

URGE Demographic Data for Purdue EAPS

This is what was found by Purdue EAPS Pod at Purdue University 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:**
 - Organization, Company, University Current Staff/Student Demographics
 - Demographic data for Purdue's entire campus population
 - <https://www.purdue.edu/diversity-inclusion/about-us/stats.html> → (google spreadsheet with the actual data)
 - **Data Digest** (<https://www.purdue.edu/datadigest/>): Provides interactive and visual information on various Purdue data, including demographic information for students, faculty, and staff. Includes interactive dashboards that allow users to filter the data.
 - Students cannot access this data without special permission. Faculty can see student data, but not faculty data. This restriction is in place to maintain anonymity.
 - Contact for acquiring Data Digest data is Ms. Kendal Kosta-Mikel (kkostami@purdue.edu) who is the Strategic Data Manager for the College of Science
 - It looks like you can also request student data by using the request form here:
<https://www.purdue.edu/enrollmentmanagement/data-reports/student-data-reports.php>
 - **Some graphs pulled by the EAPS DEI committee:**
https://docs.google.com/presentation/d/1kBJBEFH-cuHEnJZ4X9NX1s4rb4fEj_sodk6_FWBp4h4/edit#slide=id.gc016bc37b9_0_52
 - Natasha Harris (natashalharris@purdue.edu), the Assistant Director of Science Diversity for the CoS Multicultural Program is another person we could possibly contact for help getting demographic data, or at least plots of said data.
 - Analysis of past invited speaker demographics
 - Historical demographic information: Unfortunately, the EAPS department does not have any historical demographic information on past invited speakers prior to 2021. However, this semester (Spring 2021) 6 of the 14 invited seminar speakers identified as a URM (based upon recommenders knowledge.)
 - Future demographic information (currently in progress!): The EAPS Graduate Seminar Committee is strongly encouraging faculty, postdocs, and graduate students to recommend more seminar speakers, overall, especially speakers from underrepresented minority groups.

- Recommendation forms now ask the following question: “Is this speaker part of an underrepresented minority group? - Yes, No, or Unsure.”
 - The Graduate Seminar Committee is also starting to send anonymous demographic surveys to the speakers post-colloquium to get feedback regarding the speakers’ experience with the department (which will help gauge the inclusivity of the EAPS environment) as well as additional demographic information for tracking purposes.
- If data are not available, what is the reason for not making it public?
 - Unsure exactly *why* individuals in the University have different data access levels. Perhaps it is for anonymity reasons (especially for smaller departments)? → We emailed datadigest@purdue.edu to find out why - Response from Data Digest: “*Access to the department/major data is restricted to faculty and staff who have a current FERPA certification on file. Students are only granted access if they are working and being paid by a department, the request for access must come from their immediate supervisor and must also include verification of their FERPA certification. This request can be sent to datadigest@purdue.edu. The reason this data is restricted is because at this level it is possible to get down to very low numbers for headcount which would make it possible to identify one particular student, this is a violation of the Family Educational and Privacy ACT (FERPA)*”
 - It looks as though a person needs **BI Data IT Level 1** access in order to utilize the Tableau Usage Dashboard which controls Data Digest information (<https://www.purdue.edu/bicc/tools/tableau/usage-information.php>) . Also, we think only supervisors or Business Offices can request this access and do the necessary certification (https://www.purdue.edu/bicc/documents/cognos/cognos_manuals/Boiler_Insight_Manual.pdf)
- If data are not collected, what is the reason?
 - Demographic data appears to be collected and reported in the Purdue Data Digest, it is just difficult to access said data easily.
 - We note that gender data collection is limited to binary male/female identities, which we feel is discriminatory against non-cisgender individuals. But how can EAPS as a department report this concern or investigate the reason behind this classification system for demographic information?
 - Dr. Lucy Flesch pointed out that this binary gender classification reflects policies and documents from higher-up in the university administration. Essentially, Purdue decided to include this demographic question years ago to track representation of women across campus and it hasn’t changed since. **Dr. Flesch pointed**

out that some representatives from EAPS (along with herself) could meet with Christie Wright, the director of Purdue's Office of Institutional Equity (OIE), to discuss the history of this demographic designation, how it is used, and if there is a way to go about changing it.

