

# URGEO

## Unlearning Racism in Geoscience



This is what was found by Grand Rapids GeoPod at Grand Valley State University on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data. Versions for Grand Rapids Community College and Muskegon Community College follow.

- **The link(s) to demographic data at our organization are here:**
  - This page is the link to GVSU Institutional analysis data overall and demographic data can be obtained for a variety of populations, including students (undergraduate/graduate) and Faculty/Staff <https://www.gvsu.edu/ia/>
  - More specifically, the Diversity Dashboard from the Institutional analysis site provides data for the whole institution as well as specific colleges and can be reported by current year and trends since 2011. <https://www.gvsu.edu/inclusion/diversity-dashboard-128.htm>

GVSU and Geology Department Data for Fall 2020

	GV Undergraduate	Geology Dept Maj/Min		GVSU faculty*	Geology faculty*
	%	%		%	%
White	82	90		80.3	92
Hispanic/Latino	6.0	4		3.8	-
Black	4.1	0		2.8	-
Asian	2.5	1		7.6	-
Multiethnic	3.8	5		0.5	-
Native	0.3	-		0.4	-
International	0.9	-		2.3	-
Not reported	-	-		2.1	8
Male	39	52 (59/19)		49.3	46
Female	61	48 (41/81)		50.6	54
Total individuals #	20381	114		1164	13

\*Faculty – benefit eligible



## Unlearning Racism in Geoscience

- **How does your organization compare to others, or to the field as a whole?**
  - The demographics for the Geology department at GVSU are generally similar to the national data. A few things we noted:
    - The percentage of all minority students in our majors + minors has stayed at around 10% over the last 10 years. The national data shows a steady increase in minority undergraduate students (mostly an increase in Hispanic students) from ~9% in 2010 to ~15% in 2019. We have not seen that increase.
  - In the last several years our percentage of female vs male undergraduate majors has been pretty equal with a small drop in the past year of data. The percentage of female students who are minors in our program has increased from ~ 25% in 2013 to over 80% this year.
  - There is a slightly higher percentage of female faculty within the GVSU Geology Department - a number that seems comparable or slightly higher than the norm.

### Public goals on demographics or increasing representation:

- Are there general goals stated at your organization for achieving representation?
  - "Grand Valley intends to be a national model for equity and inclusion in higher education, not only by implementing and innovating evidenced-based best practices and responding to regional and national trends but also by contributing to local and national discourse on the responsibility of higher education to provide equity and inclusion to all students, faculty, and staff."
    - From the main GVSU Division of Inclusion and Equity webpage.  
<https://www.gvsu.edu/inclusion/>
- "Diversity, in all its forms, is at the heart of Grand Valley's mission to provide a liberal education that will help shape lives, professions, and societies. Diversity is affirmed and celebrated at GVSU and in the community as a necessary intellectual asset and institutional resource. Grand Valley believes it has a responsibility to serve all members of our community through a coordinated equity and inclusion strategy."
- "Grand Valley seeks to recruit and retain students, faculty members, and staff members who more accurately reflect the diversity of West Michigan."
  - Both of the above from the framework for inclusion and equity at GVSU:  
[https://www.gvsu.edu/cms4/asset/1D3A70FE-EF90-A45C-55B413E290A92639/ie\\_booklet\\_-\\_jan\\_31.pdf](https://www.gvsu.edu/cms4/asset/1D3A70FE-EF90-A45C-55B413E290A92639/ie_booklet_-_jan_31.pdf)
- Are there measurable goals stated at your organization for achieving representation?
  - Stated objective of developing "a new strategic enrollment management plan ...with the bold goal of removing **all equity gaps**. In September 2020, Vice President Truss



## Unlearning Racism in Geoscience

convened a Strategic Enrollment Management Task Force to begin work towards this charge.”

