URGE Demographic Data for Colorado State University

This is what was found by CSU Geosciences at Colorado State University 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 Colorado State University can be found at:**
  - https://www.ir.colostate.edu/data-reports/ - Current Staff / Student Demographics
  - An analysis of past invited speaker demographics doesn't exist for CSU or the Geosciences department.
    - This data has not been tracked in the past because it was not on the forefront of the department's speaker priorities. See the proposed section for information on what we would like to start tracking.

- **The links to demographic data for our city and state can be found at:**
  - State - https://www.census.gov/quickfacts/CO - State of Colorado US Census
  - County - https://demography.dola.colorado.gov/population/ - Colorado.gov estimates
  - City - https://datausa.io/profile/geo/fort-collins-co - City of Fort Collins, CO

- **How does your organization compare to others, or to the field as a whole?**
  - Enrollment by gender:
    - Geosciences field – 2014: 38% B.S., 42.5% Graduate (AGI D.B. 2015-007)
    - CSU Geosciences – 2021: 39.6% B.S. Women
  - Enrollment by underrepresented minorities (U.M.):
    - Geosciences field – 2014: 25% B.S. U.M. (AGI D.B. 2014-005)
      - Note, higher at 2-year institutions (37%)
    - CSU Geosciences – 2021: 11% of B.S. U.M.
      - 2010-2020 – The number of geosciences students labeled as underrepresented minorities that have been enrolled in the Geosciences department each fall over the last 10 years has ranged from 2.7% to 21%.
  - Degrees by gender:
    - Geosciences Field – 2019: 44% of B.S. women (AGI)
    - CSU Geosciences – 2020: 34.8% of B.S. women (CSU)
      - 2007-2021: 32.8% All Students Women
42% M.S. Women
53% Ph.D. Women
  - Degrees by underrepresented minorities:
    - Geosciences Field – 2019: 15% of B.S. U.M.
    - CSU Geosciences – 2020: 19.5% of B.S. U.M.
      - 2007-2021: 13.6% B.S. U.M. (including international)
6% M.S. U.M.
5% Ph.D. U.M.

- 2010-2020 – The number of U.M. geosciences students Bachelor's degrees at CSU has ranged from 2% to 17% (1-8 students) during the past 10 years. The small sample size (22 to 57 total degrees/year) are such that percentages may be unreliable indicators. However, the most recent percentage is slightly above the average for the field as a whole.

- Trends:

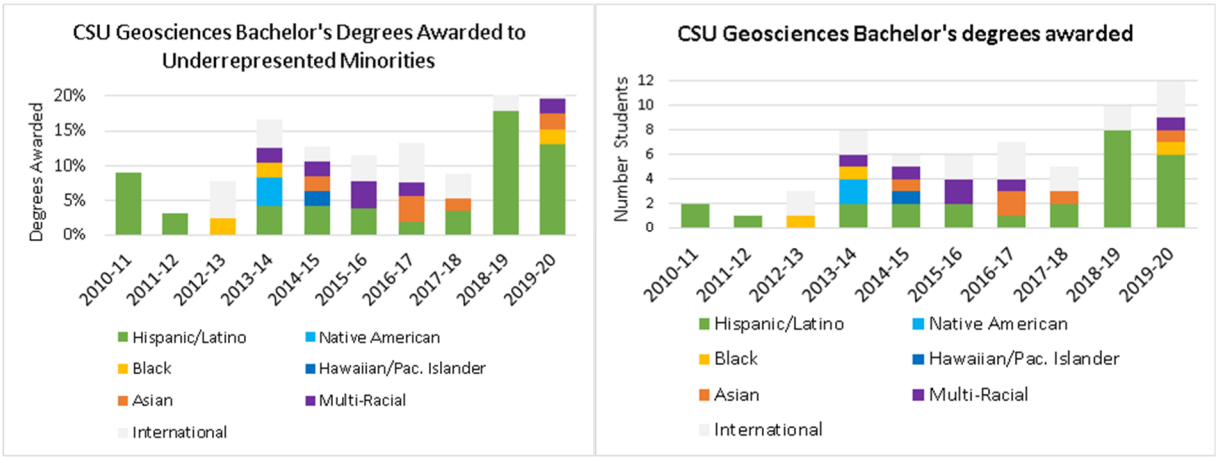

Figure 1 - CSU Geosciences Bachelor's Degrees awarded to underrepresented minorities expressed as percentages and total number of students.

