

Promoting diversity, equity, inclusion, and justice in forest resource programs in the US: a survey of NAUFRP member institutions

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Outline

- **Background/Motivation**
- **Data sources- FAEIS and Online Survey**
- **What have we learned**
 - What do forestry faculty/students look like?
 - What are forestry programs doing for DEIJ?
 - Lessons shared
- **Questions and your inputs?**



Background/Motivation

Representation of minoritized populations in forestry

- the lowest percent of minorities with bachelor's degrees (7%) within the Agriculture and Natural Resources workforce (10%) (Carnevale et al. 2011; Sharik et al. 2019).
- the lowest undergraduate enrollment of minorities (11.1%) and females (23%, increased from 17.7% in 2012) among 8 academic areas within Natural Resources degree programs (17.2% - 46.6%) in 2017 (N= 61, Source: [https://www.nrcs.usda.gov/forestry/education/forestry-education-report-2017](#))

comment

To sum it up! Maybe some progress in gender diversity??

* In 2021, the white (non-Hispanic) group

No progress on diversity in 40 years

Ethnic and racial diversity are extremely low among United States citizens and permanent residents who earned doctorates in earth, atmospheric and ocean sciences. Worse, there has been little to no improvement over the past four decades.

Rachel E. Bernard and Emily H. G. Cooperdock

Background/Motivation

The National Association of University Forestry Resources Programs (NAUFRP)

Diversity Committee's goal is to promote a continuous dialogue among the NAUFRP institutions (and with you all too!).

We present here:

- a summary of current student and faculty demographic data in forestry programs;
- results of an online survey about DEIJ practices among the NAUFRP member institutions.

Data Sources

- **The Food and Agricultural Education Information System (FAEIS)** compiles data each year on the natural resource, food, veterinary, human, agricultural, and life sciences within the United States based on **self-reporting** from universities and colleges with Agricultural and Renewable Resources programs in the U.S. We used **FAEIS data to show the demographic composition of students and faculty within the field of forestry**, i.e. Classification of instructional programs (CIP) code 03.05.
- The FAEIS 2019-2021 student data from 48 institutions and the faculty data from 12 institutions.

Data Sources –Online survey

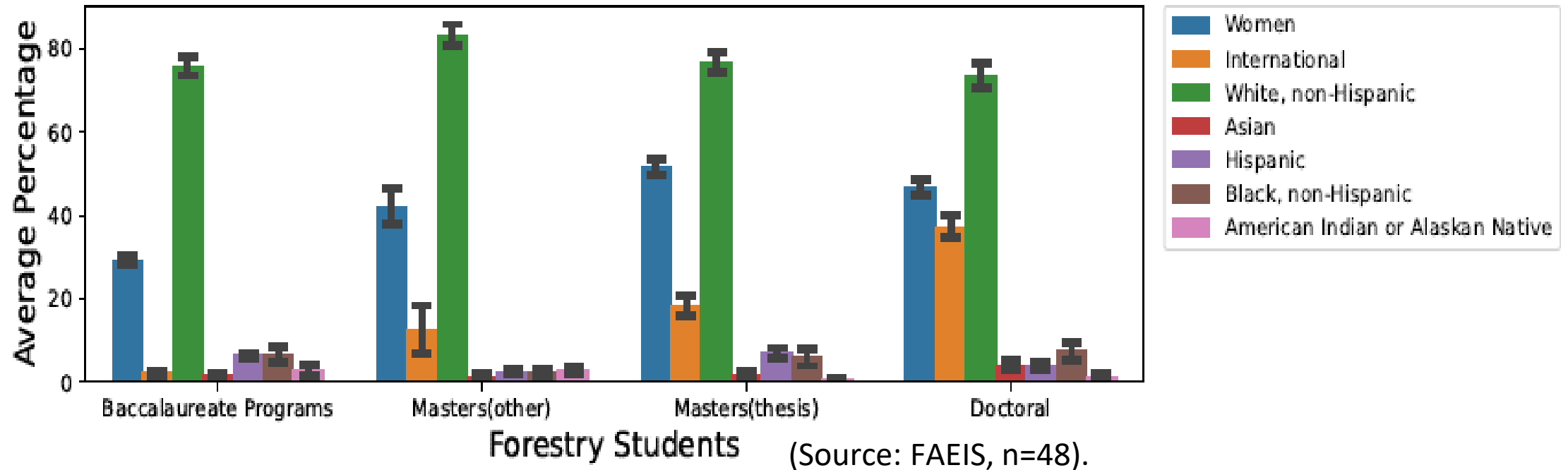
DEIJ Practices of the NAUFRP Institutions

- An eight-question Google Form survey was emailed to all 102 NAUFRP members in July 2021, September 2021, and again in March 2022.
- Twenty-nine responses from universities across North America.



