URGE Demographic Data for Albion College

This is what was found by MEGA URGE Pod - Albion Sub-pod at Albion College 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:**
  - Albion College Demographics
    - Student demographics: Common Data Set (CDS) Excel file: https://www.albion.edu/academics/registrar/institutional-data. In addition, just this week the College provided all departments with demographic data for students over the last 5 years. This is not available publicly as far as we know.
    - Faculty demographics: Faculty Characteristics Excel file: https://www.albion.edu/academics/registrar/institutional-data
    - Staff demographics: **not available**
  - Analysis of past invited speaker demographics (Department): **not collected**
  - If data are not available, what is the reason for not making it public?
    - Our Human Resources office did not respond to our request for data on staff demographics.
  - If data are not collected, what is the reason?
    - Past invited speakers: As a small department, we have very few invited speakers each year. We can (and will) compile demographic data for invited speakers over the last few years, and will collect data for all future invited speakers.

- **How does your organization compare to others, or to the field as a whole?**
  - Under-represented student populations:
    - We have data on graduates for the last five years (2015-2016 through 2019-2020). Out of a total of 57 degrees conferred by our department (majors and minors -- students receiving both a major and minor from our department are counted twice) during that time, 7 were to students

belonging to under-represented groups (here defined as Asian, Black/African American, Hispanic, Multi-racial, Native American, or Pacific Islander), or about 12.2%. Over the same time period, Albion College conferred 353 out of 2,558 degrees to students belonging to under-represented groups (about 13.8%).

- Of 46 current students majoring, minoring, and/or concentrating in programs offered by our department, approximately 24% identify as belonging to an under-represented group.
- We interpret the numbers above to reflect recent efforts that we have made to respond to the changing demographics of our institution over the last 5 or so years. We are pleased that the proportion of students belonging to under-represented groups in our program has risen relative to our recent cohorts of graduates, but recognize that we still lag behind the overall College proportion of students belonging to under-represented groups (~35%).
  - ○ Gender equity and diversity:
    - We have data on graduates for the last five years (2015-2016 through 2019-2020). Out of a total of 57 degrees conferred by our department (majors and minors -- students receiving both a major and minor from our department are counted twice) during that time, about 44% were to students who identify as female. Overall, about 55% of the degrees conferred by Albion College during that time went to females.
    - Of 46 current students majoring, minoring, and/or concentrating in programs offered by our department, approximately 70% identify as female. This is approximately consistent with trends in earth science Ph.D.s (Bernard & Cooperdock, 2018).
    - Of the 5 tenure-track faculty lines in our department, 2 are held by individuals that identify as LGBTQIA+.

- **Public goals on demographics or increasing representation:**
  - ○ Are there general goals stated at your organization for achieving representation?
    - "Albion is dedicated to the highest quality in undergraduate education and committed to diversity as a core institutional value. The College is an Equal Opportunity Employer and is especially interested in candidates who will contribute to a campus climate that supports equality and diversity." (https://www.albion.edu/about-albion/administration/finance-and-administration/offices-and-programs/human-resources/employment-opportunities)

- For faculty hires: There are no stated goals, but the faculty and administration are currently working together to create policies that increase the involvement of the Faculty Committee on Diversity reviewing requests for faculty positions, job ads, and candidate materials. That committee has developed rubrics for each of those elements. Currently, all job ads request a DEI statement ("Please include a statement explaining how you foster diversity, equity, and inclusion in your classroom and on campus through your teaching, research and/or service."). The College has also recently joined the Consortium for Faculty Diversity. Departments are being asked to look at the CFD database and hire a diverse teaching post-doc for positions that might be converted to tenure-track. Departments are also being asked to justify short-lists with consideration of DEI.
  - Are there measurable goals stated at your organization for achieving representation?
    - No.

- **Policy or proposed policy for collecting demographic data at your organization:**
  - We contacted our Registrar, who currently doubles as the coordinator for institutional data, but did not receive a response about the existence of a policy.

- **What did you learn about other organizations (or in general) while investigating demographic data?**
  - It is clear to us that while Albion College is actively working to improve our collection and dissemination of demographic data, public accessibility remains an issue. In addition, policies about how demographic data will be used are either in development or planning stages, or do not exist. We were impressed by how forward many other institutions are about publicly sharing their demographic data via dashboards, etc.
  - Perhaps more than many geoscience department, we do feel that we have an opportunity, by virtue of recent demographic changes at Albion that have seen the proportion of students belonging to under-represented group significantly increase, to work on strategies that will attract such students to our field, help us retain them, and prepare them for future success. The students are here -- it is incumbent upon us to do the rest. On that point, we are cautiously optimistic about the trend we are seeing of an increasing number of under-represented students who are declaring in one of our programs. Supporting their persistence is now paramount.

