



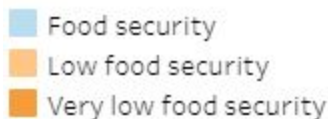
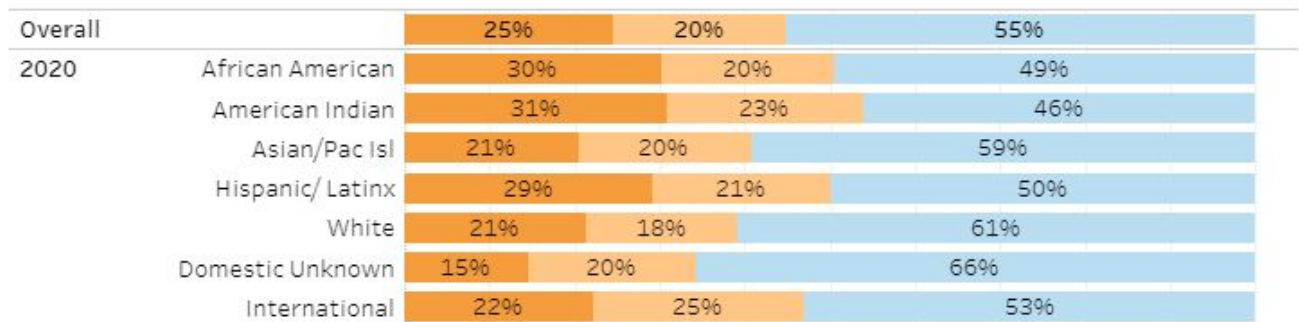
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URGE Demographic Data (v1) prepared by University of California Grad Urge Pod #1

This is what was found by Grad Pod 1 at UCR 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:**
 - [Link](#) - UCR: Institutional Research, Demographic information to the department level
 - Graduate Students: Ethnicity, Binary Gender
 - Undergraduate Students: Ethnicity, Binary Gender, First Gen Status, Low Income, Pell Recipient
 - Provides link to Data Dictionary PDF on bottom of page → definitions and methodology explanation
 - [Link](#) - University of California Accountability Report 2020, Chapter 7: Diversity
 - Focuses on undergraduates: ethnicity and binary gender
 - Compares undergraduates to graduate to faculty demographics
 - Reports differences in how students feel on UC campuses as a whole by demographic information
 - race/ethnicity, religion, LGBTQ, political beliefs
 - [Link](#) - University of California Information Center
 - Break down of demographic data and trends for populations (students and employees) on UC campuses
 - Food insecurity by demographic for UC-Riverside (all students):