- GVSU Partners in Action Against Racism -  
<https://www.gvsu.edu/inclusion/partners-in-action-against-racism-162.htm>
- Goal: “Retention rates between first-year and sophomore years and sophomore and junior years for first generation and other non-traditional undergraduate students meet or exceed the retention rates of traditional undergraduate students.”
- And: “All decision-making bodies at every level institution-wide include diverse individuals and reflect diverse perspectives.”
  - Both from the GVSU 2016-2021 Strategic Plan, available at:  
<https://www.gvsu.edu/spaa/gvsu-2016-2021-strategic-plan-8.htm>
- The 2021-2025 Strategic Enrollment Management Plan (SEMP)  
([https://www.gvsu.edu/cms4/asset/AB12929F-A59F-E70C-D683F00BD7BCE54D/strategic\\_enrollment\\_management\\_plan\\_powerpoint\\_final\\_1.pdf](https://www.gvsu.edu/cms4/asset/AB12929F-A59F-E70C-D683F00BD7BCE54D/strategic_enrollment_management_plan_powerpoint_final_1.pdf)) details target number of Applicants, Admits, New Enrollees, First-year retention, 4-year graduation, and 7-year graduation for the following groups:
  - FTIACs
  - African American
  - American Indian or Alaskan Native
  - DACA and DREAMERS
  - First Generation
  - Hispanic/Latin X
  - Off Campus students
  - Pell Eligible
  - Women, Underrepresented, and first-generation in STEM
  - Adult/non-traditional
  - Non-residential International
  - Veteran/Military Students
  - Transfer
  - Graduate Students
  - Food/Housing Insecure Students
  - Out LGBTQIA+ (self-identified)
- Coupled with these target numbers, the SEMP outlines five actionable and measurable themes for improving retention:
  - “Add cultural competence (Native American, First Generation, DACA, Latinx and others), sensitivity training regarding food insecurity, LGBTQIA+, “Green Zone” training (for working with veterans), and



## Unlearning Racism in Geoscience

- generally more I & E training to new faculty orientation and to adjunct orientation/training.”
  - “Review and reduce financial barriers to degree completion.”
  - Develop “intentional strategies to make students from each subpopulation feel welcome the moment they step on campus.”
  - “Develop an expanded Student Success office.”
  - “Consider and accommodate unique needs of each group (e.g.more childcare options).”
- In addition, we note the following existing and new programs aimed at making progress in increasing and supporting diversity at GVSU.
    - To address and support efforts to recruit and retain diverse faculty and staff, GVSU has developed the Inclusion Advocates Program: “The Inclusion Advocate (“IA”) is a specialized role to search committees for faculty, AP Staff, and PSS/MGS/DPS employment searches. The IA is intended to facilitate dialogue around inclusive talent acquisition and ensure that faculty and AP staff searches are conducted in an equitable manner.”  
<https://www.gvsu.edu/affirmative/inclusion-advocates-program-33.htm>
    - To address and support efforts to recruit and retain a diverse student population, GVSU now has a program called “[Grand Valley Pledge](#), low-income students who qualify will have access to free full undergraduate tuition, renewable for four years.low-income students who qualify will have access to free full undergraduate tuition, renewable for four years.” <https://www.gvsu.edu/gvpledge/>

### **Indicators of Success:** How will we know we are making progress on the Equity goal?

- The 2021-2025 Strategic Enrollment Management Plan (SEMP) identifies concrete goals that are clearly going to depend on existing as well as new initiatives and programs. For example, the Grand Valley Pledge may have a profound impact on student enrollment and achievement.

### Suggested additional goals for your organization:

- Ask departments or units to add organizations and societies aimed at supporting diverse scientists on the list of Inclusive Recruitment Resources:  
<https://www.gvsu.edu/affirmative/inclusive-recruitment-resources-27.htm#discipline>
- For example, for the geosciences, we should add:



## Unlearning Racism in Geoscience

- Geoscience Alliance: <https://geosciencealliance.org/>
- NABG: <http://www.nabg-us.org/>
- IAGD: <https://theiagd.org/>
- AWG: <https://www.awg.org/>
- In addition, make sure that relevant organizations and societies are listed both by identity and by discipline.
  - For example, SACNAS is listed under Hispanic/Latino but is not also listed as a Science organization.

### **What did you learn about other organizations (or in general) while investigating demographic data?**

- The demographic data tell part of the story. GVSU regularly conducts and analyzes a Campus Climate survey (<https://www.gvsu.edu/mygvsu/>). There are plans to conduct a new survey in the fall of 2021. Results of previous studies do capture more of the lived experience for faculty, staff, and students and draw attention to differences in those experiences based on demographics.

# URGEO

## Unlearning Racism in Geoscience

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### Muskegon Community College

- **Demographic data:**

- <http://www.muskegoncc.edu/institutional-research-and-grants/wp-content/uploads/sites/85/2020/12/MCC-Annual-Enrollment-Profile.pdf>
- Our institution does not have student declare a major, so student data are reported for the institution as a whole.

