URGE Demographic Data for DAPS / NAU

This is demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data for Northern Arizona University (NAU) and the Department of Astronomy and Planetary Science (DAPS) at NAU found by [NAU Astronomy and Planetary Science URGE Pod](#).

- **The link(s) to demographic data at Northern Arizona University:**
  - [Link](#) - Northern Arizona University
    - [Link](#) - NAU employees
    - [Link](#) - NAU students
  - Link - DAPS
    - [Link](#) - Dept (DAPS & APMS) & NAU student demographics for last 10 yrs (does not break down ethnicities by academic level, so can't track retention this way as it's also hard to distinguish between graduate and undergraduate students and has a binary field for gender)
  - Analysis of past invited speaker demographics in DAPS
    - Do not have this currently for DAPS
  - If data are not available, what is the reason for not making it public?
    - Don't want to non-anonymize this very limited data for our department
    - We have discussed publicly displaying percentages as opposed to _ out of _ type of numbers
  - If data are not collected, what is the reason?

- **How does your organization compare to others, or to the field as a whole?**
  - Planetary Science Workforce (Division of Planetary Science) - https://dps.aas.org/sites/dps.aas.org/files/reports/2020/Results_from_the_2020_Survey_of_the_Planetary_Science_Workforce.pdf
  - American Astronomical Society - https://aas.org/sites/default/files/2019-10/AAS-Members-Workforce-Survey-final.pdf
  - American Geophysical Union - https://honors.agu.org/files/2018/09/2018-section-membership-by-gender-and-career-stage_Sept12.pdf (demographics are only broken down into two genders with no racial or ethic data)
  - 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."
  - [Link](#) & [Link](#) - Northern Arizona University

- ■ "Diversity Strategic Plan" focuses on 1) Accelerate toward a culturally competent community and accessible environment 2) Increase, support, retain and graduate underrepresented students 3) Increase, support, retain and advance underrepresented faculty, staff and administrators 4) Adopt accurate and reliable evaluation and assessment methods and metrics for all diversity and inclusion strategies and initiatives 5) Establish transparent and universal paths of communication and responsibility for diversity and inclusion
  - ○ [Link](#) - DAPS
    - ■ " The Department of Astronomy and Planetary Science (DAPS) strives to build a diverse and inclusive community at Northern Arizona University."

  - ○ *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."
  - ○ [Link](#) - Northern Arizona University
    - ■ Broad metrics are included
      - ● e.g. pg. 14 "Established Diversity Fellows Program," "Increase of courses including diversity-centered learning outcomes by 20%," "Determine % of students taking courses with diversity-centered learning outcomes," "Increase number of students engaging in diversity service"
      - ● e.g. pg. 15 "A 25% increase of faculty and staff engaged in the university diversity commissions or other Diversity and Inclusion Interventions," "100% of faculty and staff completing diversity and inclusion training," "25% of faculty and staff participating in diversity and inclusion workshops, symposiums, or speaker events"
      - ● e.g. pg. 16 "75% of courses with disability-related competencies and content," "90% of university publications and announcements that are accessible," "50% of universally designed buildings and environments"
      - ● e.g. pg. 17 "An increase of 25% of diverse applicants that enroll"
  - ○ DAPS
    - ■ We currently do not have this for DAPS
    - ■ We plan to mention this at one of our meetings with the department heads
  - ○ *Suggested additional goals for your organization:*
    - ■ Goal 1: We are currently working on this as we have not discussed this point collectively yet

- ● **Policy or proposed policy for collecting demographic data at your organization:**
  - ○ [Link](#) - How data are collected, reported, tracked, and utilized in decision making
  - ○ OR proposed policy for collecting, reporting, tracking and utilizing demographic data.

- ○ [Link](#) - Northern Arizona University (NAU through IPEDS, which is a standard demographic data system for a lot of educational institutions)
- ○ [Link](#) - DAPS
  - ■ This comes from IPEDS. We filtered it for our department, which is possible to do through this platform
  - ■ We plan to talk more with NAU's Equity and Access Office as well as the Enrollment Management Office to see how we can track retention as it directly shows if our marginalized faculty, staff, and students are staying in our program

- **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.
  - ○ We set up a meeting with a representative from NAU's Equity and Access Office. The meeting notes are depicted below. We learned a lot about demographic data specific to NAU, the state of AZ, and federal mandates.

Meeting with Lauren Copeland-Glen from NAU's Equity and Access Office:
- Want to be careful about collecting demographic data as a department
  - Can have negative consequences and be used in a discriminatory manner
- Can use IPEDS to also assess data across universities
  - Standard demographic tool
- For faculty and staff → "Survey of Earned Doctorates (SCD)"
  - When folks graduate with a PhD or other degree, people get this survey they fill out
  - Shows who is getting this degree
  - Can filter to look at specific fields
  - When we go out and recruit faculty, they're mostly new faculty / early career scientists
    - Can look at data to look at possible availability
    - Who might be out there to ask to apply or recruit
  - Can reference NAU or the department against this database
- How could we look at retention?
  - Could look at demographics from year to year, but that's hard
  - Would need to work with another department to obtain this information
    - Enrollment Management could help with this
    - We could talk to Margot Saltonstall in Enrollment Management about this (Margot Saltonstall. Associate Vice President, Enrollment Management, Margot. Saltonstall@nau.edu)

- Are rethinking how we should reframe and think about faculty diversity search committees
    - Have faculty who actually have gone through trainings and are willing to speak up about EDIA issues
- Can't actually legally collect data around disability or 2SLGBTQIA+ community
    - Why is this?
    - Disability community has experienced a lot of discrimination because people don't undersand what disability is
    - Can ask for it on the faculty / staff side, but not on the student side
    - Survey all of campus every 5 years to ask (Affirmative Action law is federal despite AZ laws inhibiting it)
    - Don't actually know why for 2SLGBTQIA+ community
        - Was a push to include more gender data for students, but not sure that process went
- Offer things that help everybody (like mentorship), but that will allow for access to more marginalized people succeed
    - This is more complicated cause mentors need to have training (can't just have people thrown into it)
    - Matching mentors and mentees with people from similar identities
    - Have someone check-in with both mentors and mentees
    - University of New Mexico → workshop / conference on mentorship
- Can we be explicit about retention of marginalized people in the department (advertised on the department website)?
    - It depends on how we phrase it
    - Can say "15% of our graduates identify as women"
    - 5 out of 15 is too identifying, but percentages are not and could be used
    - "We had 20% of our incoming PhD class identify as Native American"
    - UCLA had a pie chart, which was cool
    - Small program, you'd have to be creative about how to do that / make a pie chart
    - It's great for you to put underrepresented people in your recruitment, but there *definitely* needs to be support for them when they show up (retention)
- Can come to Lauren with accessibility-specific questions as well
    - University has a plan for creating a universal design plan for all of campus