

WELDON SCHOOL DEI CLIMATE SURVEY REFLECTIONS

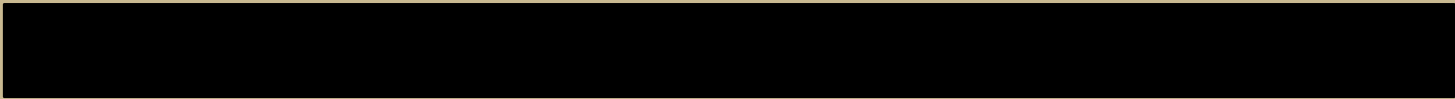
Spring 2021



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Weldon School of
Biomedical Engineering

Respondent Demographics



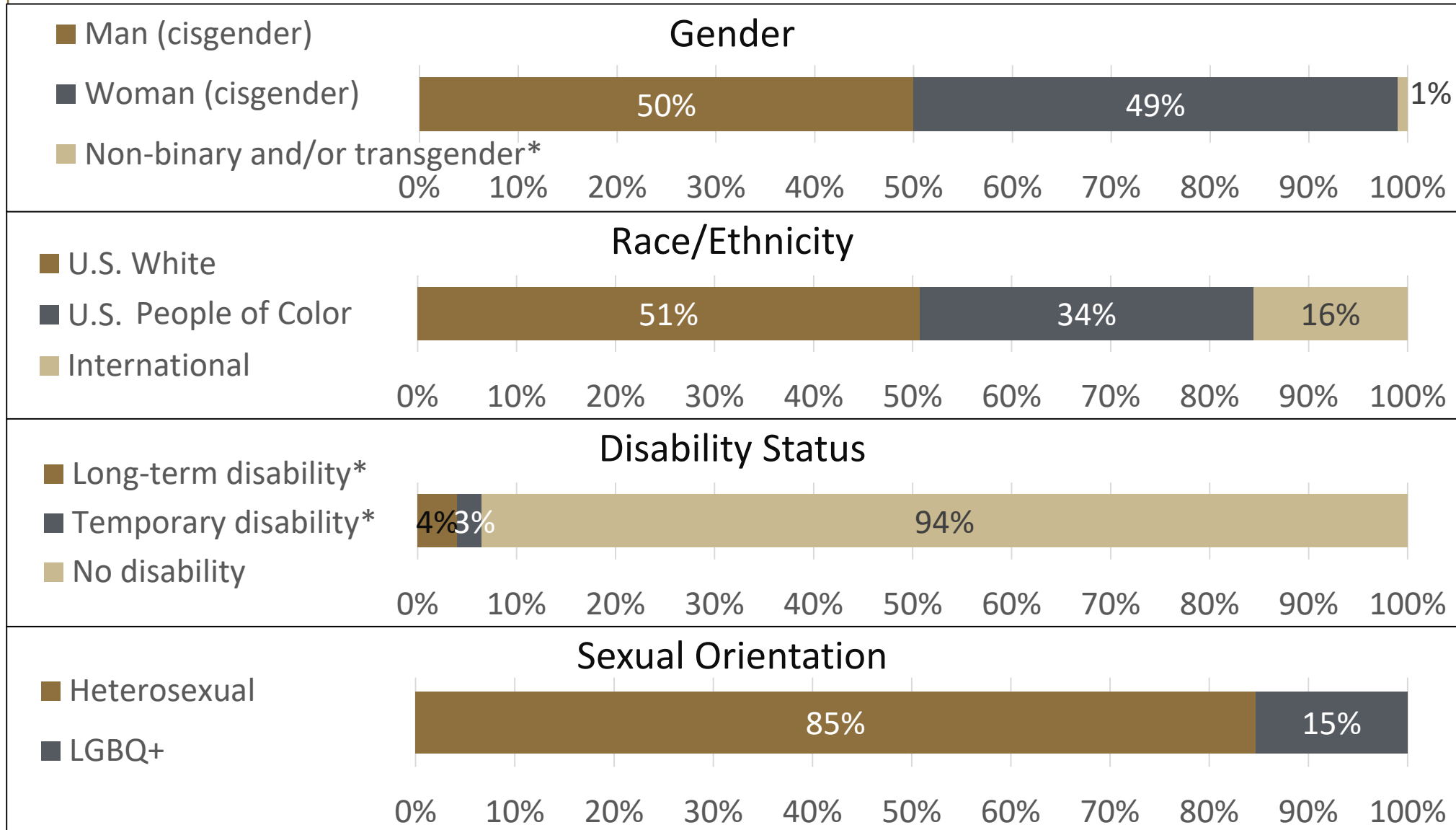
RESPONDENTS BY ROLE

Role	Count	% of respondents	% of Role
Undergraduate Student	83	41%	22%
Graduate Student	74	36%	53%
Faculty	26	13%	58%
Staff	19	9%	35%
Administrator	--	--	--
Other	1	0%	--
Total	203	100%	33%

SURVEY LIMITATIONS

- Groups with less than 10 respondents were not broken out further to preserve anonymity (e.g. few respondents identified as nonbinary, LGBTQ+, Black, Latino/a, disability)
- No designated Role for Postdocs (technically the University counts postdocs under faculty)

