UCR URGE Pod 2: Deliverable 3

This is what was found by UCR Enviro Sci + Earth and Planetary Sci Grad POD 2 at University of California Riverside 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:

**Organization, Company, University Current Staff/Student Demographics**

**All UC Campuses:**
- [Faculty, TA’s, Post-doc’s, and other university employees](#) (race, gender, age)
- [Fall Enrollment](#) (race, gender, age, first-generation)
- [Total enrollment, degrees recipients, undergraduate admissions, student retention](#) (race; disaggregated data)
- [Students basic needs](#) (percentages of students that are food insecure, experiencing housing instability) (race, gender, parent education, LGBTQ+, residency, student level)

**UCR Specific:**
- [Undergraduate and graduate student](#) (race and gender)
- [Faculty, TA’s, post-doc’s, and other university employees](#) (race, gender, age)
- [Fall Enrollment](#) (race, gender, age, first-generation)
- [Total enrollment, degrees recipients, undergraduate admissions, student retention](#) (race; disaggregated data)
- [Students basic needs](#) (percentages of students that are food insecure, experiencing housing instability) (race, gender, parent education, LGBTQ+, residency, student level)

**Departments:**

- Cannot find any demographic information within the College of Natural Sciences, or the Environmental Science Department. The Earth and Planetary Sciences Department conducted a demographic survey in late 2020 but results are not yet publicly available.

**Analysis of past invited speaker demographics**

No analysis of the ENSC speaker demographics exists; will ask in the future how the speakers self-identify in order to gather these statistics

No analysis of the EPSci speaker demographics exist publicly. An estimate of demographics from October 2019-present compiled from emails sent to the department listhost is compiled below. **These data are NOT self-reported and should be regarded with caution. No speaker publicly identified as non-binary gender and so only binary genders are included.**
If data are not available, what is the reason for not making it public?

Data does not exist, cannot be made available.

If data are not collected, what is the reason?

Not conveniently available information, would have to ask the speaker themselves; not a concern of those choosing the speakers;

Potential way to collect these information in the future:

- Send out survey to speakers on the basis of collecting demographic information as well field of study information since we are a diverse department and want to make sure there are speakers covering a diverse range of topics
- Encourage speakers to add an about me section in their powerpoint (will have to collect detailed demographic information outside of this as well)

How does your organization compare to others, or to the field as a whole?

Cyclicity of black employment in geo and environmental sciences.

- Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - [https://eartharxiv.org/repository/view/2060/](https://eartharxiv.org/repository/view/2060/)
- Compares UCR to other universities across the US, not sure when the data is pulled from.

- The Stats for the number of PHDs in geosciences by gender and race.

From: No progress on diversity in 40 years

<table>
<thead>
<tr>
<th></th>
<th>Earth</th>
<th>Ocean</th>
<th>Atmospheric</th>
<th>All geosciences</th>
<th>2016 comparative percentages</th>
<th>All S&amp;E PhDs</th>
<th>US population</th>
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<tbody>
<tr>
<td>R&amp;E</td>
<td>Cumulative number</td>
<td>Per cent in 2016</td>
<td>Cumulative number</td>
<td>Per cent in 2016</td>
<td>Cumulative number</td>
<td>Per cent in 2016</td>
<td>Cumulative number</td>
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<tr>
<td>White</td>
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<td>628</td>
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<td>59</td>
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<td>13</td>
<td>6</td>
<td>13</td>
<td>13</td>
<td>31</td>
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</tbody>
</table>

Gender:

- Per cent male (all R&E): 74% 56% 65% 50% 78% 62% 73% 55% 53% 49%
- Per cent female (all R&E): 26% 44% 35% 50% 22% 38% 27% 45% 47% 51%

*Only recorded since 2003. †IRM totals only include Hispanic or Latino, Black and Native American individuals. ‡Source: National Science Foundation, National Center for Science and Engineering Statistics. §Source: Kaiser Family Foundation. ||E race and ethnicity: S&E, science and engineering: URM, underrepresented minority.
- Public goals on demographics or increasing representation:
  - Are there general goals stated at your organization for achieving representation?

