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UNAVCO Inclusive Meeting Statement - Demographics Data Collection

Women, select minority groups, Blacks or African Americans, Hispanics or Latinos, and American Indians or Alaska Natives, and persons with disabilities, are historically underrepresented in STEM fields, meaning their representation in STEM education and career paths are not inline with their relative percentage of the US populations [1,2]. It is our responsibility as a scientific community to create an all-inclusive multicultural environment where all are valued. By doing so, we are fostering an environment that encourages innovation and creativity, which benefits individual members, organizations and the broader scientific community [3,4,5].

In order to assess the populations reached by our programing, we request participant demographic information such as: gender identity, ethnicity/race and ability. The data are essential to understanding the current situation, any changes over time, and the effectiveness of different strategies [1,2]. All responses are confidential and are never shared with identifiable information attached. This work aligns the Diversity Initiatives set forth by our primary funding source the National Science Foundation[6].

We actively strive to create an inclusive, diverse, equitable and accessible environment, as it is essential to increasing the diversity of the scientific community. Our inclusive meeting protocols are guided by those set forth by 500 Women Scientists' *Inclusive Scientific Meetings Guide*[7]. In keeping with this guidance, we request that all participants share their pronouns, to help prevent misgendering[8], as well as any accommodations they require to participate fully in the event.

For more information

1. National Center for Science and Engineering Statistics. (2021). *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2021*. Special Report NSF 21-321. Alexandria, VA: National Science Foundation. Available at https://ncses.nsf.gov/wmpd.
2. Gonzales, L., & Keane, C. (2020). Diversity in the Geosciences. *American Geological Institute (AGI): Geoscience Currents, Data Brief*, *23*.
3. Page, S. E. (2007). Making the difference: Applying a logic of diversity. *Academy of Management Perspectives*, *21*(4), 6-20.

4. Stevens, F. G., Plaut, V. C., & Sanchez-Burks, J. (2008). Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. The journal of applied behavioral science, 44(1), 116-133.
5. Roberge, M. É., & Van Dick, R. (2010). Recognizing the benefits of diversity: When and how does diversity increase group performance?. *Human resource management review*, *20*(4), 295-308.
6. National Science Foundation - Diversity Initiatives (n.d.). Retrieved November 03, 2021, from https://www.nsf.gov/od/oecr/diversity.jsp
7. Pendergrass, A., Zelikova, J., Arnott, J., Bain, H., Barnes, R., Baron, J., Dutt, K., Gay-Antaki, M., Haacker, R., Jack-Scott, E. and Lauer, A.J., (2020). Inclusive scientific meetings. 500 Women Scientists.
8. McLemore, K. A. (2018). A minority stress perspective on transgender individuals' experiences with misgendering. *Stigma and Health*, *3*(1), 53.