Division of Academic Affairs

Racial Justice and Equity Update (3/10/23)

Faculty, librarians, and staff have transformed their work to advance racial justice. Many efforts are designed to acknowledge and repair racialized harm perpetrated against BIPOC students and colleagues, interpersonally and structurally. Others reduce barriers and promote equity for all students, while racially minoritized students especially benefit.

1. **Equity-minded changes to academic policies and practices.** The commitment to racial and social justice has led faculty, librarians, and academic staff to reflect on, evaluate, and assess policies and practices from an equity lens. Those new understandings, in turn, have inspired meaningful changes, such as these:
   - The College of Graduate Studies (CoGS) identified and is addressing equity gaps, including (a) needs for writing assistance, which led to the popular free course *Mastering Graduate Writing*; (b) the importance of disaggregating data in key places (e.g., identities of students on academic probation); and (c) barriers to graduate applications, notably the GRE, which is no longer required.
   - Changes to academic policies offer equity-minded support: Revisions to the Academic Standards policy ensure that first-year students cannot be dismissed after a rocky semester, and other students have at least one more semester with strong academic support before they are at risk of dismissal. The GPA Restart policy gives students the opportunity to recover from multiple academically difficult semesters.
   - The Maxwell Library dean and librarians examined and intentionally removed barriers to (information) access (e.g., through highly responsive service and clearer policies). They removed fines, registration holds, and restrictive rules. And they're prioritizing free materials and ease of use of library services.
   - Students qualified for the Honors Program are now invited to participate when accepted to BSU, without an additional application and without SAT/ACT scores. Fall 2023 first-year honors students (one-third of whom identify as BIPOC) reflect the overall racial and ethnic diversity of their cohort.
   - Student Accessibility Services (SAS) has evolved its processes to no longer rely primarily on diagnostic documentation, which minoritized students are least likely to have, due to cost, barriers, and biases.

2. **Engagement with diverse community partners, employers, funders, and visiting scholars/speakers.** DEI partnerships help us recruit and welcome students of color and promote a diverse workforce. Such collaborations (some highlighted below) benefit our students, graduates, and broader communities:
   - CoGS' partnerships with tuition-sharing employers have bolstered enrollment of minoritized students.
   - The College of Education and Health Sciences (CEHS) has been awarded several grants focused on DEI (e.g., N.E. Community Services NBA Grant for careers in sport for students of color; MassTeach grant to diversify the STEM teacher pipeline; Teacher Diversification grant with Brockton schools).
   - CEHS' collaborations and expedited pathways help to repair systemic injustice (e.g., "grow your own" collaboration with Taunton Public Schools and Bristol CC to diversify the educator pipeline; DESE InSPIRED fellows' Future Educators promote the teaching profession to BIPOC high school students).
   - Community-engaged courses promote collaborations between BSU students and underserved communities (e.g., delivering after-school health and wellness programs at Girls, Inc. in Taunton).
   - The Bartlett College of Science & Mathematics (BCoSM) is a recipient of an NSF-supported AGEP grant focused on recruitment and retention of diverse faculty. The dean of the College of Humanities and Social Sciences (CHSS) is a co-PI, applying the learning to CHSS faculty hires as well.

- Ricciardi College of Business' (RCoB) *Gateways to the Airways* program aims to diversify aviation and provide equitable opportunities through outreach to middle-school students in Gateway Cities.
- To decolonize the curriculum and support the global south, we host the Mandela Washington Summer Institute for young African leaders to learn public management and global leadership.

3. **Centering the voices and experiences of BIPOC faculty/librarians, staff, and students.** Many of the changes in Academic Affairs were recommended by colleagues and students from racially minoritized groups. Their perspectives and recommendations are shaping more equitable and inclusive programs and approaches.
   - Through outreach to BIPOC students, the NSF-funded CEHS STEM-EL cohort more than doubled its racial and linguistic diversity, ensuring that participants are more representative of those they'll be teaching.
   - DEI student interns in the Center for Transformative Learning led revisions of applications, marketing materials, and websites to center the needs and interests of minoritized students, e.g., for the Adrian Tinsley Program (ATP) for Undergraduate Research & Creative Scholarship and for Commonwealth Honors. Those programs are now significantly more diverse, reflecting the overall diversity of BSU.
   - In response to diverse, post-traditional student needs, CCS offers dedicated academic advisors who take day and evening appointments—online, in-person, or on the phone.

4. **Innovating curricula and academic programs.** Creating new courses, revising existing curricula, and designing academic programs/majors/concentrations immersed in DEI, promote antiracism in teaching and learning and fulfill BSU's racial and social justice mission. The following examples provide a snapshot:
   - Redesigned courses across curricula strengthen students' DEI knowledge and practice (e.g., Secondary Education learning outcomes on dimensions of educational exclusion and inclusive practices; Art Education now taught as *Anti-Racism through Art Education*; first- and second-year seminars on BIPOC experiences).
   - An IDEAS grant from the State Department has supported faculty design of new Study Abroad courses (e.g., to Dominican Republic schools). Preparations pre- and post-travel center the cultures and histories of Black, Brown, and Indigenous people who live in the places our students visit.
   - CoGS is developing a new master's degree in *Diversity, Equity, and Inclusion (DEI) Leadership*.
   - Criminal Justice now offers a *Racial and Social Justice Concentration.*
   - RCoB's CUBEs (Collaborative University Business Experiences) make internship-type experiences more equitable and accessible; rather than individuals needing to travel to external job sites, the company (often minority-owned) comes to the classroom to share real-world problems that need resolution.
   - The College of Continuing Studies' (CCS) online Bachelor of Education programs were designed for paraprofessionals in Gateway Cities who wish to become licensed teachers. The programs offer support to diverse students and help school districts develop and retain teachers from their communities.
   - CCS has developed and is expanding Early College programs specifically intended to reach underserved student populations. The goal is to provide minoritized high school students with supportive pathways to college participation and completion.
   - Many departments and programs have new DEI learning outcomes and standards (e.g., *Anti-Racist Indicators Assessment* for EDLE administrator standards includes antibias self-assessment).

