



URGE Demographic Data for South Dakota Mines

This is what was found by South Dakota Mines Pod at South Dakota School of Mines and Technology 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.sdsmt.edu/Campus-Life/Center-For-Inclusion/Docs/Diversity-Report/>– This report includes demographic data on students, faculty, and staff, including race/ethnicity, gender, and ADA status for domestic students (graduate and undergraduate students combined); demographics for BS students by program; program retention for BS students by race/ethnicity and gender; race/ethnicity and gender data for faculty and staff; and gender information on international students (undergraduate and graduate). Within the department of Geology and Geological Engineering (no link other than in the Diversity Report), full-time instructors and tenure-track/tenured faculty include 35.7% women, 14% of persons self-identified as having one or more disabilities, and 0% are BIPOC (21.4% are non-native born, the remainder are white; note: race/ethnicity not self-identified). For students in Geology and Geological Engineering (two majors Geology and Geological Engineering (no link)), 39% of undergraduates are female, and 6.5% are BIPOC. Among graduate programs (MS Geology and Geological Engineering; MS Paleontology; and Geology and Geological Engineering specializations within the PhD Geology, Geological Engineering, and Mining Engineering) 34% are female. In terms of race/ethnicity, 9.5% of MS students are BIPOC, and 22% of PhD students are BIPOC.
 - <https://www.sdsmt.edu/Academics/Departments/Geology-and-Geological-Engineering/Activities-and-Organizations/Seminars-Workshops-Meetings/>- The seminar schedule for Geology and Geological Engineering at SD Mines was used for analysis. As of March 1, the 2020-21 schedule included: 0% of speakers who were BIPOC (note: not self-identified), and 20% were women (note: not self-identified).
- **How does your organization compare to others, or to the field as a whole?**
 - Compared to national data (via AGI), the percent of BIPOC students in the undergraduate programs is less than half of the national average (15.7% vs. 6.5%), for MS students it is close to the national average (10% vs. 9.5%), and is higher than the national average for PhD students although the sample size is small (6.7% vs. 22%). Proportions of female students also are lower than national averages (44% vs. 39% for undergraduates; 46% vs. 34% for graduate students). Among faculty, there



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are no BIPOC faculty and the proportion of female faculty is close to the national average (~1/3 vs. 35.7%).

- **Public goals on demographics or increasing representation:**
 - Are there general goals stated at your organization for achieving representation?
 - The University's Strategic Plan includes the following:
 - Strive to make our campus a place where students, faculty, and staff thrive in an inclusive, equitable, diverse, and creative environment.
 - Build a sense of community that cultivates collaboration, inclusion, and innovation.
 - The Geology and Geological Engineering Strategic Plan includes the following:
 - Ensure that the Department is an intellectually stimulating, respectful, and welcoming place for all.
 - Increase representation of women and persons from underrepresented groups.
 - Are there measurable goals stated at your organization for achieving representation?
 - The University's strategic plan includes the following:
 - No published specific action items or goals. According to Jesse Herrera, Director of the Center for Inclusion, no measures are in place campus-wide and very few university funds are being spent on initiatives to support the Strategic Plan goals listed above. That said, the University's Inclusion Statement includes the following goal "It is our goal to promote a culture of respect, honor, understanding, integrity, and collaboration."
 - The Geology and Geological Engineering Strategic Plan includes the following:
 - No action steps related to representation are included in that Strategic Plan. That said, one yearly goal for 2021-22, reported to higher administration, is to "Increase inclusion through online field programs, new technology and teaching resources, and targeted seminar series (e.g., female speakers, minority speakers)".
 - Suggested additional goals for your organization:
 - For the Department of Geology and Geological Engineering we are establishing these goals:
 - GOAL 1: Being more directed and thoughtful in seminar invitations, including multiple disciplines, multiple career stages, gender, and BIPOC representation.
- **Policy or proposed policy for collecting demographic data at your organization:**
 - No centralized policy for collection and use of demographic data were found in a search of SD Board of Regents or SD Mines policy manuals. According to Jesse



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Herrera, the Diversity Report (link above) relies on BoR data solicited from individual campuses. SD Mines specific information comes from Academic Affairs and HR. The primary means for reporting and tracking are through the annual Diversity Report. He also states that the Diversity Report is meant to serve as a type of “report card” on diversity efforts. Use of the diversity data in decision making is unclear.

- For the Department of Geology and Geological Engineering we are establishing these goals:
 - GOAL 1: Start to use demographic data to track progress and develop goals that are actually measurable.
 - For example, include discussion of bias when assigning scholarships, fellowships, and assistantships.
 - GOAL 2: Have student populations to reflect the gender demographics of the US population by 20XX.
 - GOAL 3: Explicitly connect students to larger communities to provide a sense of belonging by including information into our introductory level class (GEOE/GEOL/MEM 110L) about organizations associated with Geosciences, including both broader associations like GSA and AGU; but also associations centered around underrepresented groups, for example AWG, GeoLatinas, AISES, NSBE, etc.
 - GOAL 4: The SD Mines URGE pod will present a seminar to the GGE department in Fall 2021 about our findings and goals. This is an effort to launch long-term culture changes within the unit as a whole. This is a way to:
 - Get students involved and bring discussion to more than just the faculty/staff.
 - Start to normalize discussions of diversity and inclusion within the department.
 - Emphasize how racism negatively affects everyone, not just BIPOC.
 - For example, if a BIPOC or female student is recruited to your lab, but they leave because of climate, that affects the faculty members research productivity.
 - Outline easy steps to make an escalating difference
- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - For the Department of Geology and Geological Engineering:
 - We will use efforts such as that at the University of Cincinnati to devote seminars to diverse speakers and include, for example, a separate get-together with female speakers for female graduate students and faculty.
 - We will promote student groups on and off campus that can provide a sense of community in the geosciences (e.g., GeoLatinas).

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- We will incorporate the discussion of the negative effects racism and bias on white people and our geographic region (e.g., Metzl's Dying of Whiteness).
- We had an eye-opening experience reading Lee and Ahtone, Land-grab universities as few of us really knew what "Land Grant" meant.