- ^ We will address this in the future, but a more immediate short-term goal would be to look at the inclusivity of EAPS-specific forms.
 - **Incoming student intake form: preferred name, pronouns, ethnicity/race (optional), available to update throughout your time at Purdue. (good for tracking purposes as well).**

- **How does your organization compare to others, or to the field as a whole?**
 - Making comparisons is difficult with the data we currently have...especially since some of the data doesn't seem correct. But it is probably safe to say URM's are underrepresented at all levels in our department.
 - Purdue - 2017 enrollment data
<https://datausa.io/profile/university/purdue-university-main-campus>
 - AGI - "Diversity in the Geosciences – a Look at the Data and the Actions of the Community"
VIDEO: <https://www.americangeosciences.org/webinars/diversity-geosciences-look-data-and-actions-community>
PLOTS:
<https://www.americangeosciences.org/geoscience-currents/diversity-geosciences>
 - 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?
 - [EAPS Diversity Statement](#): "We in Purdue EAPS explicitly and proudly seek to increase the participation of individuals from underrepresented groups in our field. Individuals interested in positions at any level (graduate, postdoctoral, staff, faculty) from any underrepresented group are especially encouraged to reach out to the department for more information."
 - [College of Science \(CoS\) commitment to diversity and inclusion](#): "We pledge to continue our work to create a just, equitable, and safe environment for everyone in our College of Science community. We are committed to fostering a culture of inclusion regardless of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran."
 - [Purdue University?](#): This is from the Division of Diversity and Inclusion webpage. Their goals are to:

- Create and sustain a welcoming campus where all students can excel
 - Increase and retain the number of historically underrepresented and diverse students, faculty and staff at Purdue
 - Prepare all students to thrive in our diverse, global environment
 - While looking for demographic data, I saw that [Purdue's Non-Discrimination Policy Statement](#) hasn't been updated since 2010...which seems pretty sad...
- Are there measurable goals stated at your organization for achieving representation?
 - This academic year CoS at Purdue started the [Emerging Leaders Science Scholars program](#) which is “designed to remove obstacles that keep [URM] students from attending and succeeding in college and contributes to the most diverse incoming class in the history of college.”
 - [Summer bridge program \(STEM focused\) through Purdue](#): This program “offers a unique opportunity for incoming graduate students to take part in funded summer research and mentoring. Graduate Bridge is particularly interested in underrepresented students who have been admitted to one of the STEM (science, technology, engineering or mathematics) disciplines. Students must be nominated by their department for the program.”
 - [Purdue EAPS partnership with AGU Bridge Program](#): This year, Purdue EAPS (spearheaded by Dr. Matt Huber) applied to be an AGU Bridge Program Partner, but our application was rejected. Feedback on our application was very positive overall and contained valuable recommendations for improvement which will be incorporated into next year's application (joint effort between Dr. Huber and the EAPS DEI committee).
 - Rejected from AGU Bridge Program in 2019/2020, got positive feedback, will apply again next year with input from the DEI committee.
 - EAPS Code of Conduct (contains non-discrimination policy section 3.4): <https://docs.google.com/document/d/15Yvwhg5COu1yi5OsK4cwc-l5fvB4jF2IBMluhyHsLaQ/edit>
 - [EAPS-specific measurable goals](#): No measurable goals for recruiting, retaining, and hiring/admitting URMs/BIPOCs were found in current (published) EAPS program documents. These goals are currently being developed by the DEI Committee.
 - What is currently happening: The department is currently developing its next Strategic Initiative which will contain both general and measurable goals for improving all aspects of EAPS over the next 5 years. This Strategic Initiative will include a DEIA Pillar which will contain both general and measurable goals for improving representation. This larger document is expected to be

completed (for circulation amongst faculty, students, and staff?) by the end of Spring 2021.

- **Set up GSA meeting to discuss the strategic initiative with either: members of the DEIA pillar present, or GSA rep reports back to DEI committee.**
- Suggested additional goals for your organization:
 - Goal 1: In the next year, achieve 50% BIPOC seminar speakers (also encourage speakers from industry as well as academia).
 - This is the current goal of the Graduate Seminar Committee.
 - Some roadblocks to achieving this:
 - Overall, the number of EAPS faculty and students that recommend speakers, in general, is low. How do we increase the number of people recommending speakers and, thus, the potential for BIPOC seminar speakers?
 - Every year, the DEI committee could develop a speaker recommendation list
 - Increased travel funding for seminar speakers would help this.
 - Increasing seminar speaker diversity will get more difficult once in-person campus activities resume. This is mainly due to the limited funding provided for seminar speaker travel.
 - Again, increasing the pot of money available for seminar speaker travel would help this. Perhaps we should devote all the money that is available to BIPOC speaker travel. While virtual seminars are possible and also good, in-person meetings are ideal.
 - We will consider continuing virtual seminars into the future to allow greater diversity of seminar speakers in light of limited travel funding.
 - Goal 2: At least once a semester, invite a non-research/workshop speaker to discuss diversity and inclusion goals (Graduate Colloquium Committee is working on this!)
 - Goal 3: In the next 10 years, achieve graduate student ratio of BIPOC equivalent to Indiana population (EAPS Excellence Scholarship) (faculty also have goals to meet Indiana population ratio in 5 years)
 - Representative of Indiana is the first goal (5 year plan)
 - Note: EAPS DEI goals for increasing representation are focused on achieving Indiana population parity first, then moving on to US population parity. As a land-grant university, Purdue seeks to represent the community it serves.