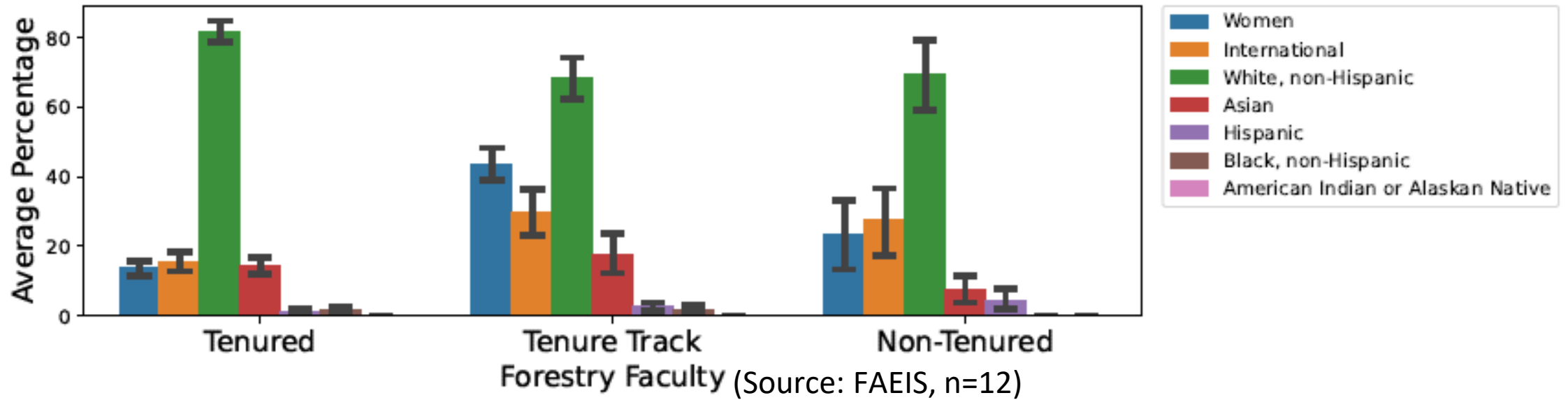
NAUFRP Diversity and Inclusion Survey

FAEIS – Forestry Students



- Undergraduate: Male (71%); white (74%), Hispanic (5.8%) , Black (6.5%), American Indian or Alaskan Native (2.6%), and Asian (1.4%).
- The proportion of BIPOC students is lower in the graduate programs, while the proportion of women increases in Master’s and Ph.D. programs (48%).

FAEIS – Forestry Faculty

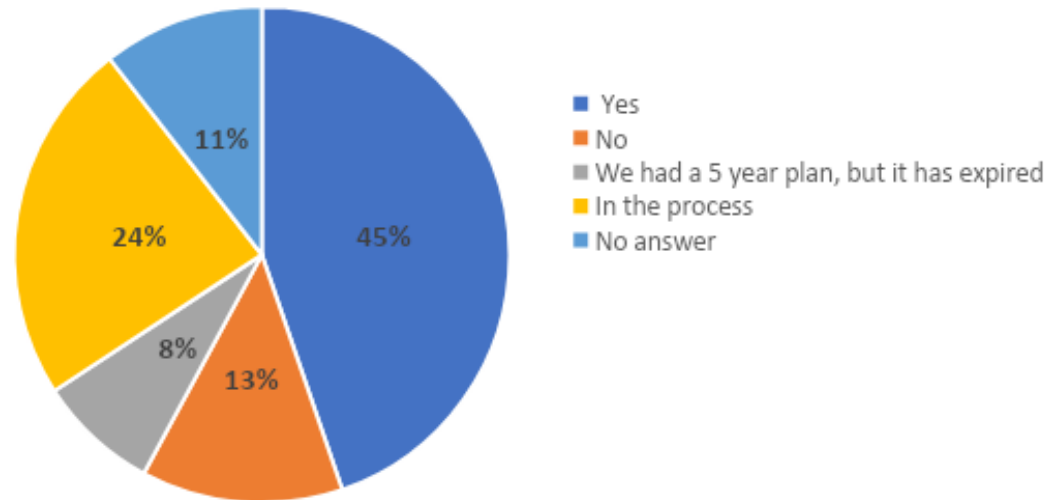


- Tenured faculty: male (87%) and white (84%).
- Tenure track faculty: male (57%) and white (74%)

