



# SPECIAL PRESIDENTIAL TASK FORCE ON RACIAL JUSTICE

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Final Report

**May 2021**

*"Not everything that is faced can be changed, but nothing can be changed until it is faced."*

- James Baldwin

May 2021

To all members of the Bridgewater State University community – and particularly our students:

The President’s Special Task Force on Racial Justice (RJTF) has been working with great purpose and passion following the charge given by President Clark to examine the elements of policy, practice, and culture that are impeding racial equity at BSU, and to identify remedies and recommendations for corrective action. Some 70 members of our campus community have spent countless hours engaged in this thoughtful, necessary, often challenging, painful, and rewarding work to reach a deeper understanding of where and how we must, can, and will do better. We will forever remember that we began our work following the horrific murder of George Floyd; and, as we neared completion, we did so during the trial of Derek Chauvin, who was found guilty of all charges. We very much take to heart the words of Minnesota’s Attorney General Keith Ellison who, in speaking of the verdict and the Floyd family, reminded us, “Although a verdict alone cannot end their pain, I hope it’s another first step on the long path toward healing for them... This verdict reminds us that we must make enduring, systemic societal change.”

This institutional self-examination also occurred against the backdrop of a deadly global pandemic, a highly charged election cycle followed by insurrection in our nation’s capital, a string of violent attacks against members of the Asian American Pacific Islander community, waves of mass shootings, and continued deaths of Black and Brown people at the hands of police. All who served on the RJTF – like our colleagues, friends, and family across campus and beyond – have been impacted by the sheer weight of the times we are in and approached the work with an even greater sense of urgency. Like so many at BSU, they committed to taking this on while continuing to manage their regular workloads, family obligations, and other pressing priorities.

Because of COVID, we did our work without ever being in the same room. This limitation did not deter our ability to build trust and forge a palpable sense of community. We were reminded along the way that life is complex, rich, and fragile. In our time together, committee members experienced the painful loss of loved ones absent the ability to gather and to give and receive support. We shared photos and favorite virtual backdrops, provided limited tours of our homes, and cheered on all who have been navigating wi-fi capacity, juggling multiple generations, and were suddenly providing both tech and classroom support for school-age household members. We even met family members, pets, roommates, and the occasional Amazon or Uber-Eats delivery person. Throughout it all, Task Force members engaged with intelligence, humor, and humility, and they took to heart the charge and the challenge issued by President Clark.

What follows are findings and recommendations based upon months of identifying and asking hard questions, gathering and analyzing data, and noting areas where data are not readily available. This is not a comprehensive research study. It is, however, an incredibly thoughtful, thorough, and critical self-study conducted during an extraordinary period in the 180-year history of our institution. This report is not meant to be a complete picture or a final word – there is always more to be examined and understood, more to learn and to do. However, it lays out many immediate and long-term steps we can take together toward becoming a more racially just, inclusive, and equitable community.

We are especially grateful to our incredible teammates – Jill Beckwith, Lisa Cushing Shaw, and Isabel Bourget – and to the Vice Chairs and Subcommittee Co-Chairs who were often problem-solving and writing into the later hours and early morning. We are deeply thankful for the work of all members of the RJTF and subcommittee participants – all of whom provided information; took the time to answer surveys, respond to requests for interviews and focus groups; and ensured we could gather safely and securely via Zoom or Teams. All told, we estimate that well over 1,000 members of our campus community participated.

We thank our students and other members of our community who lifted their voices and shared their experiences and perspectives with honesty and candor. As we apply the lens of equity and inclusion to this work and to our campus community, we do so with a desire to strengthen the bonds between us and to create a stronger, more equitable living and learning community.

We are deeply appreciative of the leadership of President Clark, who trusted us to take this step of critical self-analysis. And we are grateful to the openness and support of the entire campus as we work with President Clark to advance and sustain this effort, continue to engage in self-reflection, and continuously ask what each of us can do better and differently to ensure a brighter future for all of us.

With gratitude and hope for a stronger Bridgewater State University,

**Davede Alexander**

Member of the  
BSU Board of Trustees

**Mary K. Grant**

Senior Administrative Fellow  
for Civics and Social Justice

**Carolyn Petrosino**

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Dr. Carolyn Petrosino, Professor Emerita of Criminal Justice

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Ms. Samantha Joseph, '04, President, BSU Afro-American Alumni Association (*Vice Chair, Alumni*)

Ms. Sydné Marrow, G'14, Director, Lewis and Gaines Center for Inclusion and Equity (*Vice Chair, Staff*)

Ms. Anna Rice, '21, President, BSU Student Government Association (*Vice Chair, Students*)

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### Overview of the Task Force

#### Formation, Mission, and Expectations

“Words alone are not enough.” This was the challenge issued by President Clark to the BSU community in the the days following the killing of George Floyd, and it continues to be a timeless reminder that public universities have a special responsibility to expose and critically examine the origins and impacts of systemic racism – and to, in the words of our students, **be better**.

With a mission of translating longstanding institutional values into an action agenda for positive and necessary change, the Special Presidential Task Force on Racial Justice was formed on June 5, 2020. In the 11 months since, more than 70 volunteer members of the extended BSU family – representing students, faculty, employees, alumni, and community partners – worked tirelessly to heed the challenge. Dozens more contributed everything from illuminating personal insights to rich expertise in research and scholarship. At its core, the Task Force and its members readily embraced the responsibility of deeply exploring two fundamental lines of inquiry:

What elements of policy, practice, and culture are **impeding racial equity** at BSU?

What remedies and recommendations for **corrective action** can we advance?

As the Task Force first convened, members discussed and then agreed to a shared set of expectations as well as an intersection of guiding values. These commitments concerning the “how” of our work proved invaluable wayfinders throughout the journey of institutional self-study and include:

- Building a framework for consistent and sustainable change;
- Ensuring our work reflects those who have historically been marginalized and discriminated against;
- Being transformative and insisting our efforts lead to change, both for the people who participate and for the structures that perpetuate and institutionalize racism;
- Grounding our work in BSU’s inherent strengths: the ability to educate and embed racial justice throughout the curriculum; a strong sense of community; an ability to creatively solve problems; and an existing, robust infrastructure including the Lewis and Gaines Center for Inclusion and Equity, the Martin Richard Institute for Social Justice, the Division of Student Success and Diversity, the Office of Equal Opportunity, and others;
- Being courageous and showing no fear while not allowing the discomfort of participants to derail the objectives;
- Expressing love and knowing the strongest pillar of BSU’s foundation is the genuine care and concern that we have for one another; and
- Inspiring BSU leaders to recognize the critical role they play in achieving and sustaining racial justice and equity.

## Statement of Guiding Values

### Honesty

We begin with an absolute commitment to interrogate any essential ongoing policies, practices, and cultural dynamics that, in whole or in part, negatively impact students of color and foster racially disparate experiences. The Task Force will not turn a blind eye to areas in BSU which may be negatively impacting students of color.

### Truth

The Task Force is committed to fully identifying and describing those patterns caused by policies, practices, or cultural dynamics that negatively impact students of color. Likewise, we will also fully identify those patterns that address the impacts of systemic racism.

### Empathy

Among the shared experiences of oppressed communities are being ignored, neglected, disbelieved, questioned, viewed with suspicion, devalued, and treated disparagingly. The stance of the Task Force is to believe and to validate the accounts of students, alumni, faculty, librarians, and staff of color of unequal treatment at BSU.

### Dignity

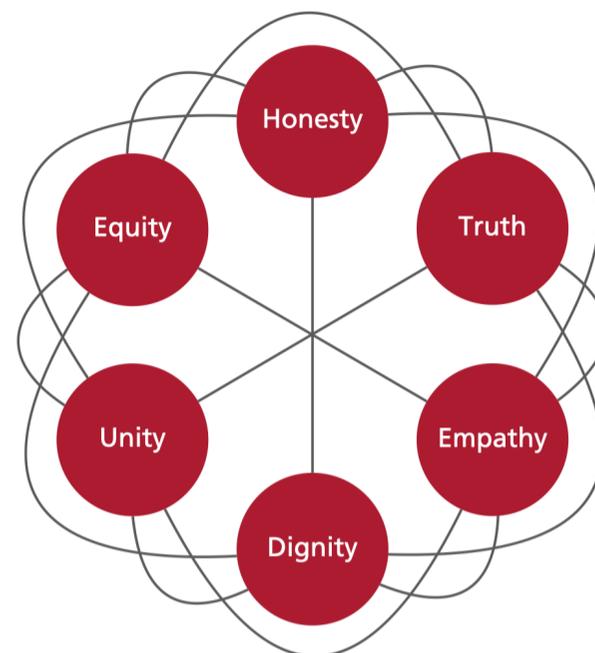
The Task Force will remain mindful of the need to reaffirm the dignity of students, staff, administrators, and faculty of color as we consider corrective measures and recommendations to address areas of impediments to racial equity.

### Unity

It is the goal of the Task Force to provide remedies and corrective measures that will not only address racial inequity but also work toward unifying the BSU community. The Task Force will examine any unearned benefits to dominant groups while identifying disbenefits that adversely impact and marginalize people.

### Equity

Racial equity is achievable if the Task Force progresses in a way that meets each of the steps, as mentioned above, needed to affect the goal while observing the values that inspire and inform our work. When we have equity, we make progress towards achieving/living the “Beloved Community.”



## Structure and Roles

### Task Force Co-Chairs

The three Task Force Co-Chairs were responsible for leading the overall effort; planning and convening the many engagements of the group; charging the various subcommittees and aligning their ongoing work; and synthesizing all contributions into a final report for the President.

### Task Force Vice Chairs

The four Task Force Vice Chairs, representing BSU's at-large constituencies of students, faculty, alumni, and staff, served as primary liaisons between the subcommittees and Task Force Co-Chairs. Their role was not reactionary nor managerial, but rather focused on intentionally engaging and actively supporting the work of the subcommittees by helping to shape the ongoing parameters of dialogue, exploration, and outcomes.

### Subcommittees

Based upon preliminary input from the broader community, the work of the Task Force was divided into six subcommittees:

1. Curricula and Co-Curricula
2. BSU Workforce
3. Education, Training, and Continued Learning Opportunities for Faculty, Staff, and Students
4. Investing in and Supporting Students: Administrative and Organizational Support Structures
5. Police and Public Safety
6. Creating a Place for Ongoing Support, Problem Solving, Reporting Resolution, and Response

Each of the six subcommittees consisted of two co-chairs and at least two members of the Task Force along with affiliated participants who served throughout the process. Every subcommittee included at least one BSU student and one faculty member who responded to a call for participation from the MSCA. Great care was taken to ensure the broader membership was: intentionally diverse; balanced across the University's academic colleges and administrative divisions; spanning the organizational hierarchy; and including alumni and external perspectives.

### Subcommittee Co-Chairs

The 12 Subcommittee Co-Chairs had the responsibility and authority to review, assess, and conduct exploratory activities relevant to their respective charge. They also provided administrative and logistical support, convened regular meetings, furnished updates and data as requested by the the Task Force Co-Chairs or Vice Chairs, and prepared their subcommittee's final report.

### Subcommittee Members

Subcommittee members conducted pertinent analysis with the highest levels of professionalism, integrity, candor, and sensitivity. They then developed findings and recommendations to address organizational policies, practices and/or cultural dynamics that impede racial equity.

## Chronology of Activity

2020

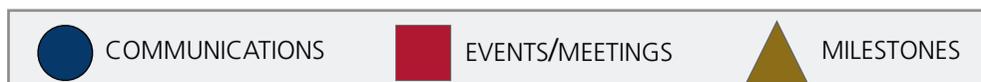
- June 1, 2020 — Community message from President Clark: *Words alone are not enough*
- June 3, 2020 — First BSU community forum on racial justice
- June 5, 2020 — President's announcement of RJTF formation
- June 12, 2020 — President's announcement of RJTF Co-Chairs
- June 19, 2020 — President's Juneteenth message and announcement of RJTF Vice Chairs
- June 23, 2020 — Second BSU community forum on racial justice
- July 7, 2020 — First meeting of RJTF Co-Chairs
- August 4, 2020 — Amplify: Black and Brown Voices of BSU event;  
President's announcement of RJTF full membership
- August 20, 2020 — First meeting of the RJTF membership
- September 10, 2020 — Community update from the RJTF Co-Chairs;  
RJTF website goes live
- September 24, 2020 — All RJTF subcommittee members named
- September 28, 2020 — First meeting between RJTF leadership and subcommittee Co-Chairs
- October 29, 2020 — Community update from the RJTF Co-Chairs
- December 9, 2020 — RJTF Co-Chairs update to the Board of Trustees
- December 15, 2020 — Community update from the RJTF Co-Chairs



## Chronology of Activity (Continued)

2021

-  January 13, 2021 — Community message from the RJTF Co-Chairs: *Reflections on the violence and actions in Washington, D.C.*
-  February 4, 2021 — RJTF Update at President's Town Hall
-  March 1, 2021 — Community message from the President Clark and Provost Ismaili: *BSU response regarding survey controversy*
-  March 10, 2021 — Community message from the President Clark and Provost Ismaili: *Research survey controversy update*
-  March 16, 2021 — First draft of subcommittee reports due to RJTF Co-Chairs
-  March 19, 2021 — Community message from President Clark: *Bridgewater stands united*
-  March 23, 2021 — Second draft of subcommittee reports due to RJTF Co-Chairs
-  April 9, 2021 — Final meeting of the RJTF membership;  
Discussion with President Clark and Provost Ismaili
-  April 9, 2021 — Community message from the President Clark and Provost Ismaili: *Research survey controversy update and steps taken*
-  April 26, 2021 — RJTF Co-Chairs submit final report to President Clark
-  May 13, 2021 — Board of Trustees discussion on the RJTF final report
-  May 17, 2021 — RJTF final report made available to campus community
-  May 18, 2021 — President's Town Halls on the RJTF final report



## A Sample of Our Community's Candor

Though words alone are not enough, they can be powerful catalysts for healthy change. Concurrent with the formation of the Racial Justice Task Force, the University heard from myriad students as well as numerous employees and alumni on the subject of past and persistent racial injustices at BSU. Their message, poignant and impactful, set the stage for our work. What follows is but a small sample of what was shared:

"I've been struggling a lot with the same issue because the only words that come out are "I'm tired" – you know what I mean? Tired of explaining, saying why it's important, why it's not a black vs. white issue... it feels like we are not allowed to breathe outside of our home. There are no words because it's inhumane. It's disbelief. It's too much."

"What I need is for faculty, staff, and librarians to believe me the first time. I feel like I'm being tossed aside. I want you to believe in me and believe in the words that are coming out of my mouth. I am talking to you because I want something to change. I love BSU but sometimes I feel like BSU does not love me back."

"A lot of our students are not getting enough human confirmation from people who work at BSU. They are not feeling important. We need to be clear to our students that their safety and success matter to us. We need to be very clear that they matter to us."

"I look around at BSU wondering where faculty and staff of color are. I'm tired of being singled out to represent race and am torn between responding as a staff assistant that students look to or as an African American individual."

"... I want us to identify racist, hostile, ignorant practices and attitudes wherever they exist on campus and educate, develop, and embrace with joy our diverse community. We must remember that we're an educational institution; our job is not to punish, but to teach and enable growth."

"The University's response to the ongoing resistance and uprisings against racism and white supremacy in our country has left many Black and non-Black students disappointed. In failing to explicitly affirm that Black lives matter, the University has chosen to remain neutral in a time where solidarity and community are critically needed."

In addition to sharing their personal stories and perspectives, members of the campus community provided the Task Force with an invaluable starting point: a wide variety of suggested calls to action. These initial themes emerged from multiple campus engagements – two community forums on racial justice, the Amplify event, and the Student of Color Student Success Focus Group – as well as a powerful letter to BSU from recent Black alumni. RJTF members ultimately reviewed all of them and the vast majority are directly linked to one or more recommendations articulated by the six subcommittees. The following tables reveal the clear connectedness between the voices of our community and the Task Force’s final recommendations.

## BSU Community Forums on Racial Justice

Suggested Calls to Action	Affiliated Discussions and/or Recommendations
Increase racial diversity among faculty and staff (professional staff and student staff).	2-4 2-5 2-6 2-7 2-8 2-9 2-10 2-11 2-12 2-13 2-14 2-15 2-16 2-23 4-6 5-10
Implement campus-wide professional development on antiracism.	1-1 1-2 2-18 2-20 3-2 3-3 3-4 3-5 3-6 4-3 4-4 4-5 4-8 4-9 5-13
Improve curriculum offerings relating to racial justice.	1-3 1-4 1-5 1-6 1-7 1-8 1-9 1-10 1-11 1-12 1-13 1-14 4-9
Expand opportunities for continued, sustained listening, dialogue, and engagement.	1-5 1-7 1-8 1-14 1-17 2-18 2-19 2-20 2-21 2-22 3-2 4-5 4-8 4-9 5-2 5-8 6-1 6-2 6-3
Prioritize racial justice in planning and budgeting decisions.	1-8 1-9 1-17 3-1 4-1 4-2 4-5 4-6 4-10
Increase supports for Black students and other students of color, including BSU-supported services and student groups.	1-14 4-1 4-5 5-4 5-6 5-12 6-1 6-2 6-3
Intentionally seek and regularly utilize student feedback.	4-1 4-5 4-7 4-8
Proactively protect Black students and other students of color.	1-15 4-1 4-5 4-8 5-2 5-4 5-11 5-12 6-1 6-2 6-3
Develop and maintain safe and welcoming spaces across campus for students of color.	4-1 4-5 4-8 4-9 6-1 6-2 6-3
Improve institutional response to specific incidents.	4-1 4-2 4-3 4-5 5-1 5-2 5-4 5-5 5-6 5-7 5-8 5-11 5-12 6-1 6-2 6-3

#-# SUBCOMMITTEE # - RECOMMENDATION #

## Amplify: Black and Brown Voices of BSU

### Suggested Calls to Action

### Affiliated Discussions and/or Recommendations

<p>Hire more Black and Brown people as tenure-track faculty, librarians, administrators, and staff.</p>	<p>2-4 2-5 2-6 2-7 2-8 2-9 2-10 2-11 2-12 2-13 2-14 2-15 2-16 2-17 2-21 2-22 2-23 4-6 5-10</p>
<p>Overhaul procedures for recruitment and hiring to address and reduce racial bias; implement training and improve accountability.</p>	<p>2-4 2-5 2-6 2-7 2-8 2-9 2-10 2-11 2-12 2-13 2-14 2-15 2-16 2-17 2-18 2-19 3-5 4-6</p>
<p>Examine and revise diversity/cultural competency training for people who supervise student workers.</p>	<p>3-5 4-3 4-4 4-5 4-6</p>
<p>Provide training for White members of the BSU community to help them discuss race and inequality in a safe and educational space.</p>	<p>3-2 3-3 3-4 3-5 3-6 4-3 4-4 4-5 4-6 5-13</p>
<p>Increase faculty mentoring of students of color in pre-professional and departmental clubs.</p>	<p>1-14 4-5</p>
<p>Hold and encourage attendance at more events like Amplify, that center the lives and lived experiences of people of color and immigrants.</p>	<p>3-3 4-5 4-8 5-8</p>
<p>Visually represent Blackness through public art, in a non-tokenizing way; solicit student input on this project.</p>	<p>DISCUSSED BROADLY BY THE RJTF</p>
<p>Consider an interdisciplinary course requirement of all freshman on the history of race and racial oppression in the United States.</p>	<p>1-11 1-12 1-13</p>
<p>Develop and advocate for changes that could be made to how we train future teachers on issues of race and racial history.</p>	<p>DISCUSSED BROADLY BY SUBCOMMITTEE 1</p>
<p>Hold administrators accountable and require transparency and timeliness in response to incidents of racism.</p>	<p>1-15 1-16 4-1 4-2 4-3 4-5 5-1 5-2 5-5 5-7 5-8 5-11 6-1 6-2 6-3</p>
<p>Consider an African American studies major with departments contributing classes to the major, adding new courses as needed.</p>	<p>1-9</p>
<p>Support student health services, increasing staffing and training on mental health issues of students who are suffering from PTSD from racism.</p>	<p>5-4 5-6 5-8 5-12 6-1 6-3</p>
<p>Review CARE Team procedures to give greater support for student mental health in a more timely and effective way.</p>	<p>5-4 5-6 5-12</p>
<p>Provide departmental and divisional antiracism and bystander trainings, making them available to all staff, faculty, librarians and administrators.</p>	<p>1-1 1-2 1-3 1-4 1-5 1-6 1-7 1-8 1-9 2-18 3-2 3-3 3-4 3-5 3-6 4-1 4-3 4-4 4-5 4-6 5-9 5-13</p>

## BSU Student of Color Student Success Focus Group

Suggested Calls to Action	Affiliated Discussions and/or Recommendations
Hear and believe students of color.	4-5 4-8 5-8 6-1 6-2 6-3
Continue to implement and expand institutional offerings/trainings focused on the enhancement of campus climate and the reduction of racism.	1-1 1-2 1-3 1-4 1-5 1-6 1-7 1-8 1-9 3-2 3-3 3-4 3-5 3-6 4-3 4-4 4-5 4-8 4-9 5-13
Audit institutional websites, physical spaces, brochures, materials, membership of working groups, etc. to ensure they are truly inclusive.	2-7 4-5 4-8 4-11 5-9
Emphasize the hiring of people of color across the University.	2-4 2-5 2-6 2-7 2-8 2-9 2-10 2-11 2-12 2-13 2-14 2-15 2-16 2-17 2-21 2-22 2-23 4-6 5-10
Continue the work of the BSU Police Department to enact racially just university policing.	5-1 5-2 5-3 5-7 5-11
Increase available resources focused on the mental health needs of students of color.	5-4 5-6 5-12 6-1 6-2 6-3

## A Letter to BSU from Recent Black Alumni

Suggested Calls to Action	Affiliated Discussions and/or Recommendations
Recognize and denounce the racism and bigotry not only of the world but on our campus.	4-1 4-4 4-8
Affirm that Black lives matter by tending to BSU's relationship with Black students and faculty.	4-1 4-2 4-3 4-4 4-5 4-6 4-8 4-11 5-8 5-11 6-1 6-2 6-3
Be transparent about the University's and overall community's history and relationship with slavery and how that affects our world today.	DISCUSSED BROADLY BY THE RJTF
Disarm the BSU Police Department and reduce their presence on campus.	DISCUSSED BROADLY BY SUBCOMMITTEE 5
Expand alternative approaches to law enforcement such as implementing conflict resolution practices and increasing mental health supports.	5-3 5-4 5-5 5-7 5-11 6-1 6-2 6-3
Review study abroad and service-learning trips to deter from white-saviorship models.	DISCUSSED BROADLY BY SUBCOMMITTEE 1

## A Letter to BSU from Recent Black Alumni (Continued)

Suggested Calls to Action	Affiliated Discussions and/or Recommendations
Institutionalize a Black Studies Department.	1-9
Involve third party organizations led by BIPOC to lead diversity training that actively seeks to challenge/improve the cultural competency of RAs.	DISCUSSED BROADLY BY SUBCOMMITTEE 3
Reinstate the Social Justice Residential Learning Community.	DISCUSSED BROADLY BY SUBCOMMITTEE 1
Support current FT and PT faculty, especially those of color, by committing to hiring more FT faculty and providing pay increases for PT faculty.	DISCUSSED BROADLY BY THE RJTF DISCUSSED BROADLY BY SUBCOMMITTEE 2

## Preface from the Task Force Co-Chairs

The Kellogg Foundation has identified work on racial equity as the primary challenge of our time:

**“The future of too many children is bound by the color of their skin, their families’ circumstances or the limits of opportunity because of systemic inequities in their communities. The current global pandemic has laid bare inequities in health, wealth and opportunity. The uprising for racial justice has produced a global outcry. But the systems that perpetuate inequity and injustice have been generations in the making.”**

*- Racial Equity 2030*

Closer to home, we have been repeatedly reminded – through campus forums, focus groups, the Amplify event, and the voices of our students and alumni – that we too have work to do and an opportunity to address the issues that perpetuate inequity and injustice within our own working, living, and learning environment. To do so, each subcommittee was charged with taking on a particular area of focus in response to the themes that became evident among the concerns that were raised and ideas shared.

The RJTF met almost every other Friday over the last seven months and each subcommittee held regular meetings; developed specific research questions and methods of data collection; analyzed quantitative and qualitative data; and made informed recommendations to move the work forward. The chronology on pages 8-9 shares critical milestones and underscores the high level of engagement and activity throughout this period of discovery.

As the work progressed, subcommittees refined their scope and focus. For some, such as Subcommittee 4 (Investing in and Supporting Students), the scope was narrowed because the topic was so broad and could apply to dozens of offices and initiatives. In others, such as Subcommittee 6 (Creating a Place for Ongoing Support, Problem Solving, Reporting Resolution, and Response), the scope was expanded beyond students to include faculty and staff. In all cases, we were aware there would likely be new areas of opportunity and concern that would emerge throughout the course of our work and that we would need to keep track of them for later review. One example is the set of significant issues raised surrounding research processes and the critically important role of the Institutional Review Board (IRB). This will continue to be followed up on by the Provost, and we support and endorse the campus approach and response to ensure that we do no harm in the process of research and inquiry.

The subcommittees were challenged to develop recommendations based on findings that could be connected to data. We had spirited conversations about good and interesting ideas. In the end, we are providing an array of suggestions and recommendations for consideration by President Clark and the Board of Trustees. Some of these may take longer to achieve, such as increasing the diversity among faculty, staff, and administration. As reported by Subcommittee 2 (BSU Workforce), “based on 2018 data from Data USA, persons of color make up 19.5% of the population in Plymouth and Bristol counties. Moreover, BSU’s student body is comprised of 25% students of color. The rate of growth in the diversity of faculty, librarians, staff, and administrators has not kept pace with the diversity of the region nor with the diversity of the student body.” This critically important goal will be influenced by budget resources and available positions, but it is a recommendation that will have a far-reaching impact. Other recommendations, such as advancing the Just Policing Practices developed in partnership with the American Civil Liberties Union of Massachusetts (ACLU), can begin right away.

As we proceeded with our work – we were heartened by the ongoing commitment of our campus colleagues and teammates to get started on and to keep making improvements. Across campus departments and programs, faculty, staff, and students have begun to address the issues raised by our students; to educate ourselves; and to engage deeply in programs and conversations that help us learn and grow. The Division of Academic Affairs determined it would devote the year to an explicit focus on racial justice and equity, while the Division of Student Affairs and Enrollment Management established an advisory council with an emphasis on infusing equity practices into all of its work. We also shared milestone moments including the unveiling of the Lewis and Gaines Center for Inclusion and Equity; a commitment to new scholarships for students of color; and the Lumina Foundation’s recognition of the Division of Student Success and Diversity’s systemwide, grant-funded work to advance the Leading for Change Higher Education Diversity Consortium.

In the next six sections, there are recommendations for: structural changes to support the work; greater coordination of training and learning opportunities; a simpler, consistent approach to data collection so we can more easily track progress and make continued improvement; and mechanisms to ensure the processes of seeking feedback, engaging in self-reflection, and marshaling improvement will be ongoing. Campus climate surveys may tell us one thing, but truly listening to the members of our community – and particularly our students – will tell us the rest of story and lead us forward.

## Summary Reports: Overview

In addition to producing a full report pertaining to their respective areas of focus, each subcommittee prepared an executive summary of major findings and affiliated recommendations. In this section, and in keeping with the intentional mode of full transparency, the RJTF Co-Chairs showcase these summaries in their nearly original form and in a mode that fully reflects the thoughtful and impassioned voices of the many participants. Only the most modest of edits have been made to present them in a consistent format. The full, non-summarized reports of all six subcommittees are included as exhibits.