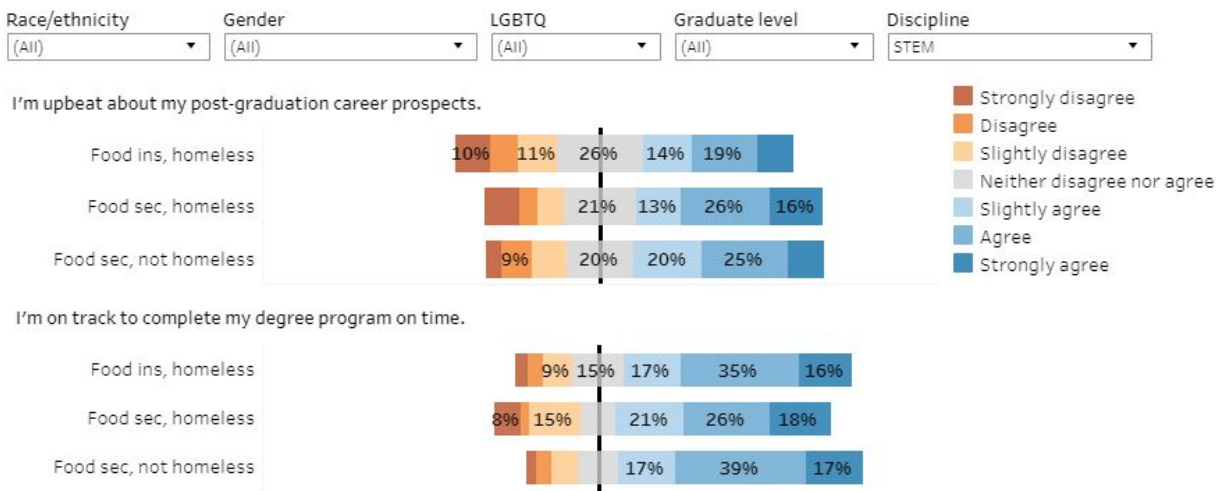


URGEO

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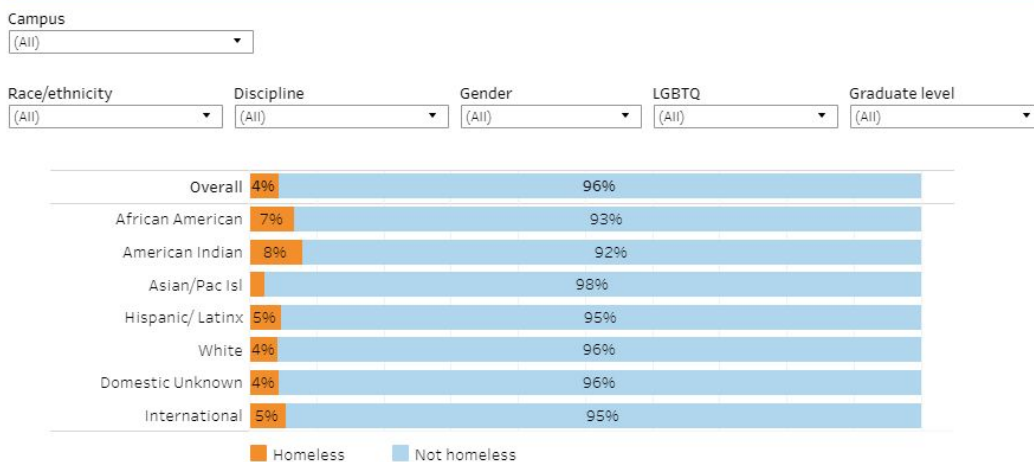
Food insecurity and housing situation correlates strongly with ability/confidence to succeed both during degree and postgraduation:

Graduate student basic needs and completion--2016 Graduate Student Well-Being Survey*



- Homlessness rates for grad students by race/ethnicity:

Graduate students -- 2016 Graduate Student Well-Being Survey*



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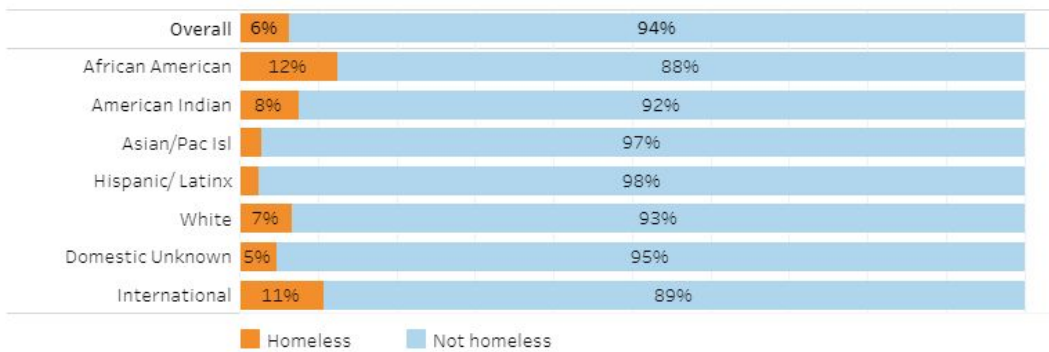
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Also generalized increase in homelessness rate for LGBTQ students across most demographics

Graduate students -- 2016 Graduate Student Well-Being Survey*

Campus: (All)

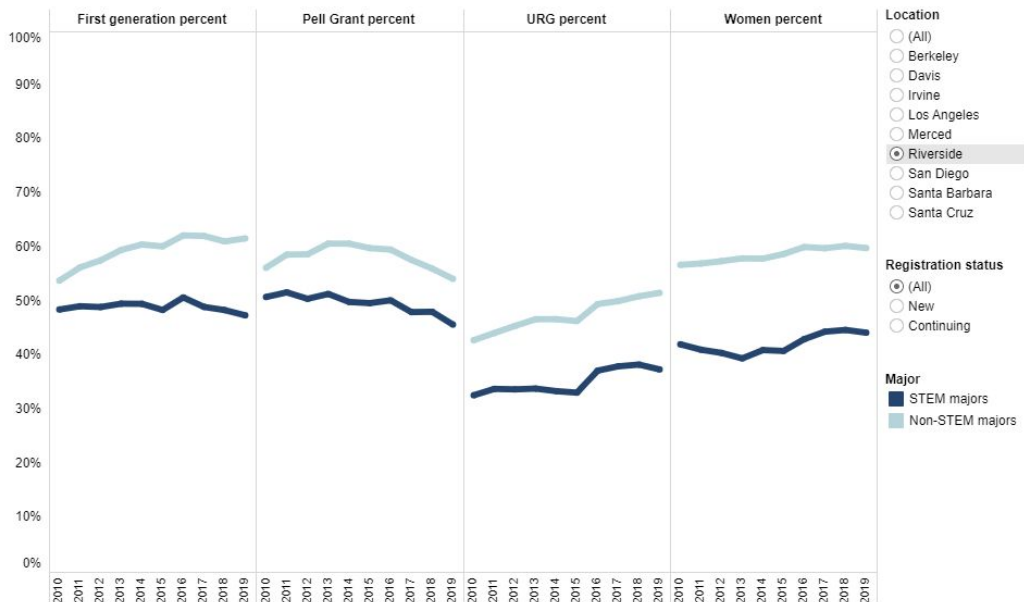
Race/ethnicity: (All) Discipline: (All) Gender: (All) LGBTQ: LGBTQ Graduate level: (All)