For UCR as a whole:

“The Office of Diversity, Equity and Inclusion is committed to the urgent, sustained, and comprehensive work of creating a campus climate of mutual respect and communal vision at the University of California, Riverside. This work belongs to every member of our community and includes ensuring greater representation of individuals from all backgrounds in every part of the university and keeping fairness and accessibility in higher education at the heart of our policies and procedures. We value a deep, collective understanding that an institutional and personal commitment to diversity, equity and inclusion is a true commitment to meaningful, lifelong learning.

We’re proud that folks from all backgrounds choose to live, learn, and work here together.”

- There is a wealth of programs geared towards creating community and providing demographic-specific support for students at UCR
- An excerpt from the UCR Dean of the Graduate Student Association’s statement of solidarity with BLM:
“we will continue to work with the campus, and especially the GSA Diversity and Inclusion Academic Liaison, to seek ways to support training that addresses racism and bias in the recruitment process of students and faculty. We will continue to help raise awareness of anti-racist and diversity-affirming resources in order for members of our community to learn about these systemic issues for themselves and communicate them to students and peers. And this coming year, we will work with GSA to set up a Graduate Division student advisory group to help us recognize and address problems of campus climate for graduate students moving forward.”

For CNAS (our college)

- “CUSP: The College of Natural and Agricultural Sciences at UC Riverside has launched CUSP (Career mentoring of Underrepresented Students for the Professoriate), a pilot project funded by the UC-HSI Doctoral Diversity Initiative (UC-HSI DDI) to provide mentoring and career development to graduate students who are interested in becoming professors and are from groups typically underrepresented in science, technology, engineering and math (STEM).”
- “POWUR: The goal of the Physics Organization for Womxn and the Underrepresented (POWUR) as an organization is to build a community that is welcoming and supportive to all students, while taking equity-minded action to promote an inclusive culture in the workplace. POWUR organizes social events, group outings, seminars, conversations with colloquium speakers, and participates in community outreach and also works closely with faculty mentors and allies to enact tangible change in the Physics & Astronomy department.”

For EPSci (our department)

- Nothing on diversity :0 no obvious efforts to make the department more inclusive - needs to be added to our website!
- Front page of website has bulletin from June 2020 stating: “We are currently engaged in developing a set of actions we, as a department, need to take to thoughtfully confront issues of inequity and underrepresentation. We will report these in the coming weeks.” No public follow-up since.

- Are there measurable goals stated at your organization for achieving representation?

- UCR Departments websites are under revision campus-wide, revising language to be gender inclusive.
The Task Force on Campus Culture, initiated in May 2019, has been communicating with the Chancellor on developing new policies to address bullying, harassment, favoritism, and toxic work environments.

An extended list of UCR Diversity Efforts, including faculty, graduate students, and staff efforts can be found [here](#).

- Suggested additional goals for your organization:
  - Goal 1: ...

- **Policy or proposed policy for collecting demographic data at your organization:**
  - Link - How data are collected, reported, tracked, and utilized in decision making.
  - OR proposed policy for collecting, reporting, tracking and utilizing demographic data.

Potential way to collect information regarding speaker demographics in the future:
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CAROLINE

- **What did you learn about other organizations (or in general) while investigating demographic data?**
  - Thorough and comprehensive demographics reporting at UT Austin
  - Breakdown of demographics in the US of working-aged adults (2018/2019) compared to demographics of geoscience classified job:
    [https://www.americangeosciences.org/geoscience-currents/diversity-geosciences](https://www.americangeosciences.org/geoscience-currents/diversity-geosciences)
  - Demographics in geoscience from a 2YC Perspective:
  - Demographics in professors of geoscience and how this impacts the experience of students of color:

- Strategies for increasing diversity (pub 2007: do we see broader scale adoption of these strategies? Have they worked? Do we now have better solutions?):

- Report of what teaching strategies that are known to be most effective for increasing diversity are used most often and how many professors of geoscience are actively using these strategies in the classroom: