



# **2021 Diversity & Equity Survey Report**

Updated: September 21<sup>st</sup>, 2021

**Diversity and Equity Statement:**

The National Association of University Fisheries and Wildlife Programs (NAUFWP) affirms its commitment to deconstruction of barriers to Black, Indigenous, Hispanic, and People of Color (BIPOC), LGBTQ+ and other underrepresented groups in the fish and wildlife profession. The natural resources professions have been conspicuously underrepresented by individuals and perspectives that reflect all people of the country and the world. As a result, our profession lacks the richness of ideas and engagement to address the complex breadth of challenges facing us. We recognize that enhancing diversity in our profession entails much more than simply recruiting from underrepresented groups, and that achieving our goals is built on a foundation of equity and inclusion. Advancing these efforts calls for a number of deliberate and immediate efforts.

**Purpose of the Survey:**

- Document the demographics of students and faculty in fisheries and wildlife programs across member institutions with respect to gender and BIPOC representation.
- Identify programs that have established natural resources, Diversity, Equity, and Inclusion (DEI) courses.
- Identify programs with specific DEI learning outcomes in their curricula.
- Document programs that have implemented DEI criteria in the promotion and tenure guidelines.
- Document other measures to “center” DEI in their programs, departments and colleges

**Methods:**

A 75-question survey was emailed to 38 NAUFWP member institutions in November 2020. Departmental contacts responded to the survey between November 2020 and February 2021. Demographic data was reviewed and edited by respondents in July 2021. If departments contained other disciplines, demographic data only included individuals in the department’s fisheries and wildlife program. International students of color were not included in BIPOC demographic counts.

**Respondents:**

Twenty-six of the thirty-eight NAUFWP member institutions responded to the survey (a 68% response rate). Table 1 in the Appendix summarizes the Carnegie status of the institution. All demographic data in this table and in Figure 1 focuses on the fish and wildlife program level during the 2019-2020 academic year. This data is not necessarily the departmental level (unless the department as a whole focuses only on fish and wildlife).

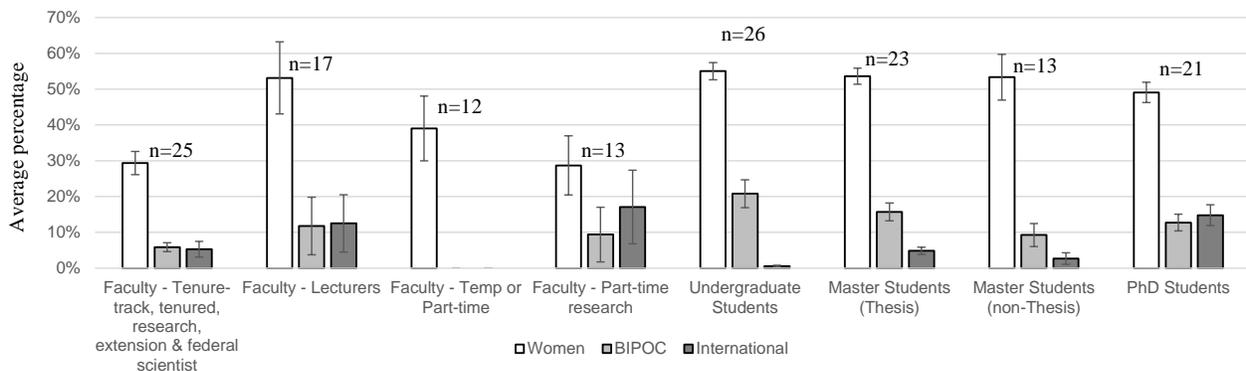
Three of the NAUFWP member institutions that responded to the survey have a Minority Serving Institution (MSI) classification. The University of Alaska is classified as an Alaska Native and Native Hawaiian Serving Institution (ANNHI). The Salish Kootenai College is in the Tribal Colleges or Universities (TCU) classification. Alabama A&M University is in the Historically Black Colleges and Universities (HBCU) classification.

Fourteen of the respondents belong to an institution that have a Carnegie classification of “R1: Doctoral Universities – Very high research activity”. Six classify as “R2: Doctoral Universities – High research activity”. Three classify as “M1: Master's Colleges and Universities – Larger programs”. Two classify as Baccalaureate Colleges. One is classified as a tribal college.

## Results:

### *Demographics of Students and Faculty*

Twenty-five out of the twenty-six respondents have full-time tenure-track, tenured, research, extension and USGS federal scientist faculty; the mean percentage of women, BIPOC, and international in this category is 29%, 6%, and 5% respectively. Seventeen of the respondents have lecturers; the mean percentage of women, BIPOC, and international lecturers in this category is 53%, 12%, and 13% respectively. Twelve of the respondents have temp or part-time faculty; the mean percentage of women is 39%. None of the respondents had BIPOC or International temporary or part-time faculty. Thirteen of the respondents had part-time research faculty; the mean percentage of women, BIPOC, and international faculty in this category was 29%, 9%, and 17%, respectively. All respondents have undergraduate students; the mean percentage of women, BIPOC, and international undergraduate students is 55%, 21%, and 0.6%, respectively. Twenty-three of the respondents have thesis-track master degree students; the mean percentage of women, BIPOC, and international thesis-track master degree students is 54%, 16%, and 5%, respectively. Thirteen of the respondents have non-thesis-track master degree students; the mean percentage of women, BIPOC, and international non-thesis-track master degree students is 53%, 9%, and 3%, respectively. Twenty-one of the respondents have PhD students; the mean percentage of women, BIPOC, and international PhD students is 49%, 13%, and 15%, respectively.



*Figure 1.* Average percentage of women, BIPOC, and international individuals from the total number of individuals within each group. Error bars indicate standard error. Only faculty and students involved with a department's fish and wildlife program were included.

*Note.* The original survey contained only tenured faculty in the first category. There may have been some confusion among respondents regarding where they should have binned research faculty. USGS federal scientist faculty counts were confirmed.

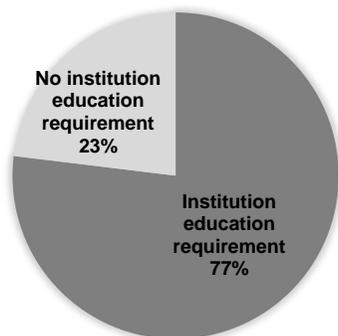
All demographic data includes students that pursue their degrees both online and in person. Program-specific percentages of online students are shown with asterisks in Table 1 within the Appendix. Four units have a MS-non-thesis option that have online students (University of Florida's Department of Wildlife Ecology and Conservation and Department of Fisheries and Aquatic Sciences, Colorado State University's department of Fish, Wildlife and Conservation Biology, and Clemson University's Department of Forestry and Environmental Conservation). Over three quarters of Oregon State University's Fish and Wildlife undergraduate students pursue their degree exclusively online. They also have 22% of their non-thesis Master's students fully online. The University of Idaho's Fish and Wildlife Sciences program has about 5% of their MS-thesis and PhD students fully online.

### *Minority Serving Institution's impact on BIPOC demographic means*

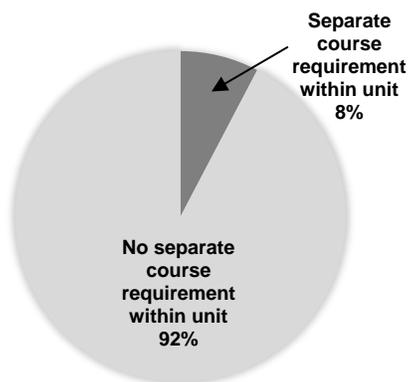
The three fish and wildlife programs within a MSI did inflate mean BIPOC results for some demographic categories. As shown in Table 2 within the Appendix, the programs within an MSI had substantially larger BIPOC average percentages for lecturers, part-time research faculty, undergraduate students, MS-thesis students, and PhD students. The presence of these three units inflated the mean BIPOC percentages of each of these categories by 5.1%, 0.4%, 5.3%, 1.2%, and 1.5% respectively.

### *Established diversity and equity courses*

The majority of respondents (77%) indicated that they are part of an institution that has an education requirement in diversity, cultural awareness, ethnicity, or global culture (Figure 2). Only two respondents have their own separate course requirement that addresses environmental justice, climate justice, power and privilege, identity, and systemic bias in STEM (Figure 3). These two are the Rubenstein School of the Environment and Natural Resources (RSENr) at the University of Vermont and the Salish Kootenai College's (SKC) Wildlife and Fisheries Department.



*Figure 2.* Percentage of departments that are part of an institution that has an education requirement in diversity or cultural awareness or ethnicity or global culture



*Figure 3.* Percentage of departments that have a separate course requirement that addresses environmental justice, climate justice, power and privilege, identity, or systemic bias in STEM.