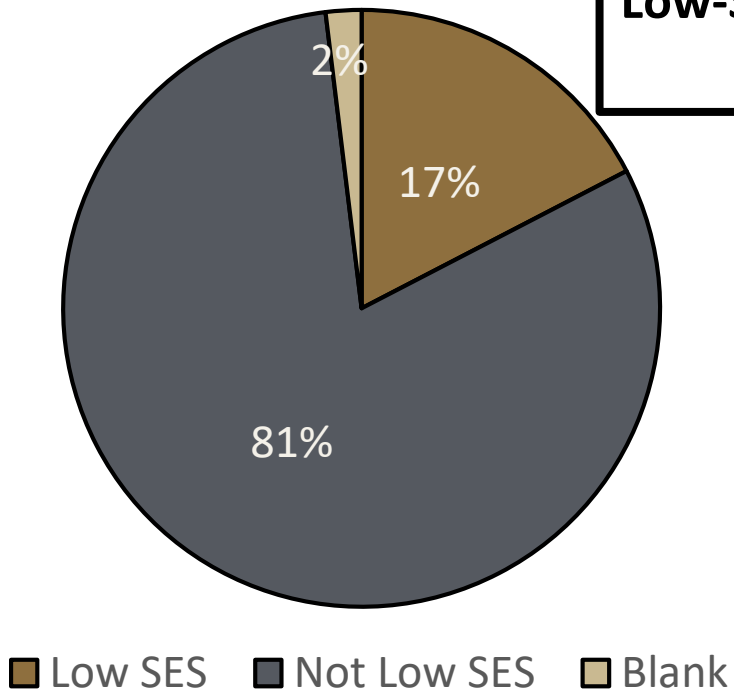
Respondent Demographics (analyzed by HEDS)*



