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URGE Demographic Data for UCLA/EPSS

This is what was found by the pod at UCLA Department of Earth Planetary and Space Sciences on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

### **General Demographic Data:**

**Faculty Demographic** data is presented by the Office of Diversity, Equity, and Inclusion (<https://equity.ucla.edu/data-hub/senate-faculty-diversity/>, Figure 1). As of Spring 2021, the total number of current, more than 50% time faculty is 27 with 70% male and 30% female. Twenty faculty are considered full professors, 85% of which are male. Only 5 faculty members are non-white (4 - Asian, 1 - Hispanic).

**Graduate Student Demographics** are provided by the Graduate Admissions department (Figure 2). The admissions process seems to favor Domestic Non-Underrepresented Minorities increasing their percentage in Admissions from Applications by over 10% for Fall of 2020 (averaged over the past 12 years by over 20%). International students are seemingly disadvantaged in the admissions process with over 10% less admits than there were applicants (if averaged over the past 12 years by over 20%).

It should be noted that international students are not separated by US minority status.

**Undergraduate Student Demographic** data for the department is currently unavailable. The demographics website is in the process of being updated. Will update with further information when available.

**Postdoctoral Student Demographic** data is unavailable.

**Non-academic Staff Demographics** are presented by the Office of Diversity, Equity, and Inclusion (link to [non-academic staff data](#)).

Lists of past invited speakers are located [here](#). However, no demographics data was collected on the invited speakers.

**Gender and Ethnicity breakdown of current EPSS Faculty**

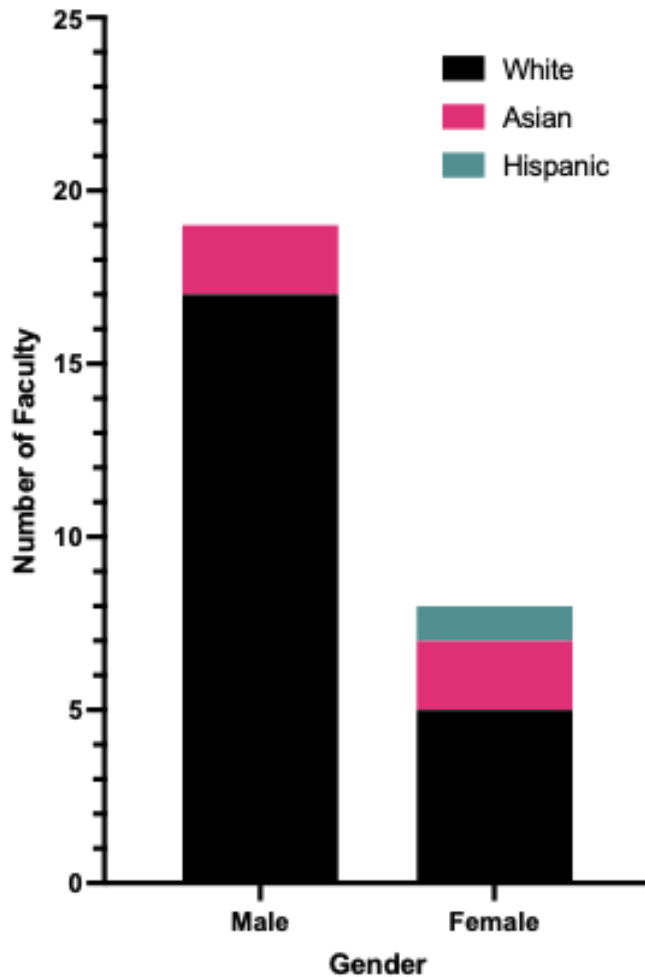


Figure 1: Demographics Data for Earth, Planetary, and Space Sciences separated by race and gender.

