

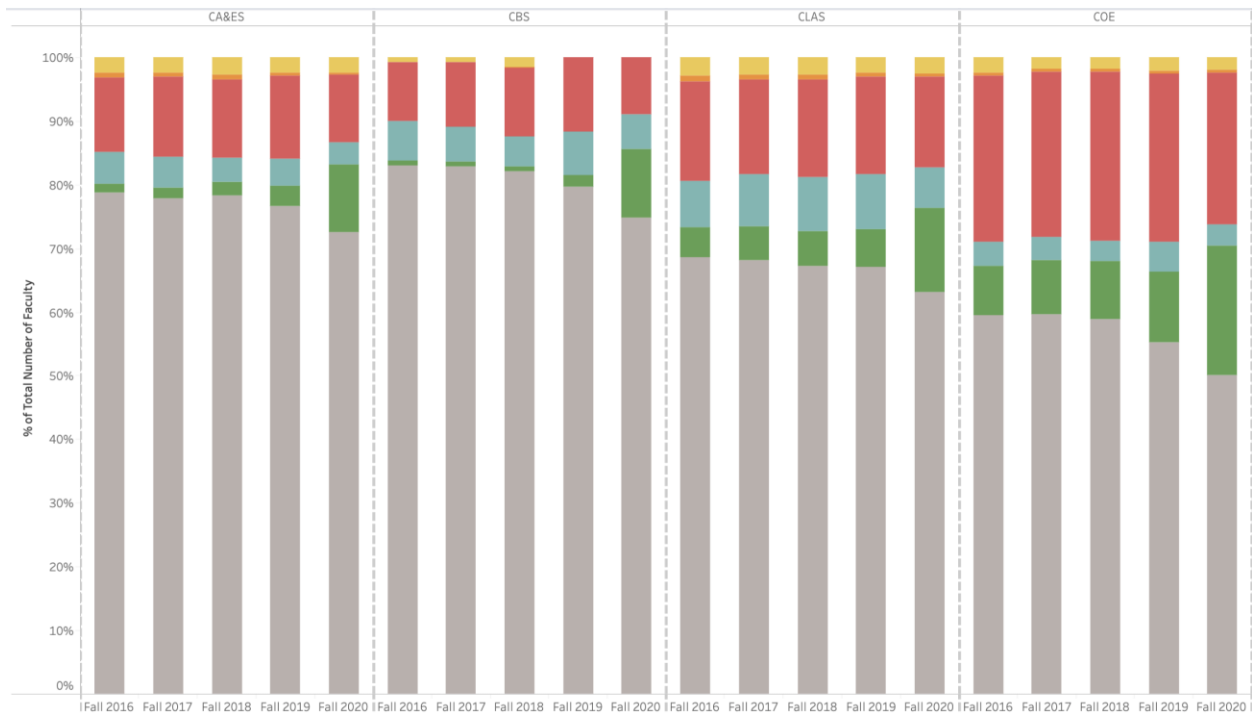
Plant & Environmental Informatics Lab (and friends!) Demographic Data

Our pod investigated demographic data at the University of California, Davis for different groups, including faculty, undergraduate and graduate students. We were able to find a fair amount of demographic data at broader levels (e.g. by college within the university) but not at finer levels like within graduate groups. We suspect part of that is how individual graduate groups choose to collect and report data about their students, and possibly due to privacy concerns within graduate groups. There are individual departments including the Department of Plant Sciences and the Department of Earth & Planetary Sciences that are working on collecting demographic information about undergraduate and graduate students in order to increase recruitment and retention of underrepresented students in those departments. It was a bit difficult to find the exact data we were looking for, but once we found it, it was fairly easy to use.

UC Davis Faculty Demographic Data

For an overview of the faculty and staff demographics, please see <https://diversity.ucdavis.edu/data>. There are sections for both Faculty and Staff.

