



Unlearning Racism in Geoscience



RIDER
UNIVERSITY

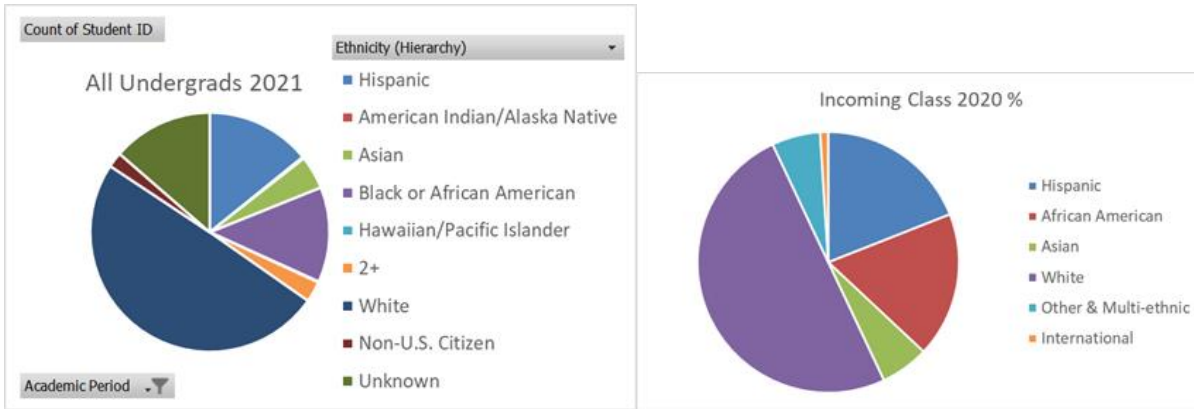
URGE Demographic Data for Rider University

This is what was found by Rider GEMS Pod at Rider University on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

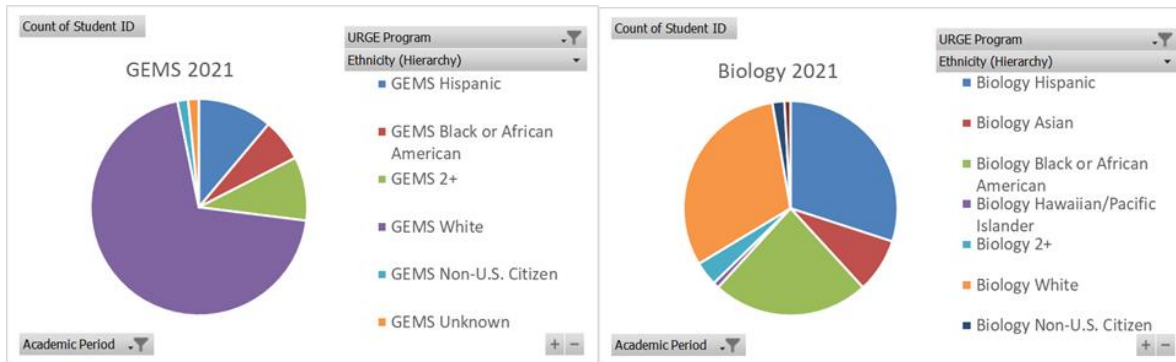
- The link(s) to demographic data at our organization are here:
 - Demographic data for the incoming undergraduate class of 2020 can be found in the class profile included in the [Consumer Information webpage](#)
 - The university's [Inclusive Excellence Plan](#) also includes 2018 demographic data for students, faculty and staff.
 - Requests for other student demographic data can be made at <https://www.rider.edu/student-demographic-and-academic-report>
 - Rider's Affirmative Action Plan, produced annually, contains details about improvements in female and minority employees. These annual reports are distributed to each division office on campus and not posted on the website. A clause in the document indicates some information included is confidential. A committee of 3 AAUP and 3 management positions to review data and talk about general practices.
 - All of our student demographic data are available IPEDS Natl center for ed stats <nces.ed.gov>
- If data are not available, what is the reason for not making it public?
 - Plan in place to produce a university interactive factbook page on webpage.
 - Student affairs also tracks first gen and low income and religious affiliation to determine need for support services.
- If data are not collected, why not?
 - Currently, no data is collected on gender identification including LGBTQ, but there is an effort to investigate and ask for voluntary info from students so students can be informed about student services potentially relevant for them.
- **How does your organization compare to others, or to the field as a whole?**
 - The following are summaries of data available to our POD members
 - Rider's incoming 2020 class is roughly similar to the entire student body with 50% white; the proportion of different minorities is different for each group

URGE

Unlearning Racism in Geoscience



- GEMS students are less diverse than Rider’s entire undergraduate population. Biology majors are more diverse than the entire undergraduate student body.



- Across all employee units for which data is available, Rider has increased representation of minorities from 2018 to 2019 (data available in the most recent Affirmative Action (AA) Plan available to Rider staff. The report also recognizes that there are opportunities to improve representation for some units that draw from local communities, and staff who are recruited beyond local communities. FT and PT faculty have the lowest representation of minorities, though both improved from ‘18-’19, and the AA Plan acknowledges these facts. The plan includes strategies to continue to improve representation in all employee groups.
- Comparison with data in AGI’s [“Diversity in the Geosciences – a Look at the Data and the Actions of the Community”](#)
 - Rider data: Bio white undergrads: 62% (‘11), 31% (‘21) and GEMS white undergrads: 86% (‘11), 70% white (‘21)

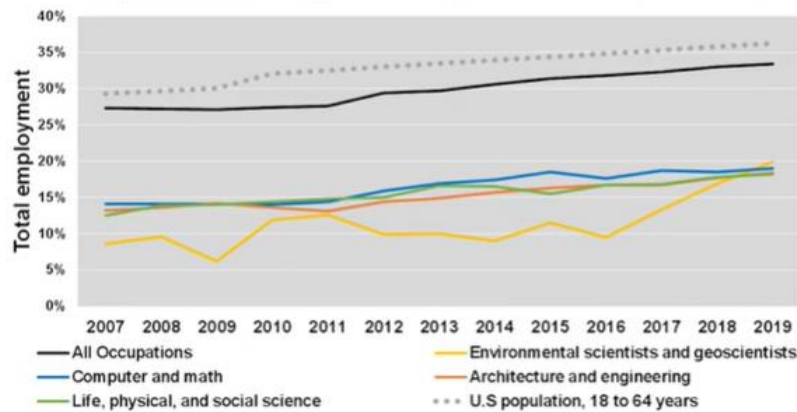
URGEO

Unlearning Racism in Geoscience

- Comparison with data for underrepresented groups in the professions in the following graph: Compared to representation in the professions, our populations as are currently better; bio has been higher than the broad category of “life, physical and social science” since 2011; GEMS was roughly the same as “environmental scientists and geoscientists” in 2011 and now better in 2021.

Workforce Participation by Occupation

All Underrepresented Populations, US Geoscience Workforce

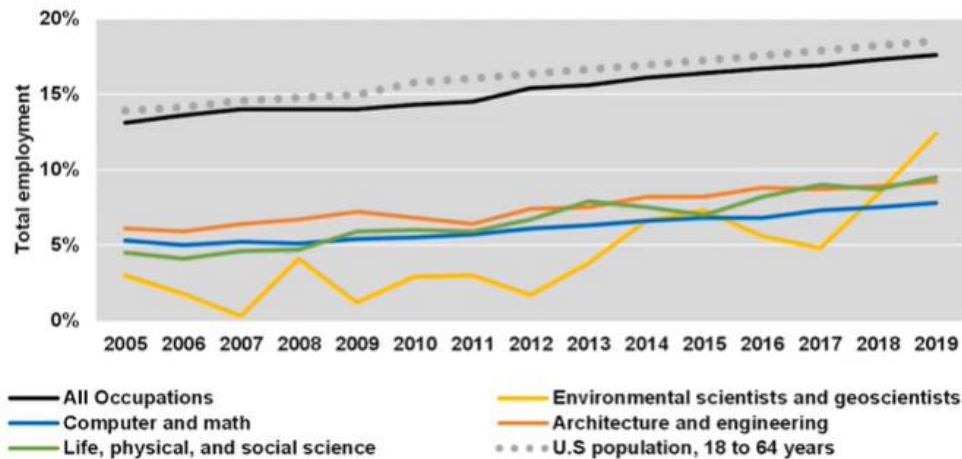


- Rider data: Bio hispanic undergrads: 15% ('11), 28% ('21) and GEMS hispanic undergrads: 2% ('11), 11% ('21)
- Comparison of hispanic representation in the professions in following graph: Our populations are currently better; bio has been higher than the broad category of “life, physical and social science” since 2011; GEMS was roughly the same as “environmental scientists and geoscientists” in 2011 and is now about the same as professionals in 2021.

URGEO

Unlearning Racism in Geoscience

Workforce Participation by Occupation Hispanic and Latino

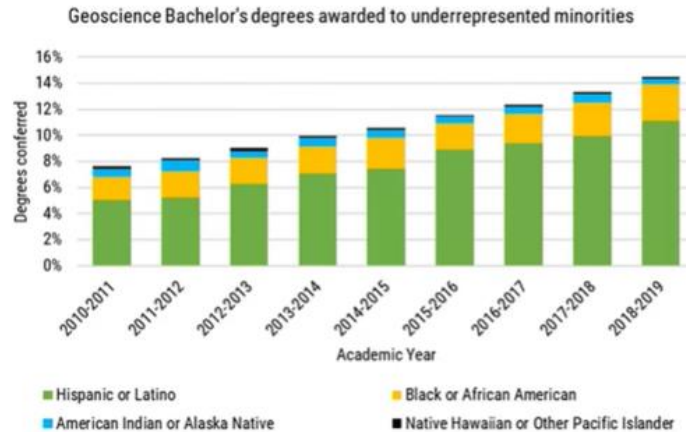


- Rider data: Bio white undergrads: 62% ('11), 31% ('21) and GEMS white undergrads: 87% ('11), 70% white ('21)
- Comparison of Rider students to national statistics in graph that follows: Representation of minority students in bio has been higher than national statistics in both '11 and '21, ~4 times as many students in '11 and ~5 times in '21.
- Representation of minority students in GEMS has been higher than national statistics in both '11 and '21, ~3% greater in '11 and ~2 times greater in '21 (~15% greater).
- Representation of hispanic students in bio has been higher than national statistics in both '11 and '21, ~3 times as many students in '11 and ~2.5 times in '21.
- Representation of hispaic students in GEMS was lower than the national statistics in '11 (~20% of the national level) and was the same as national statistics in '21 (~11%).
- Rider was [recently recognized](#) as a First-Gen Forward Institution. It presents an opportunity and challenge to the sciences to make sure those students thrive at Rider.

URGEO

Unlearning Racism in Geoscience

US Undergraduate Geoscience Degrees All Underrepresented Populations



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

- Rider's institutional inclusion goals include the following and are available in the published [Inclusive Excellent Plan](#). Each goal includes more specific objectives and action steps in this plan.
 - GOAL 1 - Improve recruitment, retention and graduation rates of students whose identities are underrepresented, marginalized and/or under resourced in higher education.
 - GOAL 2 - Improve diversity of employees to better reflect the diverse identities represented in our student population.
 - GOAL 3 - Advance cultural competency as a core component of Rider student learning for all students, assuring students can identify and explain the potential benefits and/or conflicts that arise from a world that is a complex, interdependent global system of social, cultural and economic communities.
 - GOAL 4 - Develop and maintain a positive campus climate which embraces the diversity of identities for all members of our community, while also promoting inclusion specifically for those who are underrepresented, marginalized and/or under resourced in higher education.
 - GOAL 5 - Signify institutional commitment to inclusion by enhancing structural support throughout policies, facilities and resource allocation.
 - GOAL 6 - Extend Rider as a leader for issues of inclusion with the surrounding community.



Unlearning Racism in Geoscience

- Rider's Affirmative Action Plan is generated each year and includes "a set of specific and results-oriented procedures and activities, which Rider University is committed to accomplishing through good-faith efforts. It is through an equal-opportunity review procedure and study of minority and female utilization that hiring/promotional objectives can be established and implemented to correct any deficiencies. Through good-faith efforts in the execution of this program, we will seek, where deficiencies exist, to achieve the full utilization of minorities and women at all levels within the workforce." The plan is available upon request to Rider employees. It is considered a confidential document given some of the contents. It includes the following information about policies and procedures:
 - Defines responsibilities to implement the plan by relevant staff
 - Summarizes various relevant policies
 - Affirmative Action & Equal Opportunity policies
 - Recruitment, Advertisement and Selection procedures
 - Employee Development plans and procedures
 - Expectations for inclusive representation on committees and similar organizations and contractors hired by Rider
 - Methods to communicate policies, procedures and expectations
 - Summarizes the many methods and efforts that support implementation of the above and meeting goals established.
 - Identifies problem areas and steps taken to correct of deficiencies; includes goals for 2021 that address:
 - Enhancing awareness of policies, procedures and goals
 - Enhance training opportunities
 - Ensure inclusive representation on search committees
 - Expand use of recently developed guides for recruitment and selection across all units
 - Others
 - The published University Strategic Plan includes the following relevant goals and action steps.
 - Build a vibrant living and learning community that enhances the university experience for students, faculty, staff, administrators and alumni, strengthens learning and campus spirit and further builds a sense of community, place and belonging.
 - Develop and promote a diverse university community that is reflective and supportive of our diverse student population. This can be facilitated through ongoing intentional discussions in the campus community regarding issues of diversity as they relate to both the student experience at Rider and in



Unlearning Racism in Geoscience

society at large, fostering dialogue related to issues of diversity within academic programs, and employee hiring and support practices (as further reflected in the theme of being an employer of choice).

- Working with the LGBTQ Advisory Board and Student Government Association, ensure that the needs of students of all sexual orientations, gender identities and gender expressions are supported.
- Build a diversified workforce where similarities and differences are celebrated and embraced.
 - Strengthen awareness and understanding, throughout the institution, of issues of diversity associated with hiring practices and employee support programs/ programming. Ensure that search committees include diverse representation.
 - Explore the establishment of a Diversity Task Force, comprised of faculty, staff and students, to provide guidance on policies, programming and community projects that support a shared commitment to diversity in all its forms.
 - Ensure that Rider's website highlights the degree to which diversity is valued and supported throughout the University community.
- Suggested additional goals for your organization:
 - Rider University has outlined a path forward for the institution as summarized above
 - GEMS should investigate why there is a difference between bio and geo, and consider how to recruit more minority students. Could we talk with students at Rider to learn about their exposure to geo fields? NJ makes it very difficult to visit classrooms. But could we do this via Zoom? Sign up for "[Skype a Scientist](#)" programs? Could we create videos with our students talking about our programs? What can we do differently that would welcome and retain students more? We should think strategies that will be most effective in recruiting, welcoming, and retaining students.
 - Both bio and GEMS could look into retention and how to support students who struggle.
- **Policy or proposed policy for collecting [and accessing] demographic data at your organization:**
 - Policies for Collecting data
 - Student data:



Unlearning Racism in Geoscience

- The definition of demographic data is regulated by enrollment management (EM) which conforms to federal regulations depending on how we code students. Once a student is active, their record in registration falls under the Registrar's office.
 - Institutional Research (IR) collaborates with EM to report to external organizations (e.g. IPEDS, US News, Princeton Review).
 - Internal efforts collecting data from current students. No official policies exist though those seeking new data are encouraged to seek guidance from IR for surveys design and coordinate with our surveying efforts. Anything we collect would fall under FERPA umbrella regulations.
 - Employee data:
 - In addition to external regulations, Rider's Affirmative Action Plan process is the policy used to collect data.
 - Accessing data already collected
 - Student data:
 - Permissions to access data through Cognos to run a report is regulated by OIT. All FT faculty & staff have access to Cognos if they are trained and use with clear set of variable definitions.
 - If IR is asked to provide data, questions are asked to define variables and determine if some data requested are confidential and unavailable. Access to the data depends on the project.
 - SSN is always stripped from student and employee data sets before releasing.
 - Employees:
 - Rider's Affirmative Action Plan process is the policy to allow access to data. The clause in the document indicates some data are confidential and thus it is shared internally to heads of units and available upon request internally when possible and appropriate. Annual assessments are reported to the BOT and used to identify opportunities to improve and keep in mind during next cycles of hiring.
 - The practice to release data not publicly available already is evaluated on a case by case basis by the appropriate office (HR, Registrar, IR, Student Affairs).
-
- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - We are interested in looking at data about demographics of retained and non-retained students in our majors. If we are losing more minority students what can be done about this? If we provide more support for students who struggle will the "extra" time commitment to complete it be too onerous for these students.



Unlearning Racism in Geoscience

- We wonder if the difference in diversity of bio and geo can be explained by limited exposure in HS?
- Review to consider for our next work:
 - Cooperdock, E.H.G., Chen, C.Y., Guevara, V.E., Metcalf, J.R. (2021) [Counteracting Systemic Bias in the Lab, Field, and Classroom](#). AGU Advances.
 - [Cartier, K. M. S. \(2021\), Teaching geoscience history in context, *Eos*, 102, <https://doi.org/10.1029/2021EO155621>.](#)
 - EOS' volume on [Reimagining the Geosciences](#)
- Consider opportunities for the dept to pursue: <https://ethicsandequitycenter.org/aqu-landing> (launching spring 2021)
- <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.