RSENr has [a curriculum](#) that focuses on multicultural perspectives and has a “[Rubric For Working Across Difference](#)” used to build student competence of the value of DEI. All undergraduates are required to partake in a course called “Race and Culture in Natural Resources”. The [spring 2021 syllabus](#) provides details on the topics covered.

SKC's [general education requirements](#) “...emphasize the knowledge and awareness of Native American cultures, particularly the Salish, Pend d'Oreille, and Kootenai tribal cultures, histories, and languages” ([SKC Website](#)). All students are required to take a freshman interdisciplinary seminar course that focuses on Critical Thinking, Communication, Cultural Understanding, and Citizenship. In addition, students have the choice to participate in other courses within the Wildlife and Fisheries Department [curriculum](#) including Science, Culture and Society; Social and Environmental Ethics; Indigenous Science; Native American Perspectives in Natural Resources; and Fire and Human Culture.

*Diversity and equity criteria in promotion and tenure guidelines*

Seven respondents have DEI part of their faculty annual review process (Figure 4). The seven units are listed below with links to their documents.

1. University of Vermont’s Rubenstein School of the Environment and Natural Resources (RSENR)
  - a. [Annual Review Template](#) - Equity and Inclusion section on last page.
2. University of Montana – Institution has consistent performance review for faculty.
  - a. [Performance Review Document](#) – Diversity/Affirmation Action section on page 3.
3. Salish Kootenai College’s Wildlife and Fisheries Department
  - a. The ‘4 Cs’ (Critical Thinking, Communication, Citizenship, and Cultural Understanding) are a critical piece annual faculty review. Link to SKC’s [mid-cycle report](#) that provides details.
4. Virginia Tech – Institution has a consistent reporting system (EFAR).
  - a. [Details on their Diversity and Inclusion Activities](#) reported in EFAR.
5. University of Minnesota – Institution has [consistent procedures for reviewing candidates for tenure and/or promotion](#).
6. Oregon State University - Institution has consistent performance review for faculty
  - a. [Promotion and Tenure Guidelines](#) – Word search “diversity”.
7. Colorado State University
  - a. A FWCB Justice, Equity, Diversity, and Inclusion (JEDI) 5-Year Strategic Plan will soon be published on the web for the Warner College of Natural Resources. Goal 5 (entire goal included below) includes an action item related to incorporating DEI in faculty annual reviews.
    - i. **Goal 5:** Embed diversity and inclusion in curriculum, educational programs, and research across all campus units
      1. **Action:** Examine potential to include diversity and inclusion in annual evaluations
        - a. **Measuring progress:** During the 2019-2020 academic year, the FWCB DEI committee drafted language for DEI to be explicitly incorporated into annual reviews, which was approved by the department head in Spring 2020.
      2. **Action:** Provide resources to enrich curriculum: compile slides that provide a more diverse and inclusive perspective towards fish and wildlife ecology and conservation that could be used in FWCB classes and on FWCB website.
        - a. **Measuring progress:** During spring 2021, use COVID-19 funding for additional TA support to assemble these materials.

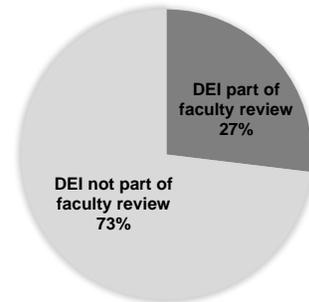


Figure 4. Percentage of departments that has DEI part of its faculty annual review.

Some of the respondents that indicated they have DEI guidelines in the faculty review process also pointed to the need for improving their methods. Many of these respondents reflected that although they have questions in their review process regarding DEI, the weight of the response is unknown or the approach is entirely qualitative. These respondents pointed to the need of a rubric, framework, or consistent process and policy that would help guide their faculty to improve their contributions to creating a more equitable and just departmental community. Many other respondents indicated that their departments currently do not have a DEI approach to their faculty review process. Most specified that they are currently considering or developing a strategy at this time.

*DEI Committees*

Fifteen of respondents (58%) had a DEI committee (Figure 5). Every committee has a different membership and leadership structure. Out of all respondents that provided detail about their committee’s structure, all contained a mixture of faculty (between 3 and 7), staff (between 1 and 3), and students (between 1 and 3). In most instances chairs of these committees are limited to either faculty or staff members. Chairs for these committees are selected by either the department chair or by committee vote.

