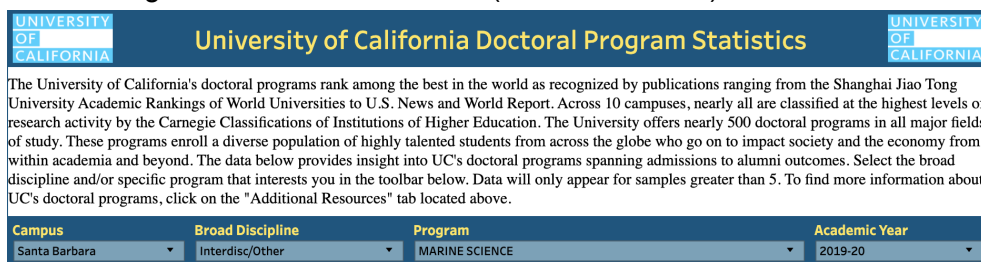


Reminder: Once you've reviewed/edited/commented, put your response on our [pod consensus tab!](#)

This is what was found by the Interdepartmental Graduate Program in Marine Science (IGPMS) at UC Santa Barbara regarding 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 UCSB are laid out below:**
 - **UCSB Graduate student demographic data:**
 - [UC Doctoral Program Statistics portal](#) has demographic information on our graduate students from 2014-2020 that has been publicly available since the launch of this portal.
 - To find our program select:
 - Campus=Santa Barbara,
 - Broad Discipline=Interdisc/Other
 - Program=**MARINE SCIENCE** (as shown below)



The University of California's doctoral programs rank among the best in the world as recognized by publications ranging from the Shanghai Jiao Tong University Academic Rankings of World Universities to U.S. News and World Report. Across 10 campuses, nearly all are classified at the highest levels of research activity by the Carnegie Classifications of Institutions of Higher Education. The University offers nearly 500 doctoral programs in all major fields of study. These programs enroll a diverse population of highly talented students from across the globe who go on to impact society and the economy from within academia and beyond. The data below provides insight into UC's doctoral programs spanning admissions to alumni outcomes. Select the broad discipline and/or specific program that interests you in the toolbar below. Data will only appear for samples greater than 5. To find more information about UC's doctoral programs, click on the "Additional Resources" tab located above.

Campus	Broad Discipline	Program	Academic Year
Santa Barbara	Interdisc/Other	MARINE SCIENCE	2019-20

- We have also linked to [a PDF of recent data here](#)
- Although our program is only at the graduate level, we found it useful to compare graduate demographics with the composition of our undergraduate student body and degree recipients. Data available [here](#).
- [IGPMS Graduate applications, admissions, and intentions to register 2012-2020](#)
 - We have compiled this data which has more information about the racial/ethnic diversity of our graduate student applications/admits. This data came from our UCSB Office of Graduate Studies and was not previously publicly available. We have aggregated across some racial/ethnic groups due to privacy concerns stemming from the small size and limited diversity of our program to date.
- [IGPMS student degree status and time to degree for students enrolling between 1997-2020](#)
 - We compiled this data from UCSB's Institutional Research and was not previously publicly available. We have aggregated across some racial/ethnic groups due to privacy concerns stemming from the small size of our program.
- IGPMS Faculty & Staff demographics
 - The UC workforce diversity portal has demographic data on faculty that is publicly available [here](#).

