



## URGE Session 3 Deliverable: Deliverable - Demographic Data

The following deliverable contains demographic data, information about data accessibility, and stated demographic goals for Cornell University, reported by the Cornell Earth & Atmospheric Sciences (EAS) URGE pod. Some information was public; answers that were only found through follow up with contacts are noted.

### Data collection:

- We learned that the [Cornell Institutional Research and Planning](#) (IRP) has the institutional responsibility for collecting and distributing analytical data to enable institutional priorities. Cornell is legally required to report ethnicity to the federal government. The following is from correspondence with Marin Clarkberg, the Associate Vice Provost for Institutional Research and Planning: “in fact for some of [HR’s] reporting (I forget which) the feds also don’t allow race/ethnicity to go as “unknown”... Cornell has to assign that too! (I think the instructions are to make a best guess based on appearance.)”
- Another big survey that collected demographic information was done by [Belonging@Cornell](#), in 2019-2020. Belonging at Cornell is a framework designed to continue the progress towards making Cornell a more diverse and inclusive environment. However, Tony Caudill (Assistant Dean, Office of Human Resources) said: “The results from this survey are still being piloted in our College, and are not ready for broad distribution.” However, the data collected will be “broken down and analyzed by demographics (i.e. race/ethnicity, gender, disability status and other identities depending on population size and available data)”.

### Publicly available diversity/demographic information:

- [Cornell University Diversity Dashboard](#)
  - Information on current students, faculty, and staff
  - Gender and ethnicity statistics
  - College or department-specific data:
    - No specific data for EAS
    - Undergraduate and graduate student tabs contain breakdown for CALS and College of Engineering
    - No further breakdown is presented for faculty and staff (including postdocs)
- [Employee Survey](#)
  - Collected in 2011 and 2016
  - Demographic data collected, but it is not linked to any of the survey questions

- [University Fact Sheet: Faculty and Staff](#)
- [Faculty Survey](#)
  - Collected in 2005, 2010, and 2016
  - Demographic data collected, and some of this info is compared to survey responses
- [Cornell PhD Program Statistics](#)
  - Information only for PhD: applicants, admittees, matriculation, retention
  - Gender, domestic / international, and U.S. URM/non-URM statistics
  - Department-specific data:
    - Geological Sciences
    - Atmospheric Science
- [Doctoral Experience Survey](#)
  - Cornell-wide experience survey, college-specific but no department-specific information
  - Categories such as program climate, campus climate, obstacles, professional development, etc.
  - Each category can be broken down further to see breakdown for, e.g., ethnicity, socioeconomic class, gender, etc.
- [Cornell Masters Program Statistics](#)
  - Theoretically the same information as above, but data is not loading
- [Undergraduate class of 2023 statistics](#)
  - More specific undergrad data - Flavio has asked Carl
- [Cornell Pulse Survey](#)
  - Undergraduate experience survey, with ethnicity information collected

### **Seminars:**

- Cornell Atkinson Climate Change Seminar
  - <http://www.atkinson.cornell.edu/events/ClimateChangeSem.php>
  - Speakers since 2016 are listed, but demographic information is not explicitly collected
- Cornell ANDES (ANother Discussion in Earth ScienceS) Seminar
  - No demographic information is requested from the speakers nor is a specific record kept.
  - There are two demographic characteristics that are considered in scheduling to ensure equitable and diverse participation and which could be deduced from our records of previous terms' speakers: academic position (with preference towards students) and gender.
- Cornell EAS Seminar series
  - No demographic data is collected explicitly, but past speakers are listed in the [event calendar](#).

