Diversity Data Deep Dive

...expanding the conversation about diversity and data...

UNIVERSITY OF MINNESOTA

Sketchnotes by @aramoss
WELCOME
Scott Lanyon, Vice Provost and Dean of Graduate Education

we have a lot of data - but it is underutilized
we can establish this as a best practice - and we are leading in this area

Session 1:
Melissa Bert

- Morris Campus est. 1968
- American Indian boarding school
- now admits any Native Americans who apply
- increasing amounts of international students and students of color
- religious background also of interest

Data has been used when applying for grants
Elders in residence
Blankets given at graduation

A gap exists for some students so they are working to address this
McNair Program includes faculty mentors, summer activities, tutoring, first year experience, etc.

How to increase diversity in the staff?
Hard to recruit for rural campuses.

Partnerships like those with School of Nursing Twin Cities have been successful.

How to do better? Key is committed staff... and time.
Lorna Hollowell

Cannot have excellence without diversity!

3 SMART Goals
- anti-bias action plan
- representational diversity
- curriculum

Crookston Campus

Such beautiful soil provides a bounty of fresh vegetables

Sunflower Choir

Recruitment training has been popular

Beginning to ‘break the ground’ on these efforts

 Created repository of literature - and instituted “listening sessions”

Robotics camp - needed to expand the audience

Diversity in students is good - not as much in faculty and staff

Latinx students is a focus for recruitment

Huge growth in Spanish speaking households

Formed alliances with community partners

Ramiro Alvarez

2 Passions combined: data + diversity

Points of PRIDE
- high graduation rate
- high employment rates

Numbers may be small, but strong diversity in students

Rochester Campus

- new to the campus
- may not have all the answers
- focus on health sciences on campus
- small campus - but this creates opportunities

Campus climate responses show that there is strong buy-in among the students on diversity issues.
All students take the IDI three times to show their progress.

Food pantry about to be started to work on food safety.

Faculty, staff and students also engage in DIALOGUE on difficult topics - including the NFL protests. ALL voices are welcome and will be heard.

Student success coaches guarantee meetings.

Student capstone projects have a diversity component.

How to discuss the IDI data with the students? Meetings are held with each one.

Do faculty and staff also take the IDI? YES - possibly multiple times.

How does the IDI get incorporated into campus? It contributes to the campus culture.

Ronald Huesman - Twin Cities Office of Institutional Research

Responsible for the reporting of the DATA

Data definition is important (addressed deeper in next session)

UofM definitions are different from Federal definitions because of rules concerning those reporting more than one ethnicity (Hispanic especially)

Campus Climate allows us to capture data not available in other data gathering options

Are recent immigrants race captured? Not currently.

Primarily race/ethnicity, gender, citizenship.

Data privacy is KEY

Much of the data is available publicly.

Lots of visualizations/data also available for download

More women than men are now attending UofM - increased over last 5 years

Do students change their profile after admission? They can, but it is not tracked except once a year?

Why was the Trump rule established - the less represented ethnicity is chosen? Don’t know.
What does each campus have as a strength and what would you like to learn from others?

The Twin Cities has had lots of conversations. Difficult to turn the Titanic, but once it is achieved, the momentum takes over.

The Morris campus is good at considering the questions. We need a better sense of what is happening in the community.

Crookston - Small campus Big degree. Good at bringing diversity into the discussion. Using models from Latinx population into other communities.

Rochester is doing a lot for a young campus. Small and nimble and committed. Strong community partners like Mayo.

Session 2:

**Jennifer Gunn** - Institute of Advanced Study

The Human in the Data

A collaboration between IAS, DASH and Minnesota Informatics Institute

Workshop - graduate students looked at various disciplines from Social Work, Anthropology, GWSS etc.

**Questions Considered**

- Can data be used as a means of prediction?
- Can workplace surveillance lead to labor inequities?

More and more computer scientists are entering the conversation.

Other presentations on data took place throughout the year on topics like algorithms, spatial polygons, human-computer interactions etc.
**Scott Chagdon - Uof M Extension**

**Ripple Effects Mapping**

- Participatory method that allows a broader set of people to determine if interventions are working - in a deeply respectful way.
- Appreciative inquiry
  - Participatory approach
  - Radiant Thinking
- Simple, cheap tool
  - Everyone gets heard
  - Good for those versed in oral traditions
- What are the unintended consequences?
  - What happens when you bring people together?
- Mind mapping
  - Software used for this purpose
- Identify the intervention in an engaged way.
  - Invite both the close-in and the further-out.
  - Small groups, 2 moderators
  - Good questions - collect themes

---

**Joel Mixon - Humphrey School of Public Affairs**

**Using Appreciative Inquiry for Equity and Inclusion**

- part of a strategic planning process -
  - Live up to the legacy of Hubert Humphrey
  - Look at curriculum
  - CLARITY about the mission
  - More recruitment of faculty and students of color
  - More training, research etc.
- More discussion and events on equity and diversity.