5. **Learning from each other.** BSU faculty, librarians, and staff are especially notable for their openness to learning from colleagues, such as through campus publications, presentations, and professional development. Sharing expertise and acquiring new knowledge about racial justice are evident here:
   - Faculty from across the university participated in the inaugural APPLE (Applying Personal & Professional/Departmental Leadership in Equity) Institute (designed by BSU's Dr. Castagna Lacet) in Summer 2023 to plan equity-minded approaches to teaching practices and departmental culture.
   - College-wide and departmental DEI committees (e.g., BCoSM's Racial Equity Collaborative, CEHS's Diversity and Equity Council, Mathematics' PRESS—Pathways, Retention & Equity Self-Study) offer learning opportunities, invite expert speakers, guide curricular revisions, and conduct equity audits.
   - Antiracism professional development is frequently offered by the Office of Teaching & Learning, led by a Racial Equity Fellow, and departments (e.g., CEHS' "Jumpstart Your Equity" workshops for departments and classes; *The Role of Leadership in Building Equity* conference designed & hosted by EDLE).

- Faculty participate in external DEI professional development (e.g., NERCOMP program on DEI in online learning; year-long Anti-Racist Competencies with the Center for Leadership and Educational Equity).

These efforts are yielding measurable results, on campus—in the increased diversity of the BSU community and more equitable student success—and in the broader arenas of professional organizations, national meetings, and peer-reviewed publications, where faculty/librarians, administrators, and staff share their expertise.

Division of Enrollment, Marketing & Communications

Racial Justice & Equity Update (9/15/23)

The commitment of Bridgewater State University to equity-informed and-driven decision making is reflected in the institution's communications.

1. Perhaps the most visible expression of our commitment is the development of the *Action: Racial Justice and Equity at BSU* e-newsletter. We inaugurated this publication last year and produced three issues with stories capturing tangible examples of how the university is working to advance the cause of racial justice and equity through its commitment to implementing the recommendations of the Special Presidential Task Force on Racial Justice. There is an *Action* editorial board that solicits and selects stories, and dedicated editors, designers and writers who contribute to the publication. In 2023-2024, we have implemented some changes to the publication: including specifying which Task Force on Racial Justice recommendations are linked to each story and a new policy that requires each story to feature unique photography.

2. Our main print publications, *Bridgewater* magazine (biannual) and the *Philanthropic Impact Report* (annual), have a strong focus on racial justice and equity. The Fall 2020 issue was dedicated to how the university was responding to demands for a more racially just university and society. Most issues of our print publications feature stories on racial equity and even seemingly unrelated stories bring an equity lens to their subject (a Spring 2023 story on undergraduate research focused on efforts to diversify the program and support BIPOC students).

3. The bridgew.edu website features a dedicated Racial Justice at Bridgewater State University page that contains resources, engagement opportunities, the Task Force on Racial Justice report, and university communications related to the subject. In 2023-2024, the Web Communications team, working with partners across the university, will be working on reorganizing and refreshing content on the site. Web Communications is also partnering with the division of Human Resources and Talent Management in revamping the HRTM website to reflect our institutional commitment to racial justice as reflected in our hiring practices and resources we have available to support employees of color.

4. Racial justice has become deeply infused in almost all our campus communications. Two very recent examples illustrate this point: (1) in President Clark's welcome message to the campus highlighting summer accomplishments (9/5/23), one of the seven sections was Racial Justice and Equity; and (2) in a communication on the new Fitness Court (9/18/23), we highlight its importance in providing equitable access to wellness opportunities. This infusion reflects not only the institution's commitment but the strong participation of EMComm staff in racial equity training.

5. Admissions: We have taken several actions in recent years to augment our recruitment of students of color. The Undergraduate Admissions office hired two new admission counselors of color (currently 33% of Admissions staff are employees of color) and designated two counselors as "Diversity Recruitment Coordinators" to enhance our relationships in Gateway Cities and conduct other targeted outreach. We also send a "Who We Are" communication to all prospective students highlighting our values statement and commitment to equity. For Fall 2023, 34% of our First-Year incoming class and 33% of our incoming Transfer class are students of color.

Division of Finance

Racial Justice Task Force Update (9/28/23)

SDEI PROGRAM

Procurement Services is committed to creating more inclusive and equitable purchasing practices that will foster community engagement and economic growth for local and diverse suppliers. We have developed a three-year plan to develop and implement a sustainable supplier diversity, equity, and inclusion (SDEI) program. This program will support diverse and small businesses thus reinforcing the institution's commitment to support equity, inclusion, and social justice. Procurement Services strives to conduct business with a more diverse population of suppliers to support opportunities for business expansion, innovation, community engagement, drive competition, and help reduce racial wealth gaps. The SDEI Program is a business program that encourages conducting business with small and diverse-owned businesses to promote diversity, equity, and inclusion within the supply chain.

SDEI Components:

- An inclusive procurement strategy widens the pool of potential suppliers and promotes competition in the supply base, which can improve product quality and drive down costs. By providing more sourcing options, inclusivity can make BSU's supply chain more resilient and agile.
- Encourage innovation through the introduction of new suppliers, products, services, and solutions.
- Assist businesses in taking advantage of new opportunities for business expansion, thus helping to reduce the racial wealth gap and strengthen disadvantaged communities.
- Promote community engagement and business networking to develop new opportunities within sourcing activities.
- Helps support and reaffirm the institution's commitment to equity, inclusion, and social justice.
- Inclusive procurement delivers broader societal benefits by generating economic opportunity for disadvantaged communities.

The 3-year plan starting in fiscal year 2024 has begun with identifying our current diverse supplier base and spend. We have already purchased and installed a software application to assist with this process. We will then create a communication plan to introduce suppliers and campus buyers to our SDEI program. We will then develop data reporting for effective communication of results.