## Goals on demographics or increasing representation / Policy or proposed policy for collecting demographic data

- [Staff Diversity and Inclusion Strategic Plan](#)
  - Cornell-wide, from the Division of Human Resources, Department of Inclusion and Workforce Diversity
  - Plan for FY18-FY22
  - Specific diversity goal (Goal #1):
    - Meet at least 25% of the placement goals for minorities in the administrative affirmative action plan
  - Proposed action plan to address Goal #1
    - Proactively recruit and outreach to local/regional community
    - Develop structured interview process to reduce unconscious bias
    - Coordinate recruiting and use of affirmative action waivers
    - Provide thoughtful and welcoming orientation and onboarding that highlights and supports diversity and inclusion
  - Specific inclusion goal (Goal #4):
    - Increase percentage of staff who agree or strongly agree that they feel like they belong at Cornell by at least 5 percentage points from 67.7% to at least 72.7%
    - Increase percentage of staff who agree or strongly agree they are treated fairly at Cornell without regard to race... by at least 3.4 percentage points from 81.6% to at least 85%
  - Proposed action plan to address Goal #4
    - Conduct foundational research and benchmarking to establish recommendations and practices to increase workplace belongingness
    - Review, integrate and implement actionable recommendations
    - Develop scales and pulsing to track and measure progress
- [CoE faculty hiring strategic plan](#)
  - For the college of engineering, for which half of EAS is a part of (other half is in CALS, the college of agriculture and life sciences)
  - States goal: the percentage of underrepresented minority faculty should increase from 7% to 10% by 2020
  - Includes the collection of demographic data such as URM and gender in both recruitment and the interview stage
- [CALS strategic plan](#)
  - Pertains to several tiers (undergrad, grad, faculty)
  - Vague language, only a few statements directly addressing URMs:
    - Develop and implement effective strategies for recruiting underrepresented minority graduate students to Cornell
    - We will develop research opportunities for under-represented and minority undergraduates.
- EAS department:

- The department faculty-level diversity committee (DEIAR) is currently developing a value framework where agreed-upon values (determined via surveys this semester) will drive policies and norms, actions of individuals, and allow for measurable assessments

**Unknown/unobtainable information [add specific statements about clarifying: Are data public? If not, who has access? If the data are kept private, what reason is given?]**

- EAS-specific data on demographics for undergraduate students, research staff, and faculty (see Cornell PhD Program Statistics below for information on graduate students): data is being collected, but apparently not in a centralized fashion and due to EAS students being affiliated with one of three colleges, identifying and accessing the data source has not been possible during this session, but will be pursued nonetheless
- EAS-specific demographic data for [awardees or recognitions](#): data is not being collected explicitly
- EAS-specific demographic data for leadership boards or committee membership
- EAS-specific demographic data for current and past presidents or department chairs
- EAS-specific demographic data for admissions (admission pool, accepted pool): only accessible to faculty and admin

**Comparison to similar organizations:**

- Cornell EAS has faculty, students, and resources in three colleges, the two primary ones being College of Agriculture and Life Science (CALS) and College of Engineering (CoE), offering an opportunity to compare the two.
- CoE and CALS face similar challenges as other STEM-oriented colleges with regards to diversity, equity and inclusion: not having a body of students, faculty, and staff representative of the general population, specifically minorities.
- Concrete diversity goals formulated in CoE strategic plans (see above) apparently led to quantifiable progress and reaching some of the goals in recent years, which was again reported in the latest strategic plan. Although similar efforts to increase diversity are ongoing in CALS, the lack of concrete diversity goals in CALS strategic plans (see above) makes it more challenging to measure success for this college.
- This comparison offers a glimpse into how neighboring colleges might be perceived differently from the outside with regards to their dedication to increase DEI.

**Discussion points and proposed changes:**

- Significant amounts of data are available in various dashboards at the university level, but lack of departmental granularity and temporal comprehensiveness make it difficult for a group of Cornell students and even faculty to easily track progress and measure success.
- We believe that more data is available than we were not able to access (or clarify access restrictions for) in the time we had, and we intend to achieve a more complete assessment by the end of the spring semester 2021.

- Easier access to department level data and generally more efforts to collect and collate longer and more standardized data records would be desirable.
- We acknowledge that, like many departments, our small size makes it difficult to maintain anonymity when collecting demographic information. However, we suggest that it is important to collect the data, even if access to the data is restricted.