URGE Demographic Data for University/Organization

This is what was found by the UAF Pod at the University of Alaska Fairbanks 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 can be located here:**
  - Student demographics by race/ethnicity for the institution as a whole: [https://uaf.edu/facts](https://uaf.edu/facts)
  - UAF Enrollment Demographics (at a glance) [https://uaf.edu/chancellor/files/Final-IDEA-Report.pdf](https://uaf.edu/chancellor/files/Final-IDEA-Report.pdf)
  - UAF Enrollment Demographics (in depth) [https://uaf.edu/chancellor/files/Final-IDEA-Report.pdf](https://uaf.edu/chancellor/files/Final-IDEA-Report.pdf)
  - Faculty demographics and salary by ethnicity/race in the IDEA report: [https://uaf.edu/chancellor/files/Final-IDEA-Report.pdf](https://uaf.edu/chancellor/files/Final-IDEA-Report.pdf)
  - In general, it's probably the Office of Planning, Analysis and Institutional Research that owns the enrollment data: [https://www.uaf.edu/pair/factsheet/index.php](https://www.uaf.edu/pair/factsheet/index.php)
  - Detailed annual enrollment data (for the whole UAF institution) are public: [https://www.uaf.edu/pair/datasets/common-data-set/index.php](https://www.uaf.edu/pair/datasets/common-data-set/index.php)
    - There are also comparisons with what the institution considers "peer institutions"
  - Additional information can be requested via a form [https://uaf.edu/pair/help/request/index.php](https://uaf.edu/pair/help/request/index.php).

- **Analysis of past invited speaker demographics**
  - Speaker demographics data have not been tracked - central tracking would require personnel effort given the many formal and informal seminar series; individual tracking per seminar series will require a concerted effort between rotating seminar organizers. When researching this question, the UAF Geophysical Institute’s public relations office offered to try to coordinate keeping a list of guest speakers in the future.
  - We performed some retrospective analyses of our speakers, resulting in a predominantly white male speaker slate. In the past, some of this was due to
limitations in travel funds to attract outside speakers. The post-COVID hybrid world actually opens opportunities for diversification.

- How does your organization compare to others, or to the field as a whole?

**Demographics comparison:** Visualization of tables from university “Common Data Sets” for degree and non-degree-seeking undergraduates for the 2019-2020 school year. “Equivalent peers are those institutions that roughly resemble our own.” No demographic data exists specifically for the Geosciences department for every institution so demographics for the entire university was used in each case. Of the 10 institutions listed, UAF has the highest percentage of the following categories: Black or African American, non-Hispanic (3.1%), American Indian or Alaskan Native, non-Hispanic (12.8%), Native Hawaiian or other Pacific Islander, non-Hispanic (3.1%), Hispanic/Latino (5.6%), White, non-Hispanic (48.1%), Asian, non-Hispanic (2.2%), Two or more races, non-Hispanic (1.1%).
(0.75%), Two or more races, non-Hispanic (9.3%), and Races and/or ethnicity unknown (12.4%). UAF ranks 2nd for Asian, non-Hispanic students (1.97%), 5th for Hispanic/Latino students (7.8%), 7th for Nonresident aliens (1.6%) and 2nd to last for percentage of White, non-Hispanic students (50.2%).

UAF demographics compared to the field as a whole: All degrees awarded in Geological and Earth Sciences in the entire United States compared to degrees awarded in Geological and Earth Sciences at UAF sorted by race and ethnicity. Percentages are based on 18 degrees awarded at UAF in the 2018-2019 school year (small number resulting in imprecise representation) and 9762 degrees awarded in 2017 in the United States. Data for US statistics comes from: https://datausa.io/profile/cip/geological-earth-sciences

Data for UAF statistics comes from:
Geographic survey in geosciences is problematic b/c the individuals can be identified by deduction based on the scarcity of minorities present in the geosciences. Longer term data collection is necessary, but there is a reported hesitance in participation of such surveys due to the small sample size.

