

URGE Demographic Data for Humboldt State University

This is what was found by Humboldt Geoscientists at Humboldt 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 our organization are here:**
  - [Link to Data](#) - Current HSU Student Demographics
    - Extensive data is made available through this public-facing site. Additional information can be requested through a linked form.
  - [Link to Data](#) - Current HSU Faculty Demographics
  - We were unable to find any place where demographic information was collated on invited campus speakers.

Table 1: Summarized demographic data from students enrolled and faculty teaching during the Fall 2020 semester. Student data provided from university to department level. HSU-provided data on faculty demographics only gave university-wide values.

		HSU Fall 2020 Student	CNRS Fall 2020 Student	Geology Fall 2020 Student	Oceanography Fall 2020 Student	HSU Fall 2020 Faculty (TT)	HSU Fall 2020 Faculty (Lecturers)
Enrollment		6,431	2,571	62	42	236	265
Sex	F	59%	52%	48%	57%	50%	62%
	M	41%	48%	52%	43%	50%	38%
Pell Grant		46%	46%	42%	33%	--	--
First Generation		50%	46%	44%	31%	--	--
URM		43%	39%	26%	31%	--	--

# URGEO

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Ethnicity/ Race	African American	3%	2%	2%	0%	3% (n=6)	2% (n=4)
	American Indian	1%	1%*	2%	0%	3% (n=7)	2% (n=6)
	Hispanic/ Latino	33%	31%	23%	29%	6% (n=13)	6% (n=16)
	Pacific Islander	0%	0%	0%	0%	0% (n=0)	0% (n=0)
	2+ Races	6%	6%	2%	2%	2% (n=5)	4% (n=9)
	Other/ Unknown	7%	7%	11%	5%	9% (n=21)	12% (n=31)
	Asian American	3%	3%	3%	0%	6% (n=15)	2% (n=6)
	White	45%	49%	58%	64%	71% (n=168)	72% (n=191)

\*Note: This is misleading. There are many more students here who claim Native heritage. This number reports only those who report American Indian as the primary ethnicity category in IPEDS (Integrated Postsecondary Education Data System). For example, at INRSEP (Indian Natural Resource Science & Engineering Program), in Fall 2020, we had 38 American Indian students (21%) enrolled in our program, with heritage from 42 different tribal Nations, including members of 14 different California tribes.

- No formal data are available on faculty demographics within earth science departments specifically. This is the summary self-reported by faculty within those departments for faculty teaching courses during the Fall 2020 semester:
  - Oceanography



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- Tenure-Track: 3
  - White, Male: 1
  - White, Female: 2
- Lecturer: 2
  - White, Male: 1
  - White, Female: 1
- Geology
  - Tenure Track: 4
    - White, Female: 2
    - White, Male: 2
  - Lecturer: 3
    - White, Male: 2
    - White, Female: 1
- **How does your organization compare to others, or to the field as a whole?**
  - AGI - "Diversity in the Geosciences – a Look at the Data and the Actions of the Community"-<https://www.americangeosciences.org/webinars/diversity-geosciences-look-data-and-actions-community>
  - Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>

Compared with the AAPG data (Kernen et al., 2021), the Geology and Oceanography departments at HSU have more women students (48/52 F/M Geology, 57/43 F/M Oceanography). A similar trend is seen in faculty (tenure track and lecturers combined) in both departments (3F/4M Geology, 3F/2M Oceanography). Compared with AGI data which show that ~47% of US Geoscience Enrollment (undergraduates) was women, the Geology and Oceanography departments are on par. AGI data show that Geoscience Bachelor's degrees are awarded to ~15% URM students in 2019. At HSU the Geology department is currently 42% URM and Oceanography is currently 36% URM. The HSU Geology and Oceanography faculty (tenure track and lecturers) are overwhelmingly (100%) White and do not reflect our student population.

- **Public goals on demographics or increasing representation:**
    - Are there general goals stated at your organization for achieving representation?
      - For example: "We strive to reach a diverse applicant pool."
- <https://president.humboldt.edu/vision>

HSU MISSION:

We help individuals prepare to be responsible members of diverse societies.



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### HSU VISION:

We will commit to increasing our diversity of people and perspectives.

We will be exemplary partners with our communities, including tribal nations.

### HSU VALUES:

-We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity.

-We value the richness and interplay of differences.

-We value the inclusiveness of diversity, and we respect alternative paradigms of thought.

-We believe our location is an ecologically and spiritually rich asset that we embrace as an integral part of our learning community. Our curriculum is relevant, collaborative and responsive to our geographical location.

-We believe we have a special opportunity to learn from the Native American cultures, the unique ecosystem and special communities of our region, and to apply that knowledge

### HSU OFFICE OF DIVERSITY, EQUITY, AND INCLUSION:

<https://diversity.humboldt.edu/content/principles-community-inclusive-excellence>

The Office of Diversity, Equity, and Inclusion is Humboldt State University's (HSU) leading force in building bridges of caring, engaging critical social consciousness, and elevating all community members' sense of belonging, success, and well-being. All of this is in service to dismantling oppressive structures in policy and practice (and developing equitable policy and practice).

- Are there measurable goals stated at your organization for achieving representation?
  - For example: "We will ensure at least 3 of our board members are from underrepresented/underserved groups."

### **HSU STRATEGIC PLAN 2015-2020:**

1. **PERFORMANCE INDICATOR:** Increase matriculating international student enrollment by 10 per year. **BASELINE:** In 2014, there were 91 international students).
2. **PERFORMANCE INDICATOR:** Improve the overall density of tenure-track faculty in each college. **BASELINE:** In 2015, there were 54.1% full-time-equivalent faculty (FTEF). **ACTION ITEM:** By 2020, expand the proportion of tenure-track faculty to reach at least 65% FTEF tenured and tenure-track faculty in each college.
3. **PERFORMANCE INDICATOR:** Establish a meaningful, iterative process for collaboration based on reciprocal engagement that identifies and addresses needs and strategies. **BASELINE:** This Advisory Council has met in the past, but no meetings have been held for more than a year. **ACTION ITEM:** (A) Work with local tribal governments and HSU faculty, staff, and students to develop a mission statement and membership for a President's Native American Advisory Council; hold meetings at least once a semester



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and (B) Create a Tribal Liaison who will work with tribes on behalf of the President and University.

Although it is important to have general public goals on demographics or increasing representation, it is equally important to have measurable goals for an organization to work towards. A suggestion for our organization to construct an additional measurable goal, is to solicit an anonymous questionnaire which asks student and faculty to rate their experiences/impressions related to the organization's performance in creating environments and achieving the general stated goals. An organization could then focus on improving measurable experiences/impressions in areas that may need further attention for future participants.

- **Policy for collecting demographic data at your organization:**
  - [Office of Institutional Effectiveness](#) - Data are collected through surveys of students ([survey policies and procedures](#)) and institutional summaries that include retention rates, demographics, graduation, bottleneck courses, etc. These are reported [here](#).
  - Data can also be requested by faculty, staff, students, and community members. Each request is evaluated to ensure compliance with FERPA and university policies.
- **What did you learn about other organizations (or in general) while investigating demographic data?**
  - <https://diversity.ideo.columbia.edu/seminardiversity> - Increase diversity in seminars
  - <https://www.nature.com/articles/d41586-019-03784-x> - No all-male panels
  - <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> - more information on collection of demographic data in Canada.

I learned that while both educational institutions and professional societies related to geosciences often have published diversity information on their websites, more often the information is broad statements of values or plans and goals, rather than quantitative data. I found little quantitative demographic data in my brief web search. The Geological Society of America has this pdf with demographic data, but the data is represented graphically only, thus it is hard to estimate the actual numerical data and difficult to put this into context of the demographics of the general population in the United States. It is encouraging, however, to see that ethnic diversity is higher among student members as this is promising for the future of diversity in geosciences.

<https://www.geosociety.org/documents/gsa/about/MbrDemographics.pdf>

The only demographic data that I found for the American Geophysical Union does not include racial or ethnic demographic data.



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[https://www.agu.org/-/media/Files/AGU\\_Membership\\_Demographics\\_2018.pdf](https://www.agu.org/-/media/Files/AGU_Membership_Demographics_2018.pdf)

In general, I am concerned that as a scientific community, our standards of data presentation for demographic data are below the standards we generally hold ourselves to when presenting geoscience data.

SACNAS Biographies

<https://www.sacnas.org/sacnas-biography-project/#discipline-geosciences-earth-science>

Amanda Clarke volcanologist

<https://asu.pure.elsevier.com/en/persons/amanda-clarke>

<https://isearch.asu.edu/profile/499877>

Additional Ideas:

- For finding diverse faculty pools - better resources to help search chairs/committees actually decide where best resources are (in terms of who to circulate to)
  - Loop in HR? They need to know more about how to appropriately advertise to different fields or how to work with faculty to find best ways to do so
- Can we have not only student metrics but faculty? (in terms of goals for increasing diversity, retention)