

# URGE

## Unlearning Racism in Geoscience

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### URGE Demographic Data for University/Organization - Example Deliverable

This is what was found by [Insert Pod Name] at the University of Washington 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:**

- 2019 Staff / Student Demographic Reports:
  - [University of Washington \(UW\)](#)
  - [UW Seattle College of the Environment](#)
- [Link](#) - Analysis of past invited speaker demographics
  - Speaker demographic data is not formally collected by our unit (School of Environmental and Forest Sciences), or by the UW College of the Environment.
  - However, the SEFS Graduate Council Officers - four graduate students elected to represent the SEFS graduate student body - have independently recorded speaker demographic data.
- If data are not available, what is the reason for not making it public?
- If data are not collected, what is the reason?

- **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/>  
[AAPG data on proportion of women and men in their executive leadership positions shows](#)

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

- Are there general goals stated at your organization for achieving representation?
  - [Academic Cycle of Success](#)
  - [Third party, not comprehensive data](#)
  - Many vague goals stated on SEFS Equity and Inclusion Statement for SEFS- <https://sefs.uw.edu/about/diversity/>
  - Example- Sustain a diverse student body through mentorship, staff support, and student groups at the graduate and undergraduate levels, with a focus on retention
  - At the University level - [Diversity Blueprint](#)



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- Are there measurable goals stated at your organization for achieving representation?
  - Not on SEFS website
  - As scientists there should be quantifiable goals
  - Quantifying in goals is impossible without a baseline
- Suggested additional goals for your organization:
  - Goal 1: ...
- **Policy or proposed policy for collecting demographic data at your organization:**
  - Demographic data available from the University of Washington are derived from the most recent (2019) Campus Climate Survey.
    - “In Autumn 2019, in partnership with Rankin & Associates (R&A), students, faculty, and staff across all three UW campuses were invited to participate in a campus climate survey. In Spring 2020, R&A shared reports and facilitated online Q&A sessions for the Bothell, Health Sciences, Seattle, and Tacoma communities, respectively. In Summer 2020, R&A transferred the survey data to the Office of Educational Assessment (OEA), which is serving as the steward of the data moving forward. In consultation with the Campus Climate Oversight Committee, OEA is conducting further analyses of the survey data to generate unit-level reports so that members of college, school, and administrative division communities can develop more particularized insights. To provide context for the interpretation of these reports, OEA is providing corresponding demographic summaries. This summary provides demographic distributions for all students, faculty, and staff who were a part of the College of the Environment during Autumn 2019 in comparison to the overall campus demographic distributions.”
    - This was a single snapshot of demographic data folded into a campus climate survey, which we do not expect to be conducted regularly (i.e., annually or biannually)
    - Campus climate information may influence campus-level strategic plans, but it’s unclear whether or how the demographic information will be used
  - Demographic data from our unit (SEFS) is not collected. However, there is a proposed policy in the latest internal draft of the SEFS Diversity, Equity, and Inclusion Plan
    - “Track the number and proportion of applicants and accepted undergraduate / graduate students from underrepresented backgrounds on the axes of diversity specified in the objectives for this pillar. Determine whether SEFS advising office can access demographic



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statistics or explore the possibility of student surveys in SEFS to track the number of students over time.” (SEFS DEI Committee; Sections 4.2.2. / 4.3.2)

- OR proposed policy for collecting, reporting, tracking and utilizing demographic data.
  - The University of Washington does have an Office of Minority Affairs and Diversity; following the UC San Diego, perhaps this office could coordinate tracking of demographic data?
    - The College of the Environment also has a Diversity Committee, led by the Assistant Dean for Diversity, Equity and Inclusion. They have been working on a Diversity Action Plan, which may include tracking and using demographic data, but the Plan has not been made available to the public. They do not currently collect or track demographic data within the college
  - Break up demographics into more specific groups (not just URM, include non-binary, and so on)
  - Efforts started within faculty to improve diversity within faculty recruitment (in progress, no formal statement at this time?)
  - Aggregate admissions data
  - Ensure continuity of knowledge and resources in admin and data collection - don't just make one person accountable for keeping demographic data
  - Make a role in admissions committee summarizing demographic data and make public, could happen after admissions
  - Public accountability will push progress forward
  - More resources for admin
  
- **What did you learn about other organizations (or in general) while investigating demographic data?**
  - There is some data collection at UW but that seems superficial. While it is a good start, there should be some analysis of such data and gathering of insights. Some schools have such data (example: <https://diversity.ucsd.edu/accountability/#Dashboards>)
  - Such data analysis poses additional workload for admin folks, having some funding for this task can make this easier.
  - Should there be a diversity specific admin position? The COE hired one person but the person did not really have any power to function so they quit.



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- DEIC related hirings should focus on hiring someone with specific DEIC related expertise