URGE Demographic Data for Purdue EAPS

This is what was found by MEGA pod at Purdue EAPS 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 - Organization, Company, University Current Staff/Student Demographics
    - https://www.purdue.edu/datadigest/
    - Different people have different levels of access
    - https://docs.google.com/document/d/1e3XIwTgBAJDSA3EMzA9HedEaeZV7jjRr/edit
  - Link - Analysis of past invited speaker demographics
    - The EAPS seminar committee has started collecting URM speaker data since it was added to in the speaker suggestion form this past summer. This collected data then gets propagated into our final speaker list (and is available to anyone that asks for it). The committee's goals as outlined this summer were to prioritize diverse speakers (ensuring as much balance as possible from the suggested speaker submissions), as well as create balance between the dept sections and try not to book a single professor as host more than once. Mind you this past year has been odd in that we've rescheduled a lot of talks from Spring 2020 because of the Covid shutdown and/or people initially not wanting to present virtually in Fall 2020. Another thing we have started hosting one non-science DEI or 'training' like talk each semester. The way the committee does the selection is that each committee member gets to vote on which speakers they would like to see and they have to take into account their subdiscipline, diversity in terms of whether they are an underrepresented minority and stage of academic career, and the position of the host and if they have hosted speakers recently or not. After this selection process and going through who was available, we ended up with ~6/14 speakers whose hosts listed them as part of an underrepresented minority.

- ○ If data are not available, what is the reason for not making it public?
  - ■ Not all data are made accessible to all community members (e.g., faculty can view student demo data but not other faculty demo data)
  - ■ Unclear what the reasoning is for this. We can request the data itself, but are not allowed to have access raw data
- ○ If data are not collected, what is the reason?
  - ■ N/A

- **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
  - ○ 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?
    - ■ For example: "We strive to reach a diverse applicant pool."
    - ■ We are developing a strategic plan for our department which includes these statements as part of a DEIA pillar. "Representative of the community that purdue serves as a land-grant institution"
  - ○ Are there measurable goals stated at your organization for achieving representation?
    - ■ For example: "We will ensure at least 3 of our board members are from underrepresented/underserved groups."
    - ■ Currently drafting a strategic plan which includes measurable goals for hiring and for target demographics at the student and faculty level:
    - ■ 20% underrepresented groups target for faculty overall
    - ■ 50% women and other underrepresented genders target for faculty overall, as well as all new faculty hires, and striving to propagate up through the faculty ranks over the next ~10 years
    - ■ Two targeted hires for faculty of underrepresented groups
    - ■ Ensure promotion and retention of these groups
  - ○ Suggested additional goals for your organization:
    - ■ Goal 1: To increase representation of our invited seminar speakers as well as host 1 DEI-related training/talk during seminar time (to ensure widespread department participation) each semester

- **Policy or proposed policy for collecting demographic data at your organization:**

- ○ Link - How data are collected, reported, tracked, and utilized in decision making.
    - ■ DEI committee tracks demographic data and makes publicly available to the department
    - ■ Update every year with the release of Purdue data digest updates
- ○ OR proposed policy for collecting, reporting, tracking and utilizing demographic data.

- **What did you learn about other organizations (or in general) while investigating demographic data?**
    - ○ https://diversity.ldeo.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.

IUPUI Deliverable - Demographic Data

This is what was found by MEGA URGE Pod - IUPUI Sub-pod at IUPUI on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

- What demographic data are collected at your institution? What do the numbers tell you?
    - Indiana University Purdue University Indianapolis (IUPUI) maintains a database containing 5–10 years of demographic data sortable by school and department, delineated by major, undergraduate/graduate/professional, faculty, etc. Data farther back than this can be obtained with the help of our office of Institutional Research and Decision support group, who were able to supply us with demographic student data back to 1994.
        - Link to data – **https://irds.iupui.edu/data-link/index.html**
    - IUPUI has also been compiling "Diversity Reports" since 2014. These are publicly available here: https://irds.iupui.edu/diversity/diversity-report.html
- Are data public? If not, who has access? If the data are kept private, what reason is given?
    - Data the past 5–10 years are publicly accessible, older data (back to 1994) is available by request.
- Are there stated and measurable goals for representation in your organization?
    - There are no measurable goals for representation that we could find. The Division of Diversity, Equity, and Inclusion's mission states the following:
        - Goal: Recruitment, academic achievement, persistence and graduation of a diverse student body.

            Objectives:
            - Ensure that the entire student population is at least proportionate to Indiana's in accord with the service mission of each academic unit; those units with statewide missions will have goals reflective

of the state whereas other units will have goals reflective of Central Indiana.