* indicates fewer than 10 respondents

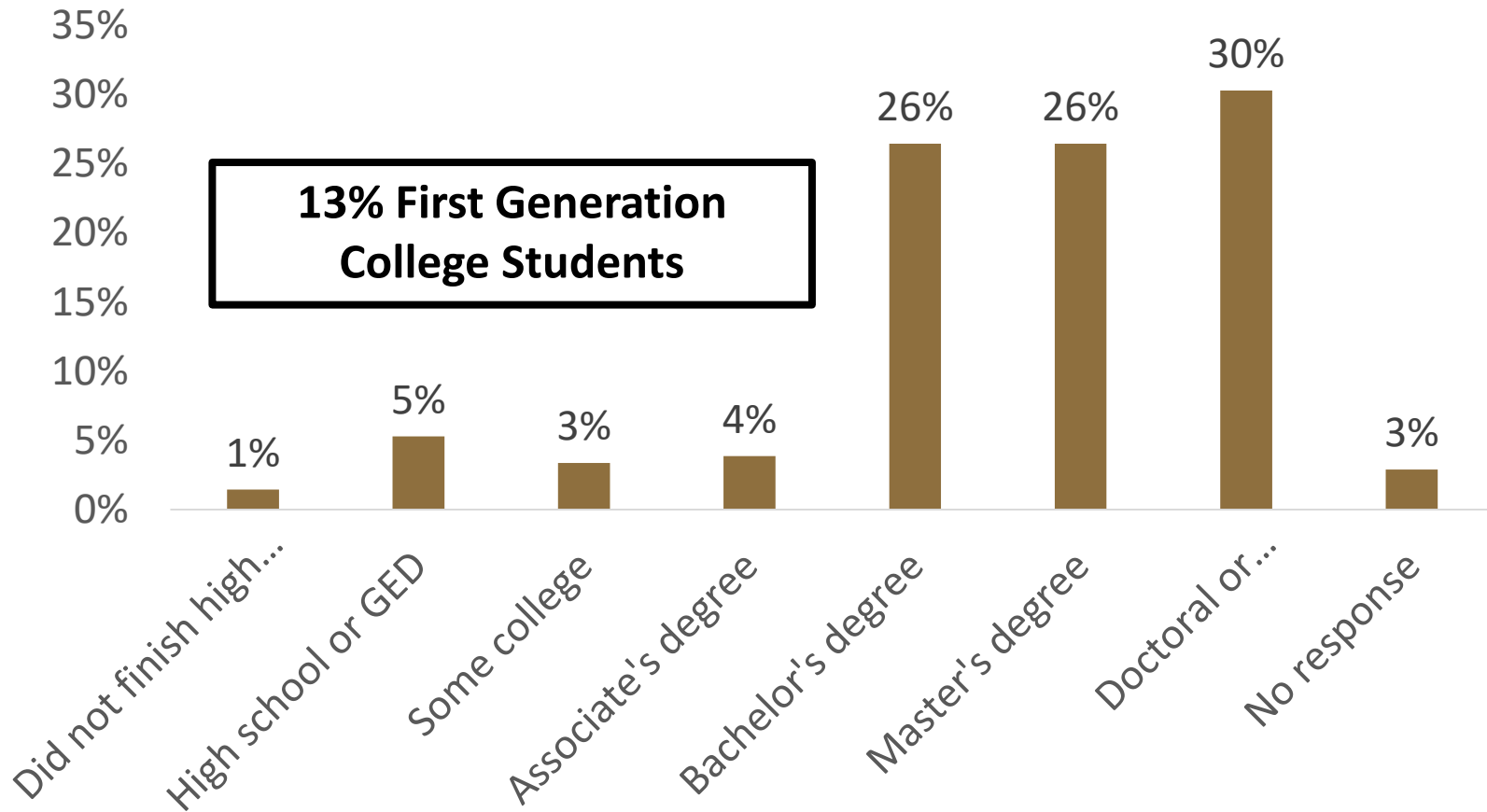
Family Background

SOCIOECONOMIC BACKGROUND



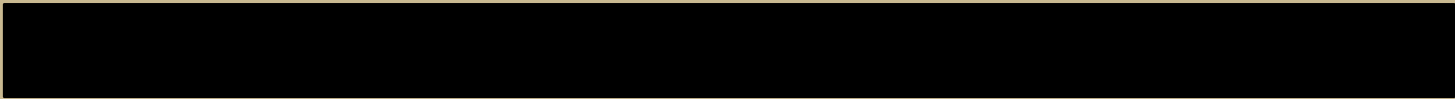
**17%
Low-SES**

PARENTAL EDUCATION



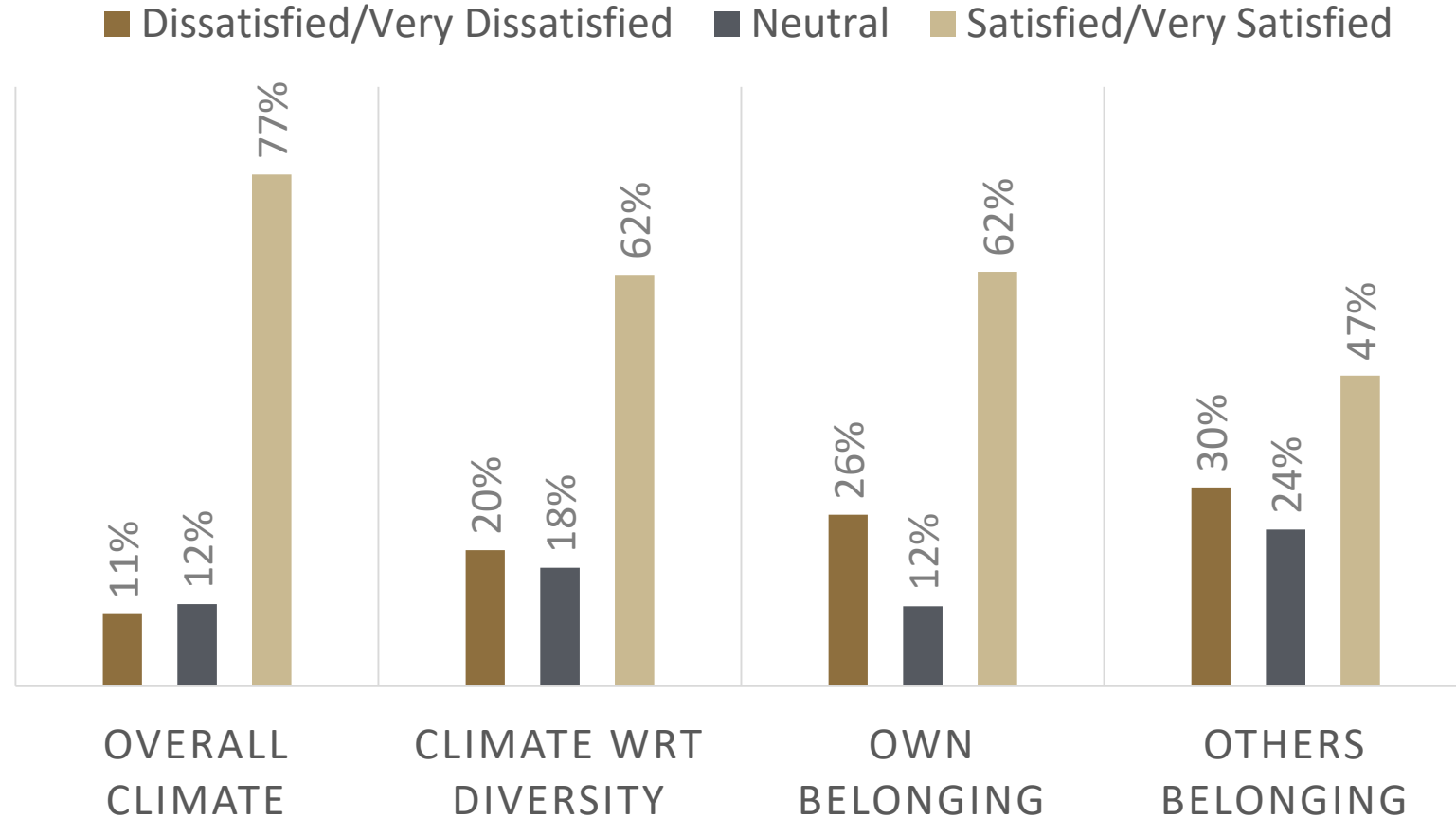
Socioeconomic background: Qualified for Food Stamp Program, SNAP, Pell Grant, FSEOG, or other federal assistance due to low income?