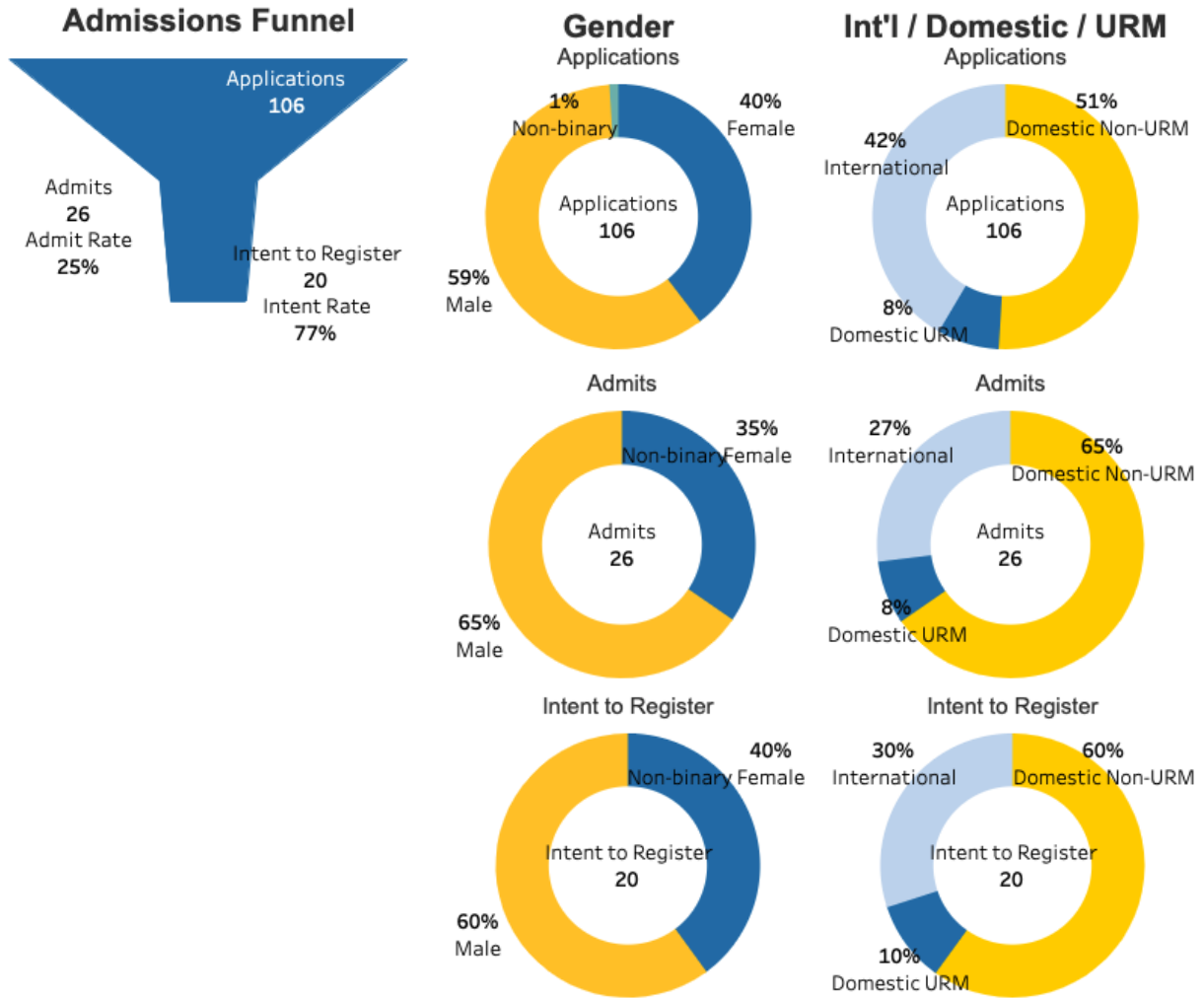


Figure 2: Admissions Demographics for EPSS Graduate Students.

## Comparing UCLA geosciences to others and the field as a whole:

**Faculty:** Information on the faculty level was found from the [UCLA Office of Equity, Diversity, and Inclusion \(EDI\)](#) datahub. Overall, we have found that overall, 65% of faculty at UCLA are male. In the physical sciences and EPSS, 83% and 73% of faculty are male, respectively. In EPSS, 87% of full professors are male, and the first female full faculty was hired in 2016 (stats last updated in 2019). Only 3 out of 9 female professors are full professors, whereas 20 out of 22 male professors are full professors.

As of 2019, 63.5% of faculty at UCLA are White, 20.0% are Asian/Asian American or Pacific Islander, 6.7% are Chicana(o)/Latina(o)/Hispanic, 4.6% are Black or African American, 0.7% are American Indian or Alaskan Native, 1.6% are Two or More Races, and 2.9% are unknown. Comparatively, 75.6% of faculty in UCLA EPSS are white, 13.1% are Asian/Asian American or Pacific Islander, 3.7% are Chicana(o)/Latina(o)/Hispanic, and 7.5% are unknown.

**Students:** On the student level, we have found that it is difficult to compare undergraduate and graduate statistics because the DEI and admissions department has not yet published demographic data based on race. It is also difficult to receive the data on a departmental level because of confidentiality issues stemming from the department having a small population of students. Additionally, we find that there is no departmental data for first generation students despite the fact that 8% of geoscience students are first generation. No information on postdoctoral students was found.

