



## **Deliverable 8- Management Plan**

The Rutgers URGE Pod is continuing to refine all of the deliverables and prepare a final report to present to institutional leadership by the end of the summer. Due to this, our work plan is being drafted over the course of several weeks and could not exactly follow the example format of Deliverable 8. Instead, we have revisited our deliverables to connect the content to existing Rutgers policy. By doing this, it aids in our next steps of understanding the institutional powers and limitations for each deliverable action. Overall, it helps us tailor the deliverables to our institution and community members.

### **Deliverable 2- Complaints and Reporting Policy**

#### *Review of University and Departmental policies*

The [10.2.11 University Code of Student Conduct](#) states that “...both the complaint party and responding student are entitled to the following rights... N. To have complaints of intimidation, harassment, bullying, or any other form of retaliation addressed by the Office of Student Conduct/Community Standards.” This form of reporting is handled by a Conduct Officer who performs the investigation between all party members. Students may also report any incidents to the Dean of Students Office, Residence Life staff, or another member of Student Affairs staff. There is a [web page](#) providing excerpts from the Code of Student Contact with campus director contact information. For **all** Rutgers University community members including; interns, contractors, vendors, volunteers, subcontractors, and anyone else participating in business with the university, the [60.1.12 Policy Prohibiting Discrimination and Harassment](#) is to be followed. For those who wish to make a report, they must use [this online form](#) from the [Office of Employment Equity](#). These policies and procedures do not address victim protection (no anonymous reporting), offer support (University Counseling Services and Police Department contact information offered), nor do they explicitly lay out the reporting process step by step for victims. For sexual misconduct, [Title IX Policy and Grievance Procedures](#) are utilized.

The [Rutgers School of Environmental and Biological Studies \(SEBS\) bylaws](#) does not include any additional reporting policies. As for departments, the [Earth and Planetary Sciences \(EPS\) graduate program bylaws](#) include a paragraph on “VI. Appeals and Grievances” that does not outline a formal reporting process, but rather plans to address student and graduate faculty concerns through direct conversation with the graduate program director, then program faculty, and the department chair. Marine and Coastal Sciences offers an [anonymous reporting link](#) that

is addressed by an internally formed DEI committee. Both departmental methods for reporting rely on internal members for decision making and potential conflict resolution, which presents a conflict of interest and does not utilize properly trained department members.

### **Deliverable 3 – Policies on Demographics and Retention of BIPOC students, faculty, and staff.**

#### *Review of University and Departmental policies*

Rutgers official policy states that “the University’s commitment to equal employment opportunity and affirmative action.” The Office of Employment Equity is responsible for implementing the University’s affirmative action policies. To comply with federal record keeping requirements, the Office of Employment Equity [gathers employee demographic data from voluntary employee surveys](#). In April 2021, all employees were asked to [help update Rutgers’ employee demographic information by completing a voluntary questionnaire](#). The goal is to help the University assess the current composition of its workforce and inform planning processes. President Jonathan Holloway commissioned a now-completed University Equity Audit and a university wide diversity strategic planning process informed by the results of the equity audit is currently underway,

Full-time faculty and graduate employees (graduate assistants or GAs and teaching assistants or TAs) are represented by the Rutgers Faculty, represented by the Rutgers Council of AAUP Chapters, American Association of University Professors-American Federation of Teachers (AAUP-AFT). Part-time lecturers (“adjuncts”) are represented by a different bargaining unit, the Part-Time Lecturer Faculty Chapter (PTLFC)-AAUP-AFT. [Article 6 of the contract for July 1, 2018 - June 30, 2022](#) covers diversity, race, and gender. The article states that the University will provide demographic data to the AAUP-AFT for negotiations unit members, and establishes the criteria for a University Committee on Diversity, Race, and Gender (UCD) created within 90 days of the ratification of the agreement. The UCD is to be composed of administrative officials and union members and will be charged with recommending initiatives pertaining to diversity, will plan an Annual Diversity Conference, and will produce an Annual Report of its activities. The University is to provide the UCD with a report on or about January 1 and July 1 of each year about how the \$20 million President’s Faculty Diversity Hiring Initiative (established in 2019) is being allocated. We were unable to find public information regarding the activities and progress of the UCD since its establishment.