- UCR undergraduate enrollment in STEM/non-STEM by selected demography

Undergraduate diversity over time

The percent of UC undergraduates who are from underrepresented groups (African American, American Indian, and Hispanic/Latinx) continues to grow in both STEM and non-STEM fields of study.





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This data page is also very helpful when looking at program-specific degree conferral by demographics: <https://www.universityofcalifornia.edu/infocenter/degrees-awarded-data>

- No data on these following topics, recommend that our respective departments do this:
 - Analysis of past invited speaker demographics
 - Hiring demographic
 - Longitudinal data on student retention by demographic for each department to gauge enrollment and retention
 - Analyses of correlation between faculty demographics and student retention/graduation for URGs
- **How does your organization compare to others, or to the field as a whole?**
 - AGI - “Diversity in the Geosciences – a Look at the Data and the Actions of the Community”-<https://www.americangeosciences.org/webinars/diversity-geosciences-look-data-and-actions-community>
 - American Geophysical Union site: <https://www.agu.org/Learn-About-AGU/About-AGU/Diversity-and-Inclusion>
 - Link on demographic data:
 - Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - <https://eartharxiv.org/repository/view/2060/>
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
 - [Link](#): The Department of Environmental Sciences is committed to creating an environment of mutual respect by welcoming participation of students, staff, and faculty from all groups regardless of race, culture, age, ethnicity, gender identity or expression, national origin, citizenship status, language, physical or mental difference, religion, sex, sexual orientation, socio-economic status, subculture, geographic region, and more. To serve all parts of the community equitably, this commitment is critical to sustaining the social fabric of our department, UCR, and the State of California. We, therefore, pledge to work towards equitable treatment and accessibility in our policies and procedures. We recognize that historically marginalized groups are underrepresented within the sciences, and we



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commit to move towards remedying underrepresentation within our teaching, training, hiring, and outreach. This is particularly relevant for environmental sciences, as our field often reveals structural inequities in environmental impacts related to human activities, such as communities experiencing a higher burden of pollution. Moreover, we recognize that 1) the diversity of California's population has been, and continues to be, the source of innovative ideas and creative accomplishments throughout the state's history, and that 2) the University of California was built on the mandate of making higher education available to all. We promise to fulfill that mandate to the best of our abilities through our Department's words, actions, and policies.

- Are there measurable goals stated at your organization for achieving representation?
 - No measurable goals from statement above or action plan of how to increase DEI in the Environmental Sciences Dept. DEI committee in our department has been active and asked for feedback from students. However, a list of needs and concerns was compiled during the summer of 2020 and feasible goals were identified.
 - For example: "We will ensure at least 3 of our board members are from underrepresented/underserved groups."
- Suggested additional goals for your organization:
 - Add plan of action to the list of needs and concerns **while engaging with departmental leadership and CNAS administration.**
 - Develop goals for plan of action for later draft and work with DEI committee to finalize these
- **Policy or proposed policy for collecting demographic data at your organization:**
 - The University of California does a great job at compiling data on undergraduate and graduate student demographics, however that data is possibly not looked at by leadership in individual departments. A proposed plan is for DEI committees and chairs work together to identify gaps and goals for student retention.
 - Looking at the historic data, students of color have been few in both ENSC and GEO. Numbers have increased possibly due to recent hires? How does recent hire demographics influence enrollment of students of color? Are resources available within the department for students that are first generation grad students?
 - [Link](#) - How data are collected, reported, tracked, and utilized in decision making.
 - OR proposed policy for collecting, reporting, tracking and utilizing demographic data.



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- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - <https://diversity.ideo.columbia.edu/seminardiversity> - Increase diversity in seminars
 - <https://www.nature.com/articles/d41586-019-03784-x> - No all-male panels
 - <http://www.ohrc.on.ca/en/policy-and-guidelines-racism-and-racial-discrimination/part-3-%E2%80%93-guidelines-implementation-monitoring-and-combating-racism-and-racial-discrimination> - more information on collection of demographic data in Canada.