names, physical and email addresses, and other identifiable information
 - Goal 6: Hire 25-50% of individuals from an under-represented demographic as research grade scientists
 - Goal 7: Attempt to widen the pool of invited seminar speakers who are part of an underrepresented group by increasing the diversity of institutions (HBCUs, HSI, community leaders, stakeholders) where seminar speaker request are made, track seminar speaker invitations
 - Goal 8: Set outreach, mentoring, internship and/or recruitment goals (e.g., lectures, career day, demonstrations, etc...) for all federal employees as part of their mission or annual achievement goals/performance appraisals to engage local grade level schools, community colleges, and/or universities instead of relying on requests from outside organizations and federal volunteers which overly relies upon the same individuals
 - Maintain engagement with organizations and individuals post outreach events
 - Track feedback and responses from entities and individuals that were engaged to understand how to better serve, interact, and provide information for future engagement opportunities
 - Goal 9: The center will distribute information to all new hires with USGS opportunities and resources including but not limited to the [Employee Resource Groups \(ERG\)](#), the annual USGS mentoring program, and the peer support workers network upon entrance on duty in order to foster a sense of community, inclusivity, and provide valuable resources for employee retention.
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- **Proposed policy for collecting demographic data at your organization:**



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- Ask seminar speakers to complete a self-identification form so that we can track seminar speaker demographics ex: gender, race, ethnicity, age range, education level
 - Other items that may be worth requesting from seminar speakers include professional associations, familiarity with USGS or office research, comfort with office dynamics and interactions while on site, the level of respect they were exhibited by different office groups including upper management, IT, administrative assistants, PIs, and science support.
- Ask to track and make public the demographic data from USAJOBS applicants
 - To compare percentages with hired workforce
 - To track how well we are doing in advertising positions to underrepresented groups
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- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - [LDEO](#) outlines procedures, such as requiring one female or BIPOC member on hiring committees, requiring the committee to contact letter writers and present a document on how to avoid bias in recommendation letters, and strive to advertise job posts through multiple avenues.
 - Every semester, [LDEO has one seminar per semester](#) discussing diversity in the geosciences.
 - It is not enough to track demographic data, but it is also important to create welcoming communities for underrepresented groups by creating small groups (virtual or in-person).
 - For example, [UCSD has formed community groups](#) centered on diversity.
 - The USGS has Employee Resource Groups (ERG)
 - Scripps has formed many Diversity, Equity and Inclusion groups
 - Growing up in Science which holds events globally <https://www.cns.nyu.edu/events/growingupinscience/>

Disclaimer: Any opinions or recommendations are those of the URGE pod members only and do not necessarily represent the view of the USGS or the United States Government. Deliverables and any recommendations therein will be presented to USGS leadership for consideration.

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