- Public Goals on Demographics or Increasing Representation: Are there general goals stated at your organization for achieving representation?
  - UAF as a whole:
    - "UAF Fact Sheet documents that our student body is ethnically more diverse than the state’s population. For example, while the 2010 census documented that whites make up 67% of Alaska’s population, at UAF, only 55% of students identified themselves as white. African Americans make up 3.6% of Alaska’s population, and 3.8% of UAF students. Alaska Natives/American Indians make up 15% of Alaska’s population, but comprise 21% of UAF’s student body. The problem for UAF appears to be in retaining and graduating students of color. For example, although the Fall 2018 profile of first year students reveals that nearly 25% of the incoming class was Alaska Native/American Indian, these students tend to stop out or drop out at higher proportions than white students."
    - NOTE: The demographics of the geosciences department and associated research structures are quite obviously not in line with UAF in general.. There are tables at the back of the IDEA report for overall faculty demographics, and salary for each academic unit (including the College of Natural Sciences & Math and the Geophysical Institute) by race/ethnicity and gender (featured below).
# Broad UAF Demographic Data

**UAF Enrollment (Oct 15, 2020) ([Common Data Set](#))**

<table>
<thead>
<tr>
<th></th>
<th>Degree-Seeking First-Time First Year</th>
<th>Degree-Seeking Undergraduates (include first-time first-year)</th>
<th>Total Undergraduates (both degree- and non-degree-seeking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
<td>9</td>
<td>59</td>
<td>75</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>49</td>
<td>358</td>
<td>447</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>16</td>
<td>165</td>
<td>195</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>351</td>
<td>2,219</td>
<td>3,068</td>
</tr>
<tr>
<td>American Indian or Alaska Native, non-Hispanic</td>
<td>106</td>
<td>597</td>
<td>786</td>
</tr>
<tr>
<td>Asian, non-Hispanic</td>
<td>11</td>
<td>97</td>
<td>137</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non-Hispanic</td>
<td>9</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>Two or more races, non-Hispanic</td>
<td>96</td>
<td>460</td>
<td>580</td>
</tr>
<tr>
<td>Race and/or ethnicity unknown</td>
<td>21</td>
<td>266</td>
<td>579</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>668</strong></td>
<td><strong>4,266</strong></td>
<td><strong>5,912</strong></td>
</tr>
</tbody>
</table>
University of Alaska Demographics: Visualization of the above table from UAF common data set for first-time, first-year, degree-seeking students (outer ring), all degree-seeking undergraduates (middle ring), and state of Alaska demographic data from the US census bureau (innermost circle) for comparison. The non-resident alien category of the common data set is left out as there doesn’t seem to be a comparable census category. The “unknown” category in the University’s data makes direct comparison more difficult.
Using the pie chart from above, we can subtract the Alaska state-wide percentage from UAF student body percentages and find, as mentioned above, that UAF’s ethnic representation is more diverse than that of the state of Alaska:
Are there measurable goals stated at your organization for achieving representation?

- **UAF**: Overall Strategic Goals at a glance ([found in UAF Strategic Goals](#))
  - i. Modernize the student experience
  - ii. Solidify our global leadership in Alaska Native and Indigenous programs
  - iii. Achieve Tier 1 research status
  - iv. Transform UAF’s intellectual property development and commercialization enterprise
  - v. Embrace and grow a culture of respect, diversity, inclusion and caring
  - vi. Revitalize key academic programs

- The report for item V - Embrace a culture of respect, diversity, inclusion and caring is given here [https://www.uaf.edu/strategic/goal-5-report.php](https://www.uaf.edu/strategic/goal-5-report.php) and lists a number of specific, measurable recommendations, e.g.

  “Institute appropriate compensation for every employee.”

  “Change the evaluation systems of professional researchers, faculty and staff to factor in an individual's strength and experience..."
in mentoring, outreach, teaching, creativity, diversity and collaboration.”

- **Suggested additional goals for your organization:**
  - **Geophysical Institute**
    - GI organizations are required by GI HR to include a diversity question during hiring screenings for all potential staff hires.
    - **Motion from the GI-DEI group to require a Diversity Statement from applicants for faculty positions**
      - Rubric for Evaluating Diversity Statements:
        - [https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html](https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html)
        - [https://www.cmu.edu/gcc/handouts-and-resources/handouts/diversity-statement.pdf](https://www.cmu.edu/gcc/handouts-and-resources/handouts/diversity-statement.pdf)