- Create an internationally diverse community by enrolling and graduating students from other nations, providing a variety of opportunities for IUPUI students to study abroad.

- Goal: Recruit, retain, advance, recognize, and promote a diverse faculty, staff and administration while creating a campus-wide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's identity as a university.

  Objectives:
  - Increase the diversity within the senior leadership.
  - Increase the diversity within the faculty and staff to become more reflective of the desired student population.
  - Provide a civil learning and working environment free from discrimination so that each member of the IUPUI community can reach his/her highest potential.
  - Establish high expectations for achievement and reward individuals for achieving these high expectations.
  - Enhance faculty and staff programs and activities that increase the sense of diversity.

- Trends over time in our demographics:
  - Graduate students:

Graduate & Professional Student Census Enrollment

Ethnicity
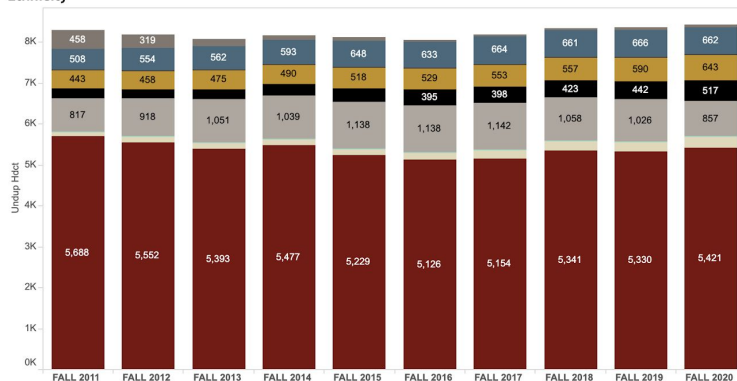
	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
African American	508 6.1%	554 6.8%	562 7.0%	593 7.3%	648 8.0%	633 7.9%	664 8.1%	661 7.9%	666 8.0%	662 7.9%
American Indian	18 0.2%	13 0.2%	8 0.1%	5 0.1%	7 0.1%	6 0.1%	6 0.1%	6 0.1%	4 0.0%	4 0.0%

  - Undergraduate students:

Ethnicity
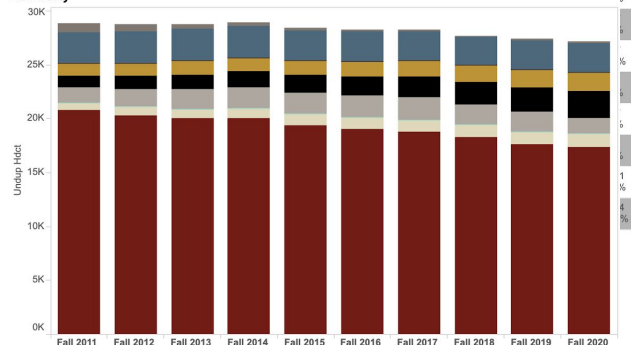
Selected Demographics
Unknown | Asian | Native Hawaiian/Pacific Isl...
African American | Hispanic/Latino | Two or More Races

o Faculty and some staff:

		Executive Administration						Tenured Tenure-Track Faculty & Librarians						Clinical/Lecturer/Visitor						Academic Other/Specialist, Emeritus Faculty..						Part-time Academic					
		2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020
Professor Tenured/Tenure-Track	Asian	3	4	4	4	4	3	60	59	66	68	74	72																		
	Black/African ..	2	1	1	2	2	2	10	14	14	15	12	14																		
	Hispanic/Lati..	1	1	2	3	1	1	10	9	8	7	14	15																		
	International							9	9	9	8	9	8																		
	Two or More ..	1						4	6	9	10	7	8													1					
	White	42	44	44	44	40	38	392	384	386	378	384	378													1	2	3	2	2	1
Associate Professor Tenured/Tenure-Track	Asian							83	93	91	95	102	104																		
	Black/African ..	1	1	1	2	2	2	21	19	17	18	19	19													1	1	1			
	Hispanic/Lati..					1	1	8	9	7	7	15	16																		
	International							4	5	6	5	5	4																		
	Two or More ..	1	1	1	1			8	10	7	9	4	5																		
	Unknown											1	1																		
	White	11	8	6	3	4	3	297	285	296	297	293	291														1	1	1	1	
Associate Professor Emeritus	Black/African ..																													1	
	White																									1		2		2	1
Assistant Professor Tenured/Tenure-Track	Asian							61	55	56	58	56	63																		1
	Black/African ..							21	18	20	24	20	24																		
	Hispanic/Lati..							8	6	6	7	19	17																		
	International							26	23	29	34	44	43																		