This is what was found by the UH Oceanography pod at University of Hawai‘i at Mānoa (UHM) 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:**
  - UH System (not just UHM) faculty and staff demographics are available from the UH System Institutional Research office
    - Go to the left hand side of the page and click “1. Selected Characteristics of Faculty and Staff”
    - This report breaks down faculty and staff on the basis of ethnicity, gender, and age.
  - UHM student demographics from the Mānoa Institutional Research Office (MIRO)
    - [https://manoa.hawaii.edu/iro/reports/](https://manoa.hawaii.edu/iro/reports/)
    - Click on “Common Data Set” and choose an academic year
    - This report provides ethnicity demographics for the student population.
    - There is also limited demographic information for instructional faculty alone on page 27 of this report.
  - SOEST demographics from MIRO
    - Demographics for the UHM School of Ocean and Earth Science and Technology (SOEST) are available upon request, but they are not publicly available.
    - We have SOEST demographics from Fall 2018 from a colleague’s previous request. This information breaks down SOEST employees (faculty, staff, and graduate assistants) on the basis of ethnicity and gender.
  - We do not have information for invited speaker demographics at any institutional level.
    - The reason for this is lack of information is unknown—most likely it is because it never occurred to anyone to collect it.

- **How does your organization compare to others, or to the field as a whole?**
  - UHM and SOEST exist in a different demographic context compared to most U.S. universities, because non-hispanic whites/caucasians are a minority population in the State of Hawai‘i.
  - The student population is one of the most diverse in the U.S. overall. The percentage of black students (1.7%) is much lower than the typical U.S. university, but it is not terribly different from the percentage of the state’s population that is black (2.2%).
In contrast to the university student population, the population of SOEST employees (faculty, staff, and graduate assistants) is heavily skewed toward white males. The following statistics are current as of Fall 2018:

- White/causian people are severely overrepresented in the population of SOEST employees (55.9%) compared to the population of UH system employees (33.5%) and the State of Hawaiʻi as a whole (21.9%).
- Males are severely overrepresented in the population of SOEST instructional faculty (75.4%) compared to the population of UH system instructional faculty (52.8%).
  - The gender imbalance is strikingly bad for SOEST instructional faculty at the rank of full professor, where 38 of 42 (90.5% !!!) are male.
- There is encouraging gender parity for instructional faculty at the ranks of assistant and associate professors, where 14 of 27 are male.

Public goals on demographics or increasing representation:

- Are there general goals stated at your organization for achieving representation?
  - The UHM 2015–2025 Strategic Plan addresses representation in the student population
    - Page 23: “Increase enrollment across our undergraduate and graduate programs through recruitment strategies for targeted populations, including Native Hawaiian, underrepresented populations in the state, adult learners, transfer students, local students, and students from WICHE member states.”
  - Our pod did not find any publicly stated goals concerning representation in faculty and/or staff for the UH System, UHM, or SOEST.

- Are there measurable goals stated at your organization for achieving representation?
  - No.

Suggested additional goals for your organization:

- The following suggestion targets lack of diversity in the faculty and takes language from the UC Davis Office of Diversity, Equity, and Inclusion.
  - https://diversity.sf.ucdavis.edu/about/strategic-plan/goals-and-objectives#Goal%202
- SOEST (or the UH Department of Oceanography) recognizes that we will only reach our full potential when our academic workforce reflects the diversity of the state and student population we serve. To achieve this goal, we must effectively identify, recognize, and eliminate barriers, and increase accountability at the level of the division, college, school, and department. Specific goals include:
  - Enforce the mandatory use of diversity statements for hiring decisions.
● Develop a clear and intentional outreach strategy to increase the pool of diverse and talented candidates (e.g., by reviewing job postings to include language that is more inclusive).
● Hold deans, department chairs, and administrative leaders accountable for hiring decisions and for how those decisions are coordinated.
● Provide robust mentoring and professional development opportunities to increase retention.
● Value efforts that promote participation in mentoring, training, and professional development activities.

● **Policy or proposed policy for collecting demographic data at your organization:**
  ○ No specific policy was found, but one of the proposed goals of MIRO is: “To offer accurate, timely, unbiased, and digestible official statistics and research that is tailored to diverse audiences.”
  ■ [https://manoa.hawaii.edu/mission/](https://manoa.hawaii.edu/mission/)

● **What did you learn about other organizations (or in general) while investigating demographic data?**
  ○ We learned that our institution, UH Mānoa, despite its strong focus on student diversity, does not publicly acknowledge lack of diversity in its faculty and has no publicly stated goals to address this issue.
  ○ We learned that other institutions have directly addressed the issue of faculty diversity, and are implementing efforts to create change.
    ■ UC Davis has a well developed and detailed plan
      ■ [https://diversity.ucdavis.edu/about/strategic-plan/goals-and-objectives](https://diversity.ucdavis.edu/about/strategic-plan/goals-and-objectives)
    ■ Oregon State has a plan, but it is less specific.
      ■ [https://diversity.oregonstate.edu/strategic-plan](https://diversity.oregonstate.edu/strategic-plan)
  ○ We did not find examples of institutions with specific measurable goals for increasing faculty diversity. This is likely due to the smaller numbers and rate of turnover for faculty relative to students, which makes it difficult (and potentially risky from an optics standpoint) to strive for specific changes in percentage representation from underrepresented groups.