URGE
Unlearning Racism in Geoscience

Stony Brook University

URGE Demographic Data for Stony Brook University Geosciences and the School of Marine and Atmospheric Sciences (SoMAS)

This is what was found by the Stony Brook URGE Pod on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

Outline

A. Demographics for the U.S. General Population and Geoscience Workforce
B. Campus-wide demographic data
C. College/School-level demographic data
D. Department of Geosciences* demographic data
E. Public goals on demographics or increasing representation

*The SoMAS DEI committee is in the midst of doing a similar analysis

A. Demographics for the U.S. General Population and Geoscience Workforce

Demographics for the United States general population, the U.S. Geoscience Workforce, and for U.S. Geoscience degrees awarded in 2019 are given in **Table 1**.

Table 1. 2019 U. S. Population Estimates

	General Population (%)	Environmental Science & Geoscience Workforce (%)	Geoscience Bachelors degrees, 2019 (%)	Geoscience Doctorate degrees, 2019 (%)
Black or African American	13.4	5	3.5	1.5
American Indian and Alaskan Native	1.3	*n.g.*	0.2	0.2
Asian	5.9	*n.g.*	*n.g.*	*n.g.*
Native Hawaiian and Pacific Islander	0.2	*n.g.*	0.4	0
Two or more races	2.8	*n.g.*	*n.g.*	*n.g.*
Hispanic or Latinx*	18.5	12.5	11.7	4.8
White, not Hispanic or Latinx	60.1	*n.g.*	*n.g.*	*n.g.*
White	76.3	*n.g.*	*n.g.*	*n.g.*
Source	*1*	*2*	*2*	*2*

*The concept of race is separate from the concept of Hispanic origin. Percentages for the various race categories add to 100 percent, and should not be combined with the percent Hispanic (verbatim from (*1*)). "n.g." = "not given"

1-- U. S. Census Bureau; 2-- American Geosciences Institute

For workforce and geoscience degree information in years prior to 2019, please see the AGI Diversity in the Geosciences Report.

B. Campus-wide demographic data

Campus-wide demographic data are summarized in the following three figures and can be obtained from the following two links:

Link: **Faculty and staff** campus-wide demographic data

Link: **Student enrollment** demographics

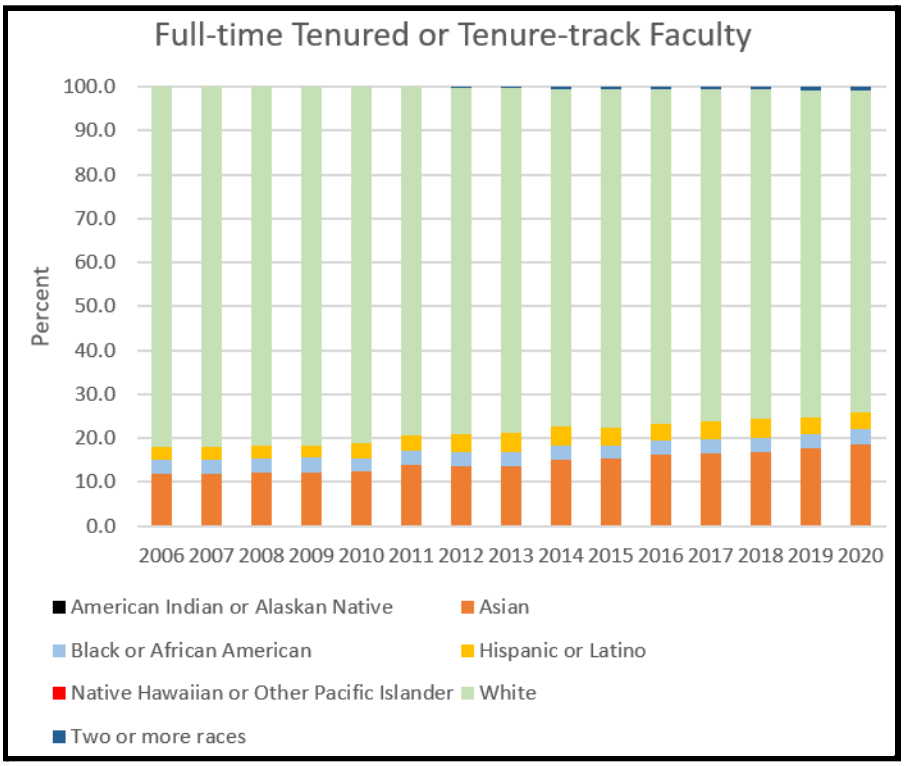


Figure 1. Race and Ethnicity of Stony Brook Faculty

Stony Brook University is required to maintain and analyze data on the race, ethnicity, veteran and disability status of applicants and employees in compliance with federal regulations issued by the US Department of Labor, Office of Federal Contracts Compliance Program (OFCCP). Current employees must update their information every 5 years.