In fiscal year 2025, we will modify our sourcing practices specifically with design and construction under MGL c. 149 or c. 30 39M. Then, in partnership with the Operations Division, we will develop a process for minority and women business entity participation goals based on project scope and supply chain. This will then be incorporated into workforce participation goal requirements into all future projects. For goods and services over $50,000, we will incorporate SDEI program language in requests for proposals and the evaluation committee will be prompted to consider diversity as an evaluation criterion. For goods and service $10,000-$50,000, we will encourage that at least one (1) of the quotes are solicited from a certified diverse supplier or small local business (Plymouth/Bristol County). For goods and services under $10,000, departments should regularly explore different suppliers to assist with competition, innovation, and pricing. Departments will be strongly encouraged to conduct purchases with certified diverse business enterprises and small local businesses (Plymouth/Bristol County) when possible, to assist the university with meeting its SDEI goals. Other year 2 goals included:

- Encourage new and existing suppliers to explore certification through the Massachusetts Supplier Diversity Office.
- Procurement staff to outreach to local businesses, local chamber of commerce, various supplier networking events, and the Greater New England Minority Supplier Development Council (GNEMSDC) to identify new diverse suppliers and grow relationships.
- Train campus buyers on the importance, benefits, and compliance with the program.

- Report to Senior Leadership annually on program results.

In fiscal year 2026, assuming available resources, we plan to formalize and embed program responsibility and establish diverse spending goals by:

1. Create a new position for a Supplier Relationship Manager whose primary responsibility will be growing and maintaining supplier relationships. This position will carry out the SDEI program objectives, report on performance and provide recommendations for improvement. This position will manage the supplier onboarding process, act as a conduit between the university and the MA Supplier Diversity Office, assist sourcing initiatives by identifying diverse suppliers, and provide data for supplier analytics.
2. Establish annual SDEI program goals that are Specific, Measurable, Achievable, Realistic and Timely (SMART).
3. Conduct a program review, develop next three-year plan to grow and sustain the program.
4. Continue reporting to Senior Leadership.
5. Create partnerships with other campus departments as it relates to supplier relationships and the SDEI program.
6. Demonstrate program value to regional partners.

PAST DUE STUDENT ACCOUNT ASSESSMENT

In fiscal year 2022, we performed a demographic analysis of our past due student accounts to identify the potential for racial equity impacts based on our collections processes. The analysis revealed no statistically significant differences in the racial profiles of our past due accounts which would prompt assessment of these processes. We will continue to perform the analysis periodically to provide the needed data for assessment.

Human Resources and Talent Management

Racial Justice Task Force Update

Director of Equity
The Division of Human Resources and Talent Management (HRTM) hired a Director of Equity in July 2023. This leadership position champions inclusive equity-minded thought and serves as a subject matter expert. The Director of Equity partners with leaders in the division of HRTM to catalyze equity-oriented HR practice and strategy and ensures all HRTM policies, procedures, operations, services, and initiatives use an equity-practice framework and focus on the core value of equity. This position will also serve on key institutional committees such as the Racial Justice Equity Council and the Racial Equity and Justice Institute.

The Director of Equity has developed a proposal to implement Employee Resource Groups (ERGs) at Bridgewater State University. ERGs are voluntary, employee-led groups whose aim is to foster a diverse and inclusive workplace. Typically led and participated in by employees who share a characteristic – gender, ethnicity, lifestyle, etc. – ERGs provide support and help in personal or career development and create a safe space for employees. ERGs are credited with creating a sense of belonging for employees; improving the physical work environment; and identifying and developing leaders. Institutions and organizations that have implemented an ERG program have retained talent longer and have particularly retained diverse talent longer.

The proposal for ERGs is currently being finalized and will be presented to Cabinet for approval during October 2023.

Equity-Minded Hiring Workshop
In partnership with the Division of Student Success, Equity and Diversity and the Equal Opportunity Office, the Equity-Minded Hiring Workshop has been developed to inform search committees about the race and ethnicity of BSU faculty, librarians, staff, and students; to share student retention data; to bring awareness to implicit bias; to promote equity-minded practice among searches; and to actualize our institutional values in the search processes. All search committee members and hiring managers for faculty, librarians, and staff searches are participating in this workshop before commencing their search process.

The Equity-Minded Hiring Workshop has been in place for two years. During this academic year, HRTM will be evaluating the impact of this workshop by assessing five years (2018 – 2023) of staff search data and will be using data from this assessment to recommend equity-minded improvements to hiring practices.

Recruitment and Outreach Efforts
Over the past two years, recruitment efforts have been focused on community outreach to diversify applicant pools. The following career and networking events have been attended:

- Annual Mass Rehabilitation Commission Hiring Event
- Boston Area Reception for Doctoral Students
- Boston Year Up Mock Interviews
- Boston Young Professionals

- COLOR Magazine
  - ERG Conference
  - Women of COLOR Leadership & Empowerment Conference
  - Professionals of COLOR HR Power Summit & Networking Event
- Diverse Talent Connections Networking Event
- Latino Career Expo
- Latino DEI Collective Summit
- Men of Color Conference
- Metro South Chamber of Conference – Multicultural Business Forum

- National Association of Asian American Professional (NAAAP) Boston Diversity Career Fair
- South Shore Chamber of Commerce Networking Events
- Southern Regional Educational Board Institute of Teaching & Mentoring Faculty Conference
- Suffolk University Career Equity Conference

There have also been other local events attended such as the MassHire Greater Brockton Career Fair, Bristol-Plymouth Career Day, South Shore Vocational Technical Career Day, Southeastern Regional High School Career Day, and engagements with the BSU Afro-Am Alumni Association.

These efforts are beginning to show increases in the diversity of applicants for staff positions. For example, applicants who identify as diverse increased by approximately 3%.

The university also continues to maintain a professional membership with the New England chapter of the Higher Education Recruitment Consortium (HERC). NE HERC is the largest database for higher education careers in New England and is committed to diversity hiring. NE HERC also provides support and resources for searches, recruitment and retention efforts, the promotion of diversity initiatives, and it offers many professional development and networking events.

Professional Development
Utilizing the LinkedIn Learning platform, HRTM offers curated learning content for BSU faculty, librarians, staff, and students – Diversity, Inclusion & Belonging for All. This learning path includes topics such as unconscious bias, confronting bias, skills for inclusive conversations, communicating across cultures, communicating about culturally sensitive issues, and bystander training.