**Interview Format**

1. Best experience with Humphrey School?
2. What do you offer to these efforts?
3. What core factors give life to Humphrey School?
4. What three wishes do you have for Humphrey School?
   - CLIMATE
Daniel Keefe - College of Science and Engineering

Diversity in Researching and Teaching Visualization and Virtual Reality

**NOT WORKING**
Who is designing our systems? Who is teaching STEM?

- Seminar - asked students to think of new ways to do more visual storytelling.

**VIRTUAL REALITY**
puts you in the data

Amy Schult - Office of Institutional Analysis

Supporting Innovation through Shared Data Understanding

What data are we collecting and how do we make sense of it?
What are the decisions that have been made that contribute to the logic of the system?

Multiple ethnicities is an issue for UofM vs. Federal definitions.

How do I get the data that I need? How do I know it is the right data? Why doesn’t it match the numbers I have?

Data is collected in multiple locations and be altered in multiple places.

Shared definition is just the STARTING point.

Join the conversation of the University Data Community.
QUESTIONS for the PANELISTS

None of us has to do this alone. What were the things that led you to be innovative?

- Working with the community
- Getting tenure gave me freedom to work on projects that had meaning.
- Ripple mapping was brought from a conference
- Working to connect with others - relationships.

Does data need to live in a spreadsheet and be static? What about mis-use of data?

- We must teach this and educate others. Not just the technical details. Algorithms can work but can have ethical problems.
- We need interdisciplinarity. Data needs to be interpreted. It is NOT transparent.

Tips for ways we can drive change?

- Tools like appreciative inquiry. Students are ready to be engaged.
- Cross-disciplinarity team teaching. Who should we be partnering with? Find new ways to share data that is engaging.
- Ask students to be part of creating the surveys.
- Put more things through an equity lens

What is included in EDMR monthly mailing?

- Overview of what is happening at the institutional level.

What do you think is coming next?

- Think about how we teach. How do we title things?
- Understand qualitative vs. quantitative
- Focus on who can access the data
Diversity Community of Practice presents Diversity Data Deep Dive 3 - November 16, 2018. 
...expanding the conversation about diversity and data...
University of Minnesota. Sketchnotes by @ramoss

WELCOME - Scott Lanyon, Vice Provost and Dean of Graduate Education
"We have a lot of data - but it is underutilized."
"We can establish this as a best practice - and we are learning in this area."

SESSION 1: 
Melissa Bert
• Morris Campus, est. 1960
• American Indian boarding school
• Now admits any Native Americans who apply
• Increasing amounts of International students and students of color
• Religious background also of interest

Increasingly diverse population
Data has been used when applying for grants
Elders in residence - blankets given at graduation
A gap exists for some students so they are working to address this
McNair Program includes faculty mentors, summer activities, tutoring, first year experience, etc.

How to increase diversity in staff? Hard to recruit for rural campuses.
Partnerships like those with School of Nursing Twin Cities have been successful.
How to do better? Key is committed staff...and time.

Lorna Hollowell
Crockston Campus
Such beautiful SOIL provides a bounty of fresh vegetables - sunflower choir.
Cannot have excellence without diversity!
3 SMART goals.
• Anti-bias action plan
• Representational diversity
• Curriculum

Diversity in students is good - not as much in faculty and staff.
Recruitment training has been popular.
Latinx students is a focus for recruitment.
Huge growth in Spanish speaking households.
Formed alliances with community partners.
Beginning to 'break the ground on these efforts.
Created repository of literature - and instituted 'listening sessions'.
Robotics camp - needed to expand the audience.

The harvest is RIPE!

Questions:
Are there workshops available for staff?
Shared lots of ideas to increase recruitments. Partner with local businesses - invite parents to campus.

Ramiro Alvarez
Rochester Campus
2 passions combined - data plus diversity
• New to campus
• May not have all the answers
• Focus on health sciences on campus
• Small campus - but this creates opportunities

Points of Pride
• High graduation rate
• High employment rate

Campus climate responses show that there is strong BUY-IN amount the students on diversity issues.
All students take the IDI three times to show progress.
Faculty, staff and students also engage in DIALOGS on difficult topics - including the NFL protests. ALL voices are welcome and will be heard.
Food pantry about to be started to work on food safety.
Student success coaches - guaranteed meetings.
Student capstone projects have a diversity component.

Questions:
How to discuss the IDI data with the students? Meetings are held with each one.
Do faculty and staff also take the IDI? YES - possibly multiple times.
How does the IDI get incorporated into campus? It contributes to the campus culture.

Ronald Huesman
Twin Cities - Office of Institutional Research
Responsible for the reporting of the DATA.
• Primarily race/ethnicity, gender, citizenship
• Data privacy is KEY
• Much of the data is available publicly
• Lots of visualizations/data also available for download (Tableau)

Data definition is important (addressed deeper in next session).
U of M definitions are different from Federal definitions because of rules concerning those reporting more than one ethnicity (Hispanic especially).
More women than men are now attending U of M - increased over the last 5 years.
Campus Climate allow us to capture data not available in other data gathering options.

Questions:
Are recent immigrants race captured? Not currently.
Do students change their profile after admission? They can, but it is not tracked except once a year?
Why was the trump rule established - the less represented ethnicity is chosen? Don't know.

What does each campus have as a strength and what would you like to learn from others?
The Twin Cities has had lots of conversations. Difficult to turn the Titanic, but once it is achieved, the momentum takes over.
The Morris campus is good at considering the questions. We need a better sense of what is happening in the community.
Crookston - small campus, BIG degree. Good at bringing diversity into the discussion. Using models from Latinx population into other communities.
Rochester is doing a lot for a young campus. Small and nimble and committed. Strong community partners like Mayo.

SESSION 2

Jennifer Gunn - Institute of Advanced Study
The Human in the Data - a collaboration between IAS, DASH and Minnesota Informatics Institute.
Workshop - graduate students looked at various disciplines from Social Work, Anthropology, GWSS, etc.
Other presentations on data took place throughout the year on topics like algorithms, spatial polygons, human-computer interactions, etc.
Questions considered:
• Can data be used as a means of prediction?
• Can workplace surveillance lead to labor inequities?
More and more computer scientists are entering the conversation.

Scott Chazdon - U of M Extension
Ripple effects mapping.
Participatory method that allows a broader set of people to determine if interventions are working - in a deeply respectful way.
What are the unintended consequences? What happens when you bring people together?
Appreciative inquiry - participatory approach - radiant thinking.
Mind mapping software used for this purpose.
Identify the intervention in an engaged way. Invite both the close-in and the further-out. Small groups, 2 moderators. Good questions - collect themes.

Joel Mixon - Humphrey School of Public Affairs
Using Appreciative Inquiry for Equity and Inclusion - part of a strategic planning process.
Interview format:
1. Best experience with Humphrey School?
2. What do you offer to these efforts?
3. What core factors give life to Humphrey School?
4. What three wishes do you have for Humphrey School?

- Live up to the legacy of Hubert Humphrey.
- More recruitment of faculty and students of color.
- Look at curriculum.
- CLARITY about mission.
- More training, research, etc.
- More discussion and events on equity and diversity.
- CLIMATE.

Daniel Keefe - College of Science and Engineering
Diversity in Researching and Teaching Visualization and Virtual Reality
How can data be displayed in a way that employs artistic methods?
Who is designing our systems?
Who is teaching STEM?

Why do this work? Data visualization and virtual reality are such visually engaging formats.
Seminar - asked students to think of new ways to do more visual storytelling.
Virtual reality puts you in the data.

Amy Schult - Office of Institutional Analysis
Supporting Innovation Through Shared Data Understanding.

- How do I get the data that I need?
- How do I know it is the right data?
- Why doesn’t it match the numbers that I have?

- What data are we collecting and how do we make sense of it?
- What are the decisions that have been made that contribute to the logic of the system?
- Data is collected in multiple locations and can be altered in multiple places.
- Shared definition is just the STARTING point.
- Multiple ethnicities is an issue for U of M Federal definitions.
- Join the conversation of the University Data Community.

Questions for the Panelists
None of us has to do this alone. What were the things that led you to be innovative?

- Working with the community.
- Getting tenure gave me freedom to work on projects that had meaning.
- Ripple mapping was brought from a conference.
- Working to connect with others - relationships.

Does data need to live in a spreadsheet and be static?
What about mis-use of data?

We must teach this and educate others. Not just the technical details. Algorithms can work but can have ethical problems. We need interdisciplinarity. Data needs to be interpreted. It is NOT transparent.

What is included in EDMR monthly mailing?
Overview of what is happening at the institutional level.

Tips for ways we can drive change?
Tools like appreciative inquiry. Students are ready to be engaged.
Ask students to be part of creating the surveys.

What do you think is coming next?
Think about how we teach. How do we title things?
Cross-disciplinarity team teaching.
Who should we be partnering with?
Find new ways to share data that is engaging.
Understand qualitative vs. quantitative. Focus on who can access the data.
Put more things through an equity lens.