**Degrees awarded:** Data on degrees awarded can be found in this [link](#) with information on both UCLA and all UC schools dating back to 1999. The link included is interactive and allows the user to select data based on degree level, UC institution, race/ethnicity, gender, academic year, and term. Overall, more women were awarded bachelor's degrees on both a UC wide and UCLA level. However, more men were awarded masters and doctoral degrees for both a UC wide and UCLA level.

**Geosciences field:** According to a study by [Kermen et al. \(2021\)](#), membership data collected by the American Association of Petroleum Geologists (AAPG), American Geophysical Union (AGU), and the Geological Society of America (GSA) show continued evidence of gender inequity in professional geological sciences, particularly in the AAPG. They find that women membership for the AAPG hovered between 19-21% since 2014, around 30% for [AGU membership](#), and about 33% for GSA membership. Data from the National Science Foundation (NSF) and American Geosciences Institute ([AGI](#)) indicate that the percentage of women with geosciences degrees decreased from 17% to 11% between the years 2010 and 2017.

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

We found that our chancellor has a [general statement](#) on diversity, including why it should be an integral value of the University's aspirations. Here is a sample quote from the statement:

“The University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity.”

Furthermore, the College of Physical Sciences has a statement in support of diversity as well as a concrete [strategic plan](#) on how they plan to increase representation. An example of this is by requiring staff to conduct implicit bias training before they begin working for the University.

**Although we could not find publicly stated goals from our department, we suggest that one be uploaded to our website** which partially echoes that of the College of Physical Sciences but is also tailored to address unique issues faced by members of the Earth, Planetary, and Space Sciences community. An example of this would be requiring implicit bias training for staff specifically for fieldwork trips. Other suggestions include making the graduate admissions decision-making process more transparent to all students who apply to the department. Moreover, we encourage incentivizing both students and faculty to engage in outreach programs relating to science communication and community college recruitment. This can be achieved through any of the following:

- Having a minimum number of outreach hours that each graduate student/faculty member must attain throughout their academic year
- Advertising outreach programs on orientation days to new admits
- Rewarding impressive amounts of outreach for both students and faculty with monetary gifts from the department

To increase representation, we propose abolishing the standardized testing requirements (e.g. GRE and SAT) as well as lowering application fees since these are significant financial barriers for low-income applicants. Moreover, we ask the department to be more transparent during the admissions process by informing applicants of the steps the department takes

when evaluating their application (e.g. how many members are on the evaluation committee? how are members chosen to be on these committees?)

### **Policy or proposed policy for collecting demographic data at UCLA:**

Currently demographics data is collected for faculty and staff data from UCPATH and the (former) UCLA Personnel Payroll System (PPS). Demographics data for students is collected during admissions and upon graduating. They are reported on the UCLA Diversity, Equity and Inclusion website, as well as by the Graduate Admissions department.

According to the following page from the UCLA admissions website, California law prohibits universities from considering an applicant's race and/or gender in individual admission decisions:

<https://admission.ucla.edu/apply/freshman/freshman-requirements/application-review-process>

The page does go on to say that student diversity is "a compelling interest at UCLA". Consequently, a significant part of the review process is how likely the prospective student is to contribute to the intellectual and cultural vitality of the campus.

### **We propose the following changes to demographic collection policy:**

- Collect demographic information for students leaving (in addition to entering) and in what capacity did they leave (graduate with masters/PhD? what did they come in as?)
- Collect demographic data on postdoctoral students
- Collect demographic data on invited speakers (could be an optional survey before coming)
- Collect demographic data for international students (graduate and undergraduate)
- Collect sexual orientation data from faculty/staff

### **We propose the following changes to demographic reporting policy:**

- Report undergraduate student demographic data on the UCLA DEI website
- Separate the reporting of international student data by demographic

**We propose the following changes to demographic tracking policy:**

- Take optional annual surveys of continuing students' demographics to add to the demographic data from newly admitted students
- Incentivize taking these optional surveys by offering raffle-type rewards (e.g. Amazon gift cards)

**We propose the following changes to how demographic information is used in decision making:**

- Use the newly acquired data to measure trends of student retention rates among underrepresented demographic groups. This can help in evaluating the performance of the diversity, equity and inclusion programs.

**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

<https://www.nature.com/articles/d41586-020-01294-9> - Are women publishing less during the pandemic?

<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>