- Goal 4: In the next 20 years, achieve assistant faculty ratio of BIPOC equivalent to Indiana population (faculty also have goals: 20% underrepresented minority faculty in 5 years)
 - We are at about 10% now
 - Goal 5: Forge ties to local community college system (Ivy Tech) → ask Amanda Rudolph (additional resources: alex kling, stephanie menten)
 - My Pod liked the idea of this but didn't comment much on it since we don't have more specifics about it
 - ~~Goal 6: TO BE DISCUSSED AS A GRAD POPULATION AT A LATER DATE~~ Each student taking a large exam (quals, prelims, defense) must have a DEI committee member or other representative chosen by the student (who is not already on the student's committee or involved in their graduation process) in the room observing the entire exam process from start to finish – This could be a solution to abuse or discrimination by committee members – Add to the student handbook
 - ~~Add some language to the “committee structure.” Advisors need to take into consideration the needs and desires of the student.~~
 - ~~Consistency in regulations. No outcome written into them. From the students perspective, what are some outcomes they would like form their committee.~~
 - Goal 7: Reach out to the Alumni and Corporate Committee to see if they keep track of data from past graduated students.
 - Lucy doesn't think there is a good database on this. There isn't really someone (like in the front office) who takes on the task of tracking graduated individuals. This would need to be its own position where it is one sole persons job that they get paid for.
 - **Goal 8: Mentorship training**
 - **We would like to see some sort of mentorship training workshop available for faculty, postdocs, and grad students.**
 - **Maybe even GSA hosted?**
 - Tracking, reporting, and utilizing these goals: DEI has plans to track demographics yearly going forward. Put current demographics on the website. Revisit at the end of the 5 year strategic plan and restructure goals and evaluate how well we did.
 - We also need to focus on recruitment and inclusionary departmental community
- **Policy or proposed policy for collecting demographic data at your organization:**
 - How data are collected, reported, tracked, and utilized in decision making.
 - Division of Diversity and Inclusion: “Purdue University complies with various state and federal mandates to collect and make public certain types of information about our campus community. Below you will find data reflecting the racial, ethnic and gender breakdown of our campus population. Because the collection and reporting of information on other

dimensions of identity (e.g., sexual orientation or religion) is either not mandated or prohibited by law, Purdue University does not solicit, maintain or publish this data.”

(<https://www.purdue.edu/diversity-inclusion/about-us/stats.html>)

- Collecting = Purdue Data Digest seems to collect demographic data; not everyone has access to this data; we don't know exactly how they collect this data (self-reported upon admission?); we are very interested to know how it is collected and how often because some of the data in the graphs doesn't seem to be correct
- Reporting = also through Purdue Data Digest; EAPS doesn't report departmental stats currently and neither does CoS on their respective websites
- Tracking = done through graduation/retention rates
- Utilizing = ??? We haven't found any specific statements yet regarding how Purdue University, CoS, or EAPS *utilizes* this data in decision making
- **OR** proposed policy for collecting, reporting, tracking and utilizing demographic data.
 - Collecting = Purdue Data Digest seems to collect demographic data; not everyone has access to this data; **we don't know exactly how they collect this data (self-reported upon admission?)**
 - Reporting = Propose that this data is made available on the department website (pie chart/raw data) - break down by race and gender per year (maybe also admit/graduated?)
 - Tracking = Undergraduate advisor and graduation rates of graduate and undergraduate students
 - Utilizing = departmental review, climate survey, updating code of conduct (specifically measurable goal for increasing DEI) and other documents, hiring and accepting students, scholarships and grants
- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - Purdue as a whole and our department do not match the ratio of BIPOC in the population of the USA (didn't consider Indiana)
 - <https://diversity.ideo.columbia.edu/seminardiversity> - Increase diversity in seminars
 - <https://www.nature.com/articles/d41586-019-03784-x> - New code of conduct requiring no all-male panels at Nature conferences and scholarly events
 - <http://www.ohrc.on.ca/en/policy-and-guidelines-racism-and-racial-discrimination/p-art-3-%E2%80%93-guidelines-implementation-monitoring-and-combating-racism-and-racial-discrimination> - more information on collection of demographic data in Canada.