

URGE Session 3 Deliverable: URGE Demographic Data for ASU/SESE

This is what was found by the ASU SESE Pod at Arizona 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.

Data availability and access

SESE does not make such demographic data available on their website. These data were recently compiled as part of the school's heptennial review in 2018. Although the diversity data from the heptennial review are not officially posted, the SESE graduate student council has posted them within their page describing desired [diversity initiatives](#). The university as a whole makes a limited amount of student, faculty, and staff diversity information available through their [facts](#) page. Extensive student, faculty, and staff demographic data are collected by the university. These can be requested through the university's institutional analysis office, but the process is complicated.

Better access to these data and more regular and strategic review of them are among the initiatives that the new Associate Director (AD) for an Inclusive Community (a member of this URGE pod) hopes to pursue. It is likely that some dedicated staff time will be required up front to establish a useful system of data access before strategic and periodic reviews can take place.

The colloquium speaker demographics are not currently tracked. This was specifically discussed by the organizing committee and brought to the attention of the AD for an Inclusive Community, but the group struggled to resolve the issues surrounding how to sensitively and meaningfully collect the data and what demographic categories ought to be included.

Comparison to the field as a whole or the university

According to the analysis within the heptennial report, SESE's undergraduate diversity falls short of matching the diversity of the state of Arizona or the US as a whole, but it meets the average gender diversity within the geosciences and exceeds the average racial/ethnic diversity of the field. The school's diversity by both of these measures has remained fairly steady between 2012 and 2018. Data since the heptennial review indicates an increase in Hispanic students. The non-international student diversity among SESE graduate students is lower than its undergraduate diversity, although very similar to that of [geoscience graduate students nationwide](#).

Compared to the College of Liberal Arts and Sciences at ASU, SESE's undergraduates are less diverse, but in ways that are consistent with the lesser diversity typical of the geosciences. SESE has substantially fewer undergraduate women (42% compared to 62%) as well as fewer minority students overall (37% vs. 42%) and fewer Asian (3% vs. 6%) and African American (2% vs. 6%) students in particular. SESE's graduate students and tenure track faculty are progressively less diverse compared to the College, but, as discussed, typical of the lack of diversity found across the geosciences.

Public goals on demographics or increasing representation

SESE has posted some general goals for representation, including [statement to our community](#). The university has its own inclusion webpage: <https://inclusion.asu.edu/>. The school currently has no published, measurable goals.

SESE hosts a weekly colloquium series during the academic year. The speakers were historically external and the topics were traditional Earth and space science research. Reflecting the school's interest in education research, the series has generally featured at least one science education research talk per year. Within the last year, it has been made an official practice to dedicate one colloquium speaker slot each year to diversity equity and inclusion-related topics. The series has also experimented with the regular inclusion of talks given by SESE graduate students, which is intended to build community and provide valuable experience to these students. It may indirectly increase the diversity of speakers, considering the relatively more diverse student population as compared to the profession as a whole.

As stated previously, the AD for an Inclusive Community has recently been given a larger role and more support within the school (including visibility and financial support for programs). Setting and publicizing these kinds of goals is one of the activities the AD is working on.

Policy or proposed policy for collecting demographic data at your organization:

At present, the heptennial review is the only formal and regular occasion for SESE to request and review demographic data for the program. Most of all such data are collected by the university as a matter of normal administration. *Ad hoc* requests for these data are made for various reasons by faculty and staff, including the current AD for an Inclusive Community, and it is clear that for such reviews to be done more frequently that the process for accessing these data will need to be improved. Using these data in decision making is desirable, but will require continued focus to institutionalize.

What did you learn about other organizations (or in general) while investigating demographic data?

We learned about the need for a more accessible and flexible process for requesting demographic data about our program.