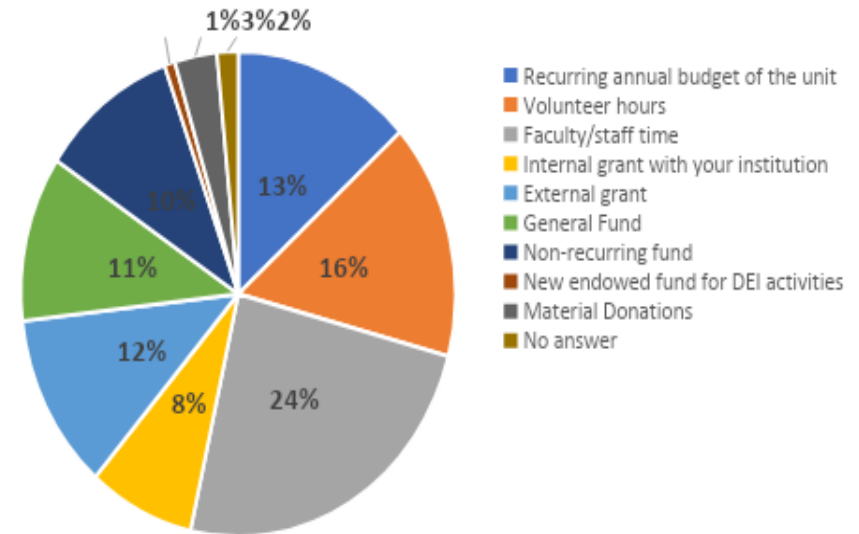
NAUFRP Survey – Committees

The majority of institutions that responded to our survey, either **have a DEIJ related plan** and resources or are in the process of creating one (69%) and have active committee or group to address DEIJ issues specific to the Natural Resources Professions at their academic unit level (82.7%), comprised **of faculty members (100%)**, staff (91.7%), undergraduate students (62.5%), and graduate students (41.7%), alumni and post-doctoral scholars/researchers (4.2% each).

Institutions with a diversity/inclusion/equity-related strategic plan and resources



Funding for DEI Committees



NAUFRP Survey – Promoting DEIJ

Recruitment and Retention of students: practical and professional job training/creating space for DEIJ/outreach to local high schools and community colleges/student ambassadors/targeted scholarships & support programs/camps for DEIJ students

Example: Louisiana Tech University's forestry department has a selection of student ambassadors that are from underserved groups. They also have scholarships that are given out yearly and are targeted toward minorities.

Training and Incentivizing faculty & Staff: seminar/webinars/training/Community of Practice/informal & social activities/Mini-grants/grants

Example: The forestry program at Colorado State University has focused on building what they title "cultural competency" among their faculty, staff, and students.

NAUFRP Survey – Promoting DEIJ

Institutional approaches: Increasing DEIJ employment (e.g. specific language in recruitment notices, requiring DEIJ statement)/infusion of DEIJ content in curriculum/revising graduate student recruitment & admission process/partnerships and articulation agreements with community colleges & minority-serving institutions/collaboration with agency partners.

Example:

- U British Columbia – Administrative assignment on DEIJ, e.g. Associate Dean of Equity, Diversity & Inclusion
- U of Washington & Colorado State University: Inclusion of DEIJ question on faculty and staff annual evaluations/promotion. Inclusion of DEIJ in McIntire-Stennis internal grant program for faculty
- Ohio State U & U Idaho: Developing DEIJ curriculum/developing reciprocity with Indigenous peoples and nations, active efforts to indigenize curricula
- Michigan Tech U: Developing classes as part of collaboration with a tribal college
- U Washington & Purdue University: Holistic recruitment/admission process for graduate students to promote greater diversity and remove barriers to application and admission.

Lessons learned

- **Forestry faculty is less diverse** than students
 - Good sign? Future faculty will be more diverse?
 - **Bad sign? We do not look like the students we teach or try to attract.**
- Among the forestry programs reported to FAEIS (n=12), **no American Indian or Alaskan Native faculty (0), and low numbers of Black and Hispanic faculty** - tenured (1.3% and 1.2%), tenure track (2% and 2.2%), non-tenure (0% and 4.2%).

* In 2021, the US population includes Black (12.6%), Hispanic/Latinx(18.9%), American Indian or Alaskan Native (0.7%) (Source: UC Census Bureau)

Lessons learned (my opinion)

- **Faculty** is at the center of promoting DEIJ.
Need “Carrot, Stick and Sermons”
e.g. funding/resources, DEIJ part of annual review, embed DEIJ in culture/norm of unit/college/university.
- **Support international faculty** (13% of tenured; 37% of tenure-track faculty) and help them understand the historical contexts and systematic barriers that minoritized students face (from my own personal experiences)

**Please ask questions
and provide your input!**