Link: Office of Equity and Access Demographics Information Survey

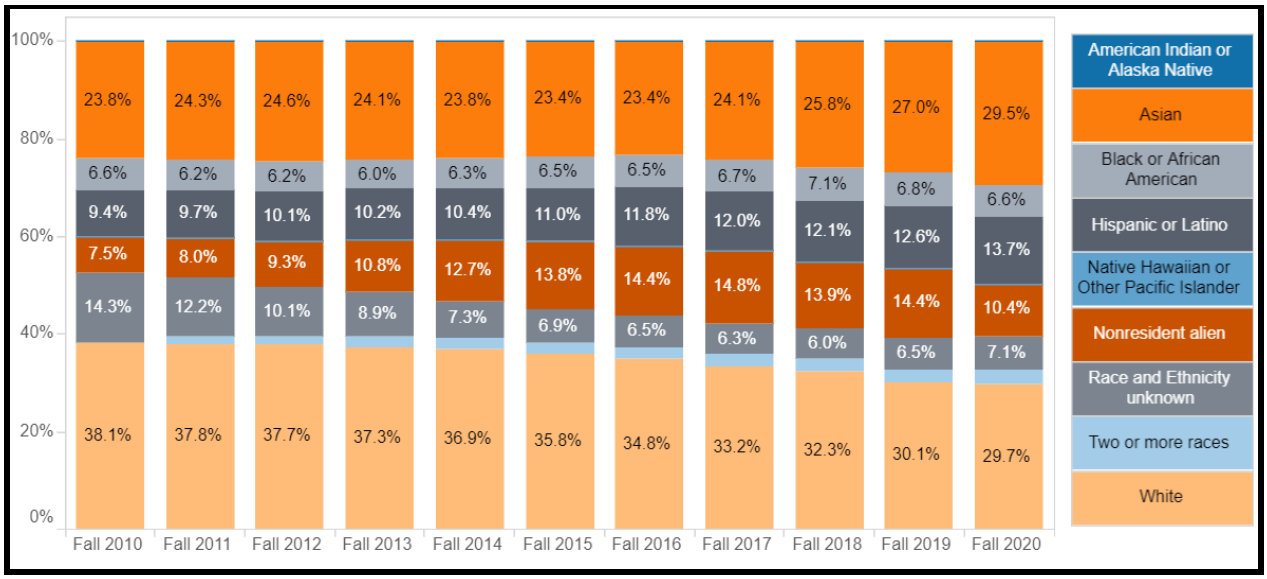


Figure 2. Race and Ethnicity for the Entire Stony Brook **undergraduate** student population (fall enrollments)