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- 1 Curricula and Co-Curricula
  - 2 BSU Workforce
  - 3 Education, Training, and Continued Learning Opportunities for Faculty, Staff, and Students
  - 4 Investing in and Supporting Students: Administrative and Organizational Support Structures
  - 5 Police and Public Safety
  - 6 Creating a Place for Ongoing Support, Problem Solving, Reporting Resolution, and Response

## Curricula and Co-Curricula

### Subcommittee Members

Dr. Diana Fox, Subcommittee Co-Chair  
 Dr. Jenny Shanahan, Subcommittee Co-Chair  
 Dr. Arnaa Alcon  
 Mr. Angelo Lopes Barbosa  
 Ms. Emily Cuff  
 Mx. Lee Forest  
 Ms. Renia Lorjuste  
 Dr. T. Kevin McGowan  
 Dr. Samuel Serna Otálvaro  
 Ms. Denine Rocco  
 Ms. Zahara Townsend  
 Dr. Wendy Champagnie Williams

### Review the Subcommittee Final Report

The final, non-summarized report prepared by Subcommittee 1 - **Curricula and Co-Curricula** - may be found in **Exhibit A**. Any references cited also appear there.

### Summary of Subcommittee Recommendations

1-1

Develop and offer scaffolded professional development in racial equity and justice for all full- and part-time faculty, librarians, academic staff, administrators, and student leaders.

1-2

Support and incentivize professional development in racial justice.

1-3

Support the announcement by the Provost of Racial Justice Faculty Fellow positions in the Office of Teaching and Learning and the Center for the Advancement of Research and Scholarship.

1-4

Encourage and reward implementation of antiracist, decolonial, and abolitionist pedagogies in tenure and promotion reviews.

1-5

Offer faculty institutes through the Martin Richard Institute for Social Justice and/or the Office of Teaching and Learning in antiracist, decolonial, and abolitionist pedagogies.

1-6

Encourage every curricular and co-curricular program and department to adopt and assess racial justice student learning outcomes and to include them in program reviews and/or annual reports.

1-7

Support BSU faculty/staff with expertise in racial justice education to work with the Office of Assessment in developing assessment tools for measuring student learning outcomes in racial equity and justice.

1-8 Create an academic home for interdisciplinary teaching, scholarship, research, and programming: Interdisciplinary Studies Department.

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1-9 Begin the process of creating a Black Studies major, with possible concentrations in African Studies, African American Studies, and Afro-Caribbean Studies.

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1-10 Conduct a feasibility study for a graduate degree/certificate in racial equity and justice.

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1-11 Overhaul BSU's Core Curriculum to represent the University as a racially just institution.

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1-12 Create a new Core Curriculum skill requirement in racial equity and justice (or social justice).

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1-13 Revise the Core Curriculum area requirement in global cultures; revise and rename the Core Curriculum area requirement in multiculturalism.

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1-14 Reward and recognize faculty, librarian, and student research/scholarship that promotes racial equity, racial justice, decolonization, and social justice.

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1-15 Commit as an institution to do no harm in research; offer peer-to-peer training in the psychological harm of racial and other forms of trauma.

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1-16 Support the Provost's plans for having an Institutional Review Board (IRB) administrator in the Office of the Provost; appointing a vice chair for the IRB; including a non-BSU community representative; and for requiring at least two reviews of all applications (including amendments and exemptions). Offer racial justice training to members of the IRB that leads to an audit of procedures and decision making.

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1-17 Establish a Center for Racial Justice Research, Advocacy, and Support.

## Subcommittee Executive Summary

This report outlines the work of the RJTF's Subcommittee 1: Curricula and Co-Curricula. It lays out our process of conceptualizing and organizing our work, explains the nature of our mixed-methods research approach, and describes each of our methods for collecting and analyzing data. The most substantive sections of this report are the findings, which comprise our analyses of each source of data, and our data-informed recommendations to achieve racially just curricula and co-curricula at BSU. The rationale offers important philosophical and conceptual underpinnings on which the research is based.

Our areas of inquiry comprised the following colleges, centers, and institutes in Academic Affairs:

- All six colleges of the University: Bartlett College of Science and Mathematics; College of Continuing Studies; College of Education and Health Sciences; College of Graduate Studies; College of Humanities and Social Sciences; and Ricciardi College of Business
- Interdisciplinary programs
- Center for Transformative Learning (including the Honors Program, National Fellowships, and Undergraduate Research)
- Martin Richard Institute for Social Justice (including community-engaged learning and civic engagement)
- Minnock Institute for Global Engagement (including Study Abroad, International Student Services, and global studies minors)
- Pedro Pires Institute for Cape Verdean Studies (currently there is a minor making its way through governance).

We also studied the Internship Program because of its high-impact curricular and co-curricular opportunities for students.

Our quantitative and qualitative research methods involved collecting and analyzing (and in the cases of a survey, focus groups, and a department chair/program coordinator questionnaire, developing and securing IRB approval for) six forms of data:

1. Analysis of existing data that most notably included (a) student testimonials from the Students of Color Focus Group Report, Amplify Report, and Racial Justice Forums reports; (b) exemplary models of racially just curricular and co-curricular practices and models provided by BSU faculty leaders in racial justice; and (c) replicable examples of racially just learning outcomes and curricular and co-curricular programs at other institutions of higher education.
2. A survey of BSU full- and part-time faculty, librarians, and academic staff, about their own efforts in racially just curricular and co-curricular offerings and their needs for professional development in that area. We designed the survey, secured IRB approval for it, and distributed it through campus communications and faculty listservs. There were 117 survey participants, over 80% of whom were faculty.
3. Follow-up interviews with the 17 survey participants who requested one (an option provided in the last survey question).

4. Focus groups of BSU academic department chairpersons and program coordinators about their individual and department- and program-wide efforts in racially just curricular and co-curricular offerings and their sense of what forms of professional development would be most beneficial for their department/program. We designed the focus group questions and formats, secured IRB approval, and invited participants through multiple, individualized emails from Co-Chair Diana Fox.
5. Questionnaires of BSU academic department chairpersons and program coordinators who could not attend a focus group, in which they were asked the same questions via a Qualtrics survey that were posed to the focus group participants. Nine chairpersons and five program coordinators participated in the focus groups or questionnaires.
6. Individual outreach by the co-chairs to individual program leaders and staff to ask them about racial justice practices and initiatives.

The survey, focus group, and questionnaire topics were generated in two principal domains: **content** (of courses, programs, offerings, etc.) and **practices** (e.g., pedagogies, praxes, interactions). The subcommittee worked to avoid replicating white supremacy culture and values in our process of developing questions and understanding the results.

The purpose of these research methods was to help advance racial justice in curricular and co-curricular programs at BSU. Specifically, the aims were to:

- Identify antiracist, decolonial, and abolitionist course/program content and teaching practices that advance equity and can be replicated and adapted across disciplines, departments, and programs;
- Learn from BSU faculty/librarians and academic staff about the current state of racial justice initiatives in curricular and co-curricular programs at BSU;
- Inform professional development offerings, especially in Academic Affairs, related to racial justice in future semesters; and
- Collect examples of effective teaching and co-curricular content and practices that promote racial justice, especially to share through professional development and to inform department/program efforts to revise curricula and programming.

The rationale for surveying faculty, librarians, and academic staff and holding focus groups of academic department chairs and program coordinators on topics of pedagogical practices and course- and program-content related to racial justice, as well as their barriers/challenges and professional-development needs, was three-fold:

- BIPOC/ALANA students have highlighted problems in curriculum content and classroom environments. Addressing the calls for curricular changes, racially equitable pedagogies, and racially just treatment of all students, requires working directly with faculty, librarians, and academic staff to learn about what they're currently implementing, what stands in the way of change, and how best to help them make necessary changes.
- Faculty, librarian, and staff colleagues have asked for professional development and other forms of assistance to change pedagogical practices and promote racial equity in curricular and co-curricular offerings.

- The research literature on racial justice in higher education indicate that antiracist and decolonial practices need to be *learned by educators* and that White educators must join BIPOC/ALANA colleagues in the work.

In order to make BSU-specific recommendations, we needed to learn the state of affairs directly from faculty, librarians, and academic staff. Academic department chairs and program coordinators have a special role in our research because they often set agendas for department priorities and have insight into the particular efforts and challenges in their discipline and department culture.

Through collecting and analyzing the data, we identified the following findings:

1. Several academic programs, departments, and centers/institutes have reported developing new learning outcomes, policies, and curricular changes intended to promote racial justice.
2. Department and college DEI committees are meeting regularly, hosting professional development opportunities, and proposing curricular changes.
3. Faculty are asking for relevant and supported/rewarded professional development in racially equitable and just curriculum design and pedagogies. Staff in Academic Affairs are requesting similar types of professional development that is better suited to their work (i.e., not only for teaching courses).
4. Many departments' and individual faculty members' curricula lack diverse perspectives, histories, theoretical approaches, and examples. Few courses appear to engage concepts central to racial equity and justice, such as intersectionality, decoloniality, and abolitionism.
5. Faculty and staff doing racial justice work report feeling inadequate support for their labor, expertise, time, and emotional energy.
6. Some faculty, staff, and administrators have expressed defensiveness, white fragility, and resistance about equity work. That is in addition to the significant admission of the lack of understanding of antiracism and decoloniality among faculty, librarians, and staff, including from those in leadership positions, such as department chairs.
7. BSU's faculty, librarian, and staff leaders in racial justice have provided replicable examples and materials, led workshops/discussions/etc., and serve as outstanding resources for colleagues.
8. Models/examples from other institutions' learning outcomes, racial justice centers, curricular changes, theorizing, etc. can inform our work.
9. Current structures for interdisciplinary minor programs do not serve the needs of the programs, curricula, or students interested in these diverse, often racial-justice-focused courses.
10. Faculty work in interdisciplinary programs offers strong BSU models for racial justice in the curriculum. A notable example is the group of faculty working on the United Nations Sustainable Development Goals (UN SDGs).
11. Students minoring in African American Studies have identified the value of the program to their own development and have called for a Black Studies major.

12. Our Core Curriculum needs revision – for racial equity/justice and for relevance to students. BSU’s Core Curriculum was last overhauled in 2004, with some updates in 2012. (Higher education institutions typically reexamine and modernize their core curriculum every 5–10 years.) The Association of American Colleges and Universities has called 2021 a “pivotal moment” to “further equity goals” through changes in general education.
13. BIPOC/ALANA students have reported a variety of unwelcoming policies, practices, and classroom environments.
14. Faculty, librarians, and staff members have made racist statements and assumptions about BIPOC/ALANA students and colleagues, with impunity.
15. White students have used racist words and behaved in discriminatory ways toward their peers in classroom and co-curricular settings, with impunity.
16. In the course of this work, the campus saw the effects of a racist vignette in a research study, revealing the need for changes to research practices and the IRB structure.
17. BSU needs a central place with expert faculty/staff for leading racial justice research and advocacy on campus and well beyond.

These key findings have informed the following recommendations:

1. **Professional development (PD) curricula in racial justice** – Develop and offer professional development (PD) scaffolded curricula in racial equity and justice for all full- and part-time faculty, librarians, academic staff and administrators, and student-leaders (i.e., students serving as peer mentors, University/program ambassadors, PALs, and other roles in which they mentor, supervise, or lead other students). Professional development offerings should be: customized (e.g., faculty offerings distinct from those for students; college-specific workshops that take into account different disciplinary approaches); regularly scheduled at consistent times; and embedded in the University calendar before the start of each semester. We recommend a reconsideration of the Common Hour proposal to identify a weekly time for racial justice professional development. That is the most effective means we can determine for the largest number of employees and student leaders to participate.
2. **Support and incentives for participating in PD in racial justice** – We request that department chairs, program directors/coordinators, supervisors, deans and other administrators, communicate clear support for participation in racial justice PD. For faculty and librarians, such support and incentives provide explicit valuing and affirmation of their participation in racial justice PD. For staff, it includes support for including racial justice PD in performance reviews.
3. **Racial Justice Faculty Fellows** – We support the announcement by the Provost of Racial Justice Faculty Fellow positions available as faculty APRs in the Office of Teaching and Learning (OTL) and the Center for the Advancement of Research and Scholarship (CARS). They will plan, carry out, and support teaching and scholarship around racial justice efforts by faculty and librarians.
4. **Expectations and tenure/promotion recognition for pedagogical changes** – Utilize BSU and other institutions’ examples of antiracist, decolonial, and abolitionist pedagogies as the expectation of all full- and part-time faculty of BSU. Encourage and reward, in contract-renewal and tenure and promotion reviews, implementation of those pedagogies.

5. **Faculty Summer Institutes** – Offer faculty summer institutes through the Martin Richard Institute for Social Justice (MRISJ) and/or OTL in antiracist, decolonial, and abolitionist pedagogies (in the model of MRISJ’s 2020 institute).
6. **Student Learning Outcomes (SLOs)** – Encourage every curricular and co-curricular program and department to adopt and assess racial justice student learning outcomes and to include them in program reviews and/or annual reports. Utilize examples from BSU departments/programs (e.g., Anthropology, Elementary & Early Childhood Education, MRISJ) and other institutions as models for those racial justice learning outcomes.
7. **Assessment of Student Learning Outcomes** – Support BSU faculty and staff with expertise in racial justice education (e.g., Kevin McGowan, Castagna Lacet, Jackie Boivin, Wendy Champagne Williams, Judith Willison) to work in collaboration with the Office of Assessment in developing assessment tools for measuring student learning outcomes in racial equity and justice.
8. **Department of Interdisciplinary Studies** – Create an academic home for interdisciplinary teaching, scholarship, research, and programing. One model is an Interdisciplinary Studies Department to house and support BSU’s current interdisciplinary minor programs, as a means of promoting racial and social justice in the administration of those programs and in the intersectionality of their curricular offerings.
9. **Black Studies Major** – Begin the process of creating a Black Studies major, with possible concentrations in African Studies, African American Studies, and Afro-Caribbean Studies. A working group of faculty teaching in African American Studies has already done groundwork.
10. **Graduate Program in Racial Equity and Justice** – Conduct a feasibility study for a graduate degree/certificate in racial equity and justice (or similar concept). We endorse the work already underway to develop a graduate degree program in Global Studies.
11. **New Core Curriculum** – Overhaul BSU’s Core Curriculum to represent the University as a racially just institution. The Core can be the most evident link between our institutional values/mission and the curriculum. We are inspired by the American Association of Colleges and University’s call to seize this moment in 2021 to revise core curricula for racial equity and justice, as well as to recognize and learn from the agility faculty have demonstrated in redesigning curricula and pedagogies for remote learning. For reasons of racial justice, and in coordination with both the New England Commission of Higher Education’s 10-year reaccreditation self-study and BSU’s strategic enrollment initiative, this is the right time for a bold, energetic, and exciting new Core.
12. **New Core Skill in Racial Equity and Justice** – Create a new Core Curriculum skill requirement in racial equity and justice (or in social justice more broadly).
13. **Revised Core Areas of Global Cultures and Multiculturalism.** Revise the Core Curriculum area requirement in global cultures; revise and rename the Core Curriculum area requirement in Multiculturalism.
14. **Recognition of Racial Justice Scholarship** – Reward and recognize faculty, librarian, and student research/scholarship that promotes racial equity, racial justice, decolonization, and social justice. Such recognition could include intentional promotion of racial justice scholarship on the BSU external-facing website, intranet, and social media, and during academic honors and awards ceremonies.

15. **Do No Harm in Research/Scholarship.** Commit as an institution to do no harm in research; offer peer-to-peer training in the psychological harm of racial & other forms of trauma. Revise the question on the Institutional Review Board application about potential harm to ask explicitly about the potential for post-traumatic (including racialized trauma explicitly) harm triggered by research questions. Require principal investigators to explain how they will mitigate the harm on the most vulnerable populations of the researched community. Guidance from faculty colleagues in the School of Social Work, CARS Advisory Board, and Undergraduate Research Advisory Board, with expertise in human-subjects/human-participants research ethics is recommended.
16. **IRB Changes.** We support the Provost's plans for having an IRB administrator in the Office of the Provost, for appointing a Vice Chair for the IRB, including a community representative (external to the University) on the IRB, and for requiring at least two reviews of all applications, including amendments and those determined exempt from full board review. We recommend offering racial justice training to members of the IRB that leads to an audit of procedures and decision making.
17. **Center for Racial Justice Research, Advocacy, and Support.** Establish a Center for Racial Justice Research, Advocacy, and Support to energize scholarship, teaching, community partnership, and professional development in racial justice. The proposed Center could be located under the existing umbrella of the MRISJ as an illustration of an intentional effort to confront and dismantle racial injustice.

## BSU Workforce

### Subcommittee Members

Ms. Diane Bell, Subcommittee Co-Chair  
 Dr. Jibril Solomon, Subcommittee Co-Chair  
 Ms. Michelle Arnel  
 Dr. Jeanean Davis-Street  
 Mr. Viriato (Vinny) deMacedo  
 Mr. Shawn Flynn  
 Mr. Glenn Gonsalves  
 Dr. Jo Hoffman

### Review the Subcommittee Final Report

The final, non-summarized report prepared by Subcommittee 2 - **BSU Workforce** - may be found in **Exhibit B**. Any references cited also appear there.

### Summary of Subcommittee Recommendations

2-1

Task 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.

2-2

Restore some of the Factbook's past report formats (e.g., seven-factor distribution of full-time employees, department rank orderings by race report) that provided a more detailed breakdown of racial data.

2-3

Refrain from aggregating all races/ethnicities into one grouping entitled "faculty of color" or "staff of color."

2-4

Charge the Divisions of HRTM and Marketing and Communications (MarComm) with developing a branding strategy to promote Bridgewater State University as a great place to work.

2-5

Create a position in HRTM that is similar to the Director of Regional Partnerships with the goal of outreach to communities of color to recruit potential employees to BSU.

2-6

Direct the Divisions of HRTM and MarComm to create and modify HRTM's website to highlight BSU's commitment to diversity/equity among its talented employees.

2-7

Redesign advertisements, recruitment and prospective applicant processes, practices, and policies to mitigate the challenges (i.e., negative perceptions, interactions, and experiences with BSU) that lead to low rates of application and hiring of more diverse candidates.

- 
- 2-8 Create a more active recruitment plan. Strategically build local partnerships in an effort to have a greater presence within our local communities, groups, and networks.
- 
- 2-9 Attend more career and job fairs locally and nationally in an effort to connect, build relationships, and recruit talented individuals to work at BSU for current and future positions.
- 
- 2-10 Incorporate equity-minded language in all job descriptions so that potential employees recognize the importance that BSU places on diversity and racial justice.
- 
- 2-11 Increase the percentage of faculty of color (especially Black/African American and Latinx) to at least 20% by AY2025-26.
- 
- 2-12 Increase the percentage of staff of color (especially Black/African American and Latinx) in academic departments and student services (e.g., residential life, health and counseling, etc.) to at least 20% by AY2025-26.
- 
- 2-13 Increase the percentage of administrators (vice presidents, AVPs, deans, associate deans, directors, associate/assistant directors) of color to at least 20% by AY2025-26.
- 
- 2-14 Reconceptualize current policies and practices around search committees and hiring to ensure diverse perspectives; consideration for diversity, equity, and inclusion; transparency and accountability; and a racially just review and evaluation system for candidates of color.
- 
- 2-15 Require search committees to include at least 2-3 people from their respective academic discipline or functional area and at least one person trained by HRTM in diversity and equity hiring practices.
- 
- 2-16 Consider adopting a version of the National Football League's "Rooney Rule," which requires departments to interview at least one candidate of color for each open position.
- 
- 2-17 Establish a formal exit interview and/or survey to capture information on why employees of all races/ethnicities choose to leave BSU.
- 
- 2-18 Provide intentional professional development opportunities in the area of racial equity and social justice for all BSU employees, including student workers and graduate assistants.
- 
- 2-19 Build a formal racial justice and equity component into the evaluation process so that employees who engage in racial justice activities and professional development efforts centered on diversity can be recognized.

2-20 Create an employee-based safe program and space to address racial injustices experienced by employees of color, to encourage learning across all racial/ethnic identities on campus, and to develop allyship/support systems that combat biases, racism, discrimination, and micro-aggressions.

2-21 Develop a specific mentoring program for faculty of color – especially those on tenure-track and post-tenure reviews – around teaching, scholarship, service, and student advising processes and practices.

2-22 Develop a specific mentoring program for staff of color – especially those in academic departments and student services (e.g., residential life, health and counseling, etc.) – that supports professional development, personal growth, retention, advancement, and promotion.

2-23 Create a new vice president/diversity officer to oversee institutional accountability for practices, processes, and policies for recruiting, hiring, retaining, and supporting employees of color.

## Subcommittee Executive Summary

### *I. Introduction*

The summer of 2020 saw a rise in protests across the world and on our campus, due to the successive murders of Black men and women, often at the hands of police officials who were ostensibly tasked with the responsibility to “Protect and Serve” the communities in which they worked. In the immediate aftermath of these tragedies, our students and alumni joined together, “amplified their voices,” and called for Bridgewater State University to do better. Their collective voices, combined with a sincere response from the University’s leadership, led to the creation of the Racial Justice Task Force, within which this Subcommittee examines the policies, practices, and procedures of the University’s employment process. A brief listing of the elements contained in the Executive Summary is provided below:

- *I. Introduction (see above)*
- *II. Brief Historical Context of Bridgewater State University*
- *III. Brief Overview of Data Sources (Existing and Created)*
- *IV. Brief Overview of Candidate-to-Employee Process*
- *V. Major Findings and Summary of Recommendations*
- *VI. Strategic Alignment of Recommendations with Institutional Strengths*
- *VII. Conclusion*

### *II. Brief Historical Context of Bridgewater State University*

Founded in 1840, Bridgewater State University (BSU) has long served as a pillar of higher education in the southeast region of Massachusetts. With a current enrollment of over 10,000 students, 1,621 employees (Spring 2021, Office of Institutional Research), and over 70,000 alumni in all 50 states, BSU

has had a transformational impact on the lives of many students, alumni, faculty/librarians, staff members, and administrators. Yet, despite the forward-looking nature of the institution and the relatively high level of diversity in the region, it took 149 years for the University to appoint its first female president, Dr. Adrian Tinsley in 1989. Nearly 162 years after its founding, BSU appointed its first person of color as president, Dr. Dana Mohler-Faria in 2002. These appointments reflected the growing diversity of the region and were a clear indication that BSU planned to lead on issues of racial equity and social justice.

However, the rate of growth in the diversity of faculty, librarians, staff, and administrators did not keep pace with the diversity of the region nor with the diversity of the student body. According to 2018 data from Data USA, persons of color make up 19.5% of the population in Plymouth and Bristol Counties. Moreover, BSU's student body is comprised of 25% students of color (undergraduate and graduate students), while its faculty is just 19% persons of color and the staff is merely 11% persons of color. As a regional university, the BSU workforce would benefit from reflecting the diversity in the region. To that end, the Workforce Subcommittee was charged with investigating, understanding, and recommending changes to the organizational policies, practices or cultural dynamics that impede racial equity in the recruitment, hiring, retention and support for faculty, librarians, staff, and administrators of color at the University.

### *III. Brief Overview of Data Sources (Existing and Created)*

One of the main objectives of the Workforce Subcommittee was to analyze data and information related to the recruitment, hiring, retention, and support of employees across all levels of the institution. To meet that objective, the Subcommittee members engaged in a comprehensive review of existing data sources available throughout the University and determined that relevant data was primarily available from two sources: Institutional Research (IR) and Human Resources and Talent Management (HRTM). However, despite the rich trove of information available from these sectors of the University, there was still a dearth of granular data, both quantitative and qualitative, that could elicit specific information about an employee's lived, racial experiences in the BSU work environment.

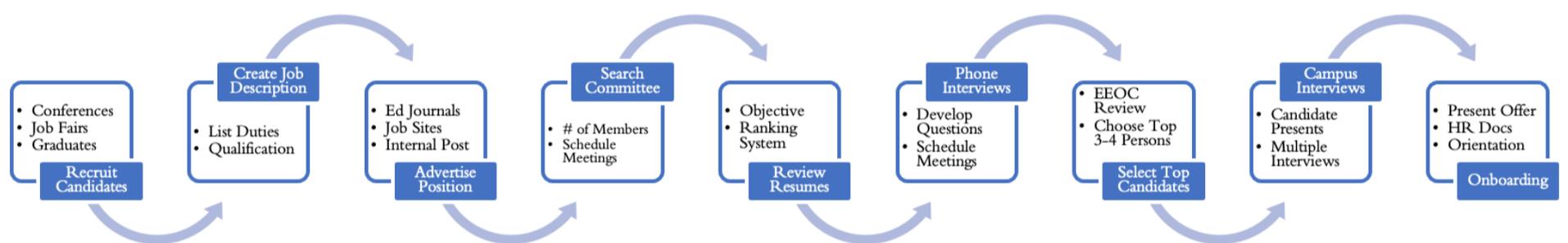
To address this lack of information, the Subcommittee developed and administered an original survey to probe perceptions of racial equity across the workforce. Rather than focus only on quantitative data sources, the survey allowed the Subcommittee to delve deeper into the "perceptions, experiences, and recommendations" that come directly from BSU employees at the faculty/librarian, staff, and administrative levels of the institution. Using Qualtrics as the vehicle to gather, analyze, and report the data, the Workforce Subcommittee was able to collect rich qualitative data and comments from over 315 participating employees throughout the University.

The third source of data came from individuals who have collected several years' worth of information to generate internal reports that are not necessarily tied to institutional or regulatory reporting. For example, data from HRTM on the higher education journals in which we post positions or the racial breakdown from the College of Graduate Studies (COGS) on graduate assistants would fall into this category. All of the above data sources were analyzed for content and relevance relating to the central question of how organizational policies, practices, or cultural dynamics impede racial equity in the recruitment, hiring, retention, and support for faculty, librarians, staff, and administrators of color at the University.

#### IV. Brief Overview of Candidate-to-Employee Process

As is typical at most public institutions of higher education, the hiring process is often long and arduous, complicated by state and/or union rules that make the timeline from job announcement to job orientation one that is difficult for many candidates to navigate. When those challenges are coupled with the systemic racism that is built into the nation's infrastructure, it is no wonder that many colleges and universities lack diversity in their employee ranks. Nevertheless, this Subcommittee is tasked with examining every aspect of the hiring process to determine if and where impediments to equitable employment practices are found.

The hiring process for faculty members differs from that of staff, which itself differs from that of administrators. The addition of unions and internal promotions also adds to the complicated process of hiring and might also serve as factors that perpetuate a decreased level of employee diversity at the institution. To help place the Subcommittee's research question on a stable foundation, below is a brief sketch of the employment stages from recruitment to onboarding and beyond:



As you review the remainder of the summary, please refer to this diagram to better understand how the Subcommittee analyzed the data and formulated its recommendations. Also, please keep in mind that there may be slight variations in the employment stages from one division to the next or from one position to the next, but the overall process is fairly standard at BSU. After onboarding for the new hire, the interaction between the University and the employee enters a new phase: one with mutual expectations and deliverables. However, it is during this ongoing stage of employment - which includes retention, evaluation, and promotion - that BSU must invest in the long-term success of the individual; and it is here that the Workforce Subcommittee makes recommendations on the diversity initiatives of the institution.

#### V. Major Findings and Summary of Recommendations

**Major Finding #1: Data Sources** - The University does not generate a wide range of data specifically related to the diversity and racial experiences of BSU employees, which is a major limiting factor in generating recommendations. As a result, several of the recommendations that follow have few data sources to prove their efficacy in building a more diverse and equitable workforce.

- Recommendation: Task IR, HR TM, and other employment entities around campus (i.e., Student Employment, COGS, Internship Office) with generating, analyzing, and disseminating a richer, more comprehensive data set (both quantitatively and qualitatively) on race and diversity employment statistics.
- Recommendation: Restore some of the Factbook's past report formats (e.g., the seven-factor distribution of full-time employees report, departmental rank orderings by race report) that provided a more detailed breakdown of racial data.