D&E Evaluations

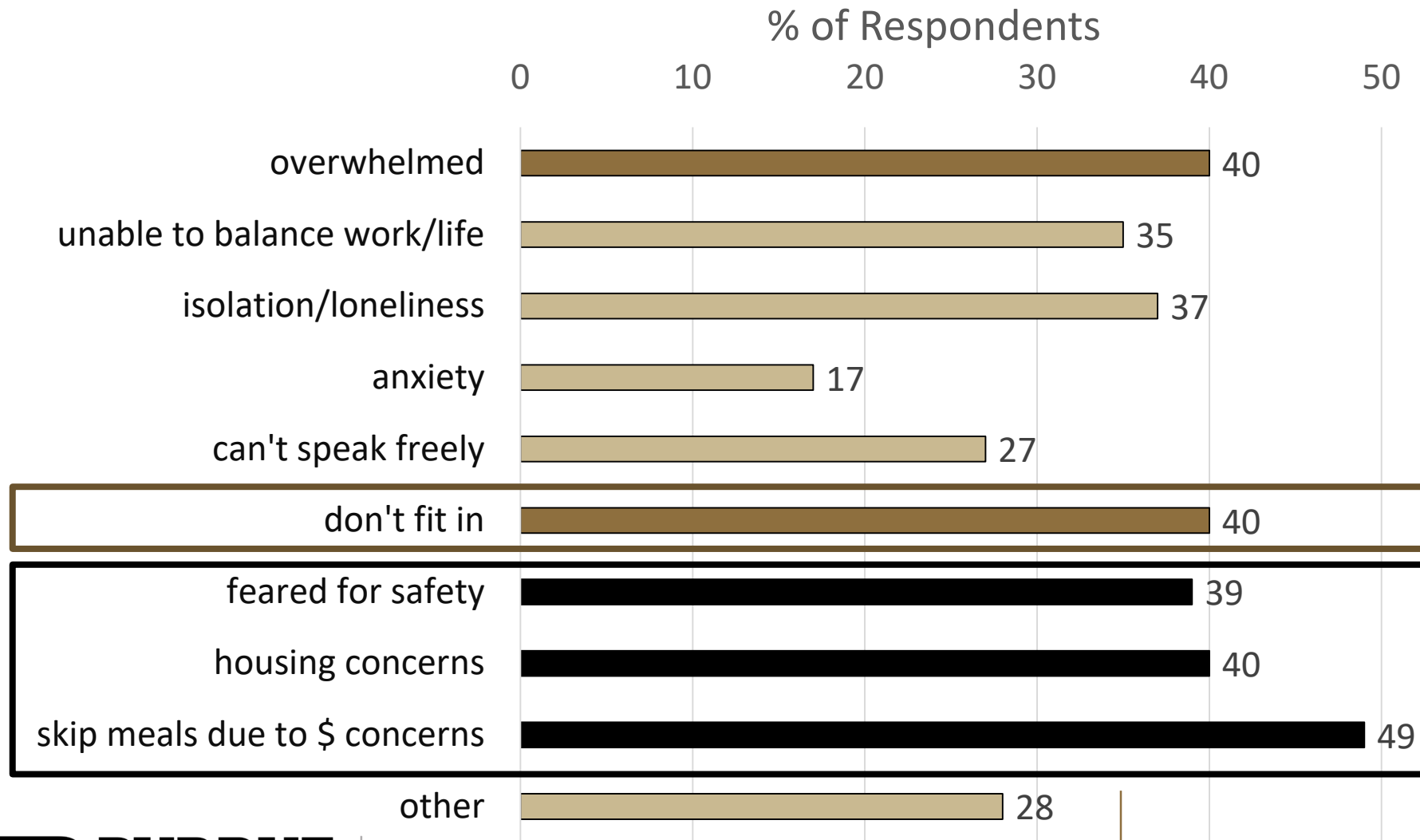


Weldon School Climate

- 77% appreciated overall campus climate
- 62% satisfied with respect to diversity and with own belonging
- 47% felt all members experience sense of belonging



Stresses in the last year



Lack of
belonging/
fitting in

Basic needs
not met

Sense of institutional support for diversity and equity

- US persons of color perceive **substantially less** support from the Weldon School for DEI than White survey takers
- LGBTQ+ perceive **substantially less** support from the Weldon School for DEI than heterosexual survey takers



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Experience of Discrimination or Harassment

- US persons of color experienced ***substantially more*** discrimination or harassment than US white survey takers
- Cisgender women experience experienced ***substantially more*** discrimination or harassment than cisgender men



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Negative Experiences Related to:

RACE/ ETHNICITY

% Sometimes, Often, or Very Often

50%

40%

30%

20%

10%

0%

- Heard negative remarks about race/ethnicity
- Experienced discrimination based on race/ethnicity

14%

0%

U.S. White

26%

14%

U.S. POC

29%

16%

International

GENDER

% Sometimes, Often, or Very Often

50%

40%

30%

20%

10%

0%

- Heard negative remarks about gender
- Experienced discrimination based on gender

11%

1%

Man (cisgender)

21%

13%

Woman (cisgender)

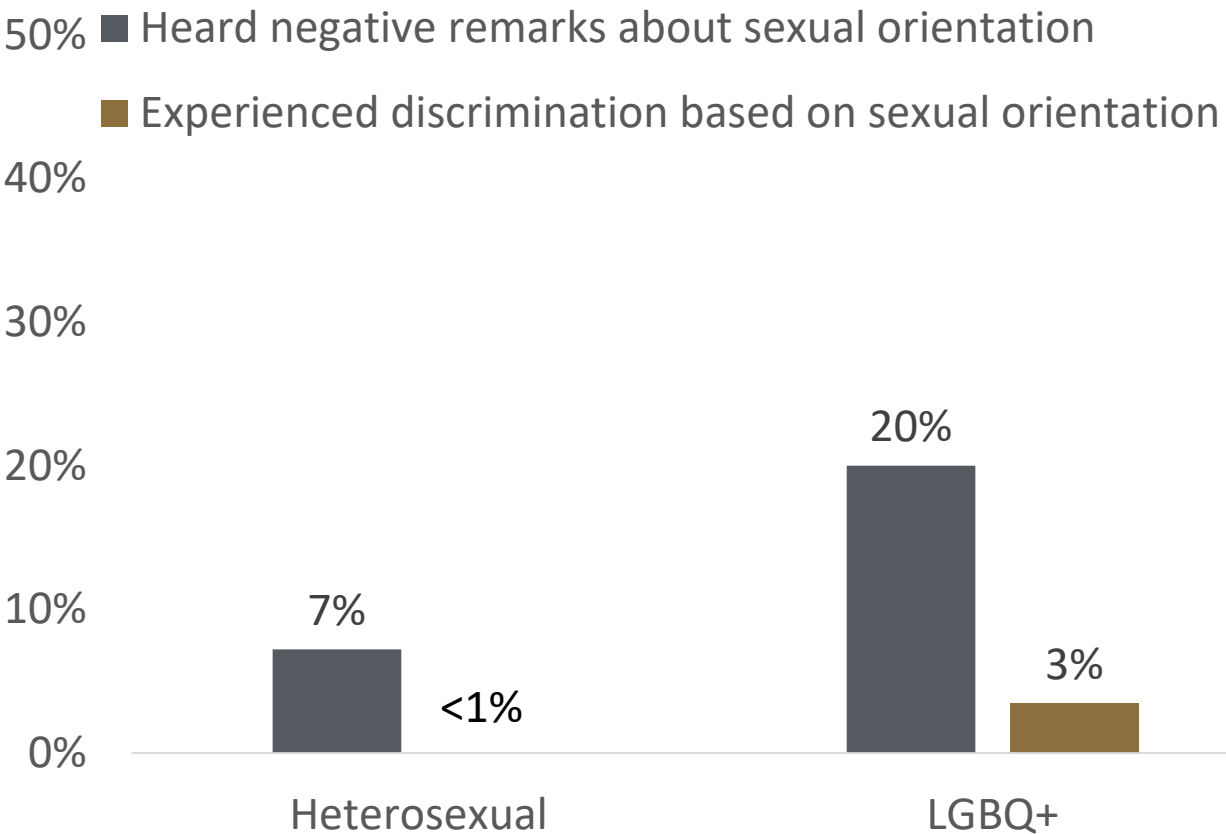
Data not
available:
fewer than 10
respondents

Non-binary and/or
transgender*

Negative Experiences Related to:

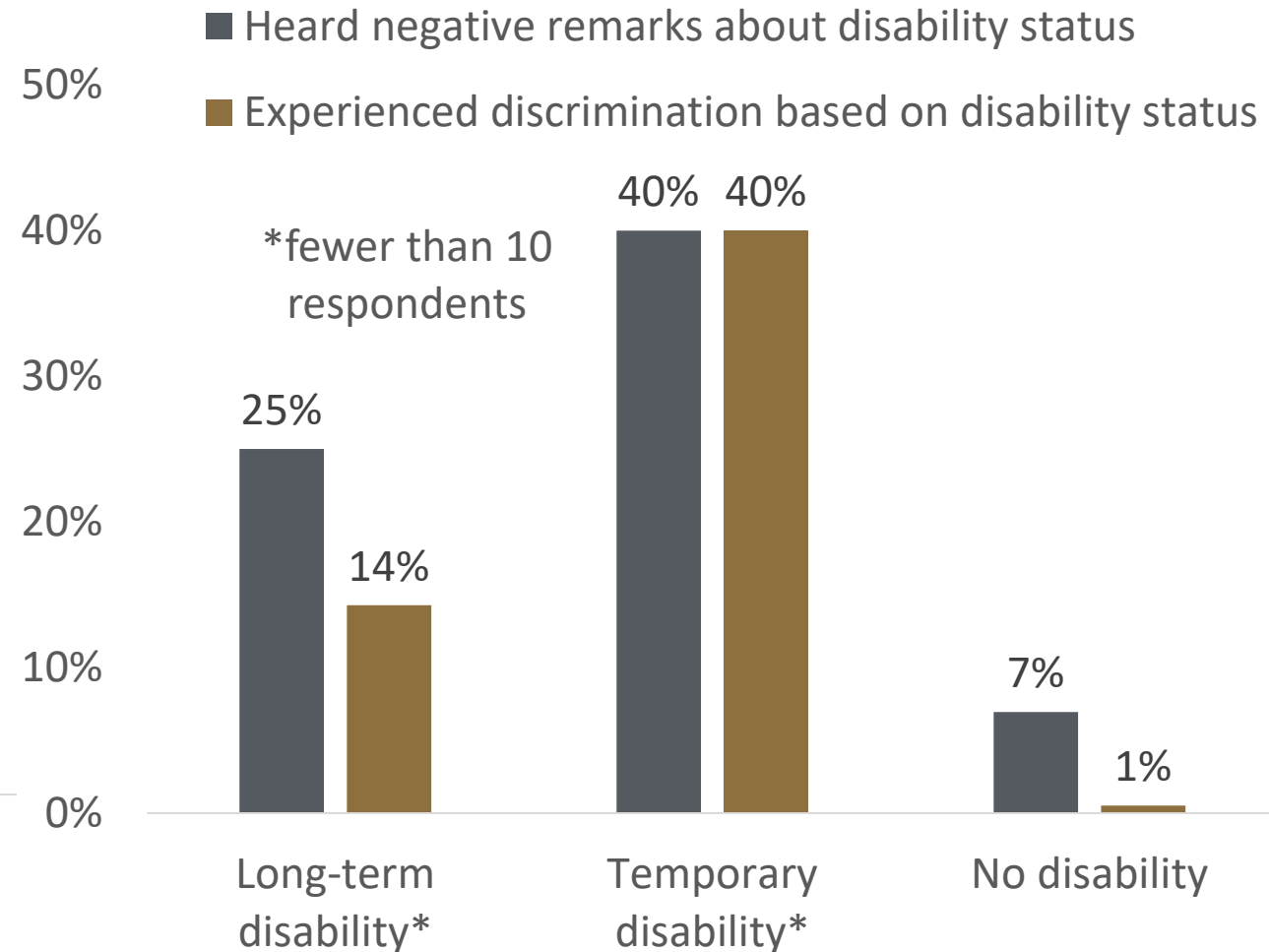
SEXUAL ORIENTATION

% Sometimes, Often, or Very Often



DISABILITIES

% Sometimes, Often, or Very Often



HEARD DISPARAGING REMARKS ABOUT:

% Sometimes, Often, or Very often

People with a particular political affiliation/view

People for whom English is not their native language

People who have a particular racial and/or ethnic identity

People of a particular age or generation

People of a particular gender or gender identity

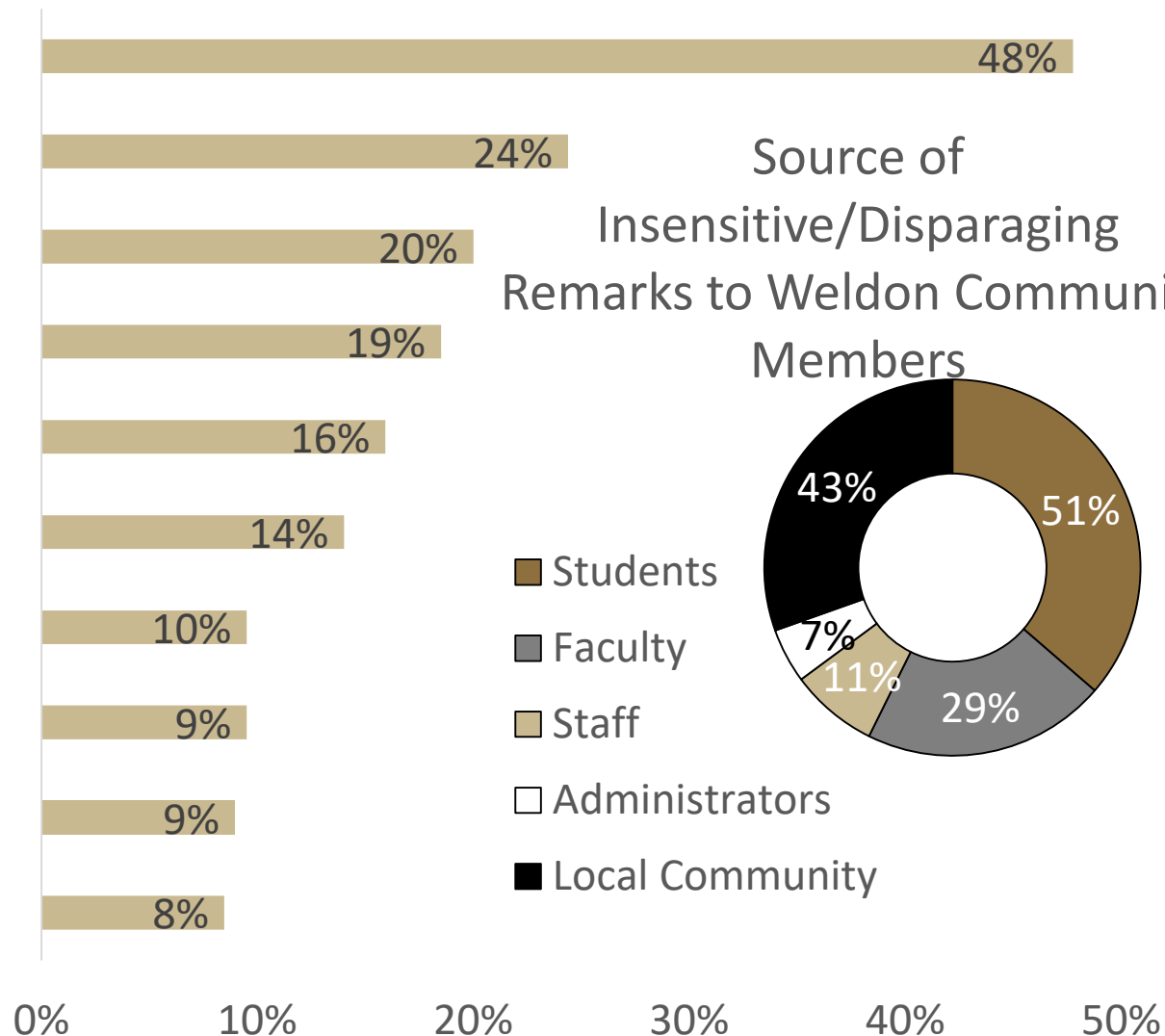
People who are immigrants

People from a particular religious background

People from a particular socioeconomic background

People of a particular sexual orientation

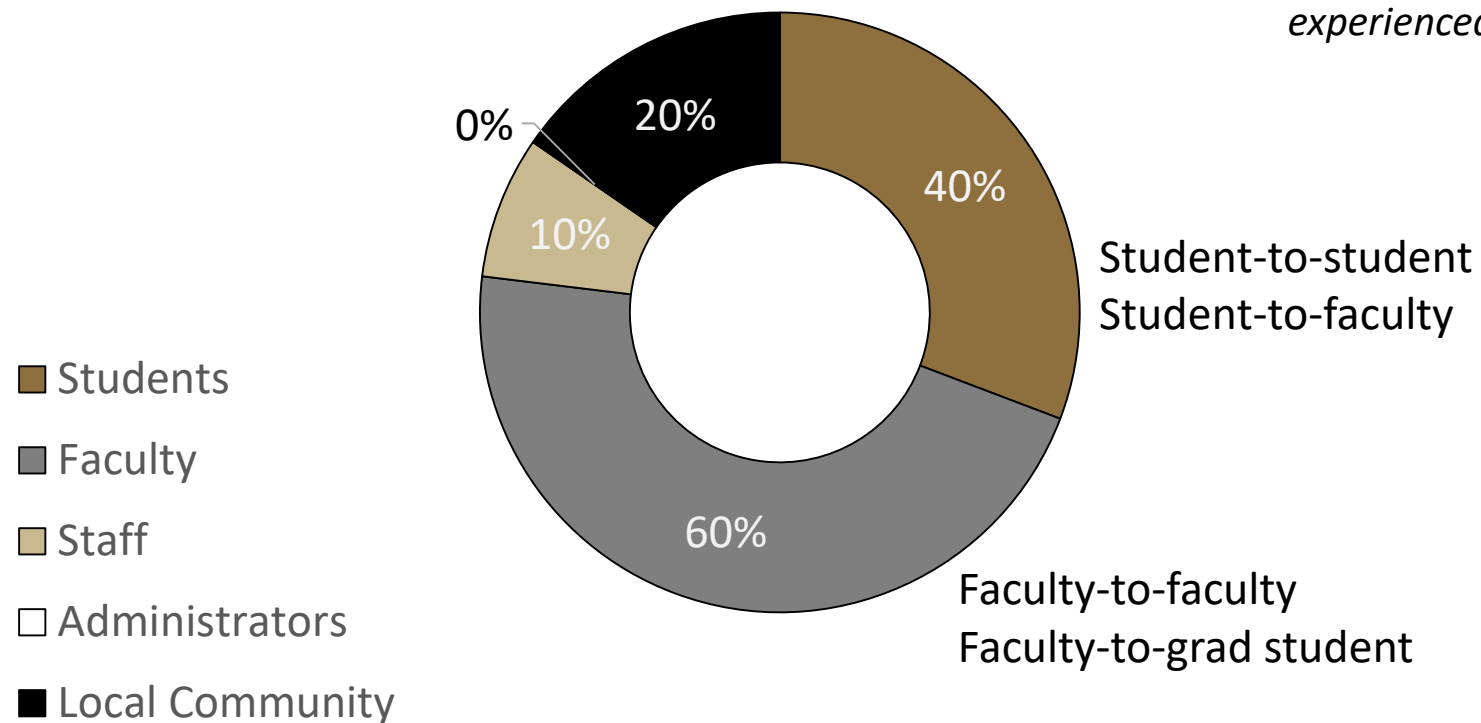
People with a particular disability



14% OF RESPONDENTS EXPERIENCED DISCRIMINATION OR HARASSMENT

Source of Discrimination/Harassment*

**Only respondents who indicated they experienced discrimination or harassment*



REASONS FOR NOT REPORTING HARASSMENT AND DISCRIMINATION

- The process for reporting was not clear
- Fear of repercussion
- Lack of trust
- Did report but felt unsupported so did not escalate
- Unclear of what was reportable and/or believed the incident was too minor to report
- Did not feel part of a protected group
- Used to similar levels of harassment or discrimination

ONLY 47% OF ALL RESPONDENTS WERE AWARE
OF REPORTING PROCESS FOR ACTS OF
DISCRIMINATION OR HARASSMENT

Climate

Reflections and Suggestions

Reviewed by 3 DEI members separately and then discussed

Presented today because of multiple similar descriptions
and/or importance to DEI

(working with other committees on non-DEI aspects)

UNDERGRADUATE REFLECTIONS / SUGGESTIONS

- Inclusion
 - Generally inclusive for those who excel in a traditional academic setting
 - Sense of community exists but must be actively sought out
 - Desire for more incentive or opportunities for networking
 - Mentorship
 - Appreciation of mentorship through undergraduate research opportunities
 - Career development and job search guidance for international students lacking
 - Equity
 - Lacking career development and help with job search, for international students
 - Diversity
 - Lack of racial and socioeconomic diversity
 - Desire for student-lead outreach programs to underrepresented populations to increase interest in BME
 - Gender is celebrated
 - Experience of sexist remarks and gender bias in interactions with others
- Communication
- More exploration and celebrating each others' cultures

