Leveraging Data using a Diversity, Equity and Inclusion (DEI) Lens

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mines.edu/diversity
When do we use data about people?
How could we effectively present data about people?

“Applying a DEI lens to how we analyze, visualize, and communicate data requires empathizing with both the communities whose data we are visualizing as well as the readers and target audiences for our work.”

Urban Institute, page 4 – Do No Harm Guide
Examples of Demographic Categorizations in the US

Ethnicity – specifically Hispanic

• 1930 Census had “Mexican” race category

• Undercount of individuals in 1970 Census – question poorly worded
  • “Spanish Origin Advisory Committee” – tackle the census questions
    • G. Cristina Mora, Associate Professor of Sociology at the University of California, Berkeley – “fight for recognition” and “administrative quandary”

First-Generation Students

• Ever changing and evolving definitions and applications
  • First in family to attend college
  • Parents don’t have baccalaureate degree
  • Parents have no education after high school
What we’ve learned along the way…
Some standard practices

1. Collect what’s necessary
2. Demographics at the end
3. Data Order
4. Use of “Other”
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5. Ensure Accessibility
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What we’ve learned along the way…

Thoughtful and Intentional Practices

Leverage different types of data
  • Quantitative and Qualitative
  • Make data interactive, where possible

Minimize Bias and Increase Transparency
  • Consider how biases play a role in how you collect data and present information
  • Increase transparency on how data are collected, methods and how they’re being presented.

“That day, in class, my geo professor said to me…"
Gender is defined as only either male or female due to limited reporting. Mines is currently working on developing new, inclusive and accurate gender identity information. We acknowledge that gender is limiting; work towards inclusive identity data collection and reporting. Mines is currently working on developing new processes for collecting inclusive and accurate gender identity information. We acknowledge that this definition of gender is limiting, work towards inclusive identity data collection is ongoing.

Mines Core Values

2021 Mines Demographics

This report has a plethora of data to show how Mines is progressing toward the Mines EQA Strategic Plan goals. To provide context, the following data present the overall demographic breakdowns of Mines community members, undergraduate and graduate degree-seeking students and employees – both academic faculty and staff. These data will set the stage for understanding trends at Mines over time, as found in subsequent sections of this report.

Please note in this process and current EQA Annual Reports, Gender is defined as either male or female due to limitations in data collection and reporting. Mines is currently working on developing new processes for collecting inclusive and accurate gender identity information. We acknowledge this definition of gender is limiting, work towards inclusive identity data collection is ongoing.

Undergraduate Students

This graph shows the overall demographic makeup of undergraduate students at Mines in Fall 2021 by race and ethnicity. It includes the non-traditional undergraduate students at Mines who were classified as the third category. There was a total of 5,453 students enrolled, Underrepresented groups are denoted by "URG" and include American Indian/Alaska Native, Asian, Black/African.
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COMING SOON...

WORK THE NUMBERS
We will be making our data available via the Tableau platform and invite you to see what insights you can glean for yourself.
Contact and Citations

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• Census History: Counting Hispanics by D’Vera Cohn; Pew Research Center: https://www.pewresearch.org/social-trends/2010/03/03/census-history-counting-hispanics-2/
• Defining First-Generation – Center for First-Generation Student Success: https://firstgen.naspa.org/blog/defining-first-generation
• Justice40 – a Whole-of-Government Initiative: https://www.whitehouse.gov/environmentaljustice/justice40/
• Urban Institute – Do No Harm Guide: Applying Equity Awareness in Data Visualization by Jonathan Schwabish and Alice Feng
• Does Hispanic Heritage Month need a Rebrand? By Isabela Herrera. The New York Times. September 14, 2019