For further information, under the “Faculty & Staff” section in <https://aggiedata.ucdavis.edu/#fac>, there is a breakdown of the ethnicity groups of full-time academic staff at the college level since 2016 (see image below). Data is not available at the School level. Further, while there is a breakdown of “Employee Categories”, this only simply breaks down academic vs non-academic staff and the subsections within that. There is no information on the demographics of non-academic staff.



Grey = White, Green = Unknown/Other, Blue = Hispanic/Latino, Red = Asian/Pacific Islander, Orange = American Indian, Yellow = African American/Black

Instructional Faculty

Information on instructional faculty demographics is also not clear. We collected information from “[Common Data Set 2018-2019](#)” accessed through [Aggie Data](#). There is a slight breakdown of very broad categories (see below). For example, men, women, minority groups, and nonresident aliens.

Definitions:

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

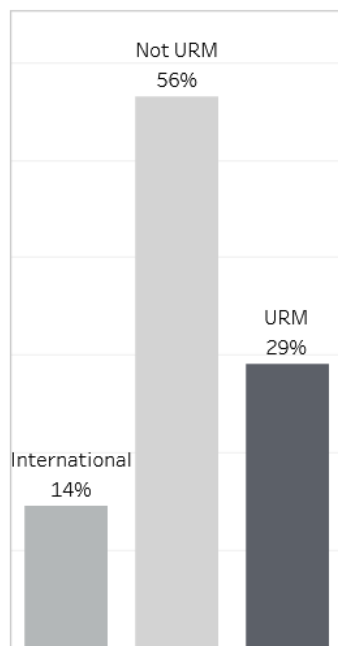
Minority faculty: includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as “first professional,” including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-Time	Part-Time	Total
a) Total number of instructional faculty	1,562	582	2,144
b) Total number who are members of minority groups	409	124	533
c) Total number who are women	609	251	860
d) Total number who are men	953	331	1,284
e) Total number who are nonresident aliens (international)	84	7	91
f) Total number with doctorate, or other terminal degree	1,476	504	1,980
g) Total number whose highest degree is a master's but not a terminal master's	63	43	106
h) Total number whose highest degree is a bachelor's	20	29	49
i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	3	6	9
j) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	35	31	66

UG % of Under-Represented Minorities (URM)



UC Davis Student Demographic Data

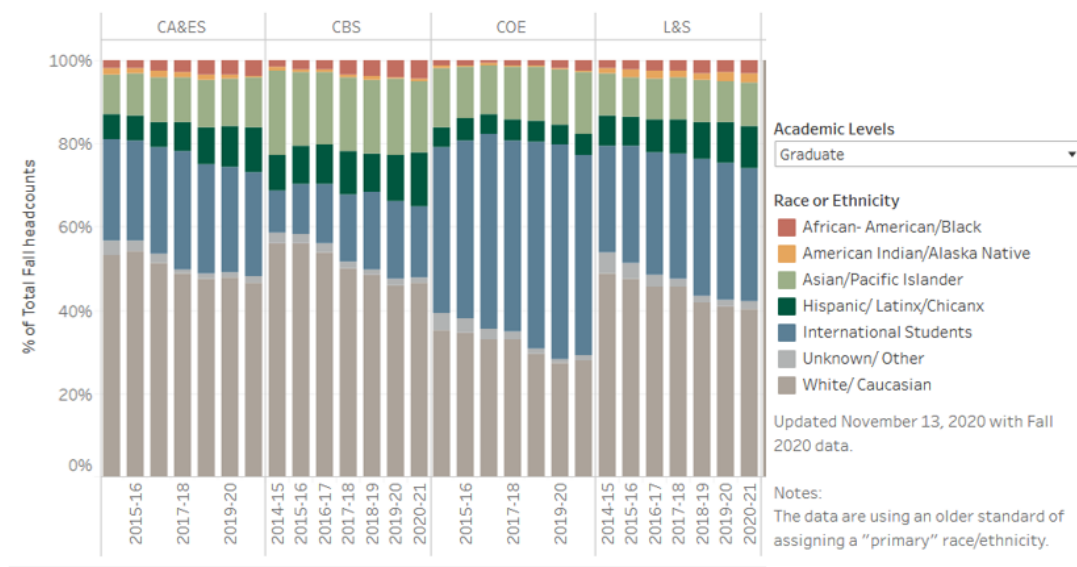
<https://www.collegefactual.com/colleges/university-of-california-davis/student-life/diversity/>
<https://diversity.ucdavis.edu/data>

