



URGE Demographic Data for CEOAS/Oregon State University

This is what was found by CEOAS OSU POD at Oregon 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:**

- Student Demographics can be found [here](#), including a breakdown by College (e.g., CEOAS).
- Faculty & Staff Demographics can be found in the Annual Reports from the Office for Equal Opportunity and Access [here](#).
- It is possible to request demographics reports at a more granular level than those at the above two links. Possible resources:
 - Kerry McQuillin, Affirmative Action Manager, OSU Office of Equal Opportunity and Access may have more granular level data specifically for CEOAS
 - Alix Gitelman may be able to provide additional information about COVID and related metrics for grades, impacts, etc.
 - Additional CEOAS student specific demographics may be curated by Kira Hughes in Academic Programs.
 - Karen Edwards might be able to provide additional data for faculty and staff
 - Desirae Wrathall is another potential CEOAS resource
- Demographics on speakers:
 - The Provost's Lecture Series has included only BIPOC or minorities since 2018. The speakers this year are Dr. Ibram X. Kendi and Dr. Mae C. Jemison. Before this, the speakers were all White. More on the Provost's Lecture Series can be found [here](#).
 - College-sponsored seminars are listed [here](#). They include the long-running Condon lecture, which has been organized since 1944. The speakers for this series, perhaps not surprisingly, start out heavily skewed (involving white men); however, the last 20 speakers include 6 women. Some progress, but clearly more progress is required. The remainder of the lectures featured on the college web site involve a more even gender split, with some representation from various ethnicities as well.

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- President's Commission on the Status of Women Speaker series [info](#)
- **How does your organization compare to others, or to the field as a whole?**
 - The [AGI report on diversity in the geosciences](#) reports that in 2019 the percentage of underrepresented minorities (defined as non-White/Asian) earning geoscience bachelor's, master's, and doctorates were 15.7%, 10%, and 6.7%, respectively. Fall 2020 enrollment in CEOAS was approximately 13-20% undergraduate and 6-10% graduate students from underrepresented minorities (depending on whether students of two or more races are included in the percentage). However, all of these students may not necessarily earn degrees.
 - Goal: Gather additional information for CEOAS (trends in data, for example) and compare findings to the AGI reports.
- **Public goals on demographics or increasing representation:**
 - OSU has an Affirmative Action Plan that can be found [here](#). For more information on the Affirmative Action workgroup, see their webpage [here](#).
 - The Affirmative Action Workgroup makes the following statement with regard to achieving representation: "We strive to encourage equity in the workplace through planning and implementation of guidelines and practices designed to end exclusion of women, people of color, people with disabilities, and veterans. We recognize that additional groups are underrepresented and underserved as well. We strive to develop practices and provide education that increase inclusivity and equity for all."
 - The following are taglines provided by OSU for job advertisements:
 - "OSU commits to inclusive excellence by advancing equity and diversity in all that we do. We are an Affirmative Action/Equal Opportunity employer, and particularly encourage applications from members of historically underrepresented racial/ethnic groups, women, individuals with disabilities, veterans, LGBTQ community members, and others who demonstrate the ability to help us achieve our vision of a diverse and inclusive community."
 - "OSU seeks diversity as a source of enrichment for our university community. We are an Affirmative Action/Equal Opportunity employer, and particularly encourage applications from members of historically underrepresented racial/ethnic groups, women, individuals with disabilities, veterans, LGBTQ community members, and others who

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demonstrate the ability to help us achieve our vision of a diverse and inclusive community.”

- “OSU is committed to a culture of civility, respect, and inclusivity. As an Affirmative Action/Equal Opportunity employer, OSU values diversity in our faculty and staff regardless of their self-identity; to that end, we particularly encourage applications from members of historically underrepresented racial/ethnic groups, individuals with disabilities, veterans, women, LGBTQ community members, and others who demonstrate the ability to help us achieve our vision of a diverse and inclusive community.”
 - OSU has a Search Advocacy Program, see [here](#) for more details. One of the primary roles of the Search Advocate is in “identifying and promoting practices that advance diversity and social justice, and minimizing the impacts of cognitive and structural biases”.
 - CEOAS has 5 active Search Advocates, but many more faculty have completed the training but are not listed as active.
 - Are there measurable goals stated at your organization for achieving representation?
 - The OEB group has established goals for increasing diversity amongst all groups in their DEI document.
 - Suggested additional goals for CEOAS:
 - Goal 1: To consider dedicating a percentage of all future hires (including the upcoming hires) to Affirmative Action or opportunity hires. See UCSC cluster hires, for example..
 - Goal 2: To consider treating BIPOC and members of the LGBTQ community in the same way as veterans in hires. I.e. if they self-identify then we are committed to interviewing them.
 - Goal 3: Increase diverse student applicants:
 - To provide GRA support for BIPOC graduate students and other historically marginalized groups (incentives for faculty?), possibly in lieu of the existing GTA or have it mixed GRA/GTA support.
 - Goal 4: Provide scholarships for class fees/lost wages and change class descriptions to specify that these scholarships exist
- **Policy or proposed policy for collecting demographic data at your organization:**

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- The [Office of Institutional Research](#) collects data on student enrollment in each college at OSU each term, including self-reported sex and ethnicity.
 - Data on gender identity are not currently collected but the office says that OSU is working on adding this information.
- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - <https://www.americangeosciences.org/geoscience-currents/diversity-geosciences>
-- This report shows the difference between percentages of underrepresented minorities in the US population and in environmental science/geoscience jobs, as well as other occupation categories. The numbers have risen gradually over time but the disparity between representation in the general population and in geosciences has remained relatively constant.
 - These resources were provided by URGE for reference:
 - <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.
 - 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/>