URGE Demographic Data for Stanford University and Stanford School of Earth, Energy, and Environmental Sciences

Stanford ESS URGE Pod at Stanford University’s report 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:
  ○ Stanford IDEAL Dashboards: https://ideal.stanford.edu/resources/ideal-dashboards
  ○ The IDEAL dashboards provide demographic data at the University, School, and Department level
  ○ Demographic data for the School of Earth, Energy, and Environmental Sciences (from the IDEAL dashboard) is included at the end of this report.
  ○ More detailed data are available to members of the Stanford community, but are not publicly available. From the description “Access to certain sections of the IDEAL dashboards is limited to users in the Stanford community with a valid Stanford University Network Identifier (SUNet ID), to protect the identity of individuals associated with potentially sensitive demographic data...We are not making the new dashboards public, however, because of potential risks associated with reidentification of individuals.”
  ○ SE3/ESS has not compiled data on speaker demographics (to our knowledge)

● How does your organization compare to others, or to the field as a whole?
  ○ Underrepresented minority students (38% of SE3 undergraduate students) make up a larger percentage of the population compared to the geosciences field as a whole (AGI estimated 15% of geoscience bachelor’s degrees are awarded to URM)
  ○ At the graduate student, postdoc and faculty level, SE3 is similar (or slightly worse) than the field as a whole in terms of representation of URM (AGI estimates the following percentages across the geosciences as a whole: URM - 20%; Black/African-American - 5%; Hispanic or Latino - 10%)
Female students make up at least 50% of the student population of SE3 at both the undergraduate and graduate level, which is generally higher than the geosciences as a whole.

In SE3, there is a lower percentage of female postdocs and faculty - this is consistent with other organizations and the field as a whole, where gender representation is more imbalanced at higher levels.

**Public goals on demographics or increasing representation:**
- The mission of the SE3 DEI office is: "to promote a unified community of inclusion, respect, and excellence through the development of a student body, staff, and faculty that reflects the diversity of our national communities and international partners."
- Goals stated on the SE3 DEI website for achieving representation:
  - Recruit and support a diverse faculty, staff, and student population
    - Ensure visibility at conferences and events
    - Offer strategies and tips for applying to graduate school
    - Offer fee waivers for applications
  - Build collaborative national and international partnerships that aim to further research and education in the Earth Sciences.
- There are currently no measurable goals stated publicly on the website (example: “We will ensure at least 3 of our board members are from underrepresented/underserved groups.”)
- The DEI office is creating a new website with 10 goals that will be published in the near future
- Suggested additional goals for your organization:
  - Goal 1: Create a school or department climate survey
  - Goal 2: Make goals measurable

**Policy or proposed policy for collecting demographic data at your organization:**
- Stanford adheres to the US Department of Education’s guidelines for collecting, maintaining, and reporting data on race/ethnicity. This requires a two part question; first a question about ethnicity, then a question about race. Respondents can select multiple races.
- Only two data elements are currently systematically collected and stored for all populations (students, postdocs, staff, and faculty) at Stanford: sex and...
race/ethnicity. More granularity is available for student demographics (available internally), including first gen and socioeconomic status data.

- Stanford treats sex as a binary distinction, but: “the university is currently working on upgrading official systems to record gender identity as well as sex.”

- What did you learn about other organizations (or in general) while investigating demographic data?
  - Our organization (Stanford and SE3) is reporting demographic data with similar or more detail compared to other organizations
  - Other organizations have made more explicit commitments to diversity when it comes to invited seminar speakers and panels (see https://diversity.ldeo.columbia.edu/seminardiversity and https://www.nature.com/articles/d41586-019-03784-x)
Some other resources used in the preparation of this report:

- Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - [https://eartharxiv.org/repository/view/2060/](https://eartharxiv.org/repository/view/2060/)
- more information on collection of demographic data in Canada.