Deliverable 3: Demographic data (EPS, UC Berkeley)

Introduction

EPS uses demographic data to assess our progress towards the strategic goals outlined in a 2011 strategic plan to enhance diversity (a new 2021 plan is being drafted), to identify where effort is needed, and to help guide how our resources are allocated. While demographic data and climate surveys are useful, they do not capture the stories behind the data. Our efforts should be informed by those stories and the data. Here we summarize available data, present EPS data for the past decade, and outline additional data collection and related efforts that would be helpful.

Data collection and assessment are integral to EPS and University goals. This includes, among others,
- increasing the number of URM students, postdocs and faculty to reflect the community served by each group
- ensuring that we have a diverse set of colloquium speakers and include seminars addressing diversity
- campus as a whole becoming a Hispanic-serving institution

Available Demographic Data

- UC Berkeley Dashboard: Current demographics for undergraduate students, graduate students, faculty, and staff; gender and URM statistics.
- Division of Academic Planning: List of links to internal websites with demographics at the college, division, and department levels. The CalAnswers sublinks contain detailed data (gender, ethnicity, time to degree, financial support, post-degree career track, faculty alma mater, and more) for undergraduate students, graduate students, and faculty at the Earth and Planetary Science department level. The Academic Unit Profiles may be accessed by individuals with UC Berkeley login credentials and contain information at the department level about degrees awarded and faculty demographics in recent years. The most detailed demographic data are available for undergraduate students, broken down by gender, racial/ethnic identification, social class background, and disability status. We note that demographic breakdowns for postdoctoral scholars are absent. International students and scholars are typically binned as a singular unit without consideration of country of origin.
- The 2019 “My Experience” campus climate survey includes experiences with availability of basic needs, availability of mentorship, safety on campus, mental health issues, belonging at the university, and more. University-wide results are public, division-level (Math and Physical Sciences) breakdowns are provided to administrative faculty, and department-level (Earth and Planetary Science) breakdowns are not available because of small numbers (and hence protection of privacy). Notably, this survey includes postdocs.
- Campus administers an Undergraduate Experiences Survey (UCUES) and doctoral recipient survey to capture the campus experience. The destination survey documents the careers and income of graduates. The University System assembles and publishes systemwide data.
- Mental health data are available from University Health Services (not department specific)
Snapshot of EPS and trends

Our field has a notable lack of diversity, especially in the professorial ranks. This is true of our department. We have a long way to go to achieve the vision laid out in our strategic plan for enhancing diversity. 20 years ago, there were 3.5 women and 2.5 non-white FTE in the department. Today, there are 3.5 women and 3.5 non-white FTE of which 2.5 overlap. This is incremental change at best. At the same time, we have done much better at diversifying our undergraduate student body. In 2019-2020, 16% of our undergraduate majors were URM women compared with 8% white men (the equivalent numbers for our division are 5% and 19%, respectively). The trends (summarized here) look promising. However, our own climate survey this year and UCUES reveal that not all students feel welcome and adequately supported -- a topic to be addressed by other deliverables.

Undergraduates
Averaged over the past 4 years (2017, 2018, 2019, 2020), URM students make up 32% of the total undergraduate EPS population. A reasonable goal is for these numbers to look roughly like the state of California (46% at present, with 15% Asian and 37% white).

Graduate students
The fraction of graduate URM students is small. But the trend is clear. In 2011, 5% of non-international students were URM; that number is 21% in 2020.
**Postdocs**
Data for postdocs are challenging to assemble since EPS postdocs are supported by so many different sources and hence not easy to track and identify. A self-organized February 2020 survey of postdocs shows that ½ are international and 1/3 are women.

**Faculty**
Diversity is lowest at the faculty level. Since 2010, from advertised searches, 10 offers have been extended: 5 to women, 5 to men. 6 were accepted (2 women, 4 men) with 1 woman pending. Two of the women are not white, 1 is URM.

The list of institutions that granted EPS faculty their PhDs is not diverse either.

As a [global University](#), graduate students, postdocs and faculty are recruited globally. Interpreting demographic data is thus much more challenging. Should we roughly resemble AGU membership? We note importantly that demographics across AGU sections vary considerably and that AGU’s [8 steps](#) to address racism acknowledge underrepresentation in the geosciences. What is our goal and why?

**Additional data collection and plans**
Looking forwards, it is nice to see that campus is including self-reported gender identity and sexual orientation in its climate surveys (2019 My Experience survey) and including postdocs (too often overlooked) and staff. Having consistent classifications is needed to keep track of trends and changes.

The experiences and histories of the EPS community cannot all be captured in demographic data and surveys. To help understand what drew individuals to the geosciences and hence where we need to make sure we are accessible and inclusive, we will begin assembling short stories about how the EPS community discovered the field and became geoscientists.

Put our demographic data on our website.