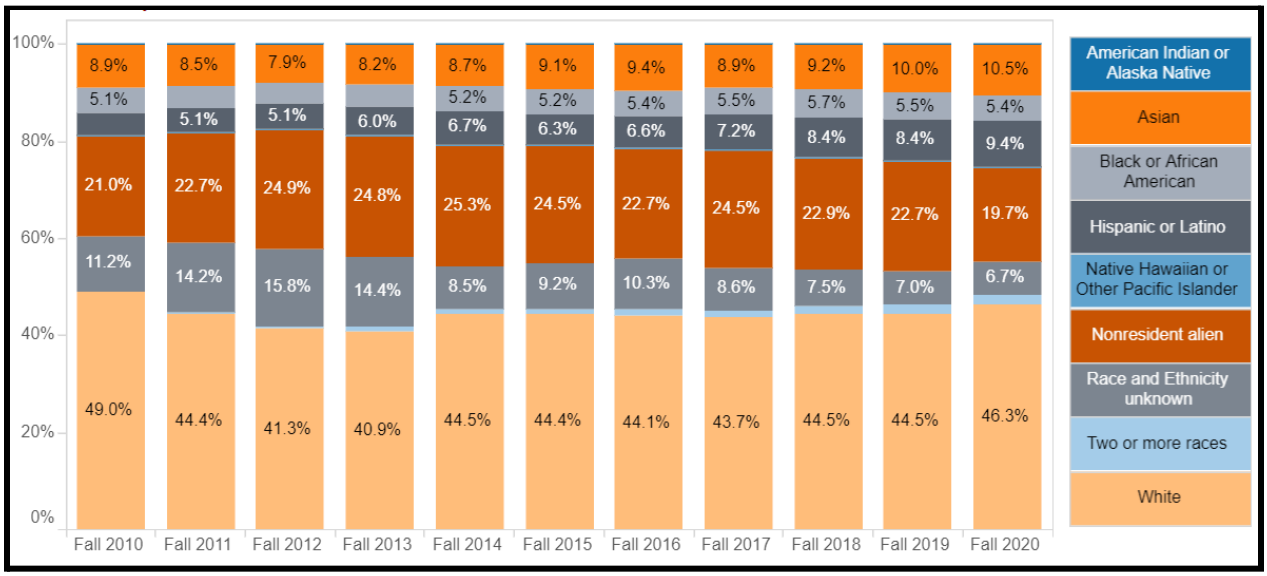


Figure 3. Race and Ethnicity for the entire Stony Brook **graduate** student population (fall enrollments)

C. Demographic Information at the College/School level: the College of Arts & Sciences (which includes Geosciences) and the School of Marine and Atmospheric Sciences

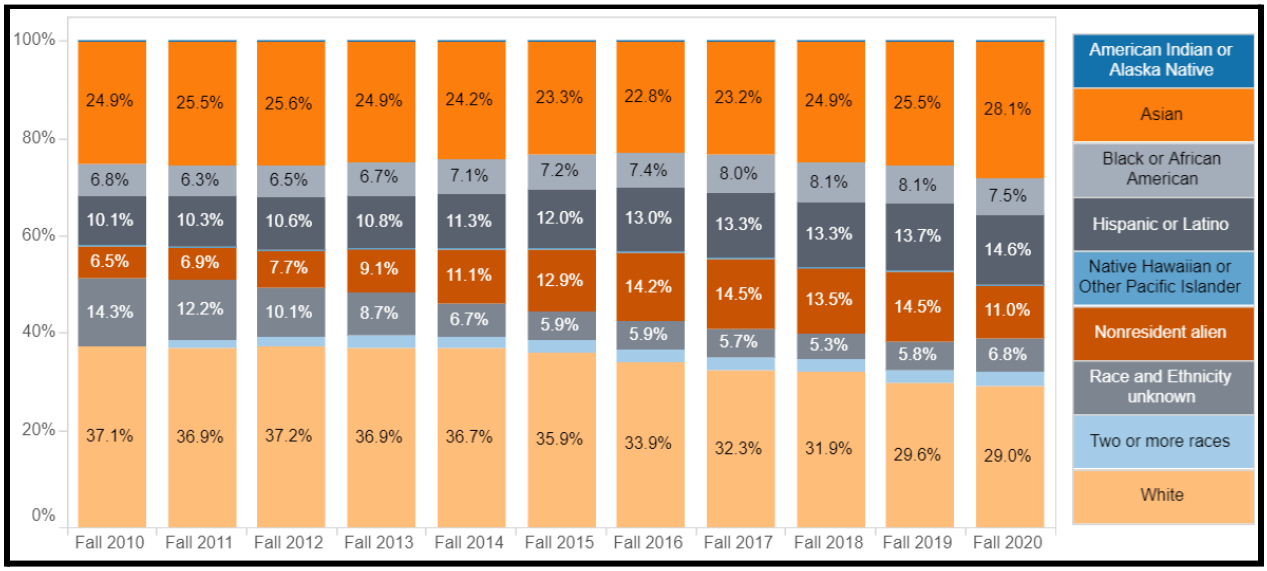


Figure 4. Race and Ethnicity for **undergraduate** students in the College of Arts and Sciences (fall enrollments)

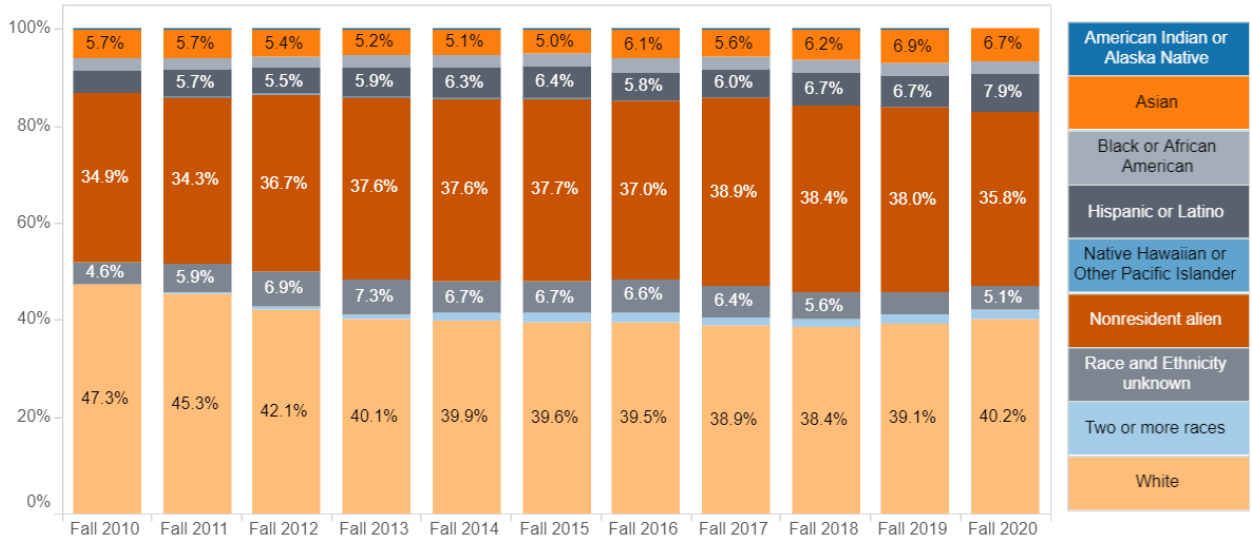


Figure 5. Race and Ethnicity for **graduate** students in the College of Arts and Sciences (fall enrollments)

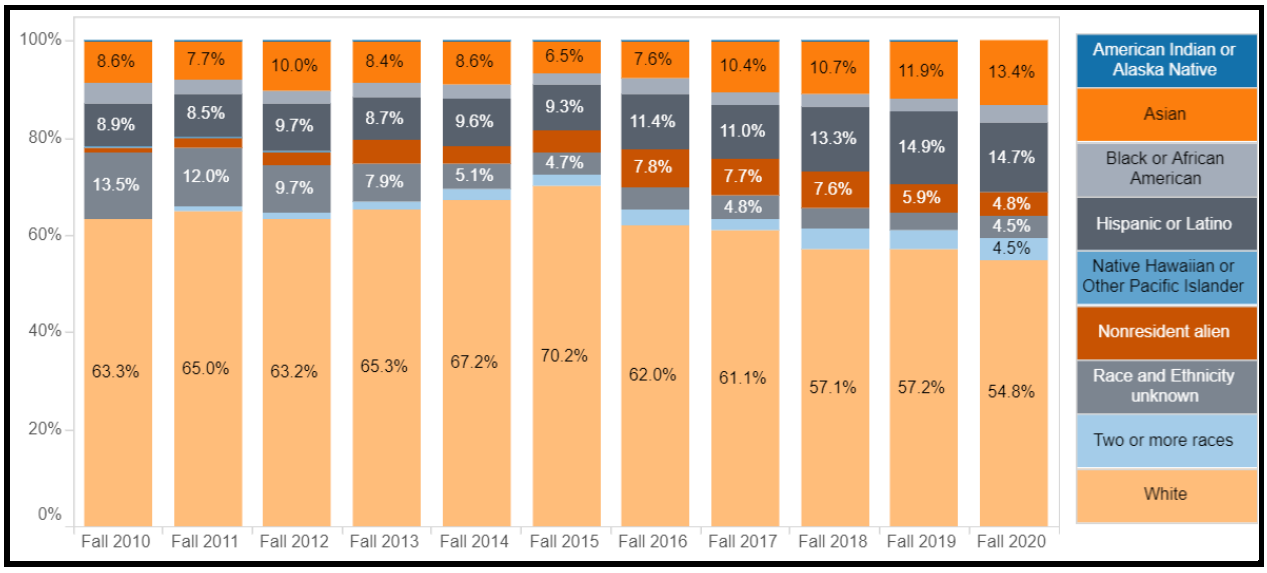


Figure 6. Race and Ethnicity for **undergraduate** students in the School of Marine and Atmospheric Sciences (fall enrollments)

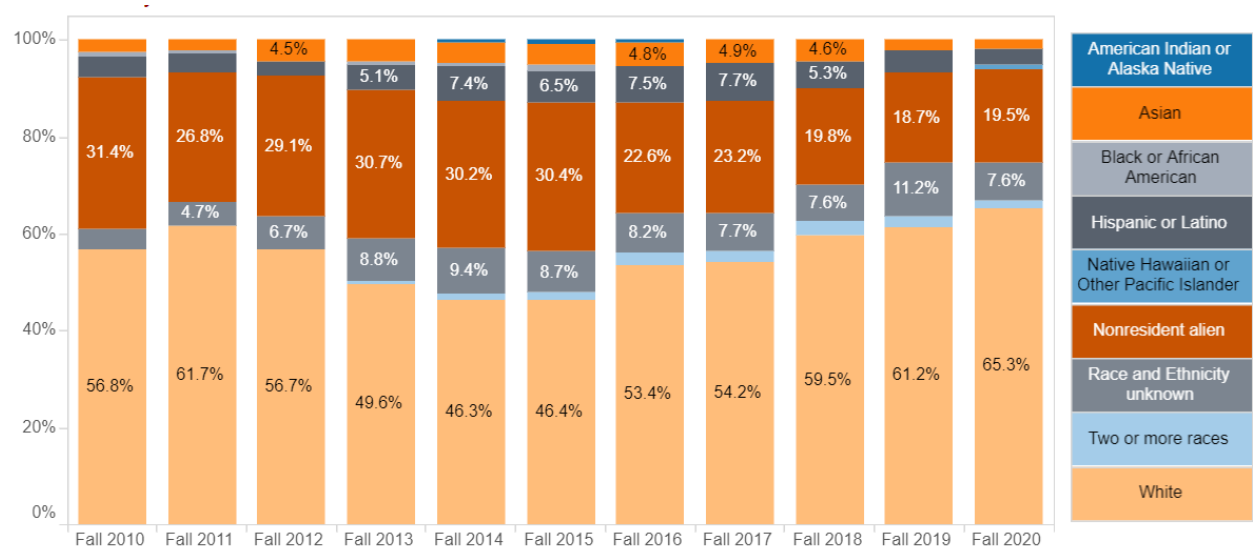


Figure 7. Race and Ethnicity for **graduate** students in the School of Marine and Atmospheric Sciences (fall enrollments)

D. Department of Geosciences Student Demographics

Demographic information for our student enrollment (**Fig. 8**), Ph.D. applicant pool (**Fig. 9**), and Ph.D. offers and acceptances (**Fig. 10)** are given below.

Figure 8 shows SBU Geosciences department annual student enrollment for the period 2014-2020. The “graduate students” category includes both M.S. and Ph.D. programs; demographic proportions are similar between these two types of programs. “Domestic, other

categories" refers to non-White students and those who self-identify as Hispanic/Latinx. Source: *Institutional Research*.