- Recommendation: Refrain from aggregating all races/ethnicities into one grouping entitled “faculty of color” or “staff of color.” This method of compiling data tends to mask the true representation of diverse employees and can lead to hiring practices that are still not reflective of the student body.

**Major Finding #2: Recruiting** - BSU does not attract a representative number of diverse applicants to our job postings, despite the fact that we live in a diverse region of the Commonwealth of Massachusetts. Moreover, the annual amounts (\$20,000-\$30,000) that we pay to advertise on diverse media platforms have not generated the return on investment as measured by the number of applicants from various racial and ethnic backgrounds.

- Recommendation: HR TM, along with MarComm, should develop a branding strategy to promote Bridgewater State University as a great place to work. The University already does a great job advertising BSU as a great place to learn with a diverse student body; this message now needs to be translated on the employee side.
- Recommendation: Create a position in HR TM that is similar to the Director of Regional Partnerships with the goal of outreach to communities of color to recruit potential employees to BSU. This individual can work in conjunction with departmental chairpersons and division leaders to recruit faculty/librarians, staff, and administrators.
- Recommendation: HR TM and MarComm should work together to create and modify HR TM’s website to have a comprehensive and cohesive emphasis on employment at BSU. This should include the creation of brochures and videos that highlight BSU’s commitment to diversity/equity among its talented employees.
- Recommendation: Redesign advertisements, recruitment and prospective applicant processes, practices, and policies to mitigate the challenges (i.e., negative perceptions, interactions, and experiences with BSU) that lead to low rates of application and hiring of more diverse candidates.
- Recommendation: Create a more active recruitment plan. Strategically build local partnerships in an effort to have a greater presence within our local communities, groups and networks. Allocate funding to support and be present at events held by these partnerships.
- Recommendation: Attend more career and job fairs locally and nationally in an effort to connect, build relationships and recruit talented individuals to work at BSU for current and future positions. Partnerships should be created between HR TM, deans and department chairs to proactively identify and attend conferences or events specifically to recruit candidates.
- Recommendation: Incorporate equity-minded language in all job descriptions so that potential employees recognize the importance that BSU places on diversity and racial justice.

**Major Finding #3: Hiring** - There is a measurable and increasing gap between the current number of students of color (25%) at BSU and faculty/librarians of color (19%), staff of color (11%), and administrators of color (9%) (Fall 2020, HR TM). Below we identify specific milestones to achieve by AY2025-26. To do so, the University must make progress annually to ensure success in meeting and exceeding the goal of more closely reflecting our increasingly diverse student body.

- Recommendation: Increase the percentage of faculty of color (especially Black/African American and Latinx) to at least 20% by AY2025-26.

- Recommendation: Increase the percentage of staff of color (especially Black/African American and Latinx) in academic departments and student services (e.g., residential life, health and counseling, etc.) to at least 20% by AY2025-26.
- Recommendation: Increase the percentage of administrators (vice presidents, AVPs, deans, associate deans, directors, associate/assistant directors) of color to at least 20% by AY2025-2026.
- Reconceptualize current policies and practices around search committees and hiring to ensure diverse perspectives; consideration for diversity, equity, and inclusion; transparency and accountability; and a racially just review and evaluation system for candidates of color.
- Recommendation: Search committees should include at least 2-3 people from their respective academic discipline or functional area and at least one person trained by HR TM in diversity and equity hiring practices. These diversity-trained individuals can serve on search committees throughout the institution in roles similar to how the Administrative Review Board (ARB) uses various EEOC-trained individuals to review Title IX and other discriminatory complaints.
- Recommendation: BSU should consider adopting a version of the National Football League’s “Rooney Rule,” which requires departments to interview at least one candidate for each open position. If there are no diverse candidates in the final selection stage, the search committee must provide a detailed explanation for why there were no candidates of color.

**Major Finding #4: Retention/Promotion** - There have been several departures from BSU by employees of color in recent years. These employees have gone on to other institutions of higher learning and are doing well at these schools. Unfortunately, BSU does not have a standardized exit interview system for collecting information from employees of color who leave the institution, so there is no data to analyze and determine why faculty/librarians, staff, and administrators leave BSU.

- Recommendation: Establish a formal exit interview and/or survey to capture information on why employees of all races/ethnicities choose to leave BSU.
- Recommendation: Provide intentional professional development opportunities in the area of racial equity and social justice for all BSU employees, including student workers and graduate assistants. This will create a cohort of culturally competent employees who are better able to serve in leadership roles. It will also develop students/alumni who are ready to apply for entry-level positions at BSU, thereby increasing the quantity of diverse candidates hired at BSU. A strong student employment program could serve as a hiring pipeline for more diverse candidates.
- Build a formal racial justice and equity component into the evaluation process so that employees who engage in racial justice activities and professional development that is centered on diversity can be recognized for the equity skills they acquire.

**Major Finding #5: Support** - Approximately 15% of the respondents to the survey shared personal experiences with racial injustice or observations of racial injustice in their workplace. In addition, there is no formal mentoring or support program for faculty/librarians or staff of color where they can cast off racial indignities and be restored throughout the workday.

- Recommendation: Create an employee-based safe program and space to address racial injustices experienced by employees of color, to encourage learning across all racial/ethnic identities on campus, and to develop allyship/support systems that combat biases, racism, discrimination, and micro-aggressions.
- Recommendation: Develop a specific mentoring program for faculty of color, especially those on tenure-track and post-tenure reviews, around teaching, scholarship, service, and student advising processes and practices.
- Recommendation: Develop a specific mentoring program for staff of color, especially those in academic departments and student services (e.g., residential life, health and counseling, etc.), that supports professional development, personal growth, retention, advancement, and promotion.
- Recommendation: Create a new vice president/diversity officer to oversee institutional accountability for practices, processes, and policies for recruiting, hiring, retaining, and supporting employees of color.

#### *VI. Strategic Alignment of Recommendations with BSU's Institutional Strengths*

The exercise of investigating the recruitment, hiring, retention, and support of BSU employees was not a reactive stance taken by the University. BSU has been engaged in the work of racial equity and social justice for several decades. While the impetus for forming the Racial Justice Task Force was the series of disturbing deaths witnessed by the world during the spring and summer of 2020, the fact is that BSU already had a well-established infrastructure for examining these questions. From past visionaries who launched transformative programs like the Massachusetts Aggression Reduction Center (MARC) and the Academic Achievement Center, to more contemporary leaders who built the Martin Richard Institute for Social Justice, BSU has a long history of being out front on key issues. Moreover, BSU should examine these recommendations through the following strategic perspectives:

**Changing Demographics in the Region** - The southeast region of Massachusetts continues to become more diverse. Data for Plymouth and Bristol Counties suggest that the percentage of students of color will continue to increase at BSU. (<https://datausa.io/profile/geo/bristol-county-ma#demographics>; <https://datausa.io/profile/geo/plymouth-county-ma>)

**Growing Bifurcation of Universities** - The pandemic exposed major fault lines within higher education: big regionals vs. small privates; Research-1s vs. teaching institutions; privately endowed vs. publicly funded; brick-and-mortar vs. online. Each type of university went through the “stress-test” of COVID-19, yet many were unable to survive. BSU was well-positioned to withstand the difficult circumstances brought about by the pandemic because it inhabited the middle region in each of the institutional categories mentioned above. The University should not allow a non-diverse employee base to become its Achilles’ heel.

**Sustainability of Diversity Initiatives** - Across many sectors of society, the economy, and the political arena, there is clear evidence that a lack of diversity is unsustainable. BSU has always stood at the forefront as a leader; the institution must continue to lead in this important area.

*VII. Conclusion of Executive Summary*

After the harsh challenges the University, nation, the world endured in 2020, it is imperative that BSU address this last, lingering issue in its diversity endeavors - namely, increasing the recruitment, hiring, retention, and support of its employees, and particularly employees of color. In response to the many “amplified voices” that called for action, BSU can use this period of deep reflection and honest, heartfelt conversation to honor the diversity legacy that it has spent decades building, to leverage its resources and institutional strength in the area of racial equity, and to prepare itself for a racial justice transformation.

## Education, Training, and Continued Learning Opportunities for Faculty, Staff, and Students

### Subcommittee Members

Dr. Jabbar Al-Obaidi, Subcommittee Co-Chair  
 Dr. Joyce Rain Anderson, Subcommittee Co-Chair  
 Mr. Michael Froio  
 Ms. Tiffany Harriott  
 Dr. Rita Miller  
 Dr. Luis Paredes  
 Mr. Brian Salvaggio  
 Ms. Sabrina Victor  
 Dr. Judith Willison

### Review the Subcommittee Final Report

The final, non-summarized report prepared by Subcommittee 3 - **Education, Training, and Continued Learning Opportunities for Faculty, Staff, and Students** - may be found in **Exhibit C**. Any references cited also appear there.

### Summary of Subcommittee Recommendations

- 3-1 Provide coordinated leadership through a reorganization or new Cabinet-level position to lead the racial justice and diversity work on campus.

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- 3-2 Institute a cultural badges program for students and possibly staff.

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- 3-3 Improve communication to the campus on program offerings.

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- 3-4 Engage an outside consultant to assess trainings and their impact.

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- 3-5 Develop further trainings in decolonizing and abolition pedagogies, policies, and institutional systems.

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- 3-6 Earmark professional development for trainings and educational opportunities.

## Subcommittee Executive Summary

“...critical yet unanswered questions have emerged regarding why and for whom diversity training works. Unfortunately, traditional approaches to diversity training typically yield small and inconsistent effects” (Lindsey et al., 2019).

The scholarship on education, training, and continued learning opportunities for faculty, staff, and students makes clear that trainings should aim at setting intentions and expectations as well as show a real need for racial interactions and acknowledgment to nurture a sense of inclusion as opposed to intended or unintended segregation. Trainings should challenge the status quo and be open and transparent about how racial inequities are apparent in many forms, shapes, practices, and daily behaviors. However, we must also acknowledge that there is no one-size-fits-all solution for the many injustices that occur. Thus, Tuck and Yang (2012) write we should work toward, “an ethic of incommensurability [which] acknowledges that we can collaborate for a time together even while anticipating that our pathways toward enacting liberation will diverge.” Incommensurability means we cannot judge each other’s justice prospects by the same standard, but we can come to understand the gap between our viewpoints, and thus work together in contingent collaboration (Tuck & Wang, 2018). In their article “Examining Why and for Whom Reflection Diversity Works,” Lindsey et al. (2019) theorize on using reflection as a diversity training exercise because traditional approaches are not bringing about intended changes. Tate and Bagguley, (2017) in a special issue of *Race, Ethnicity, and Education* point out that “...what is clear is that we are not yet past the need for anti-racist institutional action.... Universities have also taken on the mantle of upholding ‘post-race’ status through those very same equality and diversity policies and strategies which have not been effective” (p. 289). This stance is akin to Craig Steven Wilder’s (2013) claims that the university, along with religion and government, is “the third pillar of a civilization built on bondage,” and as such perpetuates racist systems. We cannot ignore that colonialist ideologies – that began with building a nation built on stolen lands by stolen bodies – are still infused in the University. We have been called, particularly by our students, to act and build a better place for us all, to take responsibility, and to engage in building relationships that treat one another with respect.

At Bridgewater State University, we have not been idle in working toward these changes, but it has been made clear to us that we still have much work to do. That work will require effort from all of us to take part in educating and training ourselves to be better human beings, and for our University to take bold and risky steps that may make many uncomfortable. Our Subcommittee’s area of inquiry centers around the education, training, and continued learning opportunities offered to faculty, librarians, staff, and students, and specifically those related to the topics of diversity, equity, and inclusion pertaining to racial justice and decoloniality. This research includes uncovering and analyzing required and/or voluntary training sessions and educational programming (both in-person and virtually) going back five years. We also made space for divisions to indicate trainings and educational opportunities going back beyond five years as our Subcommittee was concerned that some significant events which took place could be overlooked in the five-year timeframe. These past (and current) trainings encourage BSU faculty, librarian, staff and student participation in most BSU campus offerings involving social and racial justice and dismantling settler colonialism. However, very few of the trainings have been mandatory, and there has not been a sustained effort to require such trainings. After our initial meetings in which we discussed our reasons for participation in the task force and our own experiences with education, training, and continued learning opportunities for faculty, staff, and students, we developed our research questions and determined pathways for gathering more data.

Our primary research question is two-fold:

1. What education, training, and continued learning opportunities for faculty, staff, and students on racial justice/equity, diversity, implicit bias, inclusion or related topics has the BSU community offered?
2. What impact have these trainings had on faculty, librarians, staff, and students and how do we know?

We realized these questions may result in a broad list of trainings and educational opportunities which have occurred, so we developed some further mid-level questions to help determine the purpose and impact of trainings, motivation to attend, evaluation processes, effectiveness, resources, and participants. As well, we questioned the overlap that would occur with other committees, and we struggled to find boundaries (if they existed). The scope of our charge was quite extensive considering the three areas and multiple audiences. As our appendices indicate, we found no shortage of education, training, and continued learning opportunities offered to faculty, librarians, staff, and students, but we also learned from the Amplify event, community forums on racial justice, and other follow-up sessions that the impact and effectiveness of these trainings were either short-lived or not as we had hoped. We had to connect our research questions to some of the areas of concern expressed by students, faculty, librarians, and staff of color during the multiple forums and as reflected in the focus group for students of color, the letter to BSU from recent Black alumni, and other sources of input.

As we continued to work, our Subcommittee discussions identified limitations of the research questions in addressing actual racial justice and equity work on campus. We discussed the relevance of gathering past data and how useful the data would be in efforts to move the campus forward. One point that kept emerging indicated that many trainings resulted from a reaction to an incident (e.g., a student appearing in blackface, a student news article on marriage equality). Often these situations are addressed in the moment, then campus life goes on in a status quo way until the next issue arises. This led us to consider the need for a more centralized system of education, training, and continued learning focused on racial equity on campus. We also thought that due to our familiarity with what we do on campus, it may be advisable to commission this collection of data and analysis to an outside entity to ensure impartiality and effectiveness. Finally, we considered the critical areas where the efforts of our Subcommittee and the larger Racial Justice Task Force (RJTF) would be better focused.

Initial information gathering was contributed by our each of our Subcommittee members who identified divisions and departments offering trainings and the topics of those trainings. Some organizations and offices on campus also contributed lists of trainings and educational opportunities. Much of this information was generally public information, not anonymous, and did not require Institutional Review Board (IRB) approval. We then developed a survey which was sent out to the divisions in January 2021. The leaders of the divisions decided on whether to answer questions themselves or to distribute the survey to others in their respective areas. Unfortunately, the survey yielded few results (17 in total) even after a second request from the Provost's Office. We had hoped to engage in some follow-up activities such as focus groups and interviews. Given the amount of time it took to collect initial data, however, coupled with the need to seek IRB approval for subsequent interviews and a fast-approaching deadline for reporting back to the Racial Justice Task Force, we were unable to conduct them.

Our Subcommittee's primary challenge was that we received so few responses in comparison to the total number of divisions and departments at BSU. Given the lack of evaluation materials, we do not yet have ways to identify which training sessions yielded the most powerful results. What few responses we did receive clearly are not indicative of the number of training opportunities known to be available on campus. Another problem was asking for five years of information at a time when not everyone had access to their files due to the pandemic. Several surveys were being administered simultaneously by the RJTF; this could have led to survey fatigue or even confusion. In addition, some offices and departments regularly host many learning opportunities, thus creating a considerable burden to supply information. Lastly, some offices have moved and any paper evaluations had been destroyed in the process.

Clearly, there needs to be a better system for finding training and educational opportunities, for evaluating their effectiveness, and for gathering them under one umbrella. We also want to emphasize the need for sustained activities rather than something reactionary or accomplished as a one-off. We also argue that attention needs to be paid to language as some words and phrases have been overused or function as a panacea.

#### *Major Findings*

- BSU offers a number of training and educational opportunities on diversity; opportunities to learn about racial justice are less frequently offered.
- There was a lack of response to the surveys. We know much is going on, but the lack of response made it difficult to analyze the fuller picture.
- BSU does not have a way to evaluate or assess the effect of these opportunities on the participants.
- We do not know how many BSU community members take part in the trainings or why they participate.
- It is not clear to what extent students, and particularly BIPOC students, have been or are involved in the design, implementation, and evaluation of racial justice trainings for students, faculty, librarians, and staff.
- There is no central program or department that engages in ongoing needs assessment, design and creation, implementation and delivery, and evaluation of racial justice trainings for students, faculty, librarians and staff.

#### *Major Recommendations*

- The University needs coordinated leadership through a reorganization or a new Cabinet-level position to lead the racial justice and diversity work on this campus. To emphasize the critical commitment BSU places on this work and to allow for the sufficient autonomy needed, this executive-level position should report directly to the President.
- Institute a cultural badges program.
- Improve communication to the campus on program offerings by: establishing a cross-divisional website for diversity-related training; better utilizing the new LinkedIn Learning platform; and relying upon more targeted emails instead of Campus Announcements.

- Develop further trainings in decolonizing and abolition pedagogies, policies, and institutional systems. If we are to truly bring about change, our institution must be willing to take a hard look at how we perpetuate colonial ideologies and superiority.
- Earmark professional development funding for these trainings and educational opportunities.

## Investing in and Supporting Students: Administrative and Organizational Support Structures

### Subcommittee Members

Dr. Sabrina Gentlewarrior, Subcommittee Co-Chair  
 Ms. Emily Portela, Subcommittee Co-Chair  
 Ms. Elizabeth Ching-Bush  
 Mr. Joseph Clark  
 Ms. Cecilia De Oliveira  
 Dr. Emily Field (*Fall 2020*)  
 Ms. Jasselle Garcia (*Fall 2020*)  
 Dr. Jakari Griffith (*Spring 2021*)  
 Mr. Reid Higginson  
 Ms. Jillian Lucchetti (*Fall 2020*)  
 Dr. Joseph Oravec  
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 Ms. Mercedes Reid  
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 Mr. Marquis Taylor  
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### Review the Subcommittee's Final Report

The final, non-summarized report prepared by Subcommittee 4 – **Investing in and Supporting Students: Administrative and Organizational Support Structures** – may be found in **Exhibit D**. Any references cited also appear there.

### Summary of Subcommittee Recommendations

- 4-1 Make racial equity and justice BSU's student-service provision's guiding paradigm.

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- 4-2 Create clear and supportive accountability structures focused on racial equity and justice.

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- 4-3 Incorporate racial equity-oriented competencies into role expectations.

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- 4-4 Emphasize the understanding of and the work associated with decentering whiteness in student-service provision by offering skill building in equity audits and service provision.

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- 4-5 Deepen the student-centered support and care shown to ALANA/BIPOC students and communities.

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- 4-6 Prioritize equity-minded staff hiring processes.

4-7 Make data available to inform racial equity and justice-oriented student-service provision.

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4-8 Amplify the voices of Black and Brown students and make actionable what is learned.

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4-9 Develop, implement, and assess programming for students emphasizing racial justice competency development.

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4-10 Provide fiscal resources needed to support and incentivize the work of racial equity and justice.

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4-11 Continue to deepen and inform institutional messaging with racial equity and justice tenets and practices.

### Subcommittee Executive Summary

The charge of the Investing in and Supporting Students: Administrative and Organizational Support Structures Subcommittee was to engage in a process of equity-minded inquiry in an effort to identify, analyze, discuss and recommend courses of action related to racial inequities at BSU in student serving administrative offices and organizational support structures.

#### *The Research Questions*

The Investing in and Supporting Students: Administrative and Organizational Support Structures for Students Subcommittee (hereafter referred to as the Investing in Students Subcommittee) utilized two overarching questions to guide inquiry:

1. How can patterns of racism and whiteness be identified and changed to a racially just model of student-service provision?
2. What practices convey a sense of welcoming, belonging, and true support to BSU's ALANA/BIPOC students?

#### *Methods*

The Investing in Students Subcommittee engaged in a process of equity-minded inquiry to identify, analyze, discuss, and recommend courses of action related to racial inequities at BSU in student serving administrative offices and organizational support structures. Extensive quantitative data relating to BIPOC/ALANA students at BSU was analyzed and included retention and graduation rate data, campus climate data, and data on the level of racial representation of BSU's students, staff and faculty/librarians. Qualitative data analyzed included the following: the Student of Color Student Success Focus Group Report (Marrow et al., 2020); the Amplify Report (Field & Womack, 2020); the executive summary of Dr. Reid Higginson's (2020) doctoral dissertation focused on first-generation students attending BSU; and the report of the Martin Richard Institute for Social Justice community forums on racial justice (2020). Qualitative data was analyzed using thematic analysis. Labels for themes often reflected concepts in the literature. However, the themes identified were data-driven and not developed a priori based on the literature.

Qualitative data from BSU’s ALANA/BIPOC students identified a range of student-serving administrative offices and organizational support structures that needed to improve; the overview of this data is available in the complete report. To deepen our understanding of the current student-service provision typical at BSU, we selected with the Task Force leadership’s guidance, eight departments to interview: Admissions; Financial Aid; Residence Life and Housing; Academic Achievement Center; Community Standards; Center for Student Engagement; the Division of Student Affairs and Enrollment Management’s Racial Justice Committee Leads; and BSU’s Wellness Center. Six interview questions were created based on the themes identified in the qualitative reports described above:

1. Please share any specific goals your department has for serving Black, Brown, and other students of color.
2. What does your department do to convey a welcoming environment specifically for the Black, Brown, and other students of color your department serves?
3. What does your department do to foster a sense of belonging specifically for the Black, Brown, and other students of color your department serves?
4. How does your department assess how effectively you serve BSU’s Black, Brown, and other students of color?
5. How can your department be even more effective in serving BSU’s Black, Brown, and other students of color?
6. If your department has planned changes to be more responsive to Black, Brown, and other students of color, but have not yet fully implemented them, describe them here.

### *Recommendations*

1. **Make Racial Equity and Justice BSU’s Student-Service Provision’s Guiding Paradigm** - After conducting research at BSU, Dr. Reid Higginson (2020) stated: “BSU’s long tradition of serving White working-class students from the region has made BSU highly attuned to the needs of these students and their identities are well-represented among faculty and staff. However, as the demographics of BSU have changed, this culture has not adjusted to equally meet the needs and identities of the Black and Latinx students.” As noted in the full Subcommittee report, this contention was borne out in the qualitative data considered.

By AY2022-23, the necessary work should be done so that racial equity and justice is the guiding paradigm for policies, practices and culture development at BSU generally and for student-serving administrative offices specifically (Association of American Colleges and Universities, 2015; Bensimon, 2016; Brown McNair, 2020; Brown McNair, Bensimon, & Malcolm-Piqueux, 2020; Dowd, & Bensimon, 2015). *Much of what follows is in service to this foundational recommendation. Specific recommendations intended to support this meta-recommendation are found below.*

2. **Create Clear and Supportive Accountability Structures Focused on Racial Equity and Justice** - As demonstrated by the analysis of the qualitative data, the emphasis on racial equity and justice, while not a new value, appears to be a newer top priority area for some of the offices interviewed. In order to support the work, accountability structures focused on racial equity and justice need to be created.

- I. This Subcommittee supports the plans for the creation of racial equity institutional strategic priorities in the next phase of strategic planning. These institutional priorities should then inform specific divisional and departmental strategic priorities intended to advance racial equity and justice.
  - II. It is recommended that every division continue to utilize a racial equity and justice liaison (modeled on the use of this strategy for the RJTF work) who reports directly to their respective vice president on divisional progress towards racial equity and justice goals. The liaisons would be responsible for coordinating strategic racial equity and justice activities intended to meet divisional objectives in this area. They would be charged with: providing general support to the divisional racial equity and justice work; helping address any obstacles to progress; sharing verbal and written summaries on racial equity and justice activities in the division; and interfacing with the racial equity and justice liaisons in the other divisions through regular meetings where interdivisional collaboration focused on racial equity and justice would be emphasized.
  - III. It is recommended that divisional progress towards these racial equity and justice goals be included in all cabinet members' annual evaluation processes with the President.
3. **Incorporate Racial Equity Oriented Competencies into Role Expectations** – The report from the MRISJ (2020) community forums stated: “Customer Service offices/spaces across the campus need training – offices/departments that support students, such as Financial Aid, Registrar, Dining Hall, Athletics, Student Activities, need antiracist and cultural bias trainings. Students of color expressed concerns about how differently they feel treated when entering these spaces, i.e., how they are ‘talked at’ not ‘talked with,’ rushed out of the way, impatiently moved along or sent off to other places for answers and sometimes just covertly or overtly dismissed.”
- I. It is recommended that the development of role-specific racial equity competencies be prioritized and included in the job descriptions of all current and new student-serving administrative and student worker job descriptions beginning in Spring 2022.
  - II. During Fall 2021 it is recommended that staff be offered professional development focused on these competencies prior to these items being included in the evaluation process. (*This professional development is described in Recommendation 4.*)
  - III. It is recommended that a new category be added to the annual position review process encouraging those completing the form to share the ways in which their work advances racial equity and justice. Doing so would encourage and provide a mechanism to reward work on behalf of racial equity and justice.
  - IV. A racial equity staff award should also be developed and launched in AY2021-22 with the same level of compensation and recognition given to the faculty equity-oriented award.
4. **Emphasize the Understanding of and the Work Associated with Decentering Whiteness in Student-Service Provision by Offering Skill Building in Equity Audits and Service Provision** – As demonstrated in the qualitative data analyzed, explicit racism, while still evident at BSU, does not appear to be the pervasive obstacle to racial equity and justice in BSU's administrative student-service provision. Rather it is the practices of universalism informed by unexamined whiteness (Cabrera, Franklin & Watson, 2017; Brown McNair, Bensimon, & Malcolm-Piqueux, 2020) that are the clearest obstacles to racial equity in student services at BSU.

- I. It is recommended that the Divisions of Human Resources and Talent Management (HRTM) and Student Success and Diversity (SSD) create an action plan outlining strategies for training all employees in foundational antiracist principles and praxis beginning Fall 2021. The Subcommittee contends that racism is a public health crisis (American Public Health Association, 2020; Vestal, 2020) and as such this training should fall under the institution's prioritized training provisions for employees.
- II. More advanced professional development should be offered to BSU's staff to help them in their efforts to "make equity intentional" and comprehensive (Bensimon, 2016, p. 4). It is recommended that BSU provide this professional development to help every student-serving administrative office audit its service-delivery model and programs and create an action plan that centralizes racial equity and justice in their work. In AY2021-22, a Higher Education Innovation Fund grant-funded consultant with the necessary skills will be brought to campus to teach training participants how to audit existing practices and design and implement new ones within the frame of racial equity and justice. As a start, the eight offices interviewed by this Subcommittee could be prioritized for the first training. All student-serving offices should participate in this training over time.
- III. This Subcommittee recommends that faculty also be offered the opportunity to examine/audit their pedagogical practices and engage in equity-minded action planning in their syllabi construction and classroom practices. The recently received grant described above offers a separate professional development opportunity process with the consultant for faculty focused on conducting equity audits and action planning on pedagogical practices.
- IV. This Subcommittee recommends that staff and faculty receiving the initial training in equity-oriented audits and action planning be incentivized and supported as they employ a train-the-trainer model to share these tools with their respective colleagues across the institution.
- V. It is recommended that the resulting equity audits and action plans be submitted annually to the divisional racial equity and justice liaisons who would compile them for the vice presidents to review. These would then be compiled into a comprehensive document to be shared with the President, Cabinet, Trustees and campus community as an ongoing progress report focused on BSU's work in the area of racially just student-service provision. It is anticipated that the equity audits and action plans would be key in advancing the racial equity strategic priorities discussed in Recommendation 2(I).
- VI. In addition, and though we are confident this will be the case, when the Office of Teaching and Learning prepares to hire a new lead administrator, this Subcommittee wishes to signal its strong support for the successful finalist having demonstrated expertise in the areas of data-informed and racially just/culturally responsive pedagogical and curricular development.

