URGE Demographic Data for Cascadia Pod

The following information was found by Cascadia Pod members on their affiliated organizations' demographic data (public and internal facing), as well as stated goals/proposals for collecting and reporting demographic data.

The link(s) to demographic data at our organization are here:

- **Oregon State University Demographics through 2017**
  - https://datausa.io/profile/university/oregon-state-university#operations
    - It’s important to note that the data in the annual report is updated annually. It is, however, not shared ahead of the publication of the annual report. It should also be noted that the authors of this report do not give out data outside of this cycle because they cannot guarantee (1) that what they would give would reflect an infinite number of hypothetical circumstances and (2) that while they love offering data to support decision making, their ability to provide this data is limited by staffing.

- **University of Washington through 2017**
  - https://studentdata.washington.edu/quick-stats/
  - https://www.washington.edu/diversity/diversity-statistics-policies/

- **Government Lab**
  - Link to organization demographics (for 2019): https://jobs.pnnl.gov/diversity/demographics.stm#tabTop
    - 62% men, 38% women, (no category for gender non-confirming persons, etc.)
    - 76.3% white, 9.2% underrepresented minorities (Black/African American, Hispanic/Latino, and Native American/Alaskan native), 12.8% other people of color (Asian/Asian American, Pacific Islander) across all employees.
- In leadership: 84.6%, 7.7% underrepresented minorities (this is 1 person), and 0% Asian/Asian American/Pacific Islander.
  - No information I could find on past invited speaker demographics. I have a feeling this information is only available for internal employees due to it being a government website, and not sure how often speakers or seminars are held as well. Waiting to hear back from diversity coordinator.

- **Oregon State Board of Geologist Examiners**: As a small, independently funded state agency, OSBGE currently does not have the resources to survey registrant and candidate demographics and address security (public record) questions as to the appropriateness of requesting additional demographic details from examination candidates and applicants for registration.

- **Washington State University Vancouver**
  - Campus Profile - racial demographic data up through 2017
    - For total campus enrollment (grads + undergrads):
      - ~54% women, ~45% men, no option for another gender identity
      - 29.1% “students of color”
        - <1-2% each of Black/African American, Native Hawaiian or Pacific Islander, or American Indian/Alaskan Native
        - ~5-8% each of Asian or “two or more races”
        - ~10-12% Hispanic/Latino
      - ~70% white
    - No faculty racial demographic data for WSU Vancouver, only headcounts over time

- **Blue Marble Space**: As a small non-profit, we haven’t been collecting demographics data (although we do for the participants of our Young Scientist Program). We should have more comprehensive data. The challenge is to keep that data up to date, easily accessible, and all within the limited resources available to small businesses.

**How does your organization compare to others, or to the field as a whole?**


Comparison of one state University, **Washington State University Vancouver** shows that
● WSU Pullman (main campus) identifies 13 other research universities as its “legislative peers”, e.g. similar in that they are public, land-grant institutions with a vet med program; could not find a similar list of “peers” for WSUV specifically.

● Comparing WSU Pullman’s answers to the Common Data Set (a list of standardized questions may college guidebook publishers request of universities) with those of its legislative peers:
  ○ WSU Pullman: ~60% white enrollment, similar to some of its peers such as Oregon State University (~62%), Louisiana State University (~67%), North Carolina University Raleigh (~67%)
  ○ Some other peers have significantly more white enrollment than WSU Pullman, such as Colorado State University (~77% white enrollment), Iowa State University (~75%), Mississippi State University (~76%)

Comparison of a government lab shows that compared to other similar federal agencies as of Sept 2019:

● **Dept of Energy** (as a whole): 74% white employees, 5% Asian/Asian American, Native Hawaiian or Pacific Islander, 20% under-represented minorities (10% Black/African American, 7.6% Hispanic/Latinx)

● **USGS**: 86% white, 14% minorities (3.3% Asian, 3.4% Black/African American, 0.8% Native American/Alaskan Native, 4.5% Latinx/Hispanic)

● **EPA**: 67% white, 33% minorities (6.7% Asian, 16% Black/African American, 0.6% Native American/Alaskan Native, 7% Latinx/Hispanic)

Comment from one of the small agencies (OSBGE): Good question! We have not looked at this.

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

1. Are there general goals stated at your organization for achieving representation?
   ● **Oregon State University**
     ○ “Realizing our commitment to leading change and ending systemic racism within Oregon State University requires that we collaboratively work as faculty, staff and students to consider and take actions consistent with OSU's mission and the values of the university community. This website outlines actions underway within the university to advance this commitment.”
     ○ [https://leadership.oregonstate.edu/president/moving-forward-together](https://leadership.oregonstate.edu/president/moving-forward-together)
   
   ● **Government Lab**
     ○ Equal Opportunity Employer: [https://jobs.pnnl.gov/eeo.stm](https://jobs.pnnl.gov/eeo.stm)
     ○ Statement: *"We are committed to fostering a work environment that fully embraces and values diversity and inclusion. By doing so, we benefit from a breadth of perspectives, insights, and experiences that enables innovation and creativity for delivering world-class science and technology. We strive to encourage and enhance an inclusive environment*
where we all: Respect and value individual differences, Collaborate and seek out diverse opinions and viewpoints, Attract and retain a diverse workforce, Recognize and reward staff for supporting these key principles, and Advocate diversity.”