- This data is subsetted by discipline (not department or graduate program), and as we are an interdisciplinary program our specific faculty and staff population is likely not reliably reported in any one category.
 - However, a broad overview of our current demographic composition can be obtained from looking at our campus within the [Life Sciences](#) and [Physical Sciences](#).
 - Staff data on this same portal is available but has not been disaggregated by discipline. Our program staff numbers are so limited that we have not collected or made public this data due to privacy concerns.
 - We are working to obtain and make public demographic information specific to our program faculty, however, this has been delayed as our program, evidently, did not previously have a collated list of faculty names with employee IDs which is the information our Institution Research division needs to produce this summary.
 - Past IGPMS invited seminar speaker demographics: data not available.
 - While we have lists of past invited speakers, we have not previously asked speakers to self-identify, and we decided we should focus on future practices. This data was not collected previously simply because it has not been our institutional norm and because we have not yet made it a priority to incorporate this into the administrative side of hosting speakers.
- **How does your organization compare to others, or to the field as a whole?**
 - To provide a basis for comparison, we have summarized the data from AGI - [“Diversity in the Geosciences – a Look at the Data and the Actions of the Community”](#) in the bullet points below.
 - Workforce numbers:
 - Black geoscientists constitute ~1-5% of the workforce between 2005-2019
 - Sharp increase in Latinx geoscientists in the workforce to ~12% in 2019, up from 5-10% 2012-2019, and from 1-5% 2005-2012.
 - % of US Bachelor’s degrees conferred in geosciences (2017-2018)
 - 8% Latinx
 - 3% Black
 - <1% American Indian or Alaskan Native
 - Student Demographics comparison between the field and UCSB:
 - Applicants and admitted students to our program:
 - Our percentage of applicants and admitted students to our IGPMS program is comparable to that of rates of degrees conferred nationally in the geosciences.
 - However, we noted that applications from Latinx/Chicanx students are severely underrepresented when compared to our total UCSB undergraduate population.

- Notably, our admissions rate for URM students (14%) was lower than for White and Asian/Pacific Islander students (21 and 30%, respectively).
 - Our recruitment success for URM students was lower than for non-URM students. In the disaggregated data we noted that while Latinx/Chicanx students had a comparable recruitment rate to non-URM students, that of Black students was far lower.
 - Graduates of our program:
 - Since 1997, we have conferred only two PhDs to URM students (4% of total PhD degrees conferred). This is on par, though low, compared to the representation in the national workforce. Notably however, the time to degree was longer for URM compared to non-URM students.
 - According to institutional research, we have not graduated any Latinx/Chicanx students from our program in the time period from 1997 to present. This is severely below the national average, and very concerning for a designated Hispanic Serving Institution.
 - Our data also demonstrate a concerning problem with persistence of URM students after recruitment, though the dataset size remains limited due to our small program and limited diversity.
- Faculty and staff diversity comparison of UCSB to the field
 - As we were not able to get data specific to our program before completing this deliverable, we have based our analysis and discussion here on the broader disciplinary divisions at our institution.
 - Within the Life Sciences discipline at UCSB, we have not had any Black, Indigenous or domestic Hispanic or Latinx tenure-track faculty since 2014. Combined, domestic and international Hispanic/Latinx scientists have represented less than 4% of ladder faculty since 2014 (typically less than 2%).
 - Within Physical Sciences, there are also no Black tenure-track faculty, and less than 7% of faculty are Hispanic/Latinx or American Indian.
 - These numbers are a severe underrepresentation relative to the diversity of the overall Life Sciences and Geosciences graduates and workforce.
 - These numbers are also striking compared to the UCSB staff demographics, which are far more reflective of the local population and undergraduate student body (~30% Hispanic/Latinx, 3.5% Black/African/African American, 0.4% American Indian).
- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
 - The IGPMS community is committed to promoting diversity, equity and inclusion within the marine science community and at UCSB. We want to stress that everyone is welcome here and deserves to be here. As a community, we are working to identify and combat systemic and institutional anti-Black racism and the oppression of marginalized groups.