Detailed demographic data at the department level is not readily available and accessible across Rutgers, even though this data exists and is available at the university and school level. Generally, Rutgers undergraduate population is very diverse (i.e. 60% of students in School of Arts and Sciences identify as non-white). Though the data are not readily available, it is clear that diversity declines at the graduate and faculty levels, particularly in the geosciences. Undergraduate black students have stated that they often feel isolated and tokenized in science departments, and this likely applies to the geoscience departments.

We are aware of a number of department-led initiatives to gather demographic data and improve recruitment and retention of BIPOC students, faculty, and staff. [The Department of Marine and Coastal Sciences \(DMCS\) recently established a DEI committee](#). Its goals include quantitatively assessing department-wide diversity and publishing the results in the DMCS annual report, developing a mentorship plan for undergraduate students, providing clear and anonymous pathways to report incidents of bias, and increasing outreach to community colleges, HBCUs, tribal colleges and universities, and Hispanic serving institutions. The Geography Department formed an anti-racism taskforce and [recently published a statement on anti-black racism](#). It is possible that other departments have similar efforts underway, however, we are unaware of these at this time. This underscores the importance of improving communication of interdepartmental initiatives and creating a baseline of standards that all departments must follow. Such efforts will likely require bottom-up and top-down pressure to ensure compliance across all (geosciences) departments.

#### **Deliverable 4 – Policies for Working with Communities of Color**

##### *Review of Rutgers policies and suggestions for future policy development*

A number of departments, institutes, and programs at Rutgers are engaged in public outreach and collaboration with local and international communities and describe these activities on their web sites. Examples include the [Center for Urban Environmental Sustainability](#) (CUES) in the [Department of Landscape Architecture](#), the [Education and Public Engagement Group](#) in the [Department of Marine and Coastal Sciences](#), and the [Global Reach Programs](#) in the [Graduate School of Education](#). However, it is difficult to find publicly available written policies and guidelines for working with these communities, and more specifically for working with Indigenous communities and people of color. There are no university-level policies pertaining to this type of work beyond the Policy for Human Subjects Protections and the Institutional Review Board ([University Policy 90.2.11](#)), which includes basic language on gaining approval for human subjects research and the Institutional Review Board. Our survey respondent for the session 4 deliverable, who has worked with local community members in northern Kenya on research projects, did not mention any specific policies or guidelines from the university or a funding agency that they followed.

Rutgers policy document [50.1.13](#) outlines requirements for Formulation, Issuance, and Maintenance of University Policies. Any future policies developed at Rutgers for working with communities of color could be enacted at the university level or at the level of a specific functional area, school, institute, or unit, as described in this document. Any policies written at a more specific level must be clearly written, communicated, and maintained and also be consistent and not in conflict with University policies.

Future efforts to develop policies for working with communities of color may benefit from drawing upon the past experiences of scholars at Rutgers and the communities they work with. For example, the survey developed for our session 4 deliverable could be circulated more widely within the university. There are also external guidelines available that may assist in

developing policies, such as the [Principles for Conducting Research in the Arctic](#) document provided by the Interagency Arctic Research Policy Committee (IARPC) chaired by the National Science Foundation. Finally, Rutgers could provide resources to assist researchers in co-production of knowledge with local communities, for example through the NSF [Navigating the New Arctic](#) program.

## **Deliverable 6- Safety Plan**

### *Review of University and Departmental policies*

The baseline for establishing a code of conduct for field and lab safety is rooted in Rutgers University [Code of Ethics](#), [10.2.11 Code of Student Conduct](#), [Title IX Policy](#), [Policy Prohibiting Discrimination and Harassment](#), [International Travel- Department of Risk Management & Insurance](#), [Office for Violence Prevention and Victim Assistance](#), and [Environmental Health and Safety Trainings](#). The Office of Equal Employment Opportunity offers online training to Rutgers faculty and staff on [Title IX and harassment](#). Overall, these offices and documents describe current university offerings and policies. Individual schools, departments, and lab groups should have their own requirements and resources. However, these documentations were more difficult to find. Lab trainings are supposedly mandatory for new graduate students, however, this is not necessarily enforced. Explicit safety plans for field work, lab work, class work, field trips, etc. have not been found and need to be gathered for all geoscience related departments.

## **Deliverable 7 – URGE Resource Map for Rutgers University**

### *Review of Rutgers resources applying to this deliverable*

An extensive resource map for Rutgers was developed for the session 7 deliverable. Future efforts could be directed toward ensuring that this list of resources is kept updated and shared broadly with the Rutgers community.