- **Oregon State Board of Geologist Examiners**: OSBGE will encourage Board members, staff, and registrants to engage in conscious reflection and open dialogue within the geologic profession about the ongoing lack of diversity within the profession. This could include looking for opportunities to engage in collaborative efforts with professional organizations, geologic science programs at Oregon universities and colleges, or other appropriate entities.

- **Washington State University Vancouver**, according to Campus [Strategic Plan](https://www.washington.edu/diversity/diversity-blueprint/) goal 4, breaks goal into three parts:
  - “Closing the opportunity gap by ensuring equitable opportunities and outcomes for all student populations, including comparable retention and graduation rates across demographic groups.
  - Increasing capacity for institutional change and working toward equity in all aspects of campus endeavors.
  - Building and maintaining a campus climate that provides a safe, affirming and welcoming environment for all employees and students.”

- **Blue Marble Space** has a code of ethics [https://www.bluemarblespace.org/ethics.html](https://www.bluemarblespace.org/ethics.html) that includes inclusivity. All participants in our organization read it and it is also in the company handbook. We have a channel on our Slack that is dedicated to diversity.

2. Are there measurable goals stated at your organization for achieving representation?
   - **Oregon State University**
   - **UW**: [https://www.washington.edu/diversity/diversity-blueprint/](https://www.washington.edu/diversity/diversity-blueprint/)
   - **OSBGE**: While COVID-19 disrupts business as usual, OSBGE will seek other opportunities to present information on geologist registration to students and faculty, such as through virtual outreach events. OSBGE will also otherwise consider how it might enhance communications with key university and college contacts as a means to better reach geology and potential geology students with information about the path to registration.
   - **Washington State University Vancouver** - outlines somewhat measurable strategies for each of the three parts of [Goal #4 in strategic plan](https://www.washington.edu/diversity/diversity-blueprint/), with names of leads for each strategy listed. However, somewhat vague with not a lot of concrete numbers, where the money will come from to support these initiatives, etc.
- Assess equity of outcomes across race, gender, income, accommodation needs and other demographics.
- Identify and obtain grant funding to increase capacity for campus-led college access programs for underrepresented students in our region.
- Partner with culturally specific organizations to increase access and understand needs of underrepresented students.
- Create a cabinet-level leadership position to implement and integrate equity and diversity goals.
- Provide ongoing professional development related to equity and diversity.
- Integrate equity and diversity values in campus-wide activities.
- Develop and support initiatives that promote dialogue around climate, equity and diversity issues.
- Create a cultural competency committee to ensure quality and effectiveness of mandatory cultural competency training held on campus.
- Implement campus supports to improve retention of underrepresented faculty and staff.

- Government Lab:
  - [https://www.pnnl.gov/diversity-inclusion](https://www.pnnl.gov/diversity-inclusion)
  - There are no publicly measurable diversity goals or statements I can find for my specific institution beyond just the quotes and links to show that they are an equal opportunity employer. This I was surprised and disappointed by. I also looked at the Dept of Energy’s website (since they are the broader funder of many government labs) and couldn’t find any measurable representation goals stated there either. This is very surprising since it’s a federally funded branch of government as well.

- Blue Marble Space: We haven’t had an african american candidate apply to join our institute. There is a broader pipeline challenge.

**Suggested additional goals for your organization**

- Oregon State University- We suggested a few items that came up as part of the process we went through to locate demographic data.
  1. Improve transparency around the process for accessing detailed demographic data (what can be shared, how, and why)
  2. Centralize the location for obtaining reports an information on demographic data

- Government Lab:
  - No mention of policy for collecting demographic data on websites. Perhaps this is because it is federally funded and all that data is public elsewhere.
○ Proposed policy: collect data more detailed (or at least share) than just lumping all minorities into one category. And work to increase overall transparency of representatives in the workplace overall.
○ Goal 1: Publicly state a measurable goal and/or strategy to try to increase representation
○ Goal 2: State initiatives, programs, speakers and/or opportunities to actively promote conversations around diversity, equity, and representation in the workplace
○ Goal 3: Identify or come up with some policies to address lack of representation at leadership levels in the workplace.

● OSBGE: deferred this biennium because of staffing/security concerns.

● Washington State University Vancouver
  ○ Current policies on collecting demographic data here.
  ○ WSU Pullman provides easy-to-navigate, visually pleasing data dashboards on student, faculty, and employees at each campus, but does not include breakdown by racial group (e.g. people categorized only as “minority” or not). More detailed dashboards would be helpful in this regard. Had to go digging into a PDF of a collection of demographic statistics for WSU Vancouver for this information.
  ○ Some resources available for the main campus at Pullman (e.g. Common Data Set information) were unavailable for Vancouver campus specifically.

● Blue Marble Space does not collect demographic information on its affiliates. We will change that.

What did you learn about other organizations (or in general) while investigating demographic data?
  ○ https://diversity.ldeo.columbia.edu/seminardiversity - Increase diversity in seminars
  ○ https://www.nature.com/articles/d41586-019-03784-x - No all-male panels