URGE Demographic Data for New Mexico Tech

This is what was found by NMT Geoscience Pod at New Mexico Tech 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:
  - https://www.nmt.edu/academicaffairs/research/ - Organization, Company, University Current Staff/Student Demographics - common data set
  - Link for requesting additional data
  - Link - Analysis of past invited speaker demographics
    - https://nmt.edu/academics/ees/seminar.php
    - Over the past two academic years (2019-2021), at least 72% of our seminar speakers were white males.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Count Male</th>
<th>Count Female</th>
<th>Count White</th>
<th>Count non-white</th>
<th>Total # of Speakers</th>
<th>% Male</th>
<th>% Female</th>
<th>% White</th>
<th>% non-white</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2021</td>
<td>7</td>
<td>6</td>
<td>12</td>
<td>1</td>
<td>13</td>
<td>54%</td>
<td>46%</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>12</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>100%</td>
<td>0%</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>12</td>
<td>5</td>
<td>16</td>
<td>1</td>
<td>17</td>
<td>71%</td>
<td>29%</td>
<td>94%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Note non-white also includes speakers whose race/ethnicity was not identified, so this table could potentially under-report white peoples’ representation in the seminar speaker demographics.

- If data are not available, what is the reason for not making it public?
  - Due to the small program size in Earth and Environmental Science, student demographic data is not currently released at the program level because it could be uniquely identifying. University-wide demographic data is available (link above).

- How does your organization compare to others, or to the field as a whole?
Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - https://eartharxiv.org/repository/view/2060/

We can only assess this at the university level.

- **Public goals on demographics or increasing representation:**
  - Are there general goals stated at your organization for achieving representation?
    - “New Mexico Institute of Mining & Technology (NMT) is committed to equal employment opportunity and affirmative action in all of its personnel policies and procedures.”
    - “New Mexico Tech is a reflection of the state of New Mexico. It is both small in population as compared to other universities and it is diverse in faculty, staff and student population.”
    - The NMT Affirmative Action Plan indicates that we meet our goal for minority faculty representation with 32% (36/114), but miss the goal for female faculty with 19% (22/114). However, a more nuanced breakdown of faculty race/ethnicity shows out of 124 faculty (discrepancy in numbers noted), that there are 85 white (22 women) faculty, 10 Hispanic (2 women) faculty, and 29 Asian (5 women) faculty. There are no Black or Indigenous faculty. We would recommend a more nuanced affirmative action goal for faculty race/ethnicity.
    - The Earth and Environmental Science department has 14 full-time tenure track faculty. All are white and 4 are female (29%). There are 11 emeriti faculty members listed on our department website. At least 4 are active to varying degrees, all of whom are white males.
  - Are there measurable goals stated at your organization for achieving representation?
    - Goals appear to be 30% non-white and 25% women faculty. An implicit goal is also maintaining Hispanic Serving Institution status by continuing to enroll a high enough proportion of Hispanic students.
    - Little information on tangible goals other than those stated above.
  - Suggested additional goals for your organization:
    - Goal 1: Improve our seminar series in all metrics
    - Goal 2: Improve upcoming faculty hires from job advertisement and hiring criteria and metrics to certifying candidate pool demographics and final selection.

- **Policy or proposed policy for collecting demographic data at your organization:**
  - common data set - Most information about how data are collected, reported, and tracked are available in the common data set. There is less information clearly putting together goals with how data are utilized in decision making.
  - }
What did you learn about other organizations (or in general) while investigating demographic data?

- [https://diversity.ldeo.columbia.edu/seminardiversity](https://diversity.ldeo.columbia.edu/seminardiversity) - Increase diversity in seminars
  - Quantitative metrics are important to measure success
  - Ask for demographic data from speakers and explain that it’s used for ensuring we meet seminar goals
  - Encourage seminar speakers to spend some time talking about broader aspects of their work and efforts they are engaged in that may not directly relate to their research talk. After all, the purpose of the seminar is to learn and engage with others in the community and most research findings are already available in literature (or become available shortly) while it’s less common to disseminate information on DEI efforts
- [https://www.nature.com/articles/d41586-019-03784-x](https://www.nature.com/articles/d41586-019-03784-x) - No all-male panels