- Are there measurable goals stated at your organization for achieving representation?
 - Across the UC system there has been an initiative for [Advancing Faculty Diversity](#).
- New goals for our organization are set out below. We have also created “action items” related to our intentions towards achieving these goals.
 - **Goals:**
 - Increase the representation of Latinx/Chicanx, Black, and Indigenous students such that the diversity of our graduate applications are reflective of the UCSB undergraduate student body and the diversity of Californians.
 - Equitably fund underrepresented graduate students
 - Prioritize recruiting anti-racist faculty who reflect the diversity of our students and who will prioritize anti-racist policies and practices
 - Ensure that we invite and welcome to campus guest speakers who reflect the diversity of our students.
 - **Graduate admissions Action Items:**
 - Improve communication, mentoring, and facilitate recruitment events with prospective students and faculty with the goal of eliminating racial disparities in admission rates.
 - Develop and pilot a survey for admitted students to gather data about why they did or did not choose to enroll to assess our recruitment efforts.
 - Ensure student and faculty representation from our group at the annual Society for Advancement of Chicanxs and Native Americans in Science (SACNAS) meeting by funding travel grants where possible.
 - **Pathways to PhD Action Items:**
 - Prioritize funded or for-credit research opportunities for underrepresented students.
 - Specifically, pursue creating “independent research” credits specific to marine science (e.g. MARSCI 99/199, without a minimum GPA requirement), which would provide more equitable access for students to be eligible for \$350 in FRAP funding each quarter.
 - Develop a plan and seek funding for a collaborative “bridge to Ph.D.” program including post baccalaureate research and/or master’s program modeled off the Fisk-Vanderbilt Bridge program to create new pathways to our program for underrepresented students.
 - **Student support and funding Action Items:**
 - Identify funding inequities for graduate students (racial, gender, socioeconomic), by gathering data and monitoring through time .

This includes examining demographic data against quantifying the cumulative quarters of external fellowship, internal (UCSB central) fellowship, GSR grant support or TA. Specifically, identify the “TA-ship burden”, e.g. proportion of quarters spent TAing vs. GSR/fellowship with an exclusive research focus.

- Pursue discussions with UC administration to eliminate graduate student tuition to open up opportunities to expand the program size and diversity, and redirect more funds towards supporting and recruiting students from underrepresented groups.
- Nominate and support student candidacy for the new UCSB Racial Justice Fellowships each year. Pursue this ahead of time with conversations Grad Div about connections to marine science for this fellowship.
- Lobby UC administration and Graduate Division for a greater number of merit/diversity fellowships to support recruitment, and seek feedback regarding successful nomination letter practices.
- **Faculty Recruiting & Seminar Series Action Items:**
 - Ask invited speakers to complete a survey on race/ethnicity and gender identity, and make this data publicly available on the IGPMS website.
 - Ensure that the search for a new director of our Marine Science Institute prioritizes recruiting an anti-racist candidate who will make important contributions to diversity and provide new leadership that makes diversity, equity and inclusion a central mission.
 - Develop a repository of anti-racist best practices for faculty searches.
 - Advocate for faculty searches within our own departments that implement these best practices: including broad advertising, cluster hires, searching less specialized areas, a “first cut” of candidates based on anonymized contributions to diversity statements, detailed guidelines and rubrics for diversity contribution statements.
- **Proposed policy for collecting demographic data at your organization:** We propose to:
 - Maintain and share a current repository of the student and faculty data above, both internal (disaggregated, available to program participants) and publicly available (aggregated for privacy, posted on program website).
 - Leverage this data to:
 - Actively monitor to identify problems regarding to racial justice
 - Take action when we identify a problem based on this data
 - Support our requests for funding and policy change
 - Evaluate our efficacy and maintain our public accountability towards achieving our stated goals

- Commit ourselves to using this data for the purposes of creating a diverse, equitable, anti-racist organization.
- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - Reading the [linked](#) information, we learned how important it is to collect and responsibly maintain accurate and reliable data regarding racial demographics. According to Canadian standards, if this data has not been collected and a claim of discrimination is brought forward, the absence of this data precludes a credible defense. It enshrines a principle that makes no room for willful ignorance on the part of responsible organizations.
 - The resources provided suggested that many of the programs regarding seminar speaker diversity have focused on gender diversity. We were curious if this was accomplished by speakers self-identifying or via a post hoc analysis by the institution based on their assumptions.
 - We found our public facing institutional data to be more extensive than we anticipated, but far harder to navigate and less specific to our discipline than would be most helpful. In general, this process was a fair amount of initial work to compile the data we've released here by contacting different sections of our administration and creating new datasets specific to our group. Maintaining this database will require ongoing engagement, but we have taken important first steps by identifying where we can find this data on campus so we can make it public.