In addition to the curated LinkedIn Learning content and in partnership with the Talent Development department, the Director of Equity will be providing professional development opportunities for BSU staff which will be focused on developing equity-minded competence and fostering an inclusive, welcoming, and equity-minded culture.

Equity-Minded Job Descriptions
Human Resources and Talent Management is working with all divisions to infuse equity-minded language into all job descriptions through both the search process and through the annual job description review process.

Division of Information Technology

RJTF Accomplishments, September 29, 2023

Enterprise Risk Management (ERM)
At the direction of President Clark, Bridgewater State University established an Enterprise Risk Management Committee in January 2019. The purpose of the committee is to identify the significant risks facing the institution that could prevent the university from advancing its mission and achieving its strategic goals. During the initial collection and evaluation of enterprise risks, the ERM Committee realized that risks were not consistently evaluated or scored (risk rating) through an equity lens, which could impact the final risk rating or how risks are mitigated (treated). To rectify this issue, the Enterprise Risk Management Committee, in partnership with Student Success, Equity, and Diversity, established the Equity Risk Management Subcommittee. The subcommittee developed an "Equity-Minded Enterprise Risk Management Worksheet" to assist subcommittee members with evaluating existing risks through an equity lens. After this assessment was complete, the subcommittee presented the findings to the full ERM Committee and made any necessary risk score changes. The ERM Risk Register is now categorizing all risks that may contain an equity component.

University Data Stream (UDS)
Information Technology and Academic Affairs have partnered to co-sponsor the "Data Streams 2.0" project. A core focus of this project is to address the racial data and equity related recommendations in the TFRJ report including: supporting the Office of Institutional Research (IR), the Division of Human Resources and Talent Management (HRTM), and other employment entities around campus with generating, analyzing, and disseminating a richer, more comprehensive data set (both quantitative and qualitative) on race and diversity employment statistics (recommendation 2-1); and making data available to inform racial equity and justice oriented student-service provision (recommendation 4-7).

Equity-Minded Web Scan, Document Review, and Observations
The Information Technology Division utilized frameworks provided by the Center for Urban Education (CUE) to perform equity minded document reviews and web scans for our IT Service Catalog, Knowledge Base, and Divisional website (BridgeNET). During the review process, some legacy technology terms were identified such as "whitelist" and "blacklist". These words have been removed and replaced with "approved list" and "blocked list." Additionally, staff utilized the CUE Equity Minded Observations Tool to assess physical office spaces frequented by our community. The Teaching and Technology Center (TTC) and Endpoint Services departments received new signage to increase accessibility. The TTC also received fresh paint, a new carpet, and new plants to increase visitors' comfort and provide a welcoming environment.

IT Student Employee Training Pilot
IT has initiated a professional development pilot program for our undergraduate, graduate, interns, and professional apprentice student employees to foster awareness and improve upon their racial equity competencies. The initial program utilizes the University's subscription to LinkedIn Learning to create a custom "learning path" that provides a selection of training videos focused racial equity and diversity with a competency assessment at the end of the trainings. A digital badge program is under development to allow students to post and share their accomplishments in racial equity at BSU. Expansion of the pilot program includes collaboration with the divisions of Human Resources and Talent Management, and Student Success, Equity and Diversity to roadmap further learning paths, in-person sessions, and support for supervisors. The IT Student Employee Handbook was updated, and the academic year kick-off training session included information on the state racial equity effort from the Board of Higher Education Commissioners Office and IT's efforts as a result of the BSU Racial Equity Task Force which are tied to BSU Strategic Goals, IT Divisional Goals, and Racial Equity Task Force Goals.

IT Project Management Office
The IT Project Management Office has updated the IT Project Request form with a new requirement for project submitters to explain how the project will advance the division's racial equity and social justice goals. The PMO

has also incorporated the following statement into every project kick off meeting: “The Project Management Office is committed to a project process that fosters equity of experience and opportunity, and ensures that ALL students, faculty, and staff of all backgrounds feel safe, welcome, and included.”

IT Departmental Goals
Each department in the IT division has identified at least one departmental strategic goal to advance the racial justice and equity work of the department and division. Examples include attending professional development training, participating in the REJI, and advancing projects or initiatives that promote equity, such as the “Name in Use” project.

IT Staff and Divisional Meetings
Two IT staff are now dedicated to supporting IT’s Racial Equity Justice Institute work and provide updates at quarterly divisional meetings. All IT staff are encouraged and supported in their racial equity work and participation in workshops, readings, events, activities, and professional development focused on diversity, equity, and inclusion. There are updates by REJI IT representatives at Director meetings and regular communication regarding racial equity updates and staff opportunities.

Division of Operations

Racial Justice & Equity Updates (9/20/23)

Introduction: The Division of Operations has worked diligently since May 2021 to advance racial justice through the design and implementation of a number of operational changes. The highlights of this work are listed below and demonstrate clear, measurable racial equity progress that has been made within the *division.*

Division of Operations Progress Report:

- The modification of job advertisements and job descriptions that will have long-term impact on improving our hiring practices to become more equitable.
- The implementation of search committee training on equity-minded language and personal bias will improve the ability of search committees to hire using more equitable practices.
- A raised awareness and conversation concerning equity that leads to recognition of equity issues and actions to resolve.
- Deliberate effort to engage in Division and Institutional strategic planning through an equity lens.
- A review of the Division of Operations Standard Operating Policies and Procedures to include equity-minded language.
- The inclusion of equity tenets and practices in the development of building renovations and construction.
    - BSU Vice President for Operations led a discussion with DCAMM on August 10, 2022, about how to include equity in the design and renovation of the Burnell Hall renovation, future home of The College of Education and Health Sciences. The Capital Planning Department has led the charge with conducting a series of meetings with BSU Students, Faculty and Staff who have provided valuable information toward a successful equitable project.
    - BSU Vice President for Operations led an outreach meeting to minority and women-owned businesses on June 12, 2023, in order to increase the number of minority and women-owned businesses competing for university contracts. During the meeting minority and women business owners were presented with current and future University projects. The Burnell Hall Renovation project was highlighted. The architect, Miller Dyer Spears presented slides with an overview of the design. Division of Capital Asset Management and Maintenance compliance team and the Supplier Diversity Office provided an overview of the process to become a Minority Business Enterprise and/or a Certified Women-Owned Business.
    - BSU Vice President for Operations teamed with the City of Brockton to organize The Diversify Southeastern Massachusetts Supply Chain event hosted by the city of Brockton, BSU will be a participant. The event is scheduled for October 25th.
- The application of the Center for Urban Education (2020) Observation Tool in our four dining halls.
- Division representation on the Equity Risk Management sub-committee to the Enterprise Risk Management team.
- Worked with the BSU Departments of Student Life and Events Management to mitigate Equity Risk 93, lack of flexible space on campus for Student Programming.
- Provided multicultural awareness through the implementation of special meals and guest speakers in our dining operations on campus.
- Student Dining meal plan analysis to create a plan with more options, to shift the proportion of swipes and dining dollars to bring greater value to the plan; and include additional options that may be more useful to our commuting students.
- Providing Supplemental Nutrition Assistance Program (SNAP) (formerly food stamps) benefits for our student body and employees in the Bears Den in order to help address food insecurity.

What we learned from this progress that could be scaled to other facets of the work for racial equity:

- Hiring practices can be modified to support equity-minded hiring. The Division of Operations has successfully hired diverse candidates in traditionally male-dominated professions.
- Purposely considering equity tenets and practices to reduce barriers and create more inclusive environments for the campus can be applied by all members of the division.

- The strategic planning conversations across the division have been anchored in equity-mindedness.
- We recognized that some of our SOPs were using language and terms that may be offensive, so we reviewed and modified them using an equity lens.
- Building Renovations and construction processes were deliberately reviewed with equity in designing space as a focal point.
- The event scheduling process and established system of prioritization may inadvertently disadvantage student groups to plan and schedule high demand shared spaces on campus. Changes to the process of scheduling student events would support the success of all students but may have an even stronger impact for racially minoritized ones as it would eliminate the question students of color have raised in this area.

The most difficult racial equity barriers in our *division* are:

- A culture of "we are too busy working to accomplish our duties" to take time for equity-minded work.
- A belief that equity-minded practices and observations are not part of my work responsibilities.

Potential strategies for addressing these *divisional* racial equity barriers include:

- A focus on more equity-minded training using all available resources such as BSU staff, LinkedIn Learning, etc.
- Dedicate resources to developing equity-minded professional development training and activities.
- Division Leaders should "lead by example" to provide an example for all Division of Operations members.
- Design equity-minded surveys and other pertinent data points to help assess division member knowledge and determine the effectiveness of training within the Division of Operations.

Division of Outreach and Engagement

Racial Equity & Social Justice Update Since 2020

Career Services and Internship Program Office

Semester in the City – This full-time internship program removes barriers, such as a minimum GPA, so all students have an opportunity to develop skills and gain work experience in their field; the internships are with organizations focused on social change. Since 2019, we've supported 18 students in this full-time internship program, with 50% students of color and 62.5% Pell-Eligible.

Hack.Diversity – In the span from 2020 to present, we have coached and prepared 7 Black or Latinx students to apply for and attend Hack.Diversity, a Boston-based non-profit whose mission is to transform the economy by breaking down barriers for Black and Latinx students hoping to enter the tech field. After professional development training by Hack.Diversity, our students were accepted to paid summer internships in companies including Wayfair, Bain & Co. and Liberty Mutual.

Virtual Internships – The Internship Program Office collaborated with several study abroad organizations during the 2020 pandemic to bring virtual global internships to students who were unable to attend internships in person. In Spring 2022, BSU developed a relationship with a UK-based company, Virtual Internships, to place students in the U.S. and across the globe in virtual internships. To date, 28 participants, including Black, Latinx, Asian and American Indian students, have gained global experience in corporate, non-profit and educational institutions in countries including Malaysia, Spain, Dubai, Thailand, and Australia. The Internship Program Office pays the program fee to remove any barriers for students to participate.

Aspire Works – Through a partnership with Mass General Hospital, the Aspire Works program offers the opportunity for students on the autism spectrum, and those who are neurodiverse, to participate in training, professional development, mentoring, and an internship placement. To date, 4 students who identified as neurodiverse have participated. The Internship Program Office pays the full program fee to remove any barriers for students to participate.

Life Design@BSU – For the first time, our office was invited to connect with all incoming first year and transfer students through the Center for Student Engagement. During Summer 2023, a Life Design@BSU program was added to the mandatory CheckPoint. As a part of this half hour session, student participants learned about Life Design@BSU as well as created mind maps highlighting their vision of their future campus engagement and career visions.

Dress for Success/Bear Essentials – The Bear Essentials closet, a space that provides BSU students with free professional clothing, expanded its services in the past two years. During this time period, working with Carrie Kulick-Clark, President of the Bridgewater Alumni Association (BAA), the Internship Program Office established an alumni and friend clothing drive to collect professional clothing and expand its offerings. To date, BSU has held 4 Dress for Success events for students to try on and receive free clothing as well as participate in on-site collaborations including haircuts by the BSU police and clothing measurements by the Theater Department.

Higher Education Innovation Fund (HEIF) – The Internship Program Office received a $75,000 grant to further infuse equity into the current internship program. We developed the Rising Bears pilot program which served 58 diverse students as they received training for their first summer internship (PAID by the grant) and gained the knowledge and understanding of Life Design. 48% of the participants were students of color; 62% were First Gen; and 34% were Pell-Eligible.

McLean Hospital's MENTOR Program – This collaboration aims to provide mentorship to undergraduates who are interested in careers in mental health care and/or research who have historically been excluded from academic psychiatry and psychology. The goal of the mentoring program is to provide crucial connections between undergraduates and professionals in mental health services and research careers to ultimately increase representation and diversity in the field. Since Fall 2021, we've engaged 12 students in this mentorship program. Students from underrepresented racial and ethnic groups (Black, Hispanic/Latine, Native American, Native Hawaiian or other Pacific Islander, Asian, and/or Alaska Native), students with disabilities, defined as those with a physical or mental impairment that substantially limits one or more major life activities and students from rural and/or disadvantaged backgrounds, defined as those who meet two or more of the criteria listed in https://extramural-diversity.nih.gov/diversitymatters/disadvantaged-backgrounds are encouraged to apply.

Mentorship – Through the work of BSU contractor Marquis Taylor and Dan Darcy in Alumni Relations, approximately 20 BSU Alumni, several of whom are African American, expressed interest in mentoring students based on career interests.

PwC's "While You Work" program – Through strong collaboration and support from BSU alumni at PwC, the Internship Program Office identified and worked with 4 students of color who were accepted into an internship, which led to placement in a full-time position while attaining a master's degree from Northeastern University.

Bartlett Internship Award – From Summer 2020 to Summer 2023, 11 students of color received funding for STEM internships from the Bartlett Internship Fund (vs. 7 students of color from Summer 2014 to Summer 2019). Deans from the Bartlett College of Science and Mathematics have worked hard to make sure there is equitable distribution of funds. Based on gender, 28 men and 23 women received Bartlett funding from Summer 2014 to Summer 2019). There was equal distribution from Summer 2020 to Summer 2023 where 22 men and 22 women received Bartlett funding.

Minority-Owned and Women-Owned Businesses – The Internship Program Office began tracking minority-owned and women-owned businesses that hired BSU interns. The number increased from 3 employers in 2020 to 10 employers in 2021.

CUBEs Initiative/Program – Since Fall 2020, 694 students have completed a CUBEs project, allowing those students equal access to gaining practical experience right within their classroom. Common skills obtained include: leadership, strong communication, problem-solving and teamwork. This program supports career readiness and students are now able to add this "project work" to their resume. It is truly a "classroom internship".

EXCEL Students – Career Services has partnered with the EXCEL program on campus since its inception when it was formerly the ICEI program. All EXCEL students meet 1:1 with an advisor for a resume and cover letter critique in the fall semester and a practice interview in the spring. This program averages around 30 students a year and is a diverse grouping of students with multiple identities.

Inclusion at Work: Alumni Career Panel Series – The Inclusion At Work program is an Alumni Career Panel series offered collaboratively by BSU Career Services and campus partners including Student Success & Diversity, The Lewis & Gaines Center for Inclusion & Equity, and the Student Accessibility Services office. This program has supported specific groups each year including students of color, and neurodiverse students, and this fall will focus on first-generation students.

ALANA Career Resources Page – The office has curated a website for ALANA students to access information on workplace resources based on identity, lists of employers committed to diversity, equity, and inclusion, job search sites specifically for ALANA students, and networking information and affinity groups relevant to this population. ALANA Career Resources Page.

Other Programs – The Career Services Office actively supports and works with students directly from Bottom Line, Semester in the City, The Washington Center, and we are a Community Partner with Work Without Limits (WWL).

The Martin Richard Institute for Social Justice

- Hosted multiple educational events relating to racial justice, with hundreds of people attending, including students, faculty, staff, and community members, MRISJ Civic Speakers connected to MLK Day (2022-Dr. Terri Givens, 2023-Feminista Jones), Civic Speaker on Reparations (2023-Kyle Bennett and Dwayne Keys), Truth Tellers exhibit and events (Sept 2022), I am You Documentary screening (Nov 2022).
- Since 2021, have hired a racially diverse group of 20-30 students each year to work on social justice projects as Justice Fellows. Provided paid student employment opportunities (work study and NWS) for them that built their knowledge and skills in social justice and civic engagement, as well as career skills for their future. In addition to paying them, we are also providing Lyft rides or reimbursing them for mileage when they drive their own cars to community placements to increase access.
- Partnered with multiple community organizations working on racial justice focused work (Brockton Interfaith Community; Diversity, Inclusion, and Community Empowerment (DICE); Raising Multicultural Kids; Social Justice Coalition). We have offered them Justice Fellow positions and also partnered with SJC on an Alternative Break in 2023.
- Alternative Break Trip in 2023 – offered this local trip free of charge to students with all transportation and meals provided at zero cost. Racially diverse group of 9 students participated, including 2 Team Leaders (both students of color) who were paid for their work in this role.
- Increased the racial diversity of attendees in MRISJ programming – more racially diverse over past few years than it has been previously (see attached demographics for student attendees).
- Campus Compact Newman Civic Fellowship – racially diverse group of students have been named over past three years (Jasmine Won, Carrie Provost, Mitzy Duarte Chavarin).
- Offered faculty development on racial justice:
  - MRISJ Faculty Institute in Summer 2022 focused on radical empathy (30 faculty members attended).
  - MRISJ Faculty Institute in Summer 2023 focused on decoloniality (37 participants [35 faculty and 2 librarians]).
  - MRISJ Faculty mini-grants in Summer 2022 and Summer 2023 supported at least a dozen teaching, research, and/or community engaged projects related to racial justice.
- Demographics of student participants is attached to the email and here's a link to 21-22 Year in Review - https://www.bridgew.edu/center/martin-richard-institute-social-justice/about-us.

Staff Demographics in the Division of Outreach and Engagement – Prior to Summer 2020, there were 6 staff representing racial/ethnic diversity. Today, there are 2 staff representing racial/ethnic diversity. There is work to be done in this area of racial equity in the division.