The link <https://aggiedata.ucdavis.edu/> provides demographic data about students. In the fall of 2020 there were 31,162 undergraduates and 4,804 graduate students at UC Davis (this does not include the Health Sciences Programs or Professional Schools). The break down of UG students in underrepresented minorities for all UCD is shown on the left. In STEM specifically there were 17,209 undergraduate students and of those, 4,482 self-identified as underrepresented minorities. Additionally, 2,426 were international students which may or may not include underrepresented minority groups.

A chart showing graduate student ethnic diversity over the past several years was available as well. The acronyms at the top of the chart are for the different colleges, CA&ES is College of Agriculture & Environmental Sciences, CBS is College of Biological Sciences, COE is College of Engineering, L&S is College of Letters and Sciences.

UC Davis Graduate Student Ethnic Diversity

Fall headcounts, % of total



Our student body at both undergraduate and graduate levels is more diverse than our faculty. We need more diverse faculty, and it would be important to look at where that diversity is found within the university if we want to promote more equity in the sciences.

UC Davis DEI goals and objectives

<https://diversity.sf.ucdavis.edu/about/strategic-plan/goals-and-objectives>

- Goal 1. **Identify, attract, retain and graduate a diverse student body.**
- Focus on identification, preparation and pipeline activities early in future students' development/schooling and involve community and support networks such as family, K–12 teachers, counselors and schools, community organizations and community colleges.
 - Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented and underserved student populations.
 - Invest in each student's success, sense of belonging, and cultural competency.
- Goal 2. **Identify, attract and retain a diverse faculty and staff.**
- Broaden the diversity of faculty and staff by cultivating a diverse pipeline and ensuring that campus policies, departmental incentives, and funding models are aligned to make aggressive progress on hiring goals.
 - Hold every division, college, school, and department accountable for bringing diversity and inclusion excellence into recruitment and hiring practices.
 - Ensure that people thrive—for compliance, retention, and improved climate.
- Goal 3. **Advance a climate that fosters inclusion excellence.**
- Engage, empower, inform, and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.
 - Evaluate current institutional barriers to inclusion.
 - Ensure safe campus environments, free from exclusion, intimidation, offensive, or violent conduct. Eliminate negative behavior related to power differentials. Reject normalizations of bias and sexual harm.
 - Sponsor communities of belonging.
- Goal 4. **Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities.**
- Embed cultural competency in all academic and training programs, administrative units/programs, and workplaces to support diversity and inclusion goals.
 - Return benefit to the communities that work with us.
 - Fulfill the promise of APM 210(d) by promoting and rewarding “contributions in all areas of ... achievement that promote equal opportunity and diversity ... including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research ... that highlights inequalities.”
- Goal 5. **Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities.**
- Establish a coordinated campus-wide effort to implement and report on the progress of this strategic vision.
 - Embed the structure and resources for diversity and inclusion in all administrative units and within the job responsibilities of those in key roles.

- c. Create a strategic plan with neighboring communities within a 30-mile radius on shared goals for diversity and inclusion.

Undergraduate level representation goal

UC Davis aims for student representation that reflects the diversity of California. With this, one of the key goals is to work towards designation as a *“Hispanic Serving Institution (HSI), where more than 25% of the student (undergraduate and/or graduate) population is Hispanic. In Fall 2016, UC Davis Hispanic undergraduate population was 21% (n. 6175)”*.