1. What demographic data are collected at your institution? What do the numbers tell you?

Demographic data is collected at the university level, showing that in 2020, UNM was approximately 54.7% female, 42.6% male and 44.7% Hispanic, 33.3% white, 5.3% Native American, 2.5% Black or African American, 4.3% Asian across both undergraduate and graduate populations. 13% of the UNM population is 18yrs or younger, 64.7% are between 19 and 29yrs, and 22.3% are 30yrs or over.

Within the EPS undergraduate and graduate populations we have 37% female, 63% male students. For the ENVS major, we have 56% female and 44% male students.

1. Undergraduate (EPS major): over the past 5 years the demographic breakdown is 24% Hispanic, 64% white, 1.9% Native American, 1.6% Black or African American, 1.3% Asian, and 5% International.

2. Undergraduate (ENVS major): over the past 5 years the demographic breakdown is 38% Hispanic, 44% white, 5% Native American, 2% Black or African American, 2% Asian, and 1% International.

3. EPS MS program: over the past 5 years the demographic breakdown is 15% Hispanic, 72% white, 2% Asian, and 6% International.

4. EPS PhD program: over the past 5 years the demographic breakdown is 5% Hispanic, 70% white, 3% Black or African American, 1% Asian, and 14% International.

Undergraduates: Overall, our ENVS (Environmental Science) major attracts more diverse students. We discussed framing the conversation away from “recruit and retain” to “attract and thrive.” One significant barrier is the lack of visibility and exposure to Earth science at the high school level and earlier. As a department, we need to increase our student numbers overall, but also increase our appeal to diverse student populations.

Graduates: We discussed how to change our graduate student population to look more like our undergraduates. We removed the GRE from our graduate admissions this year and the graduate admissions committee is looking at other ways to promote equity through holistic admissions practices. Question -- Can we encourage more of our undergraduates to stay at
UNM for an MS degree? How do we help them thrive in that position? Consider a 5-yr Masters program?

For our departmental seminars, we are specifically targeting more diverse speakers and are working to add at least one talk per semester that highlights educational, outreach, community building and/or JEDI work. We were able to find data from five semesters since Fall 2018. Over those five semesters, our invited speakers were 51% male, 49% female, 82% white, 4% Hispanic, 4% Black, 8% Asian, 2% Native American.

Faculty: Our faculty demographics are unfavorable. Of 17 tenure-track faculty, we have 4 women and 2 people of color. The last 6 hires in our department have included 3 women, 3 men and 1 person of color. These numbers reflect a good trend in gender representation, but stagnation in diversity.

2. Are data public? If not, who has access? If the data are kept private, what reason is given?

Much of these data appear to be public, at least at the University level in terms of current enrollment, degrees awarded and faculty and staff members: http://oia.unm.edu/facts-and-figures/official-enrollment-reports.html

Within EPS, the data provided above are from a self-study. We are looking in to making these data public by posting on the departmental website.

3. Are there stated and measurable goals for representation in your organization?

There are currently no measurable goals articulated for demographic numbers within UNM EPS, though our departmental statement on Anti-Racism from Summer 2020 states that we will increase diversity of departmental seminars (https://eps.unm.edu/news-events/news/item/blacklivesmatter.html). At the University level, there seem to be general stated goals, but we did not find anything measurable.

UNM’s strategic plan on Diversity can be found here: http://www.unm.edu/~unmstrat/Diversity.htm
This document lays out a general vision, in strong terms, but does not provide measurables.

Quote from the UNM Strategic Plan:
If UNM is to create such an intellectual community it will have to internally position itself differently as an institution and there is no quick-fix approach. If it is to embrace multicultural and diverse forms of intellectual inquiry both in basic and applied focus, UNM institutionally will have to practice what it intends its employees to do and what it intends its constituents to be a part of. Thus UNM, itself, will have to value and embrace policies and programs that value diversity and that require internal structural changes that may shake up the status quo.

If we can begin to truly practice an internal commitment to becoming a diversity-friendly institution, we will need to begin a diversity consciousness raising process and to place our own institution as a research subject in this endeavor. We would invite our own faculty, staff, students, and other constituents to engage in action research as we recreate who we are as an institution. This involves studying our own institutional processes and using the data collected (from both quantitative and qualitative inquiries) to improve and change our institution to become a "multicultural" institution. UNM should consider creating a group whose purpose would be to begin a university wide dialogue by going to each department and college and program to "diversity-audit" such entities and, in particular, to assess what we are already doing well in the area of "diversity inquiry" and how we can further enhance such practices and scholarship. It is well known that bureaucracies are slow to change and that there is tension between the value of academic freedom and the need to collectively shape a strategic future for our state/university to embrace diversity. There are three options for change: dictating change from the top, proactive and enlightened management that facilitates change, or laissez faire – market driven change. UNM should opt for the middle approach.

4. **Review data from similar organizations and consider how your organization compares.**

At UNM, the EPS and ENVS undergraduate and graduate populations are more diverse than any STEM department outside of Biology. Our undergraduate and MS programs compare
favorably to the AGI national statistics in all measures excluding gender balance for the EPS undergraduate major and EPS graduate programs.

Nationally, we found the following numbers from https://www.americangeosciences.org/geoscience-currents/diversity-geosciences:

“In 2019, 46% of graduate geoscience students were women. Furthermore, in 2019, 46% of geoscience bachelor and master’s degrees and 40% of geoscience doctorates were conferred to women. In 2019, underrepresented minorities earned 15.7% of geoscience bachelor’s degrees, 10% of geoscience master’s degrees, and 6.7% of geoscience doctorates. From 2010 to 2019, the percentage of geoscience bachelor’s degrees conferred to Hispanics increased from 5.7% to 11.7%, while the percentage of degrees conferred to other minorities remained relatively steady. Hispanics earned an increasing percentage of graduate degrees over this same period, but at a slower pace. The percentage of graduate degrees conferred to Hispanics between 2010 and 2019 increased from 4% to 6.7% for geoscience master’s degrees and from 3.6% to 4.8% for geoscience doctorates.”