Division for Student Life

Racial Justice Progress Report Update (September 2023)

Student Impacts

- June 2023 ***Checkpoint*** Orientation Leaders attended two training sessions with presenter Joey Oteng entitled – Talk That Talk: Dialogue Across Difference.
- August 2023 combined Resident Assistants and Center for Student Engagement (CSE) student employees participated in DEI workshop with presenter Joey Oteng entitled ***Meet the Neighbors: Co-Creating Cultural Competency***.
- Fall 2022: ***Speak your Piece*** the Dean of Students collaborated with Lewis and Gaines Center for Inclusion and Equity to create the program series for students to come and share questions, concerns and reactions to racial justice and equity concerns across the campus community and receive ongoing reports from campus leaders on what is being done for racial equity at BSU. This occurred six (6) times during the academic year and will continue AY23-24.
- AY 23-24 CSE is currently ***reviewing Registered Student Organizations*** and using disaggregated institutional data to determine student participation by race/ethnicity, gender identity and other relevant demographic variables.
- RSU Poster Project: High traffic areas within RSU spotlight posters for DEI Affinity Month representation
- CSE's Student Orientation Coordinators were DEI trained in hiring and selection practices for orientation leader recruitment.
- To further develop DEI development for incoming students, staff from CSE and the Dean of Students created an ad hoc committee to review the previous offerings pre-covid to design ***a new approach for Crimson Days*** and within the first semester. The committee consisted of representatives from Lewis and Gaines Center for Inclusion and Equity, Pride Center, Equal Opportunity, Institutional Diversity, and Community Standards.
- The ***Student Government Association*** reviewed its funding process from a DEI lens and implemented a new registered student organization budget policy.
- Wellness provided an ***Equity Wellness Fair*** to showcase and introduce resources to students and staff.
- Athletics and Recreation implemented a ***student-athlete committee on racial justice and equity***.
- ***Redesigned "Student Organization Basics" Training*** for Registered Student Organizations launched in Fall 2023 to include refreshed content integrating DEI elements in conjunction with additional skill sets. The Student Employment training program is having a similar redesign.
- Data obtained and reviewed from a newly installed card reader in the ***BSU Food Pantry*** to determine, if possible, the demographic population of the students (but protecting individual privacy) that utilize the food pantry to see who is being served, and identifying further trends for additional outreach.

Institutional

- In AY22-23 and AY23-24, a review and audit of institutional processes, departmental policies and associated programs, services or practices within the Student Handbook took place. Internal reviews in collaboration with campus partners (Lewis and Gaines Center for Inclusion and Equity, DOS & SGA) and student reviews are slated to begin Fall 2023 in conjunction with student feedback.

Departmental

- The Center for Student Engagement works to mirror and/or surpass the representation of the BSU community across all levels of staffing (full-time employees, student employees and graduate assistants). Staff meetings/retreats consist of designated time to review articles, expand knowledge and further develop skills in working with underserved populations inclusive but not limited to ALANA/BIPOC, neurodiverse, LGBTQA+, post-traditional, and military-veterans.

- Community Standards referrals for cannabis/marijuana violations and quiet hours/disruptive behavior from The Student Code of Conduct from AY 2022 were extracted from Maxient in January 2023 and reviewed to compare results in Feb. 2023.
    - The Office of Community Standards (OCS) compared the race and gender demographics using frequency charts for each category of charges of all students referred to OCS during AY 2021-22 against the demographics of the general student body during the same timeframe. The results showed no significant differences in referrals to OCS across any race or gender categories. Policy charges continue to be reviewed for trends and evaluation.
- Military & Veteran Student Services student workers have been revising the website, curating items and photographs to revise office displays to be more inclusive and representative of servicemembers and veterans as a multi-cultural force. Recruitment and outreach to area community colleges through the student group SVA (Student Veterans of America) has created more opportunities for connecting with students from diverse backgrounds.
- **Evaluate current RA learning outcomes as it pertains to DEI trainings:** The 2022-2023 Summer RA training featured collaborations with the Center for Student Engagement, where RAs and other student employees all received DEI-focused training. This practice will continue in the Summer 2023 –2024 training. All RAs that participated were able to provide feedback via online evaluations. The 2023 Winter RA Training featured a DEI training on Neurodiversity. All RAs are required to be trained by the Equal Opportunity Office each semester. **(80% completion)**
- **Work with outside presenters and the Office of Institutional Diversity to utilize data to implement intentional trainings:** The 2022-2023 Summer RA Training and the planning of the 2023-2024 staff trainings continue this work and build from the success of this year's trainings. Residence Life & Housing will collaborate with partners in Institutional Diversity to bring in more outside presenters for training. **(50% completion)**
- Successfully proposed a military absence/leave from university as unanimously passed through AUC in Spring 2023. This work will impact BIPOC students, who often are unfairly miscategorized as habitually truant. A singular policy is meant to ensure protections for all students serving in the armed forces, regardless of their cultural identity.
- The Wellness Center has been in a consultative relationship with *The Steve Fund* since mid-Fall 2022, working with both Dr. Jan Collins Eaglin and Dr. Jeanne Manese to develop a strategic plan with respect to equity minded wellness.
- The Wellness Center has been in consultation with BSU HRTM and has determined that we can require professional development/continuing education with a DEI focus for our team, resulting in a new center-wide expectation.

Divisional Racial Justice, Equity, and Inclusion (Divisional Priority) – Committee work

- Intercultural Development Inventory (IDI) Assessment: Division members completed the survey and Divisional Leadership participated in a presentation providing overall outcomes for Division - *Completed.*
    - Departments to schedule department-specific presentations - *In progress.*
    - Individuals in the Division encouraged to schedule 1:1 outcome – *In progress.*
- The Divisional LEADS (Listen/Learn, Evolve, Advocate, Develop, Support) Committee was trained by the Center for Urban Education Equity-Minded Inquiry Series: Observation Tool – *Completed.*
- The Divisional Committee reviewed and developed an observation guide based on the Equity-Minded Inquiry Series: Observation Tool for the Divisional Department's space review. This guide was what the observers would refer to and make notes on.
- The Divisional Committee facilitated the Equity-Minded Inquiry Series: Observation Tool for the Divisional Department's office spaces and the Rondileau Student Union, and compiled data for next steps. This included teams of committee members physically visiting and observing the spaces while referring to a question guide and taking notes – *Completed.*
- Racial, Justice, and Equity Book reading "Menu": The Divisional LEADS (Listen/Learn, Evolve, Advocate, Develop, Support) Committee provided a recommended reading list for a Racial Justice Book Menu for Summer 2022 and Winter 2023 to encourage independent DEI development via self-paced reading.