STAFF REFLECTIONS / SUGGESTIONS

- DEI Initiatives
 - Impressions that Weldon School is a diverse community where differences are respected: A family, inclusive, supportive
 - Some staff are dismissive of DEI initiatives
 - Some had concern that highlighting social news events promotes distance/difference between groups instead of uniting us
- Equity
 - Feel respected by leadership but not all faculty
 - E.g. learning staff by name and role in the School
 - Desire for increased recognition for promotions/awards
- Community
 - Academic programs staff have strong collegiality
 - Notice of a lack of community across Staff organizational units
 - Appreciation for helpfulness of school members

GRAD REFLECTIONS / SUGGESTIONS

- Inclusion
 - Sense of community can be lab dependent
 - Experience differs between domestic and some international students
 - Some students, especially Asian descent, feeling isolated or abandoned by School
 - Better than most departments, well-meaning, inclusive and open to change
 - BMEGSA's celebration of international festivals/recipes helps promote inclusivity
 - Grads are comfortable interacting with people of levels at the school
 - A grad student lounge to facilitate community
- Equity
 - Raise minimum pay for graduate students
 - The students are being heard and changes are being considered
 - Benchmark against other example depts/universities
 - Encourage labs to recruit students with more diverse backgrounds and support them
 - Be more outspoken about current news events and support for those affected
 - Concern that DEI efforts, networking opportunities, etc. are relegated to BMEGSA rather than School leadership

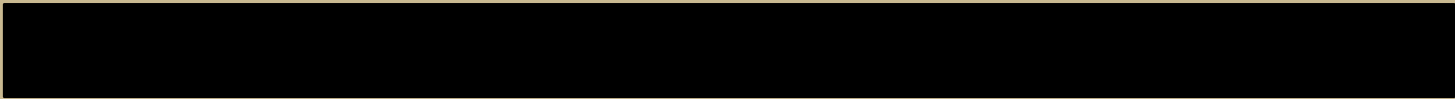
FACULTY REFLECTIONS / SUGGESTIONS

- Inclusion
 - Good collegiality among junior faculty
 - Lack of representation of women and minorities in leadership
 - Bimodal experience, with some feeling part of a family and others siloed or disconnected from the “in” group
 - Sense that Asian faculty are overlooked or undervalued
 - Shift culture to one of grad students being part of department and not just a lab
- Equity
 - Need for increased transparency in decision making and leadership appointments
 - Need for improved treatment of graduate students, international students, women and minorities
 - Desire for more shared governance within the school
 - Desire for more external funding available to recruit and retain minority students, staff, and faculty

MULTI/CROSS-GROUP SUGGESTIONS

- Need more and broader awareness of DEI efforts
 - More hands-on diversity, bias, active-bystander and inclusion training
 - Include DEI events and thoughtful facts/discussion prompts in newsletter
 - Better communication about and cooperation with existing DEI activities on campus
 - Increase events that promote diversity across the whole community
- Increase department-wide social and networking events with staff, students, and faculty
- Provide clear policies, clear administrative responsibility and devote resources to DEI
- Need more efforts to support students for professional development and to learn the “hidden curriculum”
 - Lower socioeconomic backgrounds, first generation, international students, Asian students, and non-native speakers
- Concern with the lack of racial and ethnic diversity
- More mentoring of graduate students from faculty (PI and non-PIs)

Priorities and Actions



PRIORITIES

Definitions

Justice:

Dismantling barriers to resources and opportunities in society so that all individuals and communities can live a full and dignified life.

Equity:

Allocating resources to ensure everyone has access to the same opportunities. Equity recognizes that advantages and barriers — the ‘isms’ — exist.

Diversity:

All the differences between us based on which we experience advantages or encounter barriers to opportunities. Diversity isn't just about racial differences.

Inclusion:

Fostering a sense of belonging by centering, valuing, and amplifying the voices, perspectives and styles of those who experience more barriers based on their identities.

Weldon School Priorities mapped to JEDI

Justice

- Transparency in funding/awards
- Active efforts recruiting/retaining under-resourced students/faculty/staff
- Increase leadership opportunities & awards for POC

Equity

- Transparency in merit and decision making
- Equitable treatment by PIs + School-level support/protection
- Grad student pay equity
- Additional career training/support for first gen, international, under resourced students

Diversity

- Diversify faculty racial make up
- Diversify individual PI labs

Inclusion

- Build networking/social events across peer groups
- Celebrations of individual accomplishments
- More effort to engage minority & international students
- More effort to engage low-SES, first-gen, LGBTQ+

PRIORITIES

All Weldon Community

- Build networking/social events across peer groups
- Celebration of individual identities
- Engagement in DEI activities and outreach

Communication

- Transparency in merit and decision making
- Newsletter including DEI activities/resources
- Transparency in awards and nomination processes

DEI committee logistics

- Advising and leading activities for recruiting URM students/faculty/staff
- Specifically engage people of color, international low-SES, first-gen, LGBTQ+

Staff

- Continued empowerment
- Celebrations of accomplishments and awards

Postdocs

- Engage postdocs
- Increase professional development and mentoring

Grad students

- Equitable treatment by PIs + School-level protection/support
- Grad student pay increases and minimum salary
- Diversify individual PI labs
- More engaged mentoring committees
- Additional support for first gen, international, low-SES, non-native English speakers, under resourced students

Faculty

- Transparency in leadership/awards (e.g. merit-based decisions of Directorships and Named Professorships)
- Active engagement and leadership opportunities for women and faculty of color

Undergrad

- Job and career guidance for international students
- Additional support for first gen, international, low-SES, non-native English speakers, and other under-resourced students