This is what was found by the EPS/OS Pod at UCSC 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:**
  - UCSC Student Demographics can be found through The Office of Institutional Research, Assessment, and Policy Studies (IRAPS).
    - Most data are publically available. Some data are kept anonymous for privacy reasons.
    - UCSC Graduate and Undergraduate demographics for the Division of Physical and Biological Sciences (PBSci), Earth & Planetary Sciences, and Ocean Sciences are below. Ocean Sciences does not have an undergraduate major. Data are from the IRAPS survey.
    - PBSci has compiled a Graduate Student Climate survey to assess belonging, well-being, and graduate students needs, but the survey results are not publicly available yet.
  - Data for past invited speaker demographics are not available
How does your organization compare to others, or to the field as a whole?

  - Compared to AGI data on degrees awarded:
    - Less graduate students from underrepresented groups are studying geosciences at UCSC than the percentage of graduate degrees awarded to underrepresented minorities determined by AGI. OS and EPS ~13% hispanic students which is more than AGI shows nationally, but all other non-majority groups are underrepresented at UCSC.
    - Ex: UCSC graduate demographics: <1% African American, 0% for OS and EPS. Compared to national ~4% in 2019.
    - UCSC undergraduate students in geoscience are more likely to be white or hispanic than the larger geoscience population studied by AGI, but less African-american students are served by UCSC.

- Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - [https://eartharxiv.org/repository/view/2060/](https://eartharxiv.org/repository/view/2060/)
  - UCSC EPS/OS departments have a slightly higher percentage of women compared to the national level.
  - Based on AGI data,
    - 1/3 of employed as environmental scientists and geoscientists were women in 2019, compared to 22.5% in 2005;
    - In terms of enrollment and graduate rates with geological science degrees (B.S., M.S., and P.h.D.), the percentage
of women is roughly 35-45% in 2010-2017, up from 20-25% in 1985.

- 46.1% of UCSC Earth and Planetary Science undergraduate degrees awarded in 2019 Fall are women;
- Both Ocean Sciences and Earth and Planetary Science at UCSC awarded 50% graduate degrees in 2019-2020 to women;
- No such data for staff/faculties are available at the department or university level to the best of our knowledge.

**Public goals on demographics or increasing representation:**

○ General goals stated at our organization for achieving representation:
  - **University of California** has an explicitly stated goal to achieve diversity and representation in students that is representative of the state.
  - The UC Santa Cruz Physical and Biological Sciences Division graduate climate survey shares statistics and summaries on evolving division diversity, belonging and wellbeing of graduate students
  - **UC Santa Cruz Advancing Faculty Diversity-Recruitment 2020-21 Proposal** describes the following goals: to highlight contributions to diversity, equity, and inclusion in [faculty] searches, in order to hire more faculty who would continue to contribute to diversity and inclusion efforts at UC Santa Cruz; to introduce the use of rubrics for evaluating the statements of contributions to diversity, equity, and inclusion (C2DEI) and to have more departments thinking about contributions to diversity and actively considering these contributions as an important factor in hiring decisions, not only through foregrounding the statements, but also by asking all interviewees to give a short presentation on contributions to diversity, equity, and inclusion. Finally, for faculty to have more conversations about working to advance diversity, equity, and inclusion, catalyzed by the searches and inspired by the ideas that candidates put forward.

○ Measurable goals stated at our organization for achieving representation:
  - Achieving student diversity that is representative of the nation and state

○ Suggested additional goals for our organization:
  - The EPS and OS departments should develop stated goals for diversity among department members
  - Diversity among seminar speakers, in which we could use databases of diverse speakers where Earth scientists self-nominate to select seminar speakers
  - Demographic data that we would like to see collected/reported in the future include:
    - Where are grad students coming from vs. undergrad?
- Where are seminar speakers coming from and basic demographics?
- Should someone (faculty member) in every department have access to demographic information and student success with in the departments? This is under the jurisdiction of FERPA and the data might be difficult to access because of this (it is individual level data)
- Demographic data should be easier to access. Can collate for faculty / staff/ students. Other type of data relates to student success metrics which is high value because it provides more information about how to address problems.
- Field work: Barriers to access are widespread in field work related classes / requirements / situations. How is it in the EPS department?
- Department should develop specific goals for diversity: Questions are who sets the goals, who evaluates progress etc. How long does diversifying different levels of the department take (graduate, undergraduate, faculty etc.) Is outreach to primary / secondary education levels under the scope of this deliverable?
- Graduate Admissions:
  - Can we prioritize diversity more in our graduate admissions process? Can we make the admission process more holistic because the traditional ways faculty might evaluate candidates is biased. There are processes for making graduate admissions more holistic - we could implement these in both departments.
  - May be important to update graduate admissions criteria/requirements, and have faculty understand the “error” associated with their evaluations of different candidates. The prompts used on graduate applications and the reference letters could be updated to include questions that address qualities that aren’t highlighted in traditional admissions processes.
  - What about the process before the potential student applies - in the faculty member response time and content. The pre-screening process has an impact and these things could be highlighted to make faculty aware of the biases so they are able to take them into account.
  - What about the emphasis on “fit” with a lab (ie is this person someone the already hired grads or faculty member would want to spend time with). These things can be exclusionary.
Another point is the barrier to communication with potential faculty - the communication process can be intimidating and terrifying. A template for a letter of introduction is valuable, but also support and mentorship to encourage undergrads to contact potential faculty.

- **Policy or proposed policy for collecting demographic data at your organization:**
  - [Link to student data](#)
  - Proposed Policy for Collecting, Reporting and Tracking data:
    - Need to develop coherent policy for how demographic data is used within departments.
    - The EPS and OS departments should develop stated goals for diversity
      - Diversity among department members
      - Diversity among seminar speakers (use databases of diverse speakers where Earth scientists self-nominate)
    - Demographic data that we would like to see collected/reported in the future
      - Data on nonbinary gender, mixed race options & intersectional identities; disentangle international from other demographic groups
      - Geographic information on where grad students are coming from vs. undergrad
      - Information on geography and type of institution seminar speakers are coming from and basic demographics
      - Demographic data on medical and hardship leaves
      - Demographic data on TA versus GSR appointments and funding

- **What did you learn about other organizations (or in general) while investigating demographic data?**
  - [https://diversity.ldeo.columbia.edu/seminardiversity](https://diversity.ldeo.columbia.edu/seminardiversity) - Increase diversity in seminars
  - [https://www.nature.com/articles/d41586-019-03784-x](https://www.nature.com/articles/d41586-019-03784-x) - No all-male panels
  - University of California System:
    - [https://www.universityofcalifornia.edu/infocenter/fall-enrollment-glance](https://www.universityofcalifornia.edu/infocenter/fall-enrollment-glance)
    - [https://www.universityofcalifornia.edu/sites/default/files/thefacts_diversity_0313.pdf](https://www.universityofcalifornia.edu/sites/default/files/thefacts_diversity_0313.pdf)
      - UC-wide graduate students are 40% white, similar to the UCSC graduate student population as a whole. Earth & Planetary Sciences and Ocean Sciences graduate students are over 60% white.
- CSU system equity gaps dashboard: https://csusuccess.dashboards.calstate.edu/public/student-diversity/achievement-gaps-gpa
- San Jose State University Meteorology: https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/who-are-my-students
- San Jose State University Marine Sciences (Moss Landing Marine Labs): https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/who-are-my-students
- San Jose State University Geology: https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/who-are-my-students
  - Compared to SJSU, earth and ocean sciences at UCSC are relatively better