

URGE

Unlearning Racism in Geoscience

URGE Demographic Data for Willamette University

This is what was found by Scott Pike and Katja Meyer at Willamette 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](#) - **Willamette University** Demographic Information for 2019-2020 from the IR Factbook
 - Demographic information for ENVS majors during 2019-2020:
 - Male: 29 Female: 51
 - First-Generation: 9
 - American Indian/Alaska Native: 1
 - Asian: 1
 - Black/African American: 0
 - Hispanic: 3
 - Native Hawaiian or other Pacific Islander: 0
 - Nonresident alien: 1
 - Race/Ethnicity Unknown: 4
 - Two or more races: 9
 - White: 59
 - 25% of ENVS majors identify as BIPOC, 35% of WU undergraduates identify as BIPOC
 - Analysis of past invited speaker demographics:
 - Willamette University does not collect this data; WU ENVS does not have a regular seminar series
 - If data are not available, what is the reason for not making it public?
 - All university wide data that have been collected are public and found in our Institutional Research Factbook
 - If data are not collected, what is the reason?
 - Willamette is in the process of reporting demographic data by major, by field (STEM, humanities, etc.), which should be forthcoming in the next 6 months.
- **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>



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- Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
 - “Willamette University is committed to a diverse and inclusive campus community for our students, faculty and staff.”(<https://willamette.edu/offices/diversity/index.html>)
 - Are there measurable goals stated at your organization for achieving representation?
 - We do not have any publicly stated goals or guidelines for representation on our Board of Trustees.
 - Suggested additional goals for your organization:
 - Goal 1: Within the ENVS department, we propose the goal of ENVS major composition that reflects the undergraduate population as a whole.
 - Goal 2: Within the ENVS department, we propose to track the demographic information for speakers with the goal of broad representation. We currently lack a regular department seminar, and have an annual endowed lecture. Over the past 5 years, the demographic composition of our endowed lecturer was: 1 white woman, 1 Native American woman, 1 Chinese man, 1 Asian American woman, 1 Asian woman.
 - Goal 3: Within the ENVS department, we strive to build community within our majors/minors where all students feel welcome and invited to participate. We are actively working to build community with the help of student leaders. Our student leaders are funded through an endowed fund within the department and compensated for their contributions.
- **Policy or proposed policy for collecting demographic data at your organization:**
 - Willamette ENVS has initiated a process to obtain yearly demographic data on our majors. We will obtain data starting from ~2007 and continue to collect yearly data going forward. This will include: race/ethnicity, gender, first-generation, Pell-eligible categories, as well as track 4-year degree completion by group.
- **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



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- <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.

*****Whitman College responses*****

- **The link(s) to demographic data at our organization are here:**
- [Link](#) - Here is the data from the **Whitman College** 2020-21 Institutional Research Factbook. Some highlights:
 - For the **student body starting in Fall 2020**, 14% are First Generation college students, 2.5% are Black/African American, 0.2% are Alaska Native /American Indian, 9% are Hispanic, 7.5% are Asian American, 6.8% are Two or More Races, 10.1% are International. Overall 26.1% of students entering college in fall 2020 are students of color, in which the percentage of students of color has increased slightly each year for the last 5 years.
 - For the Whitman College full-time faculty, 45.3% are women, 54.7% are men, 5.6% are Asian, 2.2% are Black/African American, 3.9% are Hispanic, 7.3% are International, 0.6% are Hawaiian/Pacific Islander, 77% are White, 3.4% are unreported. A significant number of faculty are First Generation; % unavailable.

3 tables of demographic data from Whitman college for graduates 2016-2020

	<u>All graduates</u>	<u>All STEM</u>	<u>Geology/ Geo-Combined</u>
Female	57%	49.3%	57.9%
Male	43%	50.7%	42.1%
Total N*	1,845	674	76

**The total number of students in each category is the same for each of the three tables.*

	<u>All graduates</u>	<u>All STEM</u>	<u>Geology/ Geo-Combined</u>
White	73.1%	73.4%	82.9%
Students of Color	19.8%	19.7%	13.2%
International	4.9%	5.5%	2.6%

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Unknown	2.2%	1.3%	1.3%
	<u>All graduates</u>	<u>All STEM</u>	<u>Geology/ Geo-Combined</u>
American Indian/ Alaska Native	0.4%	0.3%	1.3%
Asian	4.8%	4.9%	2.6%
Black/ African American	1.2%	1.0%	1.3%
Hispanic	7.0%	6.5%	2.6%
Native Hawaiian/ Pacific Islander	0.2%	0.3%	0.0%
White	73.1%	73.4%	82.9%
Two or More Races	6.3%	6.7%	5.3%
International	4.9%	5.5%	2.6%
Unknown	2.2%	1.3%	1.3%

- Analysis of past invited speaker demographics: Although these data are not collected routinely, speakers in the geosciences are primarily invited via the 1 credit *Senior Seminar* course at Whitman (GEOL 470) whose aim is to provide a career bridge and professional development information for seniors in the fall semester. The speakers are highly variable each year and the seminar organizer changes regularly. In Fall 2020, Zoom made it possible for Nicolaysen to invite the following speakers: 4 women geoscientists, 1 woman material scientist, 4 male geoscientists of whom the following are also true: 1 LGBTQ+, 4 persons of color, 1 international scientist; 1 non-science career specialist (woman). Of the 9 scientists, 6 were Whitman geology alumni who graduated since 2007.



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- **Public goals on demographics or increasing representation:**
 - In summer 2020, President Kathy Murray of Whitman College convened an Inclusion Task Force for an 8 week study. Their final report is available publicly here: [Whitman Inclusion Task Force Report](#) .
 - Publicly stated goals include:
 - *“Recruit, retain, and support a diverse population of community members.”*
 - *“Develop intentional opportunities for community building, creating safe spaces for feedback and opportunities for innovation and campus-wide impact. Provide regular transparent updates on inclusion progress and campus climate concerns.”*
 - *“Equip our campus community with training around cultural competencies that allow for working across differences and conflict resolution. Promote inclusion in curricular choices, scholar selection, campus speakers and community engagements.”*
 - A longer list of Whitman’s inclusion [IDE action items](#) is available publicly.
 - In the summer-fall of 2020, all Whitman employees participated in an extensive online inclusivity training via a contract with [EverFi](#).
- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - I learned that Whitman College graduates a higher percentage of women than the national average. I learned that we graduate a lower percentage of Hispanic graduates than both the national average and our college demographics. Our public schools locally have ~40% of K-12 students are Latinx/Hispanic.
 - I believe that our Geology Department graduates a higher percentage of First Generation/ Working Class students than the 8% average mentioned by Christopher Keene in the AGI video, but I did not ask our IR Director to provide that information.
 - Whitman has not had all-male search panels in the last 14 years that Nicolaysen has been at Whitman (to her knowledge). Whitman has two Associate Deans who meet specifically with departments who are undertaking a search to do a training in inclusive search practices.
 - Nicolaysen participated in ADVANCE (2002-2006) while tenure-track at Kansas State University, which introduced her to the work of Dr. Virginia Valian, including her books *Why So Slow?* and *An Inclusive Academy* by Stewart and Valian.



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These have had a huge impact on my thinking and understanding as have panels and sessions at GSA and AGU and discussions among the Keck Geology Consortium over the last decade.