	% of Enrollment	% of Population	
Demographics	All MCC Students (65% Muskegon County; 19% Ottawa County)	Muskegon County, MI	Ottawa County, MI
American Indian	1%	1%	0.6%
Asian/Pacific Islander	1%	0.7%	3.0%
African American	8%	14%	1.9%
Hispanic	7%	5.8%	10.2%
Two or More	4%	3.1%	2.0%
White		81.2%	92.6%
White (not Hispanic or Latino)	71%	76.4%	83.4%
Not Specified	4%	N/A	N/A

- **Public goals on demographics or increasing representation:**

- General goals for achieving representation:
  - Mission statement and vision incorporate the terms equity and inclusion. <https://www.muskegoncc.edu/strategicinitiatives/our-mission/>



## Unlearning Racism in Geoscience

- 2017-2022 Strategic plan:  
[http://www.muskegoncc.edu/strategicinitiatives/wp-content/uploads/sites/137/2016/05/MCC\\_2017-2022\\_Strategic\\_Plan\\_bookview.pdf](http://www.muskegoncc.edu/strategicinitiatives/wp-content/uploads/sites/137/2016/05/MCC_2017-2022_Strategic_Plan_bookview.pdf)
  - Priority #1 Student Support: Provide comprehensive support systems to ensure student success.
    - 4. Continue to improve student learning as evidenced by pass rates, persistence and retention, GPA, and attainment.
    - Objective #1.4.02: Reduce achievement gap by increasing graduation rate of students of color to same rate as overall average (at 150%/3 years).
      - Winter 2021 progress notes: Working with Achieving the Dream and other student success organizations, Our Student Success Strategy Team continues to evaluate the best ways to improve equity and reduce achievement gaps. Students or faculty can click on the “Care Report” button in the portal to connect students with a Care Team member.
  - Priority #5 Culture: Strengthen our culture of inclusion, equity, accountability, safety, and well-being.
    - 22. Develop and implement programs for students and employees to further promote inclusion and equity, creating a welcoming environment for all.
    - Objective #5.22.01: Increase diversity of applicant pool for faculty positions to reflect population of Muskegon County (23.5% people of color in 2017) IN SUPPORT OF BOARD ENDS POLICY 5.03.3
      - Winter 2021 progress notes: 28.3% of faculty position applicants identified as people of color in 2019-20, a substantial increase from 2018-19 when 17.8% of candidates identified as people of color (plus another 4.4% of candidates undeclared). HR recently updated recruitment materials to better showcase the diversity of our leadership and board. Data is updated each July.
  - More detail on measurable objectives here:  
[https://www.muskegoncc.edu/strategicinitiatives/mcc\\_goals\\_progress/](https://www.muskegoncc.edu/strategicinitiatives/mcc_goals_progress/)
- **Collecting demographic data at your organization:**
  - Via Eduardo Bedoya, Director of Institutional Research and Grants at MCC:  
“Muskegon Community College is an ‘Open Admissions’ institution, where all



## **Unlearning Racism in Geoscience**

students that apply are admitted. As an 'Open Admissions' institutions we are not required to submit an annual admissions report to IPEDS." Demographic data is collected and reported in an "Enrollment Profile" found here:

<http://www.muskegoncc.edu/institutional-research-and-grants/wp-content/uploads/sites/85/2020/12/MCC-Annual-Enrollment-Profile.pdf>



# URGEO

## Unlearning Racism in Geoscience

### URGE Demographic Data for GRCC

- **The link(s) to demographic data at our organization are here:**
  - [Fast Facts](#) - Current Staff/Student Demographics
  - [GRCC Indicator Report](#)-Student Outcomes by groups
  - [Diversity Lecture series](#) – GRCC is known for its diversity lecture series hosted by Office of Diversity, Equity, and Inclusion (ODEI). It is the most active and prominent invited speaker event at GRCC. There is no analysis of past invited speaker demographics that I can find.
- **How does your organization compare to others, or to the field as a whole?**
  - Geoscience faculty:
    - 1 full time faculty-minority female
    - 4 part time faculty-1 female, 3 male, all white
    - Too small a sample pool to compare.
  - Enrollment in geology courses:

Demographics	% of Enrollment		% of Population
	Geology Courses	All GRCC Students	Kent County, MI
American Indian	.1%	0.5%	0.3%
Asian/Pacific Islander	4.4%	3.9%	3.0%
African American	8.5%	8.6%	9.2%
Hispanic	15.2%	13.8%	10.6%
Two or More	3.1%	3.6%	3.2%
Caucasian	61.5%	61.9%	73.7%
Not Specified	7.2%	7.7%	N/A

- (GRCC Institutional Research and Planning, Fall, 2018; American Community Survey 1-yr Est., 2017)



## Unlearning Racism in Geoscience

- **Public goals on demographics or increasing representation:**
  - Are there general goals stated at your organization for achieving representation?
    - From GRCC Mission, Values, and Goals [statement](#)
      - **Values:**
        - Diversity – “We create an inclusive, welcoming, and respectful environment that recognizes the value, diversity, and dignity of each person.”
        - Accountability – “We set benchmarks and outcomes to frame our decision-making, measure our performance, and evaluate our results.”
      - **Goals:**
        - Equity: “The College works to create and support equitable practices across the institution to remove barriers and ensure high comparable outcomes for all identifiable groups.”
    - Are there measurable goals stated at your organization for achieving representation?
      - [GRCC 2018-2021 Strategic Plan](#)
      - **Strategic Goal #3: Equity** “The College works to create and support equitable practices across the institution to remove barriers and ensure high comparable outcomes for all identifiable groups.”
      - **To implement: Community Action Projects (CAP) run by GRCC staff and faculty volunteers**
        - **CAP 3.1 Close Achievement Gaps/Accelerate Achievement for Student Segment Groups**
        - Determine and implement strategies to reduce achievement gaps between selected student segment groups or accelerate achievement for identified groups, including African-American students, Latino/a students, veterans, students with disabilities, first generation, foster care students, single parents, rural students, international students, LGBT students, developmental education students, and others. Expand on the work of multiple 2014-2018 projects that have shown success.
        - **CAP 3.2 Build an Inclusive Campus for All**
        - Foster a community where students, faculty, staff, and community members feel safe, valued, and able to bring their genuine selves. Specific goals include: 1) conducting a comprehensive Campus Climate Study in 2019; 2) creating “courageous conversations” and safe spaces for conversations; 3) offering professional development training for equity and inclusion, including training for intergroup dialogue, inclusion advocates, etc.; 4) increasing faculty retention and recruiting of target groups through marketing the benefits of how the individual and GRCC can reach/teach diverse student populations; 5) implementing employee mentorship



## Unlearning Racism in Geoscience

initiatives for underrepresented populations to build community and foster equitable practices across the institution; 6) developing and implementing leadership development initiatives to help underrepresented populations prepare for promotion opportunities; and 7) identifying and coordinating opportunities for students to be involved in decision-making processes.

- **CAP 3.3 Establish a Single Stop Center Connecting GRCC Students for Food, Housing, and Emergency Cash**
- Provide access to critical resources to support students as they attend college. Specific goals include: 1) providing a single-stop resource center for students experiencing housing, food or financial needs; 2) spreading services beyond main campus to include Lakeshore and other off-campus locations; 3) creating intentional links with community resources; and 4) increasing awareness of how these issues decrease student success and how supporting students helps them to meet their goals.
- **Indicators of Success:** How will we know we are making progress on the Equity goal?
  - Retention, transfer, and completion indicators by race/ ethnicity, Pell Grant status, gender, age, and starting levels
  - Survey results for questions related to equity for faculty/ staff and students
- Campus climate: [Pace Surveys](#) and the [most specific recent report based on demographic data](#).
- Suggested additional goals for your organization:
  - My institution seems to have reasonable goals but “Indicators of Success” could be more substantive, are we really achieving our goals as outlined in the strategic plan?
- **Policy or proposed policy for collecting demographic data at your organization:**
  - [Office of Institutional Research and Planning](#) - Provides leadership and support for data-driven decision making that advances the vision, mission, values and ends of the college.
- **What did you learn about other organizations (or in general) while investigating demographic data?**
  - <https://diversity.ideo.columbia.edu/seminardiversity> - Increase diversity in seminars
  - <https://www.nature.com/articles/d41586-019-03784-x> - No all-male panels
  - <http://www.ohrc.on.ca/en/policy-and-guidelines-racism-and-racial-discrimination/part-3-%E2%80%93-guidelines-implementation-monitoring-and-combating-racism-and-racial-discrimination> - more information on collection of demographic data in Canada.