Student Success, Equity and Diversity (SSED)

Racial Equity Progress Since 2021

Partnering with Other Divisions in Support of Racial Equity

Bridgewater State University is working to actualize racial equity through shared equity leadership being demonstrated campus wide. It has been a true pleasure for Student Success, Equity and Diversity (SSED) to partner with other divisions to advance racial equity. A non-comprehensive list follows:

Hearing and Being Informed by Students of Color: Lewis and Gaines Center for Inclusion and Equity Director Sharon Pitterson-Ogaldez partners with Dr. Kevin McGowan (faculty in education) and Elizabeth Ching-Bush (Dean of Students, Student Life Acting AVP) in providing students with ongoing opportunities to share about their experiences with racial justice or injustice at BSU. This series, entitled "Speak Your Piece," allows students to share the experiences with racial justice/injustice; receive support and care; hear about BSU's progress focused on racial equity; and offer suggestions for next steps the institution can take to become more equitable and just. Director Pitterson-Ogaldez also partners with Dr. McGowan in co-leading the Racial Justice and Equity Student Advisory Group. This group was a key suggestion made by the chairs of the Racial Justice Task Force.

Auditing Current Practices Through Racial Equity Framework: SSED has partnered with multiple other divisions at BSU to share and support competency development in using racial equity audit tools from the Center for Urban Education. Along with colleagues from these divisions, SSED has used these tools to audit student service delivery through a framework of equity-minded practice and amended a variety of areas based on results.

Providing equity-minded competency development: In collaboration with colleagues from Academic Affairs, Student Life, and Human Resources and Talent Management, SSED has created and implemented an array of equity-minded competency development opportunities/workshops. Of special note is the leadership provided by the SSED Equity Faculty Fellows who collaborate with their colleagues in the Office of Teaching and Learning (Academic Affairs) in offering opportunities to deepen equitable teaching and learning at BSU.

Supporting Equity-minded Hiring Practices: Vice President Gentlewarrior partners with Human Resources and Talent Management and the Office of Equal Opportunity to provide equity-minded hiring workshops for all hiring committee members.

Supporting the Retention of Early Career Faculty in the STEM Fields Through Equity-Minded Practices: Vice President Gentlewarrior partners as a co-PI on the Academic Affairs led National Science Foundation Grant focused on hiring and retaining faculty through equity-minded practices. The work emanating from this three-campus collaboration intends to identify best practices in this area.

Centralizing Racially Equitable Practices in BSU's Internship Department: Vice President Gentlewarrior partnered with Vice President of Outreach and Engagement Diane Bell in securing a grant to advance work in this area.

Equity-minded Enterprise Risk Management Processes: Collaborating with Vice President of Information Technology Steve Zuromski and Assistant Vice President of Finance Jenn Pacheco, Vice President Gentlewarrior supported their efforts in developing and implementing equity-minded enterprise risk management processes in higher education. This may be a first-in-the-nation practice in this key area.

Scaling Effective Racially Equitable Student Success Strategies

Due to the leadership of the division in racially equitable student success, an Anonymous Donor approached Vice President Gentlewarrior to engage in conversations about potential funding. Through a series of interdivisional meetings with the donor, BSU was successful in securing $1,350,000 over two years to: scale the Student Navigators Program; launch EAB Navigate, a student success care coordination platform (in collaboration with Academic Affairs and Information Technology); and scale the funding of Retention Scholarships to offer support to students with non-payment holds preventing registration.

All funded projects support racial equity through their implementation of equity-mindedness in the following ways: they are informed by equity-oriented data; the practice approach is based in an understanding of racism and other forms of oppression and the ways they can influence the lives and success of students and services are intended to help mitigate some of the impacts of these risk factors; equity-advancing goals are established and monitored to ensure the programs support the success of all students while closing institutional performance gaps; finally, the emphasis is placed not only on serving students but using what we learn from students to inform equity-oriented institutional change.

Leading the Racial Equity and Justice Institute

The REJI provides a core of resources to member campuses and organizations including:

- A yearly curriculum that provides resources and a structure to aid campus teams in building their capacity to engage in equity-minded institutional change strategies. The curriculum offers:
  - A theme for the year's work for all the members to focus on in their work.
  - An agenda for the campus-based REJI monthly meetings engaged in by presidentially charged campus teams.
  - Robust readings, largely free access, intended to build the competencies of members to engage in measurable equity-minded student success work.
- The provision of additional equity-minded resources hosted through the REJI website. (See https://reji-bsu.org/).
- Nearly monthly convenings with national experts intended to enhance the equity-minded competencies of our members.
- A racial equity action planning process model that aids members in identifying performance gaps across the institution, setting racially equitable goals, and the expectation of implementing these measurable goals.
- Suggested accountability structures that include the expectation that REJI teams report out on the progress on their racial equity action plans to their presidents at the end of each semester; there is also the expectation that the REJI team on each campus will meet with their senior leadership teams at the end of each year for mutual reporting out on racial equity goal advancement and obstacles to the work so these can be transparently addressed.
- The initial development of function-specific equity competency development for senior leaders was provided through the REJI's inaugural Equity Leadership Series and offered to 150 Presidents, trustee members, and cabinet members in spring and summer 2023. This 4-workshop series with national equity leaders and a culminating summit resulting in the development of measurable racial equity action plans for each institution's senior leadership team was made possible through a 1-year state appropriation in the Massachusetts 2023 state budget.

In 2021, The REJI provided emerging practices shown to support the equity-minded success of students at member institutions through the REJI's first Practitioner Handbook. National leaders in higher education have encouraged the use of the handbook including the Association of American Colleges and Universities, the American Council on Education, Complete College America, and the Massachusetts Department of Higher Education. The handbook has also been lauded by organizations dedicated to addressing healthcare disparities and advancing anti-racism. The call for submissions for our second handbook has been issued with publication expected in the next academic year.

BSU not only leads but participates in the REJI. The robust interdivisional team of nearly 50 people set departmental-level goals each year and intentionally advance measurable work on these goals. All REJI goals are in alignment with the Racial Justice Task Force recommendations.