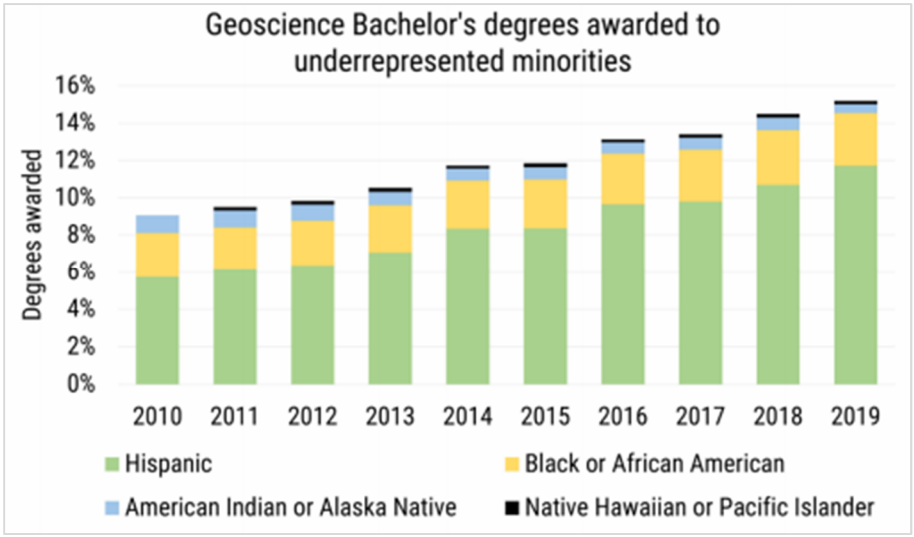

Figure 2 - Geosciences Bachelor's degrees awarded to underrepresented minorities in geosciences field, as a whole, for comparison (source: AGI Diversity in the Geosciences Data Brief 2020-023)

- Observations: The number of degrees awarded to CSU geoscience students does not track closely with national trends for underrepresented minorities. Our analysis included underrepresented student demographics, as well as students who self-identified as multi-racial or international. Geoscience trends as a whole show increased participation

of underrepresented minorities. Similar to national trends, CSU has primarily Hispanic/Latino identifying students making up that category. The small sample size of 1-9 students each year likely accounts for many of the differences. However, the data set does highlight the lack of degrees awarded to several demographics.

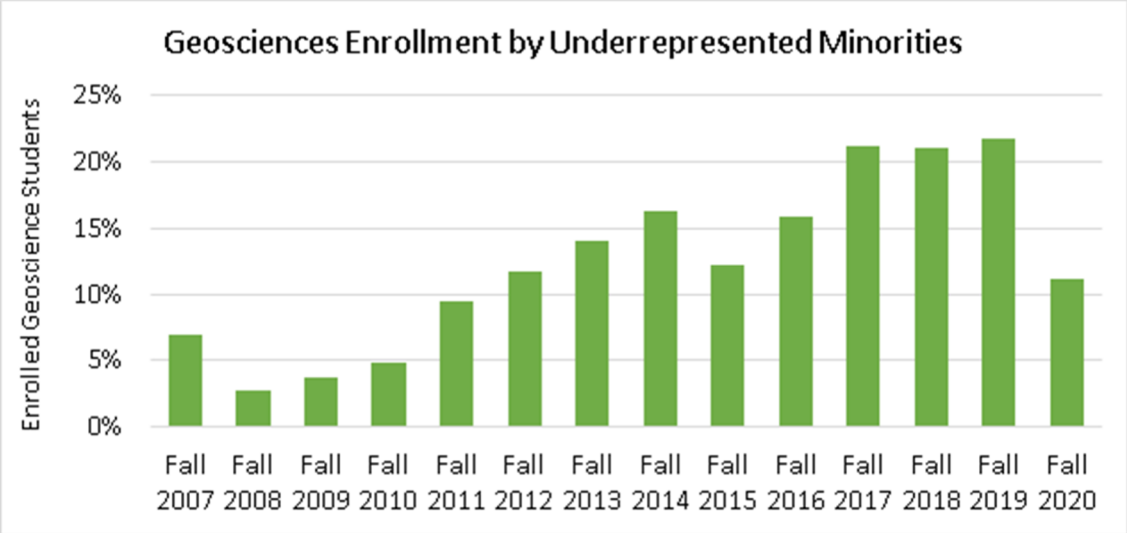

Figure 3 – Geosciences enrollment by underrepresented minorities since 2007 as a percentage.

- Observations: CSU Geosciences enrollment tracks more closely with national trends for degrees awarded. It is difficult to infer student success and retainment by comparing enrolled trends vs degree trends since enrollment includes first through fourth year students. CSU does track student success, but data is not interpretable without additional information. Notable drop in 2020 could be a result of disparate impacts of COVID on minority communities.

- Demographics of Faculty and Departmental Speakers:
    - The CSU Geosciences department has not tracked diversity data for invited. We were able to analyze the sex of invited speakers for the years 2015 to 2020 (Figure 4).
        - Invited Geosciences Department Speakers 2015-2020
            - 29% (count 24) Female, 71% (count 66) Male
        - Host for Geosciences Department Speakers 2015-2020
            - 27% (count 26) Female, 73% (count 65) Male
        - Department faculty
            - CSU: 32% (count 6) female and 76% (count 13) male (19 total)
            - Geosciences Field: 21% female as of 2016 (AGI)

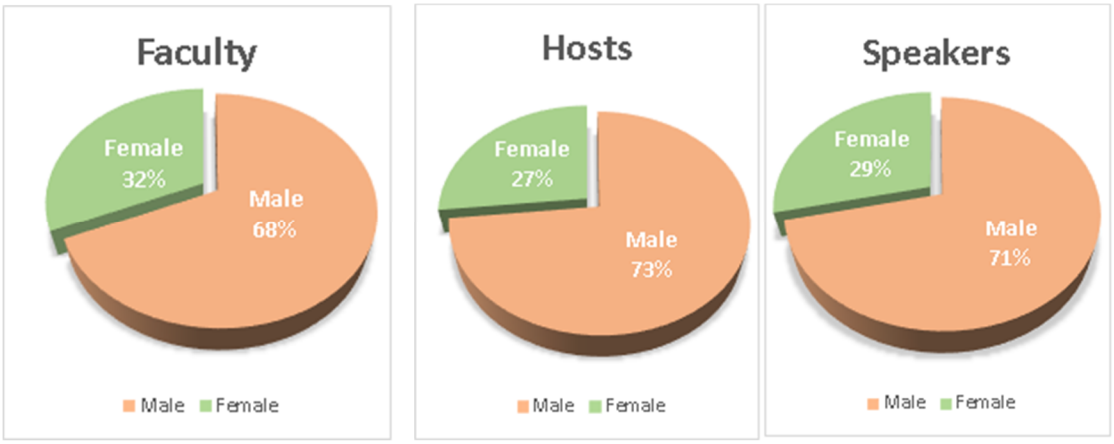

Figure 4 – CSU Geosciences proportions of faculty and the gender of the host or and the speaker during departmental seminars.

- **Public goals on demographics or increasing representation:**
  - Are there general goals stated at your organization for achieving representation?
    - Warner College of Natural Resources has a DE&I Plan focused on making progress on University DE&I goals.
    - Available at link: https://warnercnr.colostate.edu/diversity/about/
  - Are there measurable goals stated at your organization for achieving representation?
    - The WCNR DE&I Plan includes several actionable and measurable goals under the more general goals to:
      1. Increase recruitment of marginalized and excluded faculty, staff, and students;
      2. Improve retention and promotion of marginalized and excluded faculty, staff, and students;
      3. Develop cultural competency of all faculty, staff, and students;
      4. Cultivate an inclusive institutional climate;
      5. Embed diversity and inclusion in curriculum, educational programs, and research across all campus units; and
      6. Increase outreach and engagement with marginalized and excluded external communities
  - Suggested additional goals for your organization:
    - The goals in the 2018 DE&I plan are extensive and measurable. At this time, we don't have any additional goals, though we hope to see the results from the measures in the near future.

- **Policy or proposed policy for collecting demographic data at your organization:**
  - We propose to work with the Warner College of Natural Resources Director of Diversity, Equity, and Inclusion and the Geosciences Department DE&I committee to create a departmental plan for tracking demographics of invited department speakers and/or diverse topics discussed by speakers. We considered the option to track

previous speaker diversity, however, we concluded that since race/ethnicity was not initially asked for, subsequent analysis was not possible. We also propose to spotlight and track speakers covering JEDI topics on the existing platform on Warner College of Natural Resources Diversity, Equity, and Inclusion webpage.
    - We also propose that the Geosciences Department start tracking and providing data describing graduation rates and retention of minorities for both undergraduate and graduate students.

- **What did you learn about other organizations (or in general) while investigating demographic data?**
    - Some universities have initiatives to increase diversity in department seminar series (e.g. https://diversity.ldeo.columbia.edu/seminardiversity)
    - The journal *Nature* has instituted a code of conduct for all its conferences and scholarly events that are organized or co-organized by Springer Nature such that commits to no male-only organizing committees or all-male panels (https://www.nature.com/articles/d41586-019-03784-x)
    - The Ontario Human Rights Commission states that “the collection and analysis of identity data is necessary for effectively monitoring discrimination, identifying and removing systemic barriers, ameliorating historical disadvantage and promoting substantive equity.” (http://www.ohrc.on.ca/en/policy-and-guidelines-racism-and-racial-discrimination/part-3-%E2%80%93-guidelines-implementation-monitoring-and-combating-racism-and-racial-discrimination)