

# “Data for diversity” Collection of questions for further investigation

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In the course of the discussions it came up that there is no systematic and continuous data collection and evaluation with regard to the diversity of students, faculty and employee beyond gender. Hence the AG suggests to develop a strategy for a coherent and sustainable structure that might implement the following vision.

## Vision

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- 1.) Analyse diversity data to identify current diversity challenges and motivate specific measures
- 2.) Analyse diversity data to measure the success of specific measures

## Potential questions and sources

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As a starting point we give a list of questions whose answers could give a benefit. Moreover we could identify some data sources. See here for existing data!

<https://ethz.ch/services/en/employment-and-work/working-environment/diversity/strategie-und-zahlen/equality-monitoring.html>

Question	Potential data source
Courses: Are there any exemplary courses who promote inclusive teaching and learning (or bad examples)?	Comments in past teaching evaluations; semester feedback
Courses: How inclusive is teaching with regards to different diversity aspects? (e.g., gender, nationality, etc.) Does teaching get more inclusive after the checklist has been distributed?	Future teaching evaluations; existing administrative data (?); semester feedback
Grading: What kind of grading biases can be observed, if any (e.g., regarding gender, origin, etc.)?	Grading lists
Grading/Lecturers: What effect do female lecturers / non-Swiss lecturers have on the grades or dropout rates of (female) students, e.g., because they act as role model? Is there a gender gap in grades, and is it correlated with e.g., the gender of the lecturers?	Number of female lecturers (e.g., in the first bachelor year) and lecturers of color and correlation with grades or dropout rates
Lecturers: How diverse is the body of lecturers?	Employment data (HR)
Students: How is the “Swiss population” (and global population) represented at ETH?	Student data (Study Admin)
Students: What pre-conceptions do students from Gymnasiums have about ETH, and how does this	Survey; cf. survey 2017 for “ETH unterwegs” where students were asked what academic career path they imagine for

influence diversity at ETH?	themselves and how this has changed after they interacted with “ETH unterwegs” (Gaby Klay, Nora Dittmann)
Students: What is the socio-economic background of ETH students? How many students work to sustain themselves or have family to take care of? How many first-generation students do we have?	Survey, cantonal data about stipends; other cantonal data; “Bildungsstatistik Schweiz” shows that 47% of students come from families where one or both parents have a higher education degree.  <a href="https://www.bfs.admin.ch/bfs/de/home/statistiken/bildung-wissenschaft/personen-ausbildung.assetdetail.18584280.html">https://www.bfs.admin.ch/bfs/de/home/statistiken/bildung-wissenschaft/personen-ausbildung.assetdetail.18584280.html</a>
Dropout level: What are the effects of various student background characteristics?	Student admin
Career outcome: what are the effects of various student background characteristics?	Survey
<b><i>More ideas welcome!</i></b>	

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