## 5. **Deepen the Student-Centered Support and Care Shown to ALANA/BIPOC Students and Communities**

We recommend that campus members be expected to and supported in adopting a culture of care for racially minoritized students. Even a cursory examination of the data underscores that BSU's Black and Brown students feel neither supported nor cherished. One quotation from an ALANA/BIPOC student spoke to this directly: "I love BSU but sometimes I feel like BSU does not love me back" (MRISJ, 2020).

- I. We recommend that members of student-facing offices have the opportunity through professional development to identify existing competencies and develop those that need to be strengthened including: empathy and listening within an antiracist framework (Campt, 2018); adopting an anti-deficit framework that emphasizes the strengths and cultural capital of Black and Brown students, their families and communities (Harper, 2012); and building authentic interracial relationships.
- II. We recommend that student appeals processes across campus (e.g., financial aid, community standards, academic standing, housing, etc.) be reviewed to ensure they are student-centered in their processes.
  - a. We recommend that students be allowed to submit an appeal either in writing or verbally. For those that submit their appeals in writing, we ask that workshops be set up to support students in writing their appeals.
  - b. It is further recommended that the appeal deadlines across the University are coordinated in an effort to ensure students have ample time to complete each type of appeal while also being afforded sufficient time to attend to multiple appeals. Ideally, BSU would create a unified, virtual "one stop" for appeal processes – a single place on the website for resources and information about all appeals with the campus community.
  - c. To the extent possible, we recommend that sections of all written appeals become standardized with students' responses being automatically shared with salient offices.
  - d. It is also recommended that BSU enhance the communication strategies and outreach mechanisms used to inform students about academic probation; upcoming deadlines to complete incomplete courses; and failure to make satisfactory academic progress and its impact on financial aid.
  - e. The Subcommittee strongly commends the leadership of the Dean of Undergraduate Studies and the Academic Achievement Center (AAC) in reexamining academic standards processes.
- III. This work should also include continuing to invest in and build partnerships with Gateway Cities serving large communities of Black, Asian, Latinx, Native American, and other people of color. This Subcommittee is aware that institutional work is occurring to create a comprehensive range of strategies for our engagement with Gateway Cities. If not already occurring, we recommend that this planning be done within a racial equity and justice framework.

IV. This Subcommittee commends BSU's utilization of Student Navigators in SSD who provide holistic support to students who would benefit from additional support in obtaining resources and in resolving barriers to their success. Student Navigators are also charged with identifying potential issues in our institutional processes, policies, or practices that impede students served. It is suggested that embedding a Student Navigator in the Lewis and Gaines Center for Inclusion and Equity (LGCIE) may facilitate service utilization and support of students. The interdivisional leaders interviewed by this Subcommittee will be key partners in the success of this recommendation. It is hoped that external funds are sought to increase the number of Student Navigators available to serve BSU's students.

6. **Prioritize Equity-Minded Staff Hiring Practices** - ALANA/BIPOC student qualitative data stressed the importance of BSU prioritizing equity-minded hiring practices. One student stated: "I didn't feel welcomed when I came on campus and I still don't feel welcome but I think I've been able to adapt and kind of ignore those feelings of not being welcome here and I think that has to do with the lack of faculty of color and administrators of color, there's very few so that makes it hard when you're trying to get help" (Marrow, et al., 2020).

I. The pilot workshops on equity-minded staff hiring practices offered by HRTM and SSD represent a good initial step. This Subcommittee recommends this type of development and support become immediately available to hiring committees for full- and part-time employees and to the hiring managers for student employees.

II. This Subcommittee believes every department should actively strive for employees who are representative of the BSU students they serve. When hiring student employees for example, offices should take into consideration BSU's students' race and ethnicity, as well as language diversity and students' high school, commuter, and transfer experiences. To support offices in this effort it is recommended that HRTM creates guidance on best practices for hiring, training, and supporting student workers so they may perform their campus roles in a racially just manner.

III. During the Amplify event a student "suggested involving students of color in the hiring, recruiting, and onboarding of faculty" (Field, et al, 2020). This Subcommittee wants to affirm and amplify this student's voice and offer this strategy as a recommendation.

7. **Make Data Available to Inform Racial Equity and Justice Oriented Student-Service Provision** - Equity-minded data is key to BSU being able to take next steps in our work for racially just student-service provision. The interviews conducted by this Subcommittee with eight student-facing offices underscored the equity-minded data needs that must be addressed in order to facilitate racially just student-service provision.

I. It is recommended that the Chief Data Officer and Vice President for Information Technology aid in the assessment of the equity-oriented data available to inform the work of student-service departments - both administrative and academic. This data would then be used to better understand their strengths and areas in need of strengthening in order to make decisions from within an equity frame.

II. If additional Institutional Research (IR) staff need to be hired in order to concentrate on equity-oriented data analysis and utilization, we recommend such positions be prioritized.

III. Establishing equity-minded measures should be prioritized as part of the equity audits and action planning described in Recommendation 4(II). Equity-minded measures could include examining the success metrics of ALANA/BIPOC students' participation in various programs in comparison to their peers to determine if there is a correlation between participants' success and services received. It is recommended that these measures be disaggregated by specific racial/ethnic identities and examined through the intersection of multiple student identities.

#### 8. **Amplify the Voices of ALANA/BIPOC Students and Make Actionable What is Learned**

- "What I need is for faculty, staff, and librarians to believe me the first time. I feel like I am not being listened to and not heard. I feel like I am being tossed aside. I want you to believe in me and believe in the words that are coming out of my mouth. I am talking to you because I want something to change" (MRISJ, 2020). This statement exemplifies the importance of developing institutionalized strategies focused on hearing from Black, Asian, Latinx, Native American and other students of color.

I. First, it will be important to develop institutional resources ranging from trusted individuals and a specified office that Black and Brown students can turn to when experiencing racialized abuse at BSU.

II. It is also important to ensure the experiences and expertise of Black, Asian, Latinx, Native American and other students of color are privileged in the development of new programs/initiatives as well as the assessment of current ones. Qualitative data from ALANA/BIPOC students should be sought and utilized in a culturally responsive and ongoing manner. This Subcommittee recommends that IR create an action plan to ensure this type of data is obtained on a regular basis.

#### 9. **Develop, Implement and Assess Programming for Students Emphasizing Racial Justice Competency Development**

- Qualitative data analyzed underscored that ALANA/BIPOC students attending BSU report direct, explicit discrimination and racism on campus. One student shared: "Me and my friends we're trying to go to a party, and apparently, they don't invite Black girls to the parties. They must have a certain amount of ratio that are White, and they just won't invite you unless like you're light skin and have curly hair. So, two of my other friends we're able to get in, but the rest of us could not get in and we were mad" (Marrow, et al, 2020).

I. It is recommended that a strategy be launched in Fall 2021 whereby antiracist educational opportunities are infused throughout the curricular and co-curricular journeys of our students.

II. Many of BSU's student leaders are paid for their work using institutional funds or federal work study. It is recommended that student positions (federal work study as well as those paid for using institutional funds) be audited for whether racial justice training is necessary to optimally complete the job duties. If so, racial justice competencies should be added to the job descriptions.

III. It is recommended that the Office of Community Standards infuse restorative justice models into its work with students referred to them for acts of racism. This will serve as another source of antiracist education and repair when racism occurs.

IV. It is recommended that a plan be created focused on infusing high impact practices across the curricular and co-curricular journeys of students within a racial equity and justice framework.

**10. Provide Fiscal Resources Needed to Support and Incentivize the Work of Racial Equity and Justice**

- Institutions signal their commitments through where they spend their fiscal resources. Due to the fact that several of the offices interviewed brought up resources as a perceived impediment to their efforts, resource allocation and business practices at BSU should continue to create mechanisms that prioritize racial equity so that student-serving offices (and the rest of the campus as well) have the resources they need to implement their work.

I. We encourage BSU to create an ongoing budget line to provide resources to aid faculty/librarians and staff in piloting evidence-based innovations focused on racial equity and justice. The pilots that show evidence of helping BSU move towards racial equity should then be provided resources to scale.

II. This Subcommittee commends the Division of Student Affairs and Enrollment Management's plan to enhance its mini grants to campus members seeking to do racial justice work. The pivot from diversity to racial equity and justice will undoubtedly help to drive some innovation in this area. As this money is derived from student fees, this is an opportunity to amplify the voices, ideas and wisdom of Black, Asian, Latinx, Native American and other students of color, along with White accomplices, in the grant proposal design and project selection processes. It is suggested that student members of the RJTF might serve as exceptional initial partners in this project.

III. While unintended, asking ALANA/BIPOC individuals to lend experience and/or expertise with racial justice issues outside of their institutional role expectations constitutes a race tax. It is understood that this is a complex issue, but we recommend that BSU encourage statewide study, inquiry, and recommendations by the Commonwealth's public education system.

**11. Continue to Deepen and Inform Institutional Messaging with Racial Equity and Justice Tenets and Practices**

- Qualitative data underscores that BSU's BIPOC/ALANA students want us to reexamine our communication and marketing practices from a racial equity lens. A student said: "As a person of color your identity is more as something that is seen to sell the school rather than them actually caring about what you want and what you need, the time I really realized, I started to have the question am I on this picture because I actually deserve this? Like do they actually believe I deserve to be in this position or am I here because they just needed a face?" (Marrow, et al., 2020.)

I. Sharing with BSU's Black, Latinx, Asian, Native American and other students, employees and alumni of color about the progress towards racial equity and justice that is occurring-- as well as the work yet to be done -- will help restore our covenant and community with racially minoritized individuals and communities. We recommend that an action plan be created to ensure that Racial Justice@BSU is maintained, enhanced and utilized by members of our community.

- II. It is also recommended that the Division of Marketing and Communications (MarComm) creates a campaign to solicit stories of students, alumni, faculty and staff engaged in racial justice work. These examples of antiracist practice would be featured on the Racial Justice@BSU website and serve to deepen the ethos that this is a community committed to antiracist praxis.
- III. The Subcommittee commends MarComm for its leadership on the website focused on Racial Justice@BSU. Providing this type of information in such an accessible manner is key to communicating progress and obstacles to racial equity and justice. In view of the qualitative feedback that racially minoritized students and alumni stated that their lives and experiences were not fully represented by our institutional marketing and materials, it is recommended that our marketing and institutional website also be audited using a racial equity lens and an action plan be created for next steps.

## Police and Public Safety

### Subcommittee Members

Dr. Michael King, Subcommittee Co-Chair  
 Ms. Sydné Marrow, Subcommittee Co-Chair (*Spring 2021*)  
 Dr. Brenda Molife, Subcommittee Co-Chair (*Fall 2020*)  
 Ms. Mary Ankomah  
 Mr. Javaun Dixon  
 Dr. Laura Gross  
 Mr. George Gurley  
 Ms. Tina Mullone  
 Ms. Donna Schiavo  
 Mr. Michael Walsh  
 Mr. David Tillinghast

### Review the Subcommittee's Final Report

The final, non-summarized report prepared by Subcommittee 5 - **Police and Public Safety** - may be found in **Exhibit E**. Any references cited also appear there.

### Summary of Subcommittee Recommendations

5-1 Require annual data reporting on traffic stops, including racial demographics.

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5-2 Create a community advisory board.

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5-3 Improve identification of BSU Police and individual officers.

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5-4 Create a mental health and support services department.

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5-5 Require all student disciplinary and crisis intervention offices to keep track of the racial demographics of those with whom they come in contact.

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5-6 Increase the racial diversity of the Crisis Assessment Referral Evaluation (CARE) Team.

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5-7 Collect and analyze demographic data to inform best practices and make improvements.

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5-8 Hear and believe students of color.

5-9 Audit institutional websites, physical spaces, brochures, materials, membership of work groups, etc. to ensure they are truly inclusive of students, faculty, librarians, and staff of color.

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5-10 Emphasize the hiring of people of color across the University.

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5-11 Continue the work of the BSU Police Department to enact racially just university policing; consider implementing the recommendations of the American Civil Liberties Union of Massachusetts (ACLU) Racially Just Policing Model.

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5-12 Increase available resources focused on the mental health needs of students of color.

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5-13 Continue to implement and expand institutional offerings/trainings focused on the enhancement of campus climate and the reduction of racism.

### Subcommittee Executive Summary

The Subcommittee was charged with addressing elements of institutional practices, policies, and/or cultural dynamics that might impede racial equity as it pertains to the actions of the BSU Police Department (BSUPD) and the management of public safety; reviewing police-community relations; assessing police diversity, recruitment, and training; and evaluating student disciplinary procedures and crisis intervention/support systems through an equity lens.

#### *Methodology*

The Subcommittee determined early on that it would not be initiating a survey to the BSU community. Instead, the following reports, stemming from surveys, investigations, and campus conversations over the previous five years, were analyzed:

- BSU Police Department Traffic Stop Reports (2016-2020)
- BSU Student of Color Student Success Focus Group - Report
- A Letter to BSU from Recent Black Alumni
- BSU Community Forums on Racial Justice - Report
- Amplify: Black and Brown Voices of BSU - Report

We also evaluated public and internal documents from the BSU Police Department on policies and practices as well as direct input from Chief Tillinghast about police procedures and protocols, including (but not limited to) policies about bias-free policing, training, and community relations.

The Office of Community Standards provided data sets for the past five years relating to students they have disciplined and/or provided counsel. While these data sets are extensive, there is a pervasive lack of accounting for the race of students referred to these programs, making any analysis around bias or equity extremely limited.

The Crisis Assessment Referral Evaluation (CARE) Team, which was created to address student behavioral concerns that may be negatively impacting the learning environment or causing harm to the health, welfare and safety of individuals and/or the campus community, provided us with descriptive statistics related to who they interact with and under what circumstances, as well as data pertaining to outcomes. At a Subcommittee meeting in mid-December 2020, a CARE Team member described the scope and nature of what the CARE Team does, the general types of circumstances through which students become connected to the CARE Team, and what student outcomes generally are.

Lastly, it should be noted that concurrent with the work of the Subcommittee, the American Civil Liberties Union of Massachusetts (ALCUM) was in the midst of authoring a document regarding racially just policing best practices on college campuses. BSU was invited to be a partner in this effort and the following campus leaders have been active participants: Mr. David Tillinghast, Executive Director of Public Safety and Chief of Police; Dr. Sabrina Gentlewarrior, Vice President for Student Success and Diversity; and Ms. Sydné Marrow, Director of the Lewis and Gaines Center for Inclusion and Equity (LGCIE). As of the writing of the Subcommittee's report, the final draft of "Racially Just Policing Model Policy: Statements of Principles and Best Practices for Massachusetts Colleges and Universities" has been submitted to the Massachusetts Department of Higher Education, the Massachusetts State University Council of Presidents, and other involved parties. President Clark has signaled BSU's early support of the model and the institution's commitment moving forward.

### *Findings*

From 2016 to 2020 the BSU Police Department made a total of 5,865 traffic stops with the following racial breakdown (five-year average vs. current undergraduate demographics):

- White: 67.4% vs. 70.7%;
- Black: 23.6% vs. 11.7%;
- Latinx: 6.9% vs. 7.9%;
- Asian/Pacific Islander: 1.6% vs. 2.3%.

The data show a disproportionate number of traffic stops of Black drivers on campus. While the overall undergraduate racial demographic statistics are an imperfect approximation of the drivers on campus, it is the most representative population data we have. Disproportionate traffic stops of Black drivers is pervasive in American policing, and several national studies have established similar levels of racial imbalance.

To address this situation, the BSU Police Department has been proactive in developing and seeking to implement policies to address biased policing. The Patrol Guide on Bias-Free Policing issued to officers in December 2019 is premised with a discussion of the centrality of community trust; clearly defines that race, ethnicity or national origin should only be used in enforcement decisions when it is directly and specifically relevant to an open investigation where race, ethnicity or national origin have been reported; and concludes with instructions to supervisors to immediately respond to instances of biased policing with disciplinary action, retraining, or other remedial intervention.

In addition to enforcing a bias-free policing policy, BSU Police strive to follow best-practice recommendations for avoiding racial profiling (e.g., reduce traffic stops to only those that are essential to preserve safety; ensure internal accountability for identified instances of racial profiling; ensure accountability through Title IX; etc.). In August 2020, the Department released a statement in support of fair and impartial policing coinciding with provisions of the proposed Massachusetts Police Reform Bill. Among the positions supported in the statement were diversity hiring; mandatory implicit bias training in every police department; an explicit statement of fair and impartial policing policies; a uniform use-of-force policy statewide; and a database system for the central reporting of use-of-force and civil rights violations by police. Also in August 2020, BSU Police issued a statement of solidarity with the Black Lives Matter Movement.

With respect to police-community relations, BSU officers have traditionally engaged in dialogue with students who frequent the LGCIE. These 60-to-90-minute sessions occur each semester, are informal, and are open to all students. Additionally, and with support from the Office of Institutional Diversity, the BSU Police and Men Integrated in Brotherhood (MIB, a University-recognized student organization) have co-sponsored community barbecues. These events allow students and officers to become better acquainted and discuss issues in a more casual setting. One known area of concern has been the ability to distinguish BSU police officers from their Town of Bridgewater counterparts. Officers and students have spoken to the prevalence of this confusion, due in part to the Department only having sole jurisdiction over two roads on campus. Some straightforward ways to address this confusion would be for BSU Police to issue business cards upon each interaction with the public, as well as the provision of more clearly labeled uniforms.

The campus police force currently employs two officers of color out of a full-time total of 22 (9%). The Department also has four full-time dispatch positions; three of these positions are currently filled, all by White staff members. Chief Tillinghast reports this racial composition has remained relatively stable for many years. The Department has lost nine officers of color to other police departments since 2015, and the recruitment of new officers of color has simply maintained the status quo of racial diversity. BSUPD maintains it is difficult to retain officers as surrounding areas have a larger pay scale and the University is unable to compete. In recent years, the Department has recruited students through targeted campus programs. While these initiatives have helped to attract more people of color, many tend to ultimately leave for better paying positions.

In reviewing the Office of Community Standards and the CARE Team, a lack of complete demographic data pertaining to race and ethnicity prevented us from effectively evaluating whether any patterns of racial disproportionality exist. In particular, the Subcommittee was unable to obtain useful comparative data concerning: faculty and staff who reported students to either the CARE Team or the Office of Community Standards; students who were referred to the CARE Team; or students facing disciplinary action by the Office of Community Standards. The CARE Team representative referenced multiple databases and a need to update software or streamline record keeping procedures. At the same time, it is not currently mandatory for students or employees to divulge their race when these processes are initiated.

To assist the work of the Office of Community Standards, professional staff and faculty are trained to serve on an administrative review panel. Referrals to Community Standards stem from interactions between students and BSU police, regional and local police departments, and the professional staff of Residence Life and Housing who maintain the role of Residence Directors (RDs). In some cases, the Equal Employment Opportunity Office may also become involved. During the summer months and prior to the start of an academic year, administrative review participants undergo mandatory training in subjects ranging from due process and trauma to inclusiveness and confidentiality.

A final worrisome finding concerns the ongoing lack of diversity within the CARE Team. The racial makeup of the Team (typically comprised of six to 10 employees) has remained predominantly White over at least the past five years; only one person of color served during four of the five years examined and none served during the remaining year. Given this trend, Subcommittee members questioned the extent to which outcomes for students of color could be considered equitable and just.

### *Recommendations*

#### **Policing**

- Require annual data reporting on traffic stops, including racial demographics.
- Create a community advisory board.
- Improve identification of BSU Police and individual officers.
- Create a mental health and support services department.
- Collect and analyze demographic data to inform best practices and make improvements.

#### **Office of Community Standards and CARE Team**

- Require all student disciplinary and crisis intervention offices to keep track of the racial demographics of those with whom they come in contact.
- Increase the racial diversity of the Crisis Assessment Referral Evaluation (CARE) Team.
- Collect and analyze demographic data to inform best practices and make improvements.

### *Final Note*

Though BSU's Campus Climate Survey data from 2015 and 2018 indicate that students of color and White students feel equally welcome based on the welcoming environment subscale scores, students of color interviewed in focus groups conducted in Fall 2019 were given a chance to speak more in-depth about their experiences and the ways they feel welcome and unwelcome on campus. Several students at the Amplify event (August 4, 2020) spoke to sometimes, or often, feeling unsafe or unwelcome. As was evidenced in the Amplify event, student experiences, perceptions, and emotions are variable and complex, and not always reflected in existing narratives or data. In these forums, police and public safety were important themes. We close by reaffirming several of the specific calls to action we heard:

- Hear and believe students of color.
- Audit institutional websites, physical spaces, brochures, materials, membership of working groups, etc. to ensure that they are truly inclusive of students, faculty, librarians and staff of color.
- Emphasize the hiring of people of color across the University.
- Continue the work of the BSU Police Department to enact racially just university policing; consider implementing the recommendations of the American Civil Liberties Union of Massachusetts Racially Just Policing Model.
- Increase resources available focused on the mental health needs of students of color.

- Improve or implement the collection of demographic data to inform data-driven practices and policy execution.
- Continue to implement and expand institutional offerings/trainings focused on the enhancement of campus climate and the reduction of racism.

## Creating a Place for Ongoing Support, Problem Solving, Reporting Resolution, and Response

### Subcommittee Members

Ms. Gabriella Rivera, Subcommittee Co-Chair

Dr. Pamela Russell, Subcommittee Co-Chair

Ms. D Demers

Dr. Michael DeValve

Mr. T.J. Hairston

Ms. Domingas (Mingy) Penha

Ms. Keri Powers

Ms. Jennifer Thibodeau

Dr. Peter Wiernicki

### Review the Subcommittee's Final Report

The final, non-summarized report prepared by Subcommittee 6 - **Creating a Place for Ongoing Support, Problem Solving, Reporting Resolution, and Response** - may be found in **Exhibit F**. Any references cited also appear there.

### Summary of Subcommittee Recommendations

6-1 Create a bias response team/process.

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6-2 Establish and organizational Ombuds Office.

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6-3 Purposely connect informal networks.

### Subcommittee Executive Summary

President Clark charged the Racial Justice Task Force (RJTF) with identifying the elements of policy, practice, and culture that are impeding racial equity at Bridgewater State University. As one of six subcommittees, our overall contribution to the RJTF, and the basis of our research inquiry, was to create a “place” where students, staff, faculty, and librarians could directly report racial harassment, alleged discriminatory treatment, and other sensitive issues related to race and ethnicity. Beyond reporting, the place would include supportive individuals who could assist with problem solving and finding resolutions. To answer our research question, we explored three areas: what safe spaces and places does BSU currently have where racial justice issues are shared and addressed?; how well do those safe spaces and places work?; what safe space or place should we have?; what value would it add?

These areas were investigated through a survey (approved by the Institutional Review Board) of 207 individuals in campus leadership roles that committee members thought were in positions to hear racial justice concerns brought forward by students, staff, and/or faculty and librarians. Recipients of the survey were also offered an interview; 10 of the 73 survey respondents elected to do so. From the survey we learned racial justice concerns are being heard from within the Divisions of Academic Affairs, Student

Affairs and Enrollment Management, Student Success and Diversity, Outreach and Engagement; and by the collective bargaining units and the Office of Equal Opportunity. The greatest number of concerns was heard from students, but campus leaders are also hearing racial justice concerns from staff, faculty, and librarians, supporting the need for BSU to address the concerns of its entire community. There were 10 common racial justice themes across students, staff, and faculty/librarians and seven themes unique to students, indicating that student needs are distinct from staff, faculty, and librarians in a number of ways. Consequently, different interventions should be considered to address different needs. Most frequently the campus leaders who heard racial justice concerns listened. Listening takes time. Not only did they listen, but they also invested time in working through solutions and suggested strategies that the individual could use to resolve their racial justice concerns. Leaders also referred the concerns and shared them with other leaders. Only 19% of campus leaders indicated that in their role or office there were policies or practices that indicated how to address racial justice concerns that were brought to them, and only 14% indicated that they collected data on those concerns. There was an interest expressed in collecting data. Finally, the most common themes regarding characteristics of an ideal space/place where our BSU campus community could share racial justice concerns were: utilization of existing resources; diverse staff; welcoming; privacy and confidentiality; and actionable.

These data led us to the following findings in reference to our three areas of inquiry:

- Students, staff, faculty, and librarians are all expressing racial justice concerns in many informal and formal spaces at BSU. Students shared racial justice concerns with seven unique themes that did not overlap with staff, faculty, or librarians so perhaps there are solutions best suited to students. Other solutions may be better suited to staff, faculty, and librarians. We should find resolutions that attend to all members of our community.
- Data we collected from our informal spaces and places reflected very different characteristics than data shared by request through formal processes. Access to both informal and formal spaces and processes is important. In addition, for the most part, our informal spaces did not collect data nor have their own policies to address racial justice concerns.
- In creating an ideal space or place, there is an inherent conflict in simultaneously trying to satisfy the quality of privacy and confidentiality with the quality of an open and welcoming space where individuals can gather at will or come for consultations, trainings, etc. Satisfying both of these characteristics is important for the BSU community, but it cannot truly be done in one space.

We have three major recommendations for the University to consider.

1. **Bias Response Team/Process** - A bias response team or process works to promote a safe and inclusive campus environment by supporting and advocating for those who have experienced bias or discrimination and reaching out to those who were the subject of a report to offer voluntary education. BSU has already begun to think about this approach, and it is being widely used across higher education, thus there are numerous models to explore. The strongest evidence from our report supporting this recommendation is the desire to rely upon existing resources, thus a bias response team/process may be the easiest recommendation to implement and sustain.

2. **Organizational Ombuds Office** - An organizational Ombuds Office is a place where complaints and concerns can be shared in an informal, confidential setting with a neutral, independent party. Individuals come to the office of their own volition and should leave the office with a better understanding of their concern and ideas for action. Organizational ombuds, which are fairly common in higher education, can help an institution: identify early warning signs of potentially unethical issues and institution-wide concerns, such as diversity, equity, and inclusion issues; promote compliance with policies; prevent recurring problems; support fair processes; and foster an ethical and trusting environment. The strongest evidence from our report supporting this recommendation is the desire to have a private and confidential space where individuals could openly discuss their concerns without judgement. Adopting an Organizational Ombuds Office at BSU would require an initial investment but, after that, the impact of resolved and/or decreased conflict on campus could improve the BSU work environment.
3. **Purposely Connecting Informal Networks** - This idea capitalizes on the network of informal spaces evident in our data; 15 of these spaces and places refer to each other and use each other as a resource. Our data also indicated a theme around bringing student employees into this work. This idea includes better connecting students with students, staff with staff, and faculty with faculty who are engaged in the work of informally hearing racial justice concerns and providing them with some peer-to-peer skill sets, especially around difficult conversations, mediation, and conflict resolution. This idea is less structured, thus more fluid, and would require a dedicated person to bring about its further development and organization.

These recommendations are intended to address our main research inquiry, which was to create a space where students could directly report racial harassment, alleged discriminatory treatment, or other sensitive issues related to racioethnic abuse and, in that space, they would be provided with ongoing support to problem solve. The space would also be capable of responding and reporting a resolution. It is our hope that these recommendations would address specific student concerns about having a “safe space where Black and brown students can process issues of racism without judgement or fear of retribution” that students would no longer feel that at times “their concerns are not being heard by other students, faculty, staff, and administrators.”