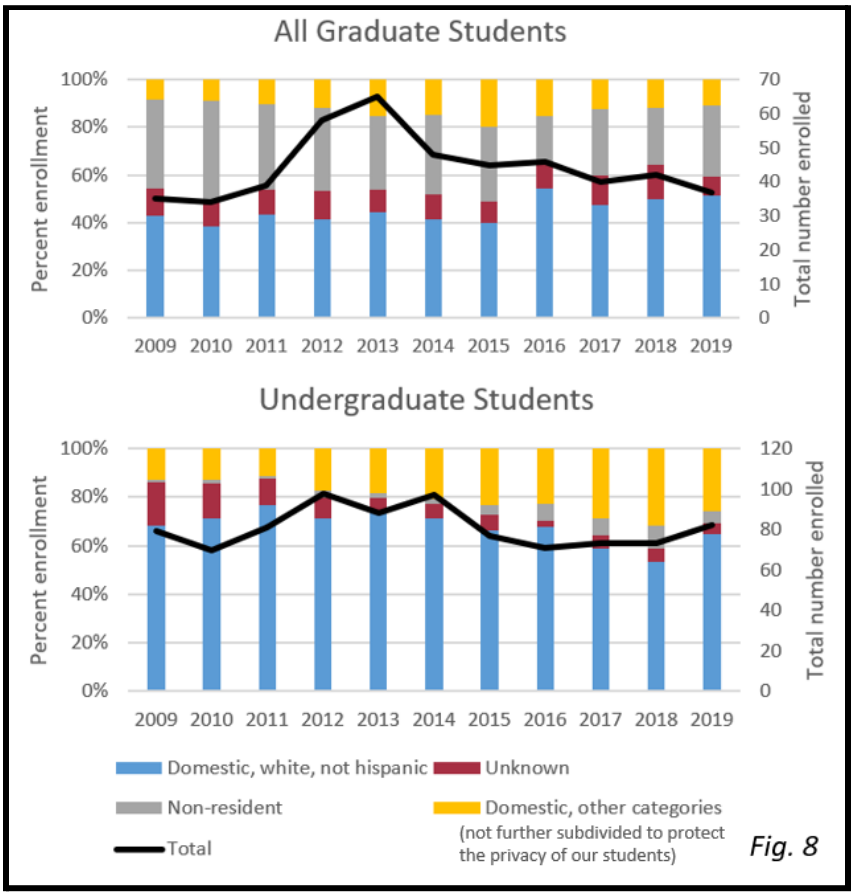


Fig. 8

Our student enrollment demographics for 2014-2020 show that White, non-Hispanic students comprise ~65-80% of our *domestic* graduate population, with little change in those percentages over time. For comparison, this category comprises ~60% of the general U.S. population (**Table 1**). Within our undergraduate population, we have observed an increase in diversity in recent years. This increase may reflect campus-wide enrollment trends **(Figure 2)**.

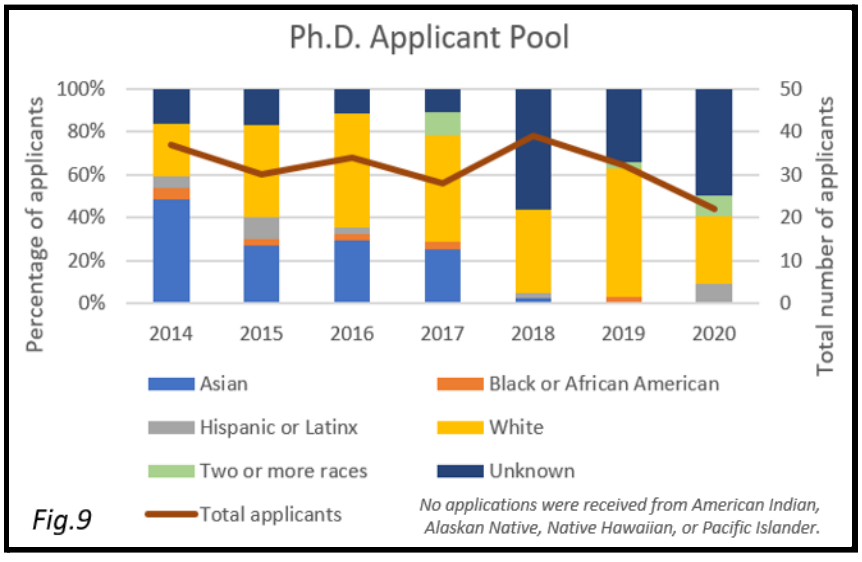
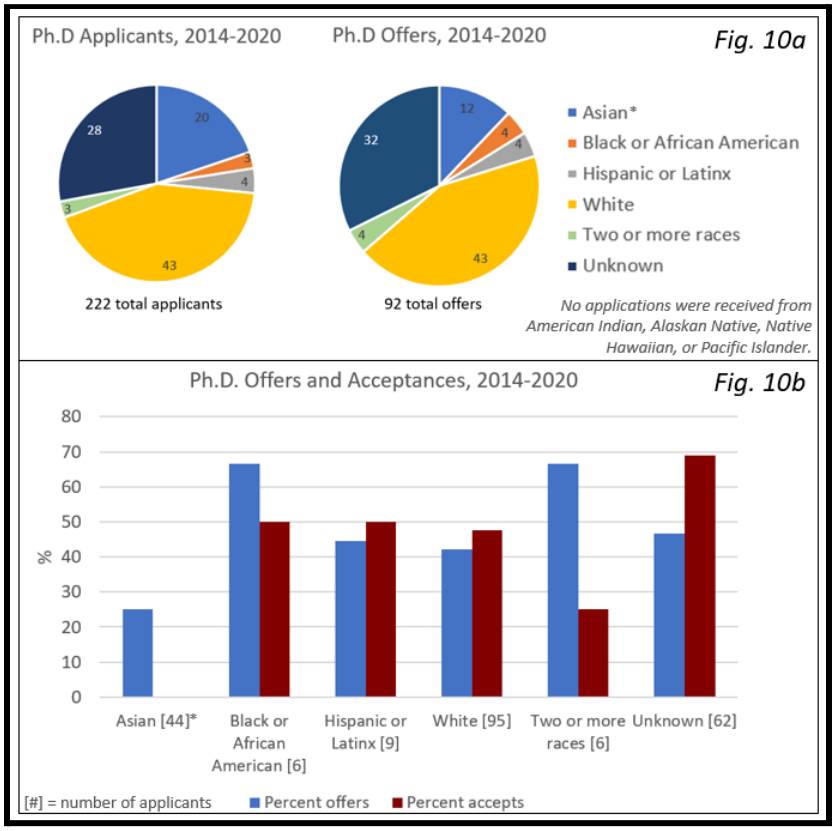


Fig.9

Figure 9 shows the percentage of our Ph.D. applicants by IPEDS race/ethnicity. Categories include Asian, Black or African American, Hispanic or Latinx, White, Two or more races, and Unknown. The "Unknown" category includes applicants who did not report a race/ethnicity and/or who were reported by the system as non-residents according to the visa and citizenship information on record. However, not all international students are flagged by this method, thus every category shown contains both domestic and international students. To help interpret the "Unknown" category, we break down the category by continent of origin

(averaged all years shown): Asia (74%), North America (16%), Europe (3%), South America (<2%), Africa (<2%). Within our Ph.D. applicant pool, those who self-identify as Black or African American and Hispanic/Latinx constitute only a small fraction (~3% and 4% over the 2014-2020 time period, respectively).



**Though the percentage of offers to Asian students appears low relative to other categories, it is important to note that the "Unknown" category is dominated by students from Asian countries of origin, likely explaining the apparent deficit.*

Figure 10 shows the demographic makeup of our Ph.D. applicants compared to that of applicants who were offered admission to our program, for the total period of 2014-2020, again using IPEDS race/ ethnicity reporting. **Fig. 10a** shows that department selections for graduate admissions mirror the demographic makeup of our applicant pool. **Fig. 10b** shows the percentage of offers and acceptances within each race category. For example, 44% of all (9) Hispanic/Latinx applicants from 2014-2020 received Ph.D. offers. Of those, 50% accepted our offer. Our Ph.D. applicant pool is generally lacking in diversity (**Figs. 9-10**), which is the dominant factor in our department enrollment demographics for graduate students (**Fig. 8**). Through our EDI Action plan, we hope to secure an increase in diverse applicants and to continue our recent increase in the number of underrepresented minorities within our undergraduate population.

No information has been collected on speaker demographics at the department or school level. There is no formal mechanism available to collect this information.

E. 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.'"

SUNY-Wide: A DEI Action plan with goals and recommendations can be found here.

Stony Brook University: The Office of Equity and Inclusion has a plan with stated goals.

Department of Geosciences: In our public demographics document: "*Through our EDI Action plan, we hope to secure an increase in diverse applicants and to continue our recent increase in the number of underrepresented minorities within our undergraduate population.*"

The School of Marine and Atmospheric Sciences Strategic Plan, adopted in 2019: (https://www.somas.stonybrook.edu/about/strategicplan/), states as one of our six aspirations: '*Developing and supporting a diverse student, staff, and faculty complement that supports understanding, and wide-ranging problem-solving*' and includes promoting diversity, equity, and inclusion in our Vision statement. More specific actions oriented toward enacting those values appear throughout the document.