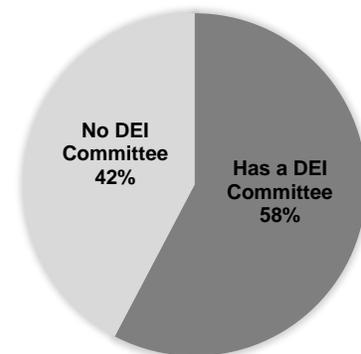


Figure 5. Percentage of departments that have a DEI committee at this time.

*Initiatives to recruit under-represented students*

The majority of respondents (81%) indicated that they have some type of initiatives to recruit under-represented students either at the institution or departmental level. Below are some of the notable strategies used.

- Targeting under-represented undergraduate students
  - o Recruitment
    - [Louis Stokes NSF grant](#)
    - Partnerships with specific diverse high schools.
    - Recruiter at the institutional level that works with departments to target high school students from underrepresented groups with mailings.
  - o Scholarships
  - o Mentorship
    - Enhanced capacity for mentoring and tutoring under-represented students.
  - o Research & Internship programs
    - [Doris Duke Conservation Scholarship Program](#)
    - [South Central Climate Science Center Internships](#)
    - [USFWS Pathways Program](#)
    - Programs internal to the institution that get underrepresented students involved in research.
- Targeting under-represented graduate students
  - o Graduate assistantships

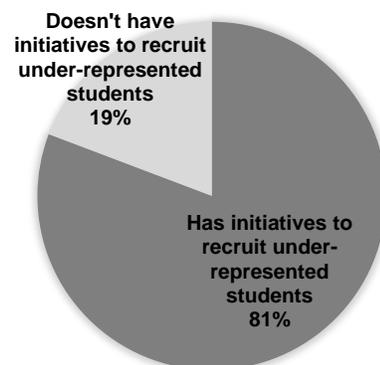


Figure 6. Percentage of departments that have initiatives to recruit under-represented students.

- Holistic review of admission criteria.
- Fellowship programs
  - [McKnight Fellowship \(Florida\)](#)
  - [Louis Stokes NSF grant](#) (bridge to doctorate)

*Other notable resources*

- Both [University of Vermont \(UVM - at the institution level\)](#) and UVM's [Rubenstein School of the Environment and Natural Resources](#) have Inclusive Excellence Action Plans. The University of Vermont also has a [general education requirement for diversity](#).
- The University of Idaho's Department of Fish and Wildlife Sciences has information [on their website](#) about their efforts to support and enhance diversity.
- Two graduate students at Clemson's University's Forestry and Environmental Conservation Department created an American Fisheries Society [diversity podcast](#).
- SKC has [a video](#) on culturally centered STEM research at tribal colleges.

**Discussion:**

NAUFWP is committed to the deconstruction of barriers to underrepresented groups in the fish and wildlife profession. Sharing knowledge and resources among NAUFWP members is critical to collectively address this commitment. This survey and other future initiatives can help member departments better reflect on diversity, equity, and inclusion (DEI) efforts within the fish and wildlife field and what could be done to improve.

The analysis of demographics of students and faculty in fisheries and wildlife programs showed that full-time tenure-track, tenured, research, extension and USGS federal scientist faculty have a lower percentage of women and BIPOC individuals on average compared to students. Also, there are a lower percentage of women and BIPOC individuals (almost 50% lower) in these positions compared to instructor positions suggesting there may be an additional barrier at the tenure track level.

Most of the respondents have a mandatory course requirement in DEI at the institutional level. Few indicated that they have a separate course requirement within their department. Only 58% of responding institutions had a DEI committee for their program or college.

It is uncommon for DEI to be part of the annual review process for faculty. Many respondents indicated that this was an area where they would like to improve. Even units that currently use DEI in their faculty evaluations indicated areas for refinement. Respondents pointed to the need for a quantitative evaluation process that allows faculty to better reflect on areas where they can better contribute to DEI efforts within their department. Thus, this is an important area where NAUFWP may be able to facilitate sharing of resources and ideas across programs.

Many departments have a variety of efforts that they employ to recruit under-represented students. Based on the survey responses it appears that no departments use every strategy. Every department is different and can learn from strategies that others use to build greater diversity in their academic communities.

It is clear that this survey was completed during a very dynamic period for many departments. Many respondents indicated that they are working to make improvements and starting to become much more serious about DEI than they have been in the past. Because of this, NAUFWP should

make an effort to do this survey every five years to identify if current efforts have become sustainable and long-lasting.

Overall, there are many different strategies to build DEI into academic departments. This report and its embedded links can be used by NAUFWP's members to take more deliberate and immediate efforts to enhance diversity in the fish and wildlife profession.