## From the Task Force Co-Chairs

As we consider the preceding subcommittee reports, the Racial Justice Task Force Co-Chairs wish to highlight several of the recommendations and then offer additional suggestions to help ensure sustainability and progress. These recommendations include:

- Provide coordinated, senior leadership through a reorganization or new Cabinet-level position to lead the racial justice, equity, and inclusion work on campus;
- Support BSU faculty and staff with expertise in racial justice education to work with the Office of Assessment in developing assessment tools for measuring student learning outcomes in racial justice and equity;
- Update BSU's Core Curriculum to represent the University as a racially just institution;
- Establish a Center for Racial Justice Research, Advocacy, and Support to advance scholarship, teaching, community partnerships, and professional development in racial justice. The proposed Center could be located under the existing umbrella of the MRISJ as an illustration of an intentional effort to confront and dismantle racial injustice.
- Create a more active recruitment plan for staff and faculty; and strategically build local partnerships in an effort to have a greater presence within our local and professional communities, groups, and networks;
- Strive to increase the percentage of faculty, staff, and administrators of color (especially Black/ African American and Latinx) to better reflect the demographics of current student populations; take intentional, innovative steps to retain our current employees of color who are already contributing so much to the University's transformation;
- Develop specific mentoring programs for faculty and staff of color;
- Review and restructure the student appeals processes across campus (e.g., financial aid, community standards, academic standing, housing, etc.) to ensure they are student-centered;
- Deepen and inform institutional messaging with racial equity and justice tenets and practices;
- Advance the recommendations of the Just Policing Policies developed in partnership with the ACLUM;
- Articulate, with clear intentionality, the pathway for students, faculty, and staff to find assistance in dealing with experiences of microaggressions or other forms of bigotry-based harassment. This pathway should provide a process beginning with accessing informal support networks and may, when appropriate, advance to a formal complaint;
- Designate safe spaces/ places and specify, through social media and other popular communication channels, how students and employees may find them;
- Form a Bias Response Team while simultaneously taking steps to purposely connect informal networks; and
- Create impactful incentives for faculty and staff to participate in educational opportunities and training focused on racial equity.

We concur with many of the subcommittees regarding the opportunity to embed recommendations/goals into the University's strategic plan, ensuring shared responsibility and accountability while further recognizing that equity and inclusion go hand-in-hand with strategy and innovation.

BSU is fortunate to have Trustees who are deeply engaged and lead by example; a Board committee with a special focus on equity, campus climate, and culture is recommended.

As education and training programs are reimagined and offered in a more coordinated fashion, we recommend a program – focused on developing and refining the skills and qualities necessary for successful, inclusive leadership – be developed and implemented, first with the President's Cabinet and senior officers and then throughout the University.

We propose that a permanent standing University Council focused on campus climate and culture be established. This interdisciplinary and interdivisional council would continue the work of the Task Force and report to the President.

We know the impact of the voices of our students. To ensure ongoing feedback and input we propose that a multicultural student advisory group be established. This group would ideally meet face-to-face with the President on a regular basis.

All of the subcommittees noted a challenge with data collection and analysis. To ensure continued progress and to improve BSU's ability to evaluate the eventual impact of the Task Force recommendations, we suggest an infusion of staff resources within the Office of Institutional Research dedicated to assisting student-facing units with data collection, analysis, and integration. We further recommend there be additional training to ensure departments have the ability to apply an equity lens to analyses and findings; engage in complex conversations concerning racial and social justice; and use data more intentionally and effectively as they continue to transform the institution.

We endorse the recommendation that there be structural changes/supports embedded within divisions, colleges, and departments that will connect to the ongoing work of strengthening campus climate and culture. New structures of accountability within each division are essential to evaluate the effectiveness of emerging racial equity policies and practices, as well as to monitor progress. These could take many forms, including an expansion of the Student Navigator program. We leave this to the wisdom of President Clark to determine both the actual structure and mechanisms for sustainability.

To help support ongoing communication and serve as a central hub for information, we recommend continued investment in and support for the [Racial Justice@BSU webpage](#).

Collectively, the subcommittee reports represent a vigorous and systematic self-study that centered upon the voices of our students – who demand better of us. During the final meeting of the RJTF and all subcommittee members, Dr. Carolyn Petrosino offered some poignant, heartfelt observations. We share her thoughts now with all of you:

These examinations by the Subcommittees were necessary to understand practices that have caused a distancing or estrangement between the University and the Black and Brown members of this community. The reports are comprised of detailed descriptions of BSU practices and policies and contain various representations of data, collected through a variety of methods, all of which were needed to answer the charges your committees were tasked with.

But in addition to all of this, something else characterized the reports – the highest levels of university citizenship – a university citizenship that values social justice and equality and consistently seeks them, not just for oneself, but more importantly, for others. Especially for others with less powerful platforms.

In the analyses and recommendations for corrective measures we saw:

- **Boldness** and **courage** in not shrinking from uncovered truths;
- **Tenacity** in remaining focused on acquiring information, even when it was difficult to obtain;
- **Creativity** in constructing new strategies to achieve a better end;
- **Insightfulness** and **capacity for empathy** displayed in the measures described to bring about racial justice education and training opportunities to the broader campus community;
- **Sincere care for students** as noted in the arguments for more rapid responses to their needs and for services available by the most qualified providers; and
- Finally, a commitment to racial justice revealed in the **imploring undertones and persistent appeals** to address racial inequities that is present in each subcommittee report.

Because of who you are and what you’ve given to this work, the experiences of Black and Brown students, staff, and faculty at BSU will change in a profound way over time. You are ushering in a new normal and we should all feel darn good about that.

And by the way, the experiences of their White counterparts will also change for the better. What should be clear to all of us is the recognition that ignorance, fear, resentment, suspicion, bigotry and systemic racism is a heavy burden – that taxes everyone. And all who can free themselves from that toxicity, through the acquired understanding of racial equity, will also be changed in a profound way.

Racial equity is a win-win for everyone.

So, thank you for all you’ve done and for all you’ve given. **But know that it’s not over; this is a marathon that is just beginning.** And our hope is that your enthusiasm and desire to turn the page to the start of a new chapter for this University will spark the same desire in colleagues who may not be where you are right now. You are the vanguard for a newer and better BSU.

And, as BSU takes on the mantle of leadership in this region for achieving and sustaining a racially equitable university, the entire campus will be indebted to your leadership and vision of tomorrow in what you’ve accomplished today.

As we began this process we took to heart a quote from the late American writer and activist James Baldwin: “Not everything that is faced can be changed. But nothing can be changed until it is faced.”

We are confident and hopeful that the students, alumni, faculty, librarians, staff, administrators, and entire BSU community can do great and meaningful work together. We will continue to face that which we want to change and build a caring and inclusive community – a community that reaffirms the values of BSU as a “Welcoming, compassionate, and intellectually rigorous learning, working, and living environment. We reject all forms of bias, discrimination, xenophobia, and violence. We recommit ourselves to actions that put into practice our individual and institutional values of diversity, inclusion, and equality for all.”

We offer this final report with sincere gratitude and a belief that we can – and we will – continue to do better.

## List of Exhibits

### Non-Summarized Subcommittee Reports

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BSU Workforce .....	<b>B</b>
Education, Training, and Continued Learning Opportunities for Faculty, Staff, and Students .....	<b>C</b>
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### Key Task Force Inputs

Report: BSU Community Forums on Racial Justice .....	<b>G</b>
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### Other Resources

Draft: American Civil Liberties Union of Massachusetts (ACLUM) Racially Just Policing Model .....	<b>K</b>
Glossary of Terms .....	<b>L</b>
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# Exhibit A

Subcommittee:  
**Curricula and Co-Curricula**

Non-Summarized Final Report

## **RACIAL JUSTICE TASK FORCE FINAL REPORT – SUBCOMMITTEE 1**

**Section I. Executive Summary** – See RJTF Final Report, page 17.

### **Section II. Introduction – About the Subcommittee**

#### *Members of Subcommittee 1: Curricula & Co-Curricula*

**Diana Fox** (Co-Chair), Professor & Chair of Anthropology

**Jenny Shanahan** (Co-Chair), Assistant Provost for High-Impact Practices

**Arnaa Alcon**, Dean of the College of Humanities & Social Sciences

**Angelo Lopes Barbosa**, Director of Pedro Pires Institute for Cape Verdean Studies

**Emily Cuff**, Class of 2022, Social Work major, African American Studies minor

**Lee Forest**, Director of GLBTA Pride Center

**Renia Lorjuste**, Class of 2021, Psychology major, Social Welfare minor

**Kevin McGowan**, Assistant Professor of Elementary & Early Childhood Education

**Denine Rocco**, Associate Vice President and Dean of Students

**Samuel Serna**, Assistant Professor of Physics, Photonics, and Optical Engineering

**Zahara Townsend**, Class of 2021, Social Work major, Civic Education & Community Leadership minor

**Wendy Champagnie Williams**, Associate Professor, School of Social Work

#### *Subcommittee Areas of Inquiry*

The Curricula and Co-Curricula Subcommittee’s areas of inquiry comprise the following colleges, centers, and institutes in Academic Affairs:

- All six colleges of the University: Bartlett College of Science and Mathematics, College of Continuing Studies, College of Education and Health Sciences, College of Graduate Studies, College of Humanities and Social Sciences, and Ricciardi College of Business
- Interdisciplinary programs
- Center for Transformative Learning (including the Honors Program, National Fellowships, and Undergraduate Research)
- Martin Richard Institute for Social Justice (including community-engaged learning and civic engagement)
- Minnock Institute for Global Engagement (MIGE) (including Study Abroad, International Student Services, and Global Studies minors)
- Pedro Pires Institute for Cape Verdean Studies (currently there is a minor making its way through governance).

The central purpose of the Division of Academic Affairs is to “support the academic mission of the University...helping students succeed in achieving their academic goals” (Academic Affairs, n.d.). This purpose includes the following areas (also reflected in our recommendations): (a) advancing excellence in teaching and learning, including through high-impact educational practices (HIPs); (b) investing in the professional development of faculty, librarians, and staff members; (c) assisting faculty, librarians, and staff members to obtain external funding; (d) supporting creativity and innovation; (e) overseeing the hiring and evaluation of faculty and librarians; (e) coordinating the planning of new degree programs; providing data and analytical support to assist with decision-making; (f) engaging in strategic, budgetary, program, space, and enrollment and retention planning (Academic Affairs, n.d.).

We also reached out to the Internships Program (in the Division of Outreach and Engagement) about racial justice efforts in curricular and co-curricular internship opportunities.

### *Subcommittee Procedures*

We began the work of our Subcommittee by arranging weekly Zoom meetings on Fridays at 10:00 a.m., a time when we all could meet, with occasional exceptions. Our early meetings were oriented around building rapport through introductions, sharing our responsibilities and roles at BSU, and brainstorming about how to operationalize our directive. Following these meetings, the Subcommittee Co-chairs (Diana Fox and Jenny Shanahan) had regular conversations aiming to clarify central points and determine next steps for engaging committee members, while conceptualizing our research questions and methodology. This led to the creation of two working groups within our Subcommittee, a group focused on curriculum led by Diana and another on co-curriculum, led by Jenny. Each working group met independently to design our respective research tools and to carry out data collection, while maintaining our weekly meetings of the whole to share progress and find solutions to challenges. Throughout this time, Jenny and Diana continued to hold regular conversations, often on a daily basis, to move our work forward toward data collection, analysis, and recommendations—all of which came out of Subcommittee discussions. Our group worked exceptionally well together, enacting the principles of inclusive discussion that we hope to see unfolding across our University. This included, for example, regularly inviting students to talk, supporting them as equal members of the committee; valuing the contributions and insights of all members; and eliciting the expertise of specific individuals to guide recommendations based on all forms of data, included personal experience.

### **Section III. The Research Questions**

#### *Rationale*

Our research questions emerged from our goal to understand existing racial justice efforts within curricular and co-curricular domains and the obstacles to those efforts. As part of this objective, in order to ensure that we were gathering data about the same kinds of efforts, we worked both within our subcommittee and with the larger RJTF to define concepts that could guide our questions. This included definitions of *racial justice*, *anti-racism*, *intersectionality*, and *decoloniality* (Racial Equity Tools Glossary, 2020). Guided by the principles of social science research, we realized soon into the research that we needed shared definitions of research concepts. In team-based social science research, the nature of the data collection of the RJTF, team members must share an understanding of what it is they are researching for consistency of data collection, analyses, and recommendations (National Research Council, 2011). In addition to these four concepts, over the course of our research during Spring semester, 2021 we also agreed that a fifth concept, *abolition*, increasingly found in connection with decoloniality, should be added to our racial justice pedagogies, policies and practices. We elaborate on this idea below, following explication of decoloniality.

If data from social science research on racial justice are to be operationalized into transformative anti-racist behavior, we must recognize, according to critical race theorist Ibram X. Kendi that, “we can’t push the conversation forward until we have common, agreed-upon language” (qtd in Kazi, 2020, para. 4). This idea is reinforced in an article titled “Collaboration and Team Science: From Theory to Practice” by Bennett and Gadlin (2012), who assert that the challenges of collaborative research “include ill-defined problems [and] disagreements regarding definition(s)” (p. 769). We would like to note that we are not implying that all members of the campus should memorize the same definitions, but that they should have a considered understanding of these concepts so that they can work toward equity across intersectional oppressions through the lens of their disciplines. For example, in a focus group facilitated by this Subcommittee, the Chairperson of the Department of Geography suggested, “Let’s come up with definitions that can fit our department; we should invite someone from our national conference who thinks about the ways that environmental justice intersects with racial justice.” This is precisely the kind of thinking we believe a “common, agreed-upon language,” as Kendi noted, can foster.

The Racial Justice Forums, Black and Brown student and alumni letter of demands, SSD's Students of Color Focus Group Report, the Amplify event, the many interpersonal conversations that members of our Subcommittee have had over the years with students of color, honors' theses and undergraduate-research articles by Black students (Amanda Meritus, Erica Devonish, and Carter Remy, a man of Haitian descent who speaks English as a third language), and Pride Center programming that responds to the needs of queer students of color, demonstrate that the too-often negative experiences of BIPOC/ALANA students in our institution are shaped by specific intersections of their identities; that is, their experiences are *intersectional*, such that multiple categories of oppression interlock. For example, Black women students (race and gender) have experienced discrimination from faculty about their looks and hair that reflects the intersection of their race and gender identity (Amplify Report, p. 3-4). Black male immigrant students (race, gender, language) reported linguistic discrimination that intersects with racial discrimination); e.g., White, English-as-a-first-language professors have spoken more slowly and loudly to them than to their White peers; comments on their papers have suggested perceptions of lower intelligence rather than linguistic struggles (Remy, 2018). Indigenous students frequently become the spokespersons, as do Black and Brown students more broadly, as minority classroom members, for "The Native American Experience" or "the Black Experience." Erica Devonish and Amanda Meritus published research they conducted with an ATP summer grant about Black women's experiences at BSU; their interviews showed similar patterns of professors relying upon Black students to educate them, treating Black students as representatives of their race in a way they do not treat White students (Devonish & Meritus, 2020). In addition, faculty who are not native English speakers also report in confidential exchanges between students and department chairs and faculty and department chairs that they face discrimination, largely from White students. Diana Fox received the following email, which was also shared with the Academic Achievement Center and the faculty member, as one example, from a student who blamed his poor performance on the accent of a faculty member in her department: "I have been having difficulty...due to the heavy accent of the professor. I need an interpreter who can take notes for me. I absolutely cannot understand him." This professor speaks clearly, and the complaint is obviously a scapegoat. Furthermore, an interview with one of the Minnock Institute for Global Engagement faculty members identified that faculty members for whom English is not a first language regularly receive complaints from students impatient with accents that differ from their own. This particular faculty member stated that over the years he has adapted to these complaints by opening his classes with a statement about his accent, telling students to inform him directly and ask questions in class if they do not understand what he says. This is problematic since it puts a burden on the faculty member to anticipate discrimination and offers students an excuse for potential prejudice and the normalization of their own accents rather than doing the work that global citizenry—one of the goals of BSU's internationalization efforts—demands.

Lack of understanding about intersectionality, therefore, leads to an impoverished problem-solving approach that ignores the way intersecting forms of discrimination co-exist and continue to be co-created. The Pride Center notes that queer students of color too often find themselves "in the unfair position of feeling like they must choose between their race or their sexual orientation or gender identity" (<https://www.bridgew.edu/student-life/pride-center/programs-and-events/signature-programs>). Why and how students undergo negative experiences of intersectionality became an important feature of our subcommittee's discussions in shaping our research questions specifically pertaining to *decoloniality*, a conceptual tool and methodology for addressing the underlying assumptions and practices that explain BIPOC/ALANA students' experiences. Shared across the Task Force, we offered the following definition: "decoloniality critiques the perceived universality of Western knowledge and the superiority of Western culture and also examines the persisting legacies of colonialism in curriculum and pedagogy." The latter portion, "examines the persisting legacies of colonialism in curriculum and pedagogy," is a definition linking colonial legacies specific to the purviews of a university, while the first part, "the perceived universality of Western knowledge and the superiority of Western culture" is broader, demanding that we unpack and transform the power dynamics and structural inequalities that are legacies of U.S. White settler colonialism that pervade our institution. This perspective—joining intersectionality with

decoloniality—opens us to a necessary deep level of self-reflexivity, to examine the specific types of prejudices, racist structures, and policies interacting with other forms of power such as patriarchy and heteronormativity, for example. Here, we briefly delve into a summary of this history, as both explanation and rationale for decolonizing the University, most critically as pertaining to our subcommittee work, the curriculum and co-curriculum.

It is useful to begin with scholarly debates about the origins of the concept of race as an immutable biological category since many prejudices remain rooted to false notions of biological essentialist thinking. In a nutshell, some scholars argue that this idea can be traced to medieval Spain's notion of "raza" applied to Jews (Jewish "blood"), while others see the idea as the product of a specific "intersection of capitalism, imperialism, and post-Enlightenment natural science" (Nirenberg, 2016, p. 72). While the relationship between medieval and modern concepts of race and racism is under debate by historians, what is agreed-upon, is that "all racisms are attempts to ground discriminations, whether social, economic, or religious, in biology and reproduction. All claim a congruence of "cultural" categories with "natural" ones (Nirenberg, 2016, p. 74). It is also widely recognized that western Enlightenment thought, which led to the creation of contemporary disciplines and the modern university itself, furthered scientific assertions about biological race and eugenics, asserting notions of racial purity that played a central role in the emergence of the modern nation state, entrenching White supremacist ideology and practices through enslavement, settler colonialism, ethnic cleansing, and genocide.

While today scientists have soundly discredited the concept of "racial differences," and no notion of race reflects biological reality, its legacies remain in popular consciousness and in the operations of our own settler-colonial state, (e.g., housing and hiring discriminations; efforts to reduce enfranchisement of Black and Brown populations), as ever new applications of racist ideology circulate (e.g., racist terms for Covid-19 such as "Kung-Flu") spreading vitriolic hate and violence. *Our work is responsive to these legacies as they continue to unfold before us.* Knowing that the natural and social sciences within the academy have played their roles in constructing scientific racism as well as sexism and heterosexism, all the while asserting objectivity in the process of defining the "natural order," in order to dismantle this system, we must interrogate the ways in which coloniality, not only in the US but throughout the globe, gave rise to legally and culturally defined identities that have shaped the struggles for inclusion and human rights ever since.

It is also critical to point out that religious bigotry is part of this intersectional lens that we've seen through rising Islamophobia and anti-Semitism and that this is part of the project of dismantling intersectional white supremacy. A recent 2020 book, *White Christian Privilege: The Illusion of Religious Equality in America* by Khyati Y. Joshi, demonstrates the ways in which Christian beliefs, norms, and practices infuse U.S. society, regarding religious minorities with suspicion. Joshi demonstrates how Christian privilege is entangled with white supremacy shaping settler colonial ideas of a "civilizing mission" that had impacts on categories of race and sexuality, i.e., imposing a gender and sexual binary on cultures that reflected diversity of each as normative. There are concrete reasons why non-Christian trans women of color experience the greatest threats of violence to their lives than any other category of person in the U.S. An anti-racist/anti-misogynist response to this history came in the form of identity politics of the 1970s, coined by the Combahee River Collective in 1977 to involve Black women in politics and to authenticate Black women's experiences (although it can theoretically be traced back to Sojourner Truth's famous "Ain't I A Woman" speech delivered in 1851 at the first Women's Rights Convention in Akron, Ohio). It is a liberatory response to the legal, sociocultural and psychological confinement that colonial categories of identity rooted in white supremacy and xenophobia created that we see persisting on our campus today. *Thus, the agreed-upon language about what constitutes racial justice and how to work toward it through anti-racism, is predicated on a shared appreciation of the history that produced the current racist, sexist, classist, homo- and transphobic society we live in.* That history is not monolithic but continues to have differential impacts for different groups and classes of

persons based on socio-cultural constructions of difference, e.g., race, sex, gender, sexuality, ability/disability, class, religion, and the like. It is against these power dynamics, that struggles for inclusivity and survivability have been framed and fought—as members of groups, as individuals and as one species among many on a planet threatened by climate crisis and a 6<sup>th</sup> mass extinction, generated by these interlocking systems. As University of Vancouver professor Sharon Stein (in press) wrote, “This presents affective and relational challenges that require us to develop stamina for the difficult, uncomfortable, self-implicating work of confronting the racial, colonial, and ecological violence that underwrites modern institutions of higher education” (p.4).

*Intersectionality* is key for *decoloniality*, and both are foundational lenses and tools through which to understand the heterogenous nature of experiences of discrimination, exclusion, and privilege within a nation built on White supremacist structures. As a public institution of higher education in Massachusetts, BSU participates in this history and must examine it in order to achieve racial justice. We have begun to do so on campus, as our research will demonstrate, but there is still quite a way to go, most significantly in the understanding of how this history shapes diverse experiences of campus life, the curriculum, co-curriculum, and the nature of decision-making. Here, we return to the concept of “abolition” that is gaining traction in universities dedicated to decolonizing their curriculum and power structures. According to Sexton (2010, p. 593, cited in Stein 2021, p. 10) abolition refers to

the political dream of Black Studies” (p. 593), given that the abolition of slavery is understood to be an incomplete project. Black radical and Black feminist genealogies of abolitionism see the police and prisons as inherently violent, anti-Black structures that enable the continuation of “slavery by another name” (Boggs et al., 2019, p. 2). However, abolitionism does not focus narrowly on eradicating the specific institutions of prisons and police (Gilmore, 2018). Rather, abolitionism seeks an end to all “hegemonic paradigms, including but not limited to forms of power constituted by the logic of carcerality, patriarchy, coloniality, racial chattel, racial capitalism, and heteronormativity” (Rodríguez, 2018). Therefore, for Moten and Harney (2004), abolitionist movements seek “not so much the abolition of prisons, but the abolition of a society that could have prisons, that could have slavery, that could have the wage (p. 114).

The Indigenous History Conference held in September and October online this past academic year, organized by Dr. Joyce Rain Anderson, professor of English and Program Coordinator for Native American and Indigenous Studies, in collaboration with Linda Coombs (Aquinnah Wampanoag), offered an important opportunity for the campus as a whole to learn not only about decoloniality and how colonial knowledge systems transformed and erased some Indigenous systems, and also how Native peoples resisted coloniality, preserving and adapting worldviews, knowledge systems and ways of life nonetheless (<https://www.bridgew.edu/event/indigenous-history-conference/speakers>).

This conversation continued for the University at large with the Decolonization and Higher Education Forum on March 30, 2021, also organized by Dr. Anderson, with Indigenous speakers Linda Coombs, Dr. Leigh Patel (Education for Liberation) and Nitana Hicks Greendeer (Mashpee Wampanoag). As our report demonstrates, many faculty members are already engaged in these conversations across the curriculum, but many are not; moreover, they do not know how to engage. Our recommendations build on the data we have assembled.

The surfacing and dissemination of the above framework are central to our efforts to build a racially just campus; this process depends on decolonizing our curriculum and structural inequalities, joining the ranks of other universities worldwide that are already engaged in this process, e.g., addressing existing racist hiring practices, grading, pedagogy, and curriculum content and scrutinizing “what universities prioritize learning about, the models that they use to learn it, and the classroom culture that is created as a result” (<https://thecollegepost.com/ucl-decolonizing-curriculum/>). Indigenous scholars Waziyatawin Angela

Wilson and Michael Yellow Bird define colonization as “the formal and informal methods (behaviors, ideologies, institutions, policies and economies) that maintain the subjugation or exploitation of Indigenous peoples, land, and resources” and “settlers” as “individuals whose claim to territorial occupation derives from the permission of a colonial government” (2005, p.2). It is critical for our campus community to understand how our University, as an institution of public higher education, is situated within the nation’s history of White, European, Christian, settler-colonial attempted-genocide/assimilation of Indigenous peoples; African enslavement; and immigration laws and policies. These systems of oppression co-exist with the nation’s founding documents of the Declaration of Independence and the Constitution as well as the system of governmental checks and balances that have shaped struggles for greater inclusivity. Students arrive at BSU situated within these various trajectories, whose excavation is crucial to building racial justice on our campus.

Based on the above discussion, we developed the following research questions:

1. How can curricular and co-curricular programs at BSU promote racial equity and justice?
2. In which areas of the BSU curriculum and co-curriculum do racial inequities and injustices exist?
3. What are individual faculty, librarians, and staff members at BSU doing now to create and utilize antiracist, decolonial, and abolitionist *content* in the curriculum and co-curriculum?
4. What are individual faculty, librarians, and staff members at BSU doing now to create and utilize antiracist, decolonial, and abolitionist *practices* in the curriculum and co-curriculum?
5. What practices of antiracism, decoloniality, and abolition exist program- and department-wide in the Division of Academic Affairs?
6. What are the “wise practices” for antiracist, decolonial, and abolitionist curricular and co-curricular programs? (We use the term “wise practices,” an idea supported by Indigenous Studies scholars who note that “best practices” are not always wise and have too frequently been harnessed to sustain the status quo.)

The lack of a specific question about intersectional pedagogy is problematic and should be addressed in future research. This semester, during our “pilot professional development programming,” as part of our recommendation to weave such programming into BSU’s master calendar, a March 31 workshop on intersectionality offered an explanatory model and link it to the differential experiences of persisting colonialism in behaviors, ideologies, institutions, policies, and economies.

#### **Section IV. Methods**

We adopted a mixed-methods approach to collect new data in addition to analyzing existing data (sources listed below) as sources of evidence for existing racial justice initiatives, obstacles and challenges to building a racially just campus, and evidence of racial inequities. Our mixed methods drew on existing data (cited throughout the document), a survey, focus group interviews and questionnaire, and exemplars from other institutions, each explained below. We adopted these multiple tools to generate distinct kinds of data. For example, focus group interviews allow group members to interact with one another, learn from one another, and respond to points made by other participants; they are rich in qualitative, reflective insights; questionnaires allow participants the option of writing detailed responses.

##### *Method 1: Analysis of Existing Data*

1. Core curriculum learning outcomes and area requirements (and the existing gaps)
2. Student Success and Diversity’s (SSD) Students of Color Focus Group Report (2020)
3. BIPOC/ALANA May 2020 graduates Letter of Demands (June 2020)
4. Racial Justice Forums notes (June 2020)
5. Amplify event report (August 2020)
6. “The Collective” meeting notes (informal group of students, faculty, and staff convened by Dr. Emily Field in Summer 2020)

7. Department of Anthropology's revised student learning outcomes and curricular requirements to include anti-racist and decolonial content and skills
8. Other Academic Affairs departments', colleges', and programs' statements and priorities regarding racial justice, as shared in Summer and Fall 2020
9. Undergraduate research and honors thesis reports on racial inequity at BSU by Black students ([Carter Remy](#), Amanda Meritus and Erica Devonish, Christelle Lauture, and Julie Clerge)
10. Estela Bensimon's research and BSU faculty/staff notes from 11/12/2020 keynote and discussion
11. BSU faculty research on anti-racist teaching (including research and resources by Kevin McGowan, Melissa Winchell, Castagna Lacet, Wendy Champagnie Williams, Matt Salomone, and Lee Torda), shared at the OTL December conference and at workshops/discussions hosted during AY2020-21
12. Student Affairs & Enrollment Management (SAEM)'s student learning outcome (SLO) for Understanding and Appreciation of Human Differences. This SLO refers to being sensitive to, acknowledging, and respecting the differences between oneself and others (e.g., gender expression and identity, race, ethnicity, age, national origin, religion, sexual orientation, disability, language, and socio-economic status). An understanding and appreciation of human differences is assessed and analyzed by students' abilities to (a) Demonstrate the knowledge and skills necessary to work with others who are different from oneself in meaningful and productive ways; (b) Appreciate the diversity and dynamics within and among cultures; (c) Identify and work to prevent or rectify situations in which others are disrespected or treated unfairly due to personal difference; and (d) Assess the impact and opportunity presented by diversity within groups and organizations and utilize one's understanding of diversity to foster group effectiveness.
13. Student Affairs & Enrollment Management (SAEM)'s divisional priority to build capacity in SAEM to advance racial justice/equity and close education opportunity gaps
14. Student testimonies from Pride Center panel (2019), Black History Month Celebration (2020)
15. Examples/models from other institutions of higher education of general education student learning outcomes related to racial equity and social justice

#### *Method 2: Survey*

We conducted an IRB-approved, confidential, 8-question Qualtrics survey of BSU full- and part-time faculty, librarians, and academic staff, about curricula and co-curricula. Participants were recruited in February 2021 through two messages each to the FT faculty and PT faculty listservs, three messages in Community Announcements, and an email to all employees in the Division of Academic Affairs from the Office of the Provost.

Survey participants were asked to reflect on their own practices in their courses (in the case of faculty) and programs/departments (in the case of librarians and staff) related to racial justice. They were asked about perceived barriers to and any concerns they have about the University's efforts toward racial justice. Finally, the survey included questions about professional-development needs with regard to antiracist and decolonial teaching, advising, and working with students.

Survey questions were generated in two principal domains: **content** (of courses, programs, offerings, etc.) and **practices** (e.g., pedagogies, praxes, interactions). The Subcommittee also worked to avoid replicating white supremacy culture and values in our process of survey development and understanding survey results. For example, rather than asking participants to select one choice about fixed racial and ethnic identities, the survey allows for multiple selections as well as for self-description by participants. The gender-identity question didn't separate cisgender men from transgender men or cisgender women from transgender women. Participants could choose "cisgender or transgender man," "cisgender or transgender woman," and/or "non-binary," or could "self-describe." The gender-identity question was accompanied

by definitions of the terms *cisgender* and *transgender* and a brief explanation of why individuals might wish to describe their gender identity in particular ways.

In the last question of the survey, participants were asked whether they wished to speak one-on-one with a member of the subcommittee to share information that they felt was not captured by the survey. Seventeen participants requested a follow-up discussion and were contacted by a member of the subcommittee, who held a video or phone meeting with them about (a) what they had wished to follow up on from the survey, (b) whether they'd like to facilitate professional development for faculty, librarians, and/or academic staff that's related to racial justice, and (c) if so, if they have ideas for professional-development topics and formats (e.g., collaborate with others on a workshop, give a talk, share course materials). Salient points from those follow-up conversations are included in our Findings.

### *Method 3: Focus Groups*

We conducted 6 focus group interviews involving the following Departments and Programs: Physics, Geography, Disability Education, Political Science, Theatre, Philosophy, Childhood Studies, African Studies, and American Studies. The focus group sessions began with a definition of *racial justice*, *antiracism*, and *decoloniality*, drawn mainly from the Racial Equity Tools Glossary (2020), followed by these questions:

1. Have you been involved in any efforts in your department or program that you would characterize as racial justice, anti-racism, or decoloniality? (Y/N) If yes, please describe them. If not, would you be interested in developing racial justice efforts? Why or why not?
2. If you haven't, could you describe any possible obstacles that may have existed in developing such efforts?
3. How do you personally define racial justice practices?
4. Are these shared departmental definitions?
5. How can you, as a chairperson (or program coordinator), be best supported by the University in achieving racial justice practices and programs in your department?
6. What recommendations do you have as a department chair for reaching all department members in these initiatives?
7. Is there anything else you'd like to share with us that we haven't asked about?

### *Method 4: Questionnaire*

Department chairs and program coordinators whose schedules couldn't accommodate any of the focus group dates and times were asked to complete a questionnaire in Qualtrics that included the same questions as were discussed in the focus groups. We received a total of 15 confidential responses: 9 Departments (out of 33) and 5 Interdisciplinary Programs. Please note that Diana Fox distributed 4 separate email invitations to Department and Program chairs, including the Qualtrics link, over a period of three weeks to invite greater participation of Department chairs. We were unable to include a focus on graduate programs in this research; this should be addressed for future research.

The purpose of our research methods is to help advance racial justice in curricular and co-curricular programs at BSU. Specifically, the aims are to

- Identify antiracist course/program content and teaching practices that are helping to advance equity and can be replicated and adapted across disciplines, departments, and programs;
- Learn from BSU faculty/librarians and academic staff about the current state of racial justice initiatives in curricular and co-curricular programs at BSU;
- Inform professional development offerings, especially in Academic Affairs, related to racial justice in future semesters;
- Collect examples of effective teaching and co-curricular content and practices that promote racial justice, especially to share through professional development (e.g., through the Office of

Teaching and Learning) and to inform department/program efforts to revise curricula and programming.

#### *Rationale for survey, focus groups, and questionnaire*

The rationale for surveying faculty, librarians, and academic staff and holding focus groups of academic department chairs and program coordinators on topics of pedagogical practices and course- and program-content related to racial justice, as well as their barriers/challenges and professional-development needs, are three-fold:

- Several students who spoke in the Racial Justice Forums and Amplify event in Summer 2020, who reached out to trusted faculty and staff about their experiences throughout the Summer and Fall of 2020, and those who wrote the Letter of Demands in June 2020, highlighted problems in curriculum content and classroom environments. Addressing the calls for curricular changes, racially equitable pedagogies, and racially just treatment of all students, requires working directly with faculty, librarians, and academic staff to learn about what they're currently implementing, what stands in the way of change, and how best to help them make necessary changes. The survey and focus groups gathered information about those areas.
- In structured settings, such as at the Office of Teaching and Learning Conference in December 2020 and the MRISJ Faculty Institute in Summer 2020, as well as through myriad informal conversations with and among members of the RJTF, several members of the faculty, librarians, and academic staff have asked for professional development and other forms of assistance to change pedagogical practices and promote racial equity in curricular and co-curricular offerings.
- The research literature on racial justice in higher education, notably the existence of robust academic journals dedicated to the topic, such as the [\*Race & Pedagogy Journal\*](#); [\*Race, Ethnicity & Education\*](#); and [\*Equity & Excellence in Education\*](#), plus dozens of recent articles in other higher-education journals (several of which are listed in our References in Appendix A), indicate that antiracist and decolonial practices need to be *learned by educators* and that White educators in particular must join BIPOC/ALANA colleagues in the work.

In order to make BSU-specific recommendations for such professional development, we needed to learn the state of affairs directly from faculty, librarians, and academic staff. Academic department chairs and program coordinators have a special role in our research—more in-depth information identified through the focus groups—because they often set agendas for department priorities, convene and create plans for meetings, and may have insight into the particular efforts and challenges in their discipline and department culture. Focus groups usefully engaged participants with similar backgrounds or experiences with specialist knowledge about a topic, promoting an interactive, didactic exchange of information. This was the case with academic Department and Program chairs. Often, responses from one participant stimulated responses, questions, and reflections from others; this occurred within our groups, for example, when one department chair prompted a program coordinator to consider developing a shared understanding of the meaning of racial justice within the context of their program.

#### *Method 5: Individual Outreach to Program Staff and Administrators*

Through individual contacts by Subcommittee members, we received information about current efforts and future goals related to racial justice in the following programs:

- Center for Sustainability
- Honors Program
- Internships Program
- Martin Richard Institute for Social Justice
- Minnock Institute for Global Engagement
- Undergraduate Research Program

### *Challenges in Data Collection*

Above all, the central challenge was time availability both for the researchers and research participants. However, we are unable to determine the reason why only slightly more than ¼ of department chairs participated in the focus groups other than surmising either lack of time or interest. There is clearly self-selection bias present in the responses: participants were eager to share their contributions and to learn from others. Some participants in the focus groups conveyed a sense of nervousness around their participation, explaining they were concerned they weren't well enough educated in the themes of the interview and were anxious about their self-proclaimed ignorance. We expressed encouragement, support, and appreciation for their involvement, which led to a fruitful discussion and prompted reflection on what they could do for next steps within their departments. One participant expressed their concern that they phrasing their responses in a way that did not offend the Black women co-interviewers. While these are only a few individuals, their responses confirm insights from Whiteness Studies literature, underscored in Robin DiAngelo's 2018 best-seller, *White Fragility: Why It's So Hard for White People to Talk About Racism*. Insights about recommendations have emerged, therefore, not only from the content of the data collection tools, but the process of data collection itself. As one respondent noted in the Department/Program chair questionnaire: "Some faculty and students feel unsafe to discuss this topic. Some faculty feel unqualified to talk about it in teaching."

Following the closing of the surveys and interviews, individuals who were unable to contribute did reach out for follow-up interviews. The Minnock Institute for Global Engagement is among these and the details pertaining to their curricular and co-curricular activities are now included in the report. It should be noted that the challenge of time for the subcommittee members themselves has also been a major factor, increasing workdays to late into the evening and beginning early in the morning. To coordinate efforts of ongoing data collection, analysis, and the writing of this report, the physical and mental well-being of members has been challenged.

### **Section V. Findings**

The following list summarizes our main findings. Detailed explanations of each finding follow in the next several pages.

1. Several academic programs, departments, and centers/institutes have reported developing new learning outcomes, policies, and curricular changes intended to promote racial justice.
2. Department and College DEI committees are meeting regularly, hosting professional development opportunities, and proposing curricular changes.
3. Faculty are asking for relevant and supported/rewarded professional development in racially equitable and just curriculum design and pedagogies. Staff in Academic Affairs are requesting similar types of professional development that is better suited to their work (i.e., not only for teaching courses).
4. Many departments' and individual faculty members' curricula lack diverse perspectives, histories, theoretical approaches, and examples. Few courses appear to engage concepts central to racial equity and justice: intersectionality, decoloniality, and abolitionism.
5. Faculty and staff doing racial justice work report feeling inadequate support for their labor, expertise, time, and emotional energy.
6. Some faculty, staff, and administrators have expressed defensiveness, white fragility, and resistance about equity work. That is in addition to significant admission of lack of understanding of antiracism and decoloniality among faculty, librarians, and staff, including from those in leadership positions, such as department chairs.
7. BSU's faculty, librarian, and staff leaders in racial justice have provided replicable examples and materials, led workshops and discussions, etc. and serve as outstanding resources for colleagues.
8. Models/examples from other institutions' learning outcomes, racial justice centers, curricular changes, theorizing etc. can inform our work.

9. Current structures for interdisciplinary minor programs do not serve the needs of the programs, curricula, or students interested in these diverse, often racially-justice-focused courses.
10. Faculty work in interdisciplinary programs offers strong BSU models for racial justice in the curriculum. A notable example is the group of faculty working on the United Nations Sustainable Development Goals (UN SDGs); they have created an interdisciplinary Second-Year Seminar cluster of UN SDG courses, Summer 2021 grant-funded faculty-student collaborative research on UN SDGs, and events focused on the UN SDGs.
11. Students minoring in African American Studies have identified the values of the program to their own development and have called for a Black Studies Major.
12. Our Core Curriculum needs revision—for racial equity and justice and for relevance to students.
13. BIPOC/ALANA students have reported a variety of unwelcoming policies, practices, and classroom environments.
14. Faculty, librarians, and staff members have made racist statements and assumptions about BIPOC/ALANA students and colleagues, with impunity.
15. White students have used racist words and behaved in discriminatory ways toward their peers in classroom and co-curricular settings, with impunity.
16. In the course of this work, the campus saw the effects of a racist vignette in a research study, revealing the need for changes to research practices and the IRB structure.
17. BSU needs a central place with expert faculty/staff for leading racial justice research and advocacy on campus and well beyond.

**Finding 1:** Several academic programs, departments, and centers/institutes have reported developing new learning outcomes, policies, and curricular changes intended to promote racial justice.

**Finding 2:** Department and College DEI committees are meeting regularly, hosting professional development opportunities, and proposing curricular changes.

Especially in response to local, national, and global calls for racial justice that were most prominent in Summer 2020, several curricular and co-curricular programs and departments highlighted their ongoing efforts and changes to practices. We highlight some of these efforts on campus stressing that this is not a comprehensive list.

### **Bartlett College of Science and Mathematics**

Bartlett College of Science and Mathematics (BCoSM). At the initiative of Dean Porter-Utley, 4 faculty members from 4 different departments of the BCoSM started a regular meeting space to discuss about initiatives and spaces for racial justice for science and math students at BSU. The group meets every week and has planned different open spaces once a month where faculty from the college are invited to attend diverse discussions moderated by speakers from outside college. Also, they have been part of the welcoming college meetings for the last two semesters, encouraging colleagues to reflect on their classes and their potential biases to students of color. A recent virtual visit by Dr. Edray Goins, Professor of Mathematics at Pomona College, who delivered the keynote for the “Class of ‘42 Seminar” inspired one participating Black student to comment: “I’m currently an undergraduate chemistry student and this keynote opened my eyes to the fact that there are other Black people like me in the world of STEM”.

The Physics, Photonics and Optical Engineering Department has joined the APS-IDEA (American Physics Society – Inclusion, Diversity and Equity Alliance). This group has members from faculty, staff and students and meets biweekly. Bridgewater State University is working with a subgroup of partner higher education institutions: Colgate University, Hamilton College, Pomona College, and Skidmore College. One of the pillars of the discussions is how to make physics and photonics spaces more racially

and gender inclusive. The BSU APS IDEA team has started different initiatives to change the spaces and increase the efforts in diverse recruiting and representation of students.

Physics Chair Tom Kling explains, “We have been participating in a national call to action—APS Idea Group Diversity, Inclusion, Equity alliance—150 depts part of this group—call to action. Action has been framed in context of that group. Three national zoom meetings. Local team, three FTF, two PTF, three students, two staff, meet every other week. One thing gone well—students have collected stories about what has been happening around the dept. Anonymous story collection, allowed us to distribute info to faculty stakeholders in dept so we can have informed conversations. Gender and race have been our conversations—women have been equally excluded with racial groups. Have been talking about updating mission and value statements within the dept. that we talk about publicly.”

### **College of Education & Health Sciences**

#### **College of Education & Health Sciences Diversity and Equity Council started in Fall 2019**

The purpose of the diversity and equity council is to provide a collaborative space for representatives from all CEHS departments to come together to explore and analyze how all CEHS students graduate with a sense of cultural humility and social justice awareness regarding social identities such as race, gender, language, disability, sexual orientation, and socioeconomic status.

Elementary & Early Childhood Education (EECE) established the Anti-Racism Matters (ARM) committee in Fall 2020. ARM analyzed department demographic data focused on the race of students and developed a pilot survey of EECE majors' perspectives, ideas, and experiences about race. The pilot survey went to a sample of students in Fall 2020 and Spring 2021 and will be sent to all students in Fall 2021. ARM made recommendations that department program outcomes include language focused on race.

EECE – All students enrolled in Fall 2020 and Spring 2021 300-level methods courses participated in a book club focused on “This Book is Antiracist: 20 Lessons on How to Wake Up, Take Action, and Do the Work,” by Tiffany Jewell.

EECE Retreat (May 2021) - The overarching goal of this retreat is for faculty to explore their approaches to anti-racist teacher preparation with emphasis on next steps and action implementation. The 2021 MA Teacher of the Year, Jennifer Hedrington, will be joining us to share her work and also facilitate a workshop.

Departments of Special Education, Teaching English to Speakers of Other Languages (TESOL), Elementary & Early Childhood Education, and Secondary Education & Educational Leadership developed survey and focus group interview protocols focused on race for Spring 2021 dissemination. Survey results are currently being collected and analyzed. Results will be used to guide interdisciplinary antiracist programming.

The College of Education, for the last four years has celebrated Universal Children's Day, inspired by the United Nations Sustainable Development Goals (UN SDGs). In 1954, United Nations declared the day to celebrate children, and the College has harnessed the opportunity to weave in the cross-cutting themes of the UN SDGs and Global Goals ([www.globalgoals.org](http://www.globalgoals.org)). This event also highlights BSU’s important role in the wider area, dedicating morning events to children's workshops and activities with 3rd graders from Brockton, working on creative problem-solving and thinking about one of the UN SDGs with their classmates and preparing a poster based on their exploration; their posters will be exhibited in the Moakley Atrium. There will also be a poster session involving BSU students and their work with professors across programs/colleges based on one or more of the SDGs.

## College of Humanities & Social Sciences

Collaborative Research in Racial Justice: A group of faculty from the College of Humanities and Social Sciences is partnering with the Bridgewater Historical Society (BHS) regarding colonialism in Bridgewater. Before the pandemic, those faculty, student interns, and BHS staff went through BHS archives and records. Once it is safe to return, they will continue their archiving work. A BHS staff person agreed to serve as a supervisor of BSU student interns; most are students of color. The interns are looking through BHS databases to better flesh out the lives of early 19<sup>th</sup>-century African Americans. A faculty member gave a talk in AY19-20 about the early histories of African Americans in Bridgewater and about the research she has uncovered about illegally kept slaves in Bridgewater. The talk was very well attended, and the audience consisted of members of the town, the BSU Board of Trustees, a current descendent of an illegally enslaved person, and BSU students.

The African American Studies Program hosted an event in March 2021 with speaker Dr. Koritha Mitchell on her new book, *From Slave Cabins to the White House*.

Anthropology Department: Anthropology has included the following two departmental learning outcomes: a) contextualize and understand anthropology's historical roots and complicity in creating colonial structures of knowledge and power; b) develop a self-reflexive approach to challenge structural inequalities and to work inclusively toward a decolonizing, anti-racist, anti-patriarchal world. The department met during the Summer of 2020 during the Black Lives Matter (BLM) protests and developed these in response to departmental reflections on how our discipline can transform its historical collusion with colonial power structures. We then shared our new learning goals with our majors along with a message from the Department Chair (Dr. Diana Fox) about our support of BLM and our commitment to greater equity and inclusion in our classrooms and curriculum. Dr. Fox shared messages from various Anthropological Associations that had made similar statements on their websites, to demonstrate how widespread this response was within anthropology. Diana encouraged all faculty to share these learning goals (and the others) with their syllabus, a practice we have engaged in for the last five years. In addition, in Fall 2020, the Department invited Dr. Luis Paredes, Office of Institutional Diversity, to conduct a series of workshops with both full and part time faculty about implementing the learning outcomes and holding difficult conversations in the classroom. We did not find evidence that other departments have revised their learning outcomes to address racial justice, but some have indicated that that work is in process and a number of departments (English, Physics, History) have asked Anthropology to share the learning outcomes to adapt to their own disciplines. The Anthropology Department held an event open to the campus on World Anthropology Day in February, screening a film and a discussion with Icelandic filmmaker Egill Bjarnason about an Indigenous Inuit community the farthest north of any human settlement, affected by climate crisis; in April, the Department hosts a Nepali Dalit woman speaker, Dr. Bishnu Maya Pariyar, to speak about caste and gender discrimination.

The Art and Art History Department has organized a program titled "Art and Racial Justice: The Region and the Nation" (April 12, 2021). The department explains that the event explores the roles art and artists play in the pursuit of racial justice and equality both in our region and nationally.

Note –The event will be held in the evening when most classes are finished so that students can attend. Students have communicated through a number of venues that evening events are easier for them to attend.

Childhood Studies (interdisciplinary minor program for which a major proposal is going to the Massachusetts Department of Higher Education). "We have an Intro course that focuses on the UN Sustainable Development Goals; we look at the value of childhood studies from a global perspective. We also look at the influences on childhood; students share their experiences within the education system.

This helps educational professionals when they listen to diverse voices within the classroom and the experience of cultural perspectives on childhood.” - Dr. Sue Eliason (Coordinator of Childhood Studies)

English Department: The department reports holding fruitful and honest discussions in each department meeting concerning their approach to diversity in the curriculum, pedagogy, and research. So far, these discussions have resulted in plans to add more core curriculum courses in diverse areas to the department to open the field to nonmajors and in plans to rethink the marketing strategy. They have also decided to devote one presentation in our faculty colloquium series that we do each semester to faculty who are working in diversity studies. Department faculty have been reflecting on and discussing the following questions: In what ways has my field or subfields contributed to and/or wrestled with white supremacy? What kinds of knowledge are most valued and represented? What are the historical/ racial foundations of that knowledge? In my field, whose stories are being told and whose are generally left out? Upon whose scholarship and contributions do my syllabi rest? Who comprises the entrée and who comprises the side dishes and why? How am I working to combat this habitual exclusion in my own research and teaching? Do I take the time to define the terms of identity and identification my classes use in discussions as our society and media so often use them inaccurately? When discussing racial categories, to what extent do I teach their troubling history and social construction? What research/ scholarship have scholars, especially scholars of color, accomplished to combat white supremacy/racism/colonialism in my field? How is that work reflected in my syllabus? How can I utilize our own research skills to learn from this work and from less formal resources like social media and the nonacademic press? How do concepts of difference and othering inform the texts we read in my class? How are people of color represented in the texts I assign in my class? To what extent do we discuss the historical and political contexts that the texts’ representations reflect? How are writers of color represented in the texts I assign in my class? Does their inclusion always depend upon a relation to oppression? How and where do I include the experiences of people of color in our material? When it comes to the experiences of people color in my classes’ texts; are they directly voiced by people or writers of color or are they filtered through whiteness? How do we define the human experience in our class materials’ time periods or genre with regards to race and ethnicity? To what extent do my assignments ask students to investigate questions of whiteness? Of colonialism? Of othering? To what extent do I feel comfortable talking about race and racism in class? What specific concerns do I have that may contribute to any discomfort? How do I model/ teach my students how to move through uncomfortable discussions of race and racism to live up to the objectives of critical inquiry and scholarly engagement? How do students interact in my classes cross-racially and what can I do to facilitate that nobody feels singled out or asked to represent an entire race of people? How do I signal to students that my classroom is a safe space for all voices and experiences to be recognized and welcome? How does my pedagogy include and make everyone feel welcome, especially PoC? Do my policies on attendance, participation, late work, or office hours in any way undermine my efforts towards equity and inclusion? What are potential barriers in our department for faculty or students of color and how can we work to remove them? Who is responsible for teaching multiculturalism, diversity, and equity in the discipline of English?

We include this extensive list of questions with which the English Department has been engaging in because we consider it an excellent example of what other faculty members have asked for in the survey and focus groups: discussions and professional development on racial justice that relate directly to their own discipline and practices.

History Department: “In the History Dept, we are having more and more conversations. Not everyone uses these terms—decoloniality, anti-racism, racial justice—but we are working on changing our curriculum to adapt to diverse students. The intro to African American history course has been upper level, but now we have changed that to help serve our minors in both African American and African Studies; we want to interest more students in history through an anti-racist lens.” - Dr. Meghan Healy-Clancy (in her role as faculty member in the Department of History).

At the course level, faculty are making changes to existing courses and introducing new courses that center around social justice and racial justice. An example from History: “The recent Black Lives Matter movement has also influenced how I teach history. In the Fall of 2020 I am teaching a new topics course on the history of capitalism in early American (1790-1832). In that class I had planned to spend a week on the capitalism of slavery. Given the immediate context of our nation’s conversation about race, I have expanded this focus to two weeks and have sought to include additional readings on race and slavery in weeks that focus on other topics... I hope to not only increase the time the class spends directly discussing how slavery was a central economic force that shaped the history of the United States, but also to better weave the discussion of slavery in every week’s discussion. There are very few, if any, aspects of American history that have not been touched by slavery” (Dr. Brian Payne). Dr. Payne went on to list a number of volumes in the scholarship of slavery and capitalism that he read over the summer in preparation for the class revision and noted that this material will also be integrated into a lower-level course. Dr. Payne also provided examples of departmental theses that directly address race such as a 2018 honors thesis on the masculinity and race in the sport of boxing during the early twentieth century by student Owen Marshall.

Journal of International Women’s Studies: The online, open access *Journal of International Women’s Studies* (JIWS) (<https://vc.bridgew.edu/jiws/>) has been published by BSU since 2000. As a feminist, scholar-activist, peer-reviewed journal, its mission is intersectional, decolonial, and anti-racist in its aim to create an opportunity for building bridges across the conventional divides of scholarship and activism; “western” and “third world” feminisms; professionals and students; men, women and all genders and the hegemony of ableism. It is both multi- and inter-disciplinary and links BSU with the global community. As of this writing, it has published 1,393 total papers garnering 1,807,463 downloads. The JIWS’ international editorial board includes BSU faculty and administrators as well as alumnae and has published the work of faculty, administrators, and students.

School of Social Work: The Master of Social Work (MSW) program typically assigns a book as a community read for new incoming students. These readings are intentionally focused on social justice. In previous years, the assigned readings, and subsequent discussions within courses, have focused on *The Spirit Catches You and You Fall Down*. This book provides a multi-dimensional exploration of a Hmong child and the experiences with the American healthcare system. More recently, students and faculty also read and discussed *Dreamland: The True Tale of America’s Opiate Epidemic*, critiquing it through a lens of intersectionality and structural oppression. With the tragic killing of George Floyd and other acts of racial violence, the School of Social Work made a commitment for AY2020-21, to collectively give primacy to discussions of racial justice and systemic racism across both the BSW and MSW programs. This concerted effort has been realized through the community reading of *White Fragility*. This work began with reading and discussion among the SSW faculty in Spring 2020. This book was then assigned to all current students of both programs and the incoming MSW class. Further, this reading was integrated in courses through the addition of discussion, self-reflection, and action-oriented questions to in-class lectures, dialogues, and course assignments. Throughout these intentional efforts to maintain ongoing dialogues throughout the BSW and MSW curricula about systemic racism, dynamics of power and privilege, white supremacy culture, and efforts to be anti-racist towards active allyship, the SSW faculty have also remained engaged in a parallel process.

The SSW faculty remain active in ongoing efforts of consciousness raising, critical self-reflection, and review of SSW curriculum, policies and practices. Preceding this racial justice focus for AY2020-21, the SSW took part in a strategic planning process for the AY2019-20 academic year. This process led to affirming the SSW’s programs’ explicit commitment to strengthening our justice-informed identity. These efforts are evidenced by continued discussion of *White Fragility* in monthly school-wide meetings; faculty participation in affinity and accountability groups; taking part in decolonizing the curriculum trainings provided by Dr. Luis Paredes to the SSW; maintenance of a Diversity, Equity, Inclusion, and

Accessibility (DEIA) Committee with the SSW; and the creation of the Racial Justice Council (RJC) with efforts of being outward facing to SSW constituents (e.g., current students, alums). Also, specific to the DEIA committee, this entity is charged with reviewing the program curricula for diversity, racial justice, and social justice content. Also, beginning last Summer 2020, the SSW has also offered Town Hall meetings, offering a space for the SSW and its community of faculty (including part-time and FT temp), students, and alumni. The SSW Racial Justice Town Hall meetings launched in June 2020, with meetings held throughout the summer as a response and support to the George Floyd and Breonna Taylor murders. These Town Hall meetings have continued during the fall and spring semesters, with the last meeting held in March 2021. The SSW Racial Justice Council was born out of these meetings.

### **Center for Sustainability**

Intersections between sustainability efforts on campus and racial justice examine the intersectionality among environmental racism, ecological sustainability, and human rights. BSU's Center for Sustainability supports racial justice in curricula and is engaged in the following work during AY2020-21:

- First, the Center for Sustainability hosted a webinar roundtable in Fall 2020 focusing on environmental justice that included local community organizers-- Kristen Wyman, from the Nipmuc tribe and co-founder of the Eastern Woodlands Rematriation Collective and Dr. Daniel Faber, Director of Northeastern Environmental Justice Research Collaborative--and BSU faculty experts. They discussed global, national, or local inequity regarding the environment. This initiative aims to broaden BSU's support for Black Lives Matter and other racial justice movements adding a focus on systematic environmental discrimination. Sustainability is closely tied to social and racial justice since environmental injustices are structural inequalities tied to the location of toxic waste sites, incinerators, urban and highway development that intrudes on Black and Brown communities through Eminent Domain, the government's power to take private property to convert to public use. Thus, the Center for Sustainability collaborated with the Martin Richard Institute for Social Justice, US Ethnic and Indigenous Studies, and African American Studies to co-host the webinar. We recorded the discussion as a resource for students, in order to encourage them to develop their own research ideas around environmental justice.
- Several students conducted their own research and presented it at the Mid-Year Symposium in December 2020. Second, the Center for Sustainability collaborated with the Center for Transformative Learning to create a theme of "Environmental Justice" at the Mid-Year Symposium in December 2020 and Student Arts and Research Symposium (StARS) in April 2021. These events provide a unifying platform for students to share their research on environmental justice in a virtual conference setting so they can interact with other students who have similar research interests.
- Third, the Center for Sustainability is using its summer research funding to support two faculty-led teams of several students each that are studying environmental and racial justice.
- Fourth, the Sustainability Program is collaborating with Study Abroad in a Fulbright scholarship to bring 11 faculty members to BSU's International Interdisciplinary Field School in Trinidad for six weeks to participate in the Fondes Amandes Community Reforestation Project that is centered on women's leadership around Indigenous African-Caribbean sustainable culture and agroforestry. This cross-divisional effort represents an important professional development opportunity, to address the Amplify student complaints about a white savior complex pervading study abroad programs and equips faculty with the tools to challenge that racist perspective.
- Fifth, the permaculture garden on campus includes native species, including the Indigenous trio of corn, beans, and squash, underscoring the intersections of horticulture and Indigenous culture. This is also emphasized through solstice and equinox ceremonies at the garden involving the BSU community and Indigenous community members.

- Sixth, the Center for Sustainability program’s CARS celebration highlights the United Nations Sustainable Development Goals (UN SDGs) and the interdisciplinary efforts of Drs. John Kucich, Ed Brush, and Inkyoung Kim in developing coursework and exploring in-roads to use the SDGs as a unifying theme with which to build cross-curricular goals and collaborations.

### **Center for Transformative Learning**

**Undergraduate Research:** BSU’s undergraduate research (UR) program was founded over 20 years ago with a commitment to social justice, as a means of “leveling the playing field” for students from underserved groups, whose participation in faculty-mentored research and scholarship have helped them access top graduate programs and funding for graduate study, competitive job opportunities, and nationally competitive scholarships, such as the Fulbright fellowship. The program has emphasized racial justice this academic year and for the future in the following ways: (a) Racial justice research is prioritized for Research Internship funding (campus employment for students of color to work as paid research assistants/interns with faculty); for example, a team of faculty from various departments and BIPOC/ALANA students are collaborating on a research project about Bridgewater’s relationship with slavery and with stealing land. The student research interns are paid for their time with UR funding. (b) Presentations on topics of racial justice were highlighted at the virtual Mid-Year Symposium in December 2020 and will be shown at the Student Arts & Research Symposium (StARS) in April 2021. Live, synchronous presenters were chosen based on their engagement with the theme of racial justice; posters and talks with racial justice topics are starred in the schedule and in the symposium platform. (c) Faculty, staff, and administrators in the UR program have led/co-led several professional development workshops this academic year for faculty on broadening access to UR for students of color, as well as sessions for students that emphasized the commitment to racial justice in funding considerations for the Adrian Tinsley Program summer grants.

**Honors Program:** Prospective and current students of color are actively recruited to the BSU Honors Program through several means: inclusive admissions criteria (e.g., no standardized test scores required), BIPOC/ALANA students in Honors serving as paid program ambassadors to their peers and prospective students, diverse course offerings (e.g., Honors First-Year Seminar in Latinx Literature, Honors First-Year Seminar about the City of Brockton), and by featuring the rich diversity within the program in all social media, brochures, flyers, and other media/communications. The book for the Honors Program Fall Book Club (200 student participants), read in Summer 2020 and discussed in small groups in Fall 2020, was *Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race* by Margot Lee Shetterly (2016). (*Hidden Figures* appears on several lists of anti-racism resources.) The Honors Program Spring Book Club (55 student participants in our pilot of the Spring semester book club) read and discussed *If Beale Street Could Talk* by James Baldwin.

### **Core Curriculum**

**Core Curriculum Literacies:** three faculty members (Dr. James Leone, Professor of Health; Dr. Ivana George, Professor of Art; and Dr. Diana Fox, Prof of Anthropology) presented a case for Planetary and Human Health Literacies to the Core Curriculum Subcommittee in Fall 2020, stressing links among environmental sustainability and equity, especially intersectional gender/BIPOC/ALANA concerns. The concept of “planetary health...highlights the fine balance between human health and the ecological disruptions that our societal structures engender - and it demonstrates that in addition to our impact on the planet, any disruption of the human-ecological balance has implications for our health, too. The ongoing COVID-19 pandemic has animated this reality. While it is manifest as a health emergency, it could be more accurately framed as a planetary health emergency. That is because ongoing urban growth (two-thirds of the global population are expected to live in cities by 2050) has been associated with a disruption

of the ecological balance, an increased risk of exposure to new pathogens and the emergence of new diseases.

### **Internship Program**

BSU's Internship Program has prioritized racial equity from its inception, as curricular and co-curricular internships comprise a high-impact practice that benefit all students, but particularly help to advance students from underserved groups, including those who identify as BIPOC/ALANA. Internships have been a principal fundraising priority for the University, with the goal of funding 1,000 internships a year (by 2023) that are otherwise unpaid. Providing funding for unpaid internships is a significant tool for racial justice, as such financial support is crucial to many students' ability to accept an internship opportunity. Although decreased internship offerings during the COVID-19 pandemic may delay achievement of the 2023 goal, BSU's Internship Program has been creative and flexible in its response to constraints—as well as new opportunities—during the pandemic. Dozens of BSU students have been able to take on remote internships by working online, without the limitations of geographic distance, commuting time and expense. The commitment of Internship Director Diane Bell and her colleagues to funding otherwise unpaid internships and to opening up alternative models (e.g., short-term, summer, online, intensives, project-based) ensures accessibility. An area of future inquiry could be an analysis by race of participation in various kinds of internships and distribution of funding from BSU and employers.

### **Martin Richard Institute for Social Justice**

The Martin Richard Institute for Social Justice has engaged in a variety of activities relevant to racial justice during the past year.

*MRISJ Faculty Summer Institute* - A three-part Summer Faculty Institute (June 24 - 25; August 26, 2020) was planned in conjunction with Dr. Kevin McGowan (MRISJ Faculty Associate), Dr. Joyce Rain Anderson (English Department, and Coordinator of Ethnic and Indigenous Studies), and Dr. David O'Malley (School of Social Work). Thirty-three BSU faculty members from a wide range of departments participated. The purpose of the Faculty Institute was to (a) Deepen connections between and among faculty and the work of the MRISJ, (b) create a space for faculty to learn from each other and outside experts and to examine teaching through a civic, social, and racial justice lens, (c) Provide a space for BSU faculty to present educational sessions to Institute participants, and (d) Give BSU faculty an opportunity to gain a deeper understanding of student engagement initiatives and successes happening campus-wide through a staff panel.

External partner participants engaging in discussions included Dave Alexander, BSU Trustee and Co-Chair of the Racial Justice Task Force (RJTF) and Dr. Tia Brown McNair, Vice President, Office of Diversity, Equity, and Student Success, and Executive Director for the Truth, Racial Healing, and Transformation Campus Centers at the Association of American Colleges and Universities. Some select takeaways from the MRISJ Faculty Institute include one faculty participant who started a reading group among science faculty regarding racial justice in the classroom, three faculty participants from the College of Education and Health Sciences founded a social justice reading group for students, which led to an event featuring author Dr. Beverly Daniel Tatum in November 2020, and numerous teaching and research mini-grants for Institute participants.

#### *Faculty Grants – Spring 2020*

During Spring 2020, the MRISJ awarded 12 grants to 13 BSU faculty members in support of social justice focused on teaching and research projects, including several that were focused on racial justice:

- Laura Gross (Mathematics) and Castagna Lacet (Social Work) purchased copies of “*Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism*” for a faculty reading group via the Office of Teaching and Learning (OTL), which was co-sponsored by the MRISJ.
- Diana Fox (Anthropology) reconfigured Anthropology of Education (ANTH 304) to a 200-level course with social justice frameworks.
- Joshua Irizarry (Anthropology) redesigned ANTH 204, Global Human Issues.
- Borianna Marintcheva (Biology) created materials for BIOL 450, Virology to examine HIV, SARS, Ebola, and Coronavirus outbreaks from the perspective of social justice.
- Caroline Stanley (Psychology) re-developed her Abnormal Psychology course to include a social justice framework.

### *Faculty Mini-Grants – Spring 2021*

The MRISJ issued another call for Faculty Projects this Spring, and 22 faculty are working on 20 projects between February and June 2021. Faculty are using these mini-grants to develop new courses, redesign and/or refresh existing courses, work with agencies on community-engaged projects, and conduct research into racial justice and social justice issues, including the following examples:

- Karen Aicher (Communication Disorders) will assist with a three-part Zoom series on aging, action, and social/racial justice issues in Bridgewater, in conjunction with the Bridgewater Senior Center and Bridgewater Communities for Civil Rights.
- Alba Aragon (Global Languages and Literatures) will acquire, review, and adapt materials with the goal of finalizing the syllabus for the new course LASP 171, Intermediate Spanish for Elementary Education.
- Spencer Aston (Music) will update four Performance Studies Courses to include works by underrepresented composers of color and female composers.
- Diana Fox (Anthropology) will give a presentation on the work of the RJTF Curricula and Co-Curricula Subcommittee at the AAC&U Diversity, Equity, and Student Success conference and provide books for an ongoing partnership project with Kashmir University.
- Lizbeth Hoke (Psychology) will develop a new Special Topics in Psychology Course in collaboration with the Brockton Interfaith Community (BIC). The community-based learning course will have a racial justice focus in the Gateway City of Brockton and will involve the collaboration of BSU faculty and students with Brockton community members.
- Bjorn Ingvaldstad (Communication Studies) will convert a new 400-level Special Topics Course on Spike Lee to a Second Year Seminar that will be offered regularly.
- Peggy Jablonski (Student Affairs Counseling) will redesign the syllabus and course content for Introduction to Student Affairs Counseling to have a social and racial justice focus.
- Maggie Lowe (History) will develop a new course, HIST 251, Introduction to African American History, which will be offered for the first time in Fall 2021.
- Meghan McCoy (Psychology) will update PSYC 230, Cultural Psychology, with the goal of decentering whiteness in the course content by including resources (textbooks, research articles, videos, open educational resources, etc.) written by people of color.
- Tina Mullone (Dance) will create an original filmed performance about racial justice. This performance can be used as a learning tool to help facilitate discussions and important conversations among students, faculty, and staff at BSU.
- John Shiu (Music) will redevelop the existing course MUSC 183, String Ensemble to incorporate, rehearse, research, and ultimately perform work(s) of a Black composer.
- Jibril Solomon (Social Work) will develop an honors level colloquium open to all students that will explore racial and social justice in local, national, and individual consciousness about racism and social injustice in current times.

- Pamela Szczygiel (Social Work) will redevelop the existing course SCWK 511, Human Behavior in the Social Environment II, to better reflect the developmental processes and needs of those experiencing structural oppression within the U.S.
- Catherine Womack (Philosophy) will revise the existing Second Year Seminar, Philosophy of Food, to incorporate racial justice issues in every module of the course.

*BSU Community Forums on Racial Justice (June 2020)*

In response to the outcry about the murders of several Black Americans, including George Floyd, Ahmaud Arbery, Breonna Taylor, and too many others, the MRISJ spearheaded the creation and facilitation of two online Community Forums on Racial Justice for the BSU Community.

**Community Forum on Racial Justice Forum #1 (June 3, 12:15-1:45)**

Moderator: Dr. Mary Grant, Senior Administrative Fellow for Civics and Social Justice and Co-Chair of BSU's Special Presidential Racial Justice Task Force

Remarks: President Fred Clark; Karim Ismaili, Provost; Dr. Jeanne Davis-Street, Dean of the Ricciardi College of Business; Dr. Kevin McGowan, MRISJ Faculty Associate; and Tyler Czyras, Vice President of the BSU Student Government Association.

Attendees: 207 attendees (of 250 registrants) participated in 6 discussion groups on Student Leadership for Racial Justice, Activism, Allyship, Navigating the Emotional Impact of Racial and Other Injustices, BSU as a Learning Community, and Open Forum.

**Community Forum on Racial Justice Forum #2 (June 23, 5:00-6:30 pm)**

Moderator: Dr. Mary Grant, Senior Administrative Fellow for Civics and Social Justice and Co-Chair of BSU's Special Presidential Racial Justice Task Force

Remarks: President Fred Clark; Provost Karim Ismaili; Dr. Jeanne Davis-Street; Dr. Kevin McGowan; Anna Rice, President BSU Student Government Association; Dr. Carolyn Petrosino, Professor Emerita of Criminal Justice and Co-Chair of BSU's Special Presidential Task Force on Racial Justice; and Dave Alexander, BSU Trustee, Co-Chair of BSU's Special Presidential Task Force on Racial Justice

Attendees: 164 attendees (of 205 registrants) participated in 8 discussion groups (2 on Student Leadership for Racial Justice, 1 on Activism, 2 on Allyship, 1 on Navigating the Emotional Impact of Racial and Other Injustices, 1 on BSU as a Learning Community, and 1 Open Forum.)

The MRISJ's report on the topics and themes discussed at the Forums has been used as a key data source for the Racial Justice Task Force.

*Special Presidential Racial Justice Task Force (July 2020 – Present)*

At the two online events in June 2020 (see above), racist incidents that had occurred within the BSU and surrounding campus community over the days prior to the event were raised and discussed; a call for action was issued. As a result of student advocacy and what was shared at these Forums, BSU President Fred Clark formed a Special Presidential Racial Justice Task Force (RJTF). President Clark appointed 28 members to the RJTF, representing students, faculty, staff, alumni, and community members. Dr. Mary Grant, Sr. Admin. Fellow for Civics & Social Justice, is one of three Co-Chairs, along with BSU Trustee Dave Alexander and Professor Emerita Dr. Carolyn Petrosino. In addition to Dr. Grant's leadership, the MRISJ provides project management and administrative support to the RJTF, including meeting planning and facilitation, communications to the RJTF and campus (including Racial Justice at BSU webpage), data management, subcommittee coordination for six subcommittees, and reporting.

*Racial Justice at BSU – University Webpage*

Working with partners across campus and with the team in the Division of Marketing and Communications, the MRISJ launched and maintains the Racial Justice at BSU website at [https://www.bridgew.edu/racial\\_justice](https://www.bridgew.edu/racial_justice). The site is a central place to share timely information about racial

justice events, learn about ways to get involved in working for racial justice, get updates on the work of the Task Force, and explore racial justice resources across the campus and beyond. The MRISJ creates a list each semester of courses that address social justice and shares it through the website and other channels to help students identify course options across departments.

#### *2021 MLK Virtual Engagement Series (January 2021)*

In collaboration with the Office of Institutional Diversity, the MRISJ offered an online, two-week series of events to honor the legacy of Dr. Martin Luther King Jr. It included workshops and panel discussions focused on art as a form of activism; intergenerational perspectives on MLK's philosophies; racial healing; and multidisciplinary views on what type of action and activism is needed to fit the sociopolitical context of 2021. We hosted local artists and alumni to highlight their impact on their communities and organized a virtual art workshop with youth at the Old Colony YMCA. The MRISJ also organized a regional Creative Expression Art Competition where community members from pre-K to BSU alumni shared their thoughts and reactions to MLK's "I have a dream" speech reimagined to meet the social context of 2021. We received 21 submissions and more than 800 votes determined the winners from each age group. Jumpstart Bridgewater also held two virtual Story Times, during which guest readers from Alpha Kappa Alpha Sorority Incorporated read stories about MLK to preschoolers and their family members.

#### *A Conversation with Dr. Beverly Daniel Tatum (November 2020)*

MRISJ and the College of Education and Health Sciences had the honor of hosting a conversation with Dr. Beverly Daniel Tatum, educational leader, psychologist, and award-winning author. MRISJ Faculty Associate Dr. Kevin McGowan and Dr. Tatum discussed her compelling book, *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race*. The book takes a critical look at the dynamics of racial identity in America and the importance of holding productive conversations surrounding race across racial and ethnic divides. Over 150 people participated in the important conversations examining the intersection of education, race, and development. The MRISJ and CEHS also hosted a small group discussion during which 30 people, including undergraduate education students participating in a social justice book club, were able to talk with Dr. Tatum.

#### *Schooling for Critical Consciousness Event (October 2020)*

MRISJ, together with the College of Education and Health Sciences, co-sponsored a conversation with Scott Sider and Daren Graves co-authors of the book *Schooling for Critical Consciousness: Engaging Black and Latino Youth in Analyzing, Navigating and Challenging Racial Justice*. There were 95 attendees at the event.

#### *MRISJ Justice Fellows (Fall 2020 & Spring 2021)*

MRISJ took an innovative approach to student employment this Fall, hiring 25 student employees as **Justice Fellows** who work remotely and have been assigned across a range of programs and initiatives both on campus and in the community in at least one of the following areas: Advocacy, Civics, Educational Equity, Racial Justice and Service.

Racial Justice Fellows are supporting racial equity work in the community through the local nonprofits Raising Multicultural Kids (RMK) in Easton and Diversity and Inclusion for Community Empowerment (DICE) in Bridgewater. Both organizations focus on cultivating racial and cultural competence in predominantly White communities. Two Fellows are involved with DICE and 5 Fellows are involved with RMK. In addition to the community work, two Fellows are members of RJTF subcommittees.

Through their community work, Justice Fellows have developed and enhanced racial justice initiatives:

- Connecting BSU student volunteers from multicultural backgrounds with public school classrooms to promote representation and diversity in teaching and support staff.
- Developing and managing a virtual Storytime for regional elementary school children to hear inclusive and diverse stories from a range of BSU student volunteers twice a week. Volunteers read books that share narratives with school-aged children that are different than their own and stories in which relatable characters are celebrated and valued.

### *Jumpstart Bridgewater*

Jumpstart is a national early education organization that recruits and trains college students and community Corps members to serve preschool children in under resourced neighborhoods. Our intentional curriculum helps children develop the language and literacy skills they need to be ready for kindergarten and beyond. At Bridgewater State University, students from all major programs and concentrations make a yearlong commitment to become Jumpstart Corps members and provide services to children in Brockton. Jumpstart Bridgewater successfully recruited 27 AmeriCorps members during the 2020-2021 program year. Jumpstart Bridgewater members provided language and literacy services to over 100 preschool aged children enrolled at 5 program partner schools located in Brockton, MA.

### **Minnock Institute for Global Engagement**

The Minnock Institute for Global Engagement has identified the following central goals related to global engagement in relation to racial equity and DEI: a. Continue to work on the intersection between internationalization and diversity/equity/inclusion; b. look at both not as competing priorities but as mutually beneficial and reinforcing institutional goals; c. infuse racial equity in global learning curriculum through the support of global academic programs, as well as other initiatives in internationalizing the curriculum; d. enhance learning and participation in social/racial justice and diversity in all education abroad programs; e. support international students and scholars as a key element of diversity, equity, and inclusion objectives; f. do not dismiss international populations as marginal to racial climate on campus; g. develop partnerships that provide equitable and broad global engagement opportunities for the campus community -- students, faculty/librarians, and staff. As part of goals c and d, and the serious criticism from the Amplify event and Letter of Demands (by BIPOC/ALANA May 2020 graduates), in which students expressed concern that travel courses bring a “white savior complex” to some service-oriented courses and perpetuate racial bias (e.g., a White faculty member on a study abroad trip to a predominantly Black and Brown country told a Black student that the student “must feel at home with so many people like you,” without knowing his specific lineage.).

After meeting with five of the recent graduates who wrote the “letter of demands” in June 2020, Study Abroad staff drafted these plans:

- Establish a study abroad working group of faculty, staff and students to advise and contribute to our ongoing work in areas of racial justice.
- Develop and adopt an anti-racism pledge for all our programs.
- Explore options to develop common learning outcomes for our faculty-led programs that address our racial justice and cultural competency commitments; they would complement the specific curricular and cultural learning outcomes for each program.
- Develop and implement faculty and staff training for all faculty-led programs.
- Explore feasibility of incorporating a pre/post cultural competency instrument (IDI, IDC, etc.) that will measure our programming and learning goals.

The Minnock Institute has submitted an IDEAS Grant 2021 (Increase and Diversify Education Abroad for U.S. Students). Dr. Diana J. Fox was included in a faculty consultation. The grant application was submitted in March 2021 with the title “Study Abroad: Strengthening Racial Justice Programming and

Improving Outcomes for Students of Color.” The Executive Summary states: “We are seeking IDEAS grant funding of \$35,000 to build capacity in support of our students of color and their participation on study abroad programs. Bridgewater State University (BSU) is committed to internationalization and offering study abroad opportunities to our students and has invested in institutional capacity, program development, and travel scholarships. Although we have been successful in offering programs and enrolling students, recent enrollment data and student participant feedback demonstrate a need to better prepare and support our students of color and improve the content of our programs. This project comes at a significant time for our institution, as BSU has made an institutional commitment to being a more racially equitable University. To this end, our project aims to align and improve our study abroad programs and resources with BSU’s racial justice goals in order to increase study abroad participation among students of color on more inclusive programs.” Study Abroad statistics for seven semesters ending in Spring 2020 support the need for this grant. Enrollment numbers for students of color (not broken-down by ethnicity, race, or gender, but as a whole) constitute at its high, 32% of all Study Abroad students in Spring 2020 and a low of 14% in Fall, 2019, with an average of 20.14%. Notification of the IDEAS Grant is expected in May 2021. To complement this effort, the Minnock Institute for Global Engagement team is working with Strategic Enrollment to bring more African students to campus.

The Cape Verdean Studies Minor proposal, currently in governance, seeks to fill a gap in BSU programming through formal course offerings for students. Given the constitution of regional demographics in which Cape Verdeans make up a substantial quantity of the regional population and where some local and regional high schools (composed primarily of Cape Verdean students) serve as feeders to the University enrollment, the Pedro Pires Institute for Cape Verdean Studies proposes the creation of a minor in Cape Verdean Studies. This minor is currently in the governance process and is a significant contribution toward representing the interests of Cape Verdean students. The minor would also serve as a powerful tool in the preparation of teachers as current state mandates require that teachers be able to work in culturally diverse settings. The program will further provide an opportunity for undergraduates of Cape Verdean descent seeking a greater understanding of their cultural roots as well as the general population of the University and local communities.

The African Studies, Middle Eastern Studies, and Latin American and Caribbean Studies Programs have each designated one week in Spring 2021 to bring campus attention to the region of the world, inviting classes to speakers who highlight challenges faced by peoples of the regions rooted in colonial and postcolonial geopolitical and economic inequities; they also celebrate the resilience of their regions through the arts and academia and link the regions to the diasporas including the demographic make-up of our campus. Africa Awareness week (April 5-9, 2021) includes themes of intersectionality, such as “The Struggle for LGBTQI Rights in Contemporary Africa” and “Writing a New History of African Women.” Asian Studies also regularly hosts events such as film festivals and holiday recognition from across Asia to bring attention to that part of the world, scholarship on campus and the diasporic presence on campus. In recent years, since all these programs were housed under the Minnock Institute, there has been greater collaboration in planning, exploring areas of overlap (movement of populations for example such that there are Asian, Middle Eastern, and African populations in Latin America and the Caribbean). These efforts help students to understand how the local intersects with global historical processes such as colonialism, trade, wars, and global capitalism.

As stated by Meghan Healy-Clancy, Coordinator of African Studies:

“Decoloniality is in everything I do with my curriculum, both within African studies and within the world history core in the history dept. I center decoloniality in the content, including African voices in my syllabi, foregrounding the voices of African scholars. In all my courses I bring in African scholars, especially now on zoom. A cornerstone of my pedagogy is the South African anti-apartheid movement looking at the bonds people forged across distances and we look at African historiography, how western historiography has changed with the influence of Africans’ lenses.”

## Survey Responses Indicating Current Racial Justice Efforts in Curricula and Co-curricula

Exactly 100 people completed the survey by March 1, 2021. Eighty-seven percent of participants were faculty (67% full-time; 20% part-time); one librarian participated; 11% of the participants were academic staff.

What is happening now in curricular and co-curricular programs in terms of racial justice?

Eighty percent of the faculty (70 out of 87) who took the survey indicated that their course content includes topics related to racial justice. (That high percentage likely speaks to the self-selection bias of survey participants; those who are committed to racial justice in the curriculum may have been most likely to take the survey.) Fifteen percent of faculty said their course content doesn't include racial justice, and 5% said they were unsure.

The 80% of faculty respondents who answered "yes," their course content includes topics of racial justice, explained that course topics (in individual units, texts, and/or discussion topics) often overlapped with racial justice issues, such as course topics of income inequality and environmental justice. Some gave specific examples:

- Decolonizing the program by working with local tribal governments and with descendent communities to include their participation every step of the way (e.g., taking students to tribal museums instead of museums about tribal communities run by Westerners)
- Using pedagogical games with backgrounds in colonialism as learning opportunities for students to critique values of expansion and competition
- A volunteer group of faculty and staff digging into BSU's own history and how it has been connected to the institution of slavery and colonialism

Academic staff most often said either that they were unsure (42%) whether their program content related to racial justice or yes (42%) their program content did promote racial justice. They did not provide any examples.

An even larger percentage of faculty respondents (85%) said that their pedagogies (teaching practices) are intentionally antiracist. Their examples most often included generally "good pedagogy" that wasn't necessarily aimed at racial equity, but that faculty believe help to promote racial equity and inclusion in the classroom: flipped-classroom practices, community-building in the class, and offering extensive feedback on student writing. Two faculty acknowledged that while racial equity was their intention, that might not be explicitly clear to their students and/or the success of those efforts would be difficult to determine, e.g., "my intent is clear but it's hard to assess efficacy."

A smaller number of pedagogical examples referenced racial equity as the purpose:

- "When I teach students who clearly do not speak English as a first language, I help them understand their language construction, share with them the AAC services and do not deduct points from grades."
- "I engage in a number of practices that I believe to promote racial justice: building community, valuing all individual students, practicing cultural competence/awareness (getting names correctly, being knowledgeable about Black cultures, for example); I am very flexible with deadlines and do a number of things to reduce stereotype threat and to be approachable to students."

The difference between faculty respondents and staff respondents was even more distinct on the question of antiracist practices in working with students: 50% of staff participants said they were "unsure"; 42% said "yes," they intentionally use antiracist practices and policies.

Data for Findings 3-6 are explained below.

**Finding 3:** Faculty are asking for relevant and supported/rewarded professional development in racially equitable and just curriculum design and pedagogies.

**Finding 4:** Many departments' and individual faculty members' curricula lack diverse perspectives, histories, theoretical approaches, and examples.

**Finding 5:** Faculty and staff doing racial justice work report feeling inadequate support for their labor, expertise, time, and emotional energy.

**Finding 6.** Some faculty, staff, and administrators have expressed defensiveness, white fragility, and resistance about equity work.)

### **Focus Groups and Questionnaires from Academic Department Chairs and Program Coordinators**

What isn't happening in curricular and co-curricular programs in terms of racial justice? What are the obstacles/challenges to racial justice in curricular and co-curricular programs?

Time continues to be the consistent challenge to faculty. It was expressed by chairs that faculty need reassigned time to do racial justice work in their curricula and pedagogy.

Many of the focus group participants shared a willingness to do the work that the RJTF is asking them to do. However, they feel as though "more training on decolonization of the curriculum is needed." Department chairs expressed they "don't feel equipped" to introduce or educate around racial justice issues in their class because they don't have the language to lead a discussion. For example, it was shared that there is not full agreement about "white privilege" and whether it exists and a lack of understanding of how knowledge and pedagogy are "western" and have emerged out of power dynamics of colonialism. They also mentioned often relying on Black students to lead discussions and feeling guilty about that but not wanting to come off as "stupid about these topics." It was mentioned that "we need more symbols on our campus that represent African American leaders like the gallery on the second floor of the library showcasing African American leaders." Lastly, department chairs said it would be beneficial "to have a student/faculty book club" to begin a dialogue around antiracist and decolonial topics.

The hiring freeze prevents departments from expanding their faculty to include Black and Brown faculty whose perspectives and approaches involve racial justice, anti-racism, and decoloniality. However, it is critical to note that for decades before the hiring freeze faculty have expressed concerns in department meetings, at chairs meetings and workshops, about the ongoing need to hire new faculty to expand programs around racial and social justice within departments. For example, the Anthropology Department has long sought a linguist, a recommendation from the department's outside reviewer six years ago, to teach linguistic anthropology in ways that address the linguistic inequities outlined in other areas of this report, but funding has prevented this from happening.

The governance process was cited as a barrier by a department chair in a questionnaire response: "Governance process is slow, so moving from idea to implementation takes forever; is there some way it could be sped up? The other issue is the resource of time and energy—[our program] has over 60 minors—for meeting needs. Don't have time and energy to devote to this I wish I did. Perhaps when it becomes a major, will have time and resources."

Obstacles identified by the Minnock Institute for Global Engagement include a lack of minors in racial and ethnic studies, especially in Latin American and Caribbean Studies and Asian American Studies; a lack of majors in global interdisciplinary studies; and a lack of graduate programs in international affairs. Participant recommendations:

- One-on-one guidance with experts on how decolonial perspectives can shape knowledge-construction, as well as workshops, sample syllabi, and consultations.

- Develop approaches to anti-racism and definitions of racial justice that are specific to disciplines. For example, in Geography, the terms *environmental racism* and *environmental justice* exemplify literacy in that discipline and could be used when discussing the inequitable distribution of pollution and waste sites in communities. This is an example of the value of shared language in effecting change as exemplified by Kendi.
- Make it a priority in tenure, promotion, and post-tenure review
- Find ways to reach more part-time faculty, as they are teaching so many of our students.
- Faculty need pedagogical skills to be antiracist teachers.
- Support systems are needed for BIPOC/ALANA faculty navigating classroom environments and the tenure and promotion process.
- A racial justice advocacy center is needed on campus.
- Find ways to reward faculty—stipends, time, CARS grants—faculty already feel pressed and overwhelmed.
- The Minnock Institute recommends: BSU needs more diversity in representation of faculty, staff and students, including those who are international; we need more community-based and globally-minded racial and ethnic studies programs that link the global with the local; we need cultural competency training for and assessment of faculty and staff so they can better support students’ needs; we need program development, implementation and assessment – particularly what are the outcomes and objectives of all MIGE programs: are they addressing equity, diversity and inclusion and how do we know?

### **Survey Open Responses & Follow-up Conversations**

What are the obstacles/challenges to racial justice in curricular and co-curricular programs?

Forty percent of all survey respondents said they have concerns about the University’s commitment to racial justice. The most frequently stated concern was that the University wasn’t actually committed to real change. The statement, “I’m just concerned that the University might not continue this commitment” is representative of that concern about inadequate commitment. Several respondents noted the need for more financial resources and APRs dedicated to racial justice and that, without such support, the work would flounder.

Comments also included criticisms of the University for not supporting employees who are people of color, not recruiting and supporting faculty who are people of color, and for not acting quickly enough on student concerns (especially those made at the Amplify event) that the respondents believed could have been addressed immediately.

One faculty member wrote,

“The official discourse around race and social justice at BSU can ring rather hollow. I have heard concerns from students of color about feeling unsafe on campus because of racist words and behaviors from peers in campus housing and nothing is done about it. The University also does not display a complex enough understanding of race and racial justice, sticking to a very mainstream understanding of race in America as a Black or White dichotomy when in reality our students and faculty live along a much more complex spectrum of race, ethnicity, class, immigration status, etc. During the previous presidential administration, BSU did not step up to repudiate the (still ongoing) human rights abuses committed against refugees at the southern border - incredibly, a series of events around our border with Canada was going on at BSU during a time in which our border with Mexico was one of the hottest political issues in the nation. It seems like it occurred to no one in an official position at BSU that some of our students may be undocumented or may be suffering hardships dealing with deportations of family members.”

Survey participants also noted barriers to their own participation in racial justice work. The most frequent response was about the lack of time, especially as some respondents noted feeling overextended already. Time constraints remain a highlighted theme. Participants also spoke about creating the environment to sustain racial justice work as a hurdle, aligning the importance of the culture to the meaningfulness and processes towards change that needed to be implemented. Comments related to fear of backlash from students were expressed, or how racial justice content fits within a program of study, specifically STEM, were also shared as barriers. Lastly, participants shared concerns about having space in the curriculum to add such content, noting “I have too much content I already have to cover to mix the content effectively into my curriculum.” Provided as an example was the inconsistent/absentee of leadership of the African American Studies minor and the indirect messaging sent in having no Black faculty who teach in this program.

### **What do participants recommend?**

- “An easy-to-follow list of "best practices" or ideas for facilitating racial justice would help me incorporate these practices into my teaching.”
- Suggested idea: a forum on integrating sustainability and environmental racism into pedagogy.

Data for Findings 7-8 are explained below.

**Finding 7:** BSU’s faculty, librarian, and staff leaders in racial justice have provided replicable examples and materials, led workshops and discussions, etc. and serve as outstanding resources for colleagues.

**Finding 8:** Models/examples from other institutions (such as student learning outcomes and curricular changes) can inform our work at BSU.

OTL Teaching and Learning conference in December 2020 included a Racial Justice teaching track with the following presentations:

- *Antiracism in Practice: Auditing our Syllabi for Equity*, presented by Melissa Winchell
- *Dropping the Lowest: An Anti-Racist Case for Grading Differently*, presented by Matt Salomone and Lee Torda
- *Making Math Multicultural: How Faculty Can Integrate Multicultural Understandings into Any Discipline*, presented by Jackie Boivin
- *Recruiting and Supporting BIPOC Students in Undergraduate Research at BSU*, presented by Jenny Shanahan
- *Increasing Equitable Learning Environments: Social Justice Book Club*, presented by Sheena Manuel, Melissa LaBelle, and Sarah Thomas
- *Rewriting an Inclusive Film History*, presented by Michele Meek
- *Perceptions of Being a Social Justice Practitioner: Self-Reflection among College Graduates and Implications for Teaching and Learning*, presented by Jibril Solomon and Castagna Lacet
- *Teaching Equity and Social Justice in an Introduction Class*, presented by Seth Meyer
- *ZOOMing in on Privilege: Facilitating Virtual Privilege and Cultural Wealth Walks*, presented by Kevin Duquette

During AY2020-21 several faculty, librarians, and administrators have facilitated workshops and discussions on the following topics as pilot workshops for potential institutionalized professional development in the future. These pilot workshops further underscored areas of pedagogical needs around specific content and practices. In particular, in addition to the general logistical concerns about time constraints, financial and other incentives to participate in such workshops, participants highlighted the need for delving deeper into specific guidance for integrating the central concepts of the workshops into their own disciplines and syllabi.

- *Reflective conversation about the January 6 attack at the Capitol*, facilitated by Jabbar Al-Obaidi, Michael DeValve, Diana Fox, Maggie Lowe, Kevin McGowan, and Tina Mullone
- *Decoloniality concepts in course content and pedagogy, part 1* facilitated by Michael Zimmerman, Aseem Hasnain, and Diana Fox
- *Faculty roundtable discussion on the January 6 Insurrection*, which included Jackie Boivin, Diana Fox, Brian Frederick, Mark Kemper, Maggie Lowe, Kevin McGowan, Thomas Nester, Mia Ortiz, and Ian Saxine
- *Intersectionality in the classroom and beyond*, facilitated by Diana Fox, Sheena Manuel, Michele Meek, and Cynthia Svoboda

Models external to BSU that are noteworthy include Rutgers University's Truth, Racial Healing, and Transformation Center; Boston University's Center for Antiracist Research, UMass Amherst's Center of Racial Justice and Youth-Engaged Research; and Shaw University's Center for Racial and Social Justice.

Data for Findings 9-10 are explained below.

**Finding 9:** Current structures for interdisciplinary minor programs do not serve the needs of the programs, curricula, or students interested in these diverse, often racially-justice-focused courses.

**Finding 10:** Faculty work in interdisciplinary programs offer strong BSU models for racial justice in the curriculum.

Our subcommittee has identified several limitations of BSU's current interdisciplinary minor structure, housed both in the Minnock Institute and the College of Humanities and Social Sciences, but without its own department (e.g., Interdisciplinary Studies Department). One faculty member discussed administrative barriers associated with interdisciplinary courses, specifically Vernon numbers and recruiting faculty from other areas. Since interdisciplinary courses are not assigned their own unique Vernon numbers, there is no dedicated space in a department's schedule for those courses. As a result, the African American Studies minor, for example, can offer only two courses per semester. Although the faculty teaching this minor have been able to secure a Vernon number and time slot from their home departments, it necessitates the loss of that number and time slot from their home departments' own courses. Plus, the faculty need to receive permission each semester from the department chair to use one of their Vernon #s/time slots. Chairs are reluctant to let go of a Vernon number to be applied to an interdisciplinary course because they lose one of their numbers for each course taught by a person in another department, and departments want to save their Vernon numbers/time slots for their own courses so they can graduate their own majors.

As our report demonstrates, the solutions to our many challenges at BSU, as an institutional microcosm of broader local, regional and global challenges must be interdisciplinary. The problems we face are interconnected; a resilient response on the part of our University would reflect this indisputable reality. We seek to position our University among leading institutions that recognize the role of public higher education as a mobilizer of change toward a livable planet, dependent on equitable pedagogy, research, and resultant policy initiatives in our communities, our state and beyond. The valuable contributions our University community already makes toward these goals will be magnified through such a Center that addresses existing problems of our interdisciplinary minor structure. Emily Field has outlined her assessment of the limitations of this structure based on her work as African American Studies Coordinator. They are largely echoed by many Coordinators and have been for many years.

The move to house the global studies minors in the Minnock Institute has been helpful but not nearly substantial enough of an institutional restructuring. The limitations are as follows:

- With a few exceptions the vast majority of the courses that count for interdisciplinary minors are from other departments, which leads to a few issues: Faculty who teach courses in these minors are not required to attend any meetings or to be involved in the programs, since the courses are

part of their day loads with their own departments; some faculty are very involved in and understand the purposes of the minors they teach in and some are not/do not. This can lead to a disjointed/uneven experience for students.

- Students cannot easily see on DegreeWorks which courses are offered that count for a minor in a given semester (the Coordinators put together documents every semester based on email requests to faculty prior to advising and their own searches of InfoBear). This marginalizes the minors and erects unintentional hurdles for students in completing them. If we could assign attributes to the courses that count for the minors, they could appear in DegreeWorks as other courses do.
- The experience of the minors can end up being multidisciplinary (taking courses in different disciplines) rather than interdisciplinary (synthesizing the methodologies and ways of knowing of different disciplines).
- Interdisciplinary (INTD) minor programs do not receive any time slots to schedule courses in, and these are at a premium throughout the University. As a result, faculty who wish to teach in these minors must seek permission from their home department chairs to provide time slots from their allotments (“Vernon numbers”) or by appealing to the Associate Dean of the college for any “leftover” (that is, less desirable) time slots.
- There are no dedicated faculty: all faculty are housed in their own departments. The APR is the only way that work on/for these programs is included in any faculty member’s contractual obligations; in other words, any work on the minor that full-time faculty do is service that they are choosing to do (we have service expectations as full-time faculty, but no one is required to work on/for these program in any way); part-time faculty who spend time working for the program are not compensated in any way because they do not have contractual service obligations and do not receive extra pay for time spent supporting the program.
- There is one Administrative Assistant who works for all of the INTD minors housed in the College of Humanities and Arts and Sciences; the same is true for all the minors housed in The Minnock Institute. The assistant in The Minnock Institute is also responsible for other programs that fall under her purview, such as the Journal of International Women’s Studies. These assistants are mostly charged with keeping the budgets of the programs, paying for expenses, designing and maintaining program websites, and assisting in event planning.

A notable example of BSU interdisciplinary work that promotes racial justice is the group of faculty (including Ed Brush, Inkyoung Kim, and John Kucich) working on the United Nations Sustainable Development Goals (UN SDGs); they have created an interdisciplinary Second-Year Seminar cluster of UN SDG courses, Summer 2021 grant-funded faculty-student collaborative research on UN SDGs, and events focused on the UN SDGs.

Several of BSU’s interdisciplinary minors directly engage racial justice in course content, co-curricular events, and student research topics: African Studies, African American Studies, Asian Studies, Canadian Studies (particularly in terms of Indigenous peoples’ rights), Latin American & Caribbean Studies, Middle East Studies, and Women & Gender Studies (in which intersectionality is a prominent theme). Faculty who teach in these and other interdisciplinary programs have much to offer colleagues about how to infuse matters of racial and social justice into the curriculum.

Data for Finding 11 are explained below.

**Finding 11:** Students minoring in African American Studies have identified the values of the program to their own development and have called for a Black Studies Major.)

In Spring 2021 current and former students minoring in African American Studies were invited by Emily Field, the coordinator of the minor, to respond to an online survey. Since the African American Studies minor was initiated in 2018, 70 students have declared the minor; as of this writing, there are 41 current minors; 18 have graduated with the minor; 7 declared the minor but either dropped it or graduated without

it (about 4 of these were people who added it very late in their programs and couldn't finish without adding time to their programs), and 4 who declared the minor have since left BSU.

The survey was sent to all of the above students, but many of them likely no longer check their BSU account; alternate emails provided upon BSU entry were also used. Two emails bounced back, so they were not reached. The response rate was 20 out of 68, or 29.4%.

There was unanimous support for the development of a major in African American Studies. In addition, students indicated that they feel well cared for by faculty in the minor; moreover, they want to make sure that the issues they are learning about are not only in the minor. They offered assertions that there ought to be a greater presence of Black people and their histories in the curriculum in general. The students said they wanted more classes and more emphasis on **culture**, especially art and music, which they rightly point out would also give opportunities for celebratory events that draw people in and don't focus on oppression. Many also indicated the importance of hiring more professors of color.

The following quotation from one student demonstrates the deep, transformative impact of Black Studies courses on individual Black students; it is one quote that is broadly reflective of the survey responses: "I hate to say it this way, but it makes me feel more authentically Black, if that makes sense. All along I have been conditioned to think that Black people were screw ups, crabs in a barrel. My whole life I wanted to "get out of the hood" or I also made jokes about how Black people were lazy and stupid. The ONLY thing that can combat this is education. We think we're trash because that is how we are taught to believe... then we take a college course and they teach us of Frederick Douglass, Harriet Jacobs, Ida B. Wells, Langston Hughes, Phillis Wheatley, W.E.B. DuBois, and many more and we begin to see the greatness that is also Black American history. We begin to realize that Black is not a bad thing... it's not happy slaves in Alabama and it's not a love of watermelon and fried chicken. It's not crack cocaine or gang violence, it's not single motherhood and incarcerated fathers. It's perseverance and resilience. It's strength... it's love, and it's deserving of our love in return, our respect and celebration. Look how far we have made it!"

In response to the question "Why did you initially declare an African American Studies minor? The most common reasons selected were:

- 15% I wanted to learn more about my own history and culture
- 16% I thought it would help me be more aware of and/or involved in efforts for social justice and/or be a better ally.
- 15% I wanted to take classes with more Black and Brown students in them.
- 13% I was hoping to have more professors of color.

75% of respondents to a survey of African American Studies minors agree that the minor somewhat or greatly made them "feel more a part of the BSU community." And all respondents agreed that the minor has somewhat or greatly "increased my commitment to racial justice, for myself and/or for others."

80% of respondents to the survey of African American Studies minors agreed that "the minor has greatly increased my sense of connection to or pride in my racial or ethnic ancestry."

Faculty who teach in the African American Studies minor, including the program coordinator, have also expressed support for a Black Studies major. One faculty survey respondent who teaches a course in the African American Studies minor said, "the course is full in 5 minutes." and that "Students are deeply interested."

Finally, the “letter of demands” from BIPOC/ALANA May 2020 graduates also included a call for a Black Studies department and major:

In 2018, we celebrated the historic establishment of the African American Studies Minor on campus, with over 60 students who’ve declared it as their minor. We call for the institutionalization of a Black Studies department. Scholarship centering the diversities of ethnic and racial groups, cultures, sexual orientations, and gender studies are currently only offered as interdisciplinary minors relegating their importance as addenda to students’ academic careers limiting the possibilities of devoted inquiry. It is long overdue for our campus to invest in a comprehensive and inclusive Black Studies Department that highlights and makes tangible the diverse histories, scholarship, and experiences of Black people, politics, and cultures both locally and globally.

Data for Finding 12 are explained below.

**Finding 12:** Our Core Curriculum needs revision—for racial equity and justice and for relevance to students.

BSU’s Core Curriculum was last overhauled in 2004, with some updates in 2012. Higher education institutions typically reexamine and modernize their core curriculum (also known as general education) every 5-10 years. Core curricula need regular revision in order to remain relevant to students’ lives and the needs of society and the workforce over time. The Association of American Colleges and Universities (AAC&U), which has led general education/core curricula reform in the U.S. since the 1980s, has called for “striving toward a vision of general education that is energized by students’ multiple and intersecting identities” (AAC&U, 2021, para. 1). As students change, and as our institutions become more diverse, core curricula also must change. The AAC&U has highlighted the “centrality of general education in connecting student learning with critical social issues that matter to students and society, and that are intentionally aligned with the learning outcomes identified as essential for student success in their own lives, their communities, and the workplace” (2021, para. 2).

This is a critical time to wholly revise BSU’s Core Curriculum. As AAC&U researchers have reported, 2021 offers a “pivotal moment” to “further our equity goals” through changes in general education:

While higher education was already experiencing significant change and turbulence before 2020, few of us would have imagined the upheaval colleges and universities experienced from [last Spring] through today. As a result, this year we have witnessed a huge immersion into instructional and curricular experimentation and discovery. These innovations have often been coupled with goals of protecting public health and responding purposefully to racial justice movements to dismantle systemic racism. (para. 1-2).

AAC&U is advocating for core curricula that

- promote the integration of knowledge and the development of higher-order learning, skills, and abilities rather than requiring a set of unconnected introductory courses;
- connect with the learning goals of the major, the work of student affairs, the goal of preparing students for lifelong learning, and the missions of our institutions;
- serve as the foundation for equity in preparing current and future civic leaders who engage across differences and apply knowledge and skills to complex and important challenges;
- act as potentially powerful tools for retention, completion, and proficiency; and
- provide valuable and enduring professional development for the current and future workforce. (2021, para. 3)

Hanover Research, an information research organization that assesses learning outcomes in higher education and studies connections between undergraduate programs and workforce needs, has laid out widely cited principles for core curricula:

- General education programs should be closely connected to the underlying educational principles of an institution. Students and other stakeholders should be able to clearly see the link between institutional values/mission and the goals of the general education program.
- These programs increasingly consider the development of skills that will be needed after graduation in the workforce. More and more, institutions are aligning general education programs with competencies that employers highly value [...] Often, this means expanding from rigid disciplinary requirements to an emphasis on 21<sup>st</sup>-century skills that are incorporated at various points in the general education plan.
- It is important to explicitly state and communicate the general education program's specific student learning goals. This can include proficiency thresholds, opportunities for self-direction or experiential learning, and assessment expectations.
- Although general education programs are often foundational, it is crucial for institutions to connect the curriculum with student interests where possible.
- Experiential, first-year, and senior-year elements of general education programs are usually beneficial to students. Experiential learning opportunities allow students to apply core university values to real-world settings.
- Implementing a new or revised general education program requires more than a reorganization of courses. Indeed, resources need to be devoted to curriculum planning and course development so that courses in the core program align with the program's new goals. (Hanover Research, 2015)

As those recommendations make clear, BSU's values of racial and social justice should be evident in our Core Curriculum. And, as competencies in diversity, equity, and inclusion are critical "21st-century skills" in all industries and organizations, our Core Curriculum needs to teach and assess such skills.

A final piece of evidence for the importance of revising BSU's Core Curriculum through the lens of racial justice: A 2016 report from the U.S. Department of Education called for diversity and inclusion "across all levels of an institution" and emphasized that curricula and pedagogies are central to fostering, or detracting from, an inclusive campus environment (p. 2-3).

Core curriculum revisions have a long and complex history of moving between student choice and a shared/uniform undergraduate experience. Some factors around the latter pertain to highlighting an institution's uniqueness as well as bringing into focus new approaches and trends in higher education such as interdisciplinarity. As Steven Mintz (2020) wrote in "The General Education Curriculum We Need": "If the history of general education has been a pendulum swaying between choice and prescription, then the time has come to break the cycle and draw on the best of the past and imagine something new." He followed with a list of possible replacements ranging from a shared first-year experience based on interdisciplinary perspectives and skills to learning communities with thematic foci. Core Curriculum revision involves a rich literature replete with polemics advocating for particular approaches.

When BSU underwent its last attempted Core revision in 2016, these conflicts surfaced, were never resolved, and left the Core Curriculum Steering Committee feeling unappreciated and demoralized. The committee had worked extensively over two years on developing three possible new Core Curricula, which the committee members presented to the campus community in 2017 with requests for feedback through multiple media (e.g., open forums, online comments). Ultimately the initiative failed when none of the proposals could get through the early stages of the governance process. It was a disheartening experience for the committee, to say the least, and a holistic revision of the Core Curriculum hasn't been attempted since.

With the convening of the Racial Justice Task Force, on the heels of other significant presidential task forces charged with addressing sexual violence and public health, we are poised to address this much

needed transformation given the Covid-19 public health crisis (linked to environmental degradation, climate crisis and pollution, <https://www.hsph.harvard.edu/c-change/subtopics/coronavirus-and-climate-change/>) and the many unequivocal societal inequities that have marked its unfolding. It is the conclusion of this Subcommittee that the moment is ripe for deep core revisions that center the themes of our work: racial justice, anti-racism, decoloniality, intersectionality, all toward the goal of rendering our campus a beacon of diversity, equity, and inclusion that prepares students to navigate the critical crises of our times—crises that will shape the future for our species and indeed all species on earth. Now is the time to begin again, with two new realities informing and energizing the process: a university-wide commitment to racial justice and a significant strategic enrollment initiative that involves examining (and revising, where necessary) our programs, both for enrolling prospective students and retaining current students.

We believe that band-aid changes in the meantime, can have some positive outcomes, though they are not enough to actualize the deep changes that are needed at our University. For example, the Core Area Requirements in Global Culture and Multiculturalism are insufficient and outdated. There is only one student learning outcome in Global Culture: Appreciate the language(s), arts, history, commerce, politics, religion, and/or philosophies of culture(s) other than those of the United States of America and understand the similarities and differences among those cultures. (Global Culture is defined here as any culture other than that of the United States of America. Native American cultures are included in the Global Culture category.)

There are two student learning outcomes in Multiculturalism:

- Understand issues and perspectives on human similarities and differences, such as (dis)abilities, age, religion, race, class, ethnicity, gender, and/or sexual orientation.
- Understand the role of power and privilege in shaping human conditions.

These learning outcomes contravene our own Office of Teaching & Learning guidance—and widely accepted “wise practices” about SLOs shared around the world, as promulgated by the International Society for the Scholarship of Teaching and Learning (ISSOTL) and the Professional and Organizational Development Network in Higher Education (known as the POD Network), for the construction of meaningful, effective, and assessable SLOs. Namely, learning outcomes should focus on what students should be able to *do* at the conclusion of the course, and those outcome actions should be specific, dynamic, and measurable. Teaching and learning experts have long exhorted faculty not to use vague, difficult-to-measure verbs such as “appreciate,” “know,” and “understand,” as those words have myriad meanings and cannot be effectively and fairly assessed.

The other problem with the Global Cultures learning outcome is that it’s at the low level of “appreciation” (the lowest tier in Bloom’s Taxonomy of Learning) of cultural differences, rather than aiming at in-depth understanding of the dynamics of power, inequities, and resistance that shape cultural processes and cross-cultural dynamics. “Understand” in the Multiculturalism learning outcomes are similarly low-level expectations that do not require or even encourage students to do anything about the similarities and differences, the power and privilege they presumably understand by the end of the course. Such expectations of appreciation and understanding are more appropriate in early-childhood and/or elementary education than in higher education. Even at the level of understanding, the content of those SLOs is incomplete. There are no foci on (a) racial and ethnic diversity in the United States or (b) the differences and overlap among central identity and identification concepts that shape human life: nationality, ethnicity, sociocultural race, and the like.

A contradiction in the Global Cultures learning outcome, which states that “Global Culture is defined here as any culture *other than that* of the United States of America” but that “Native American cultures *are included* in the Global Culture category,” is both confounding and objectionable. Stating that “Native

American cultures” are “other than that” of the U.S. is deeply disrespectful of Indigenous peoples who have for centuries lived in what is now known as the U.S.

Designing a racially just Core Curriculum at BSU should include attention to the most pressing concerns of our time: climate crisis and the health of the planet as we know it. Ideally, a new Core would be infused with equity across all structural inequalities. Scholars and scientists underscore that racial justice is climate justice (<https://www.wbur.org/cognoscenti/2020/06/09/the-links-between-racism-and-the-environment-frederick-hewett>).

The [Centre College] Committee on General Education Implementation and Assessment proposes to change the name and wording of the Diversity general education learning goal. The renamed “Difference and Equity” (D&E) learning goal aligns with Centre College’s mission statement, our recent faculty statement on social injustice, and the current state of academic discussions of diversity, difference, equity, and inclusion. The revised and clarified wording will provide more guidance in approving tagged courses and assessing student learning outcomes, harmonize with catalog language, and most importantly, ensure that students are not simply exposed to diversity, but have a robust, sustained engagement with conceptions of difference and equity.

Revised learning goal in the new Difference & Equity Requirement:

*Students will critique forms of systemic oppression and marginalization based on difference and identify how these structures enable and constrain agency and inform visions of equity and justice. They will engage with diverse lived experiences and examine the ways in which one’s place in the social world relates to systems of power.*

We found additional, exemplary core-curriculum student learning outcomes at other institutions:

Williams College’s Difference, Power, and Equity (DPE) requirement:

Williams College recognizes that in a diverse and globalized world, the critical examination of difference, power, and equity is an essential part of a liberal arts education. The DPE requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. Courses satisfying the DPE requirement include content that encourages students to confront and reflect on the operations of difference, power and equity. They also provide students with critical tools they will need to be responsible agents of change. Employing a variety of pedagogical approaches and theoretical perspectives, DPE courses examine themes including but not limited to race, class, ethnicity, gender, sexuality, and religion.

De Pauw University’s Power, Privilege, and Diversity (PPD) requirement:

Students are required to take at least one course that has as a major component the analysis of the interplay of power and privilege in human interactions. Such courses will frequently focus on the experience of non-dominant members of political or social groups. They might also emphasize the dynamics of inequality from a more theoretical perspective.

Power, Privilege and Diversity (PPD) Learning Goals:

1. Recognition: Demonstrate your recognition of the barriers to inclusion for groups that experience marginalization in the United States.
2. Historical/structural analysis: Understand and analyze the structures and institutions of power that have historically created and sustained marginalization in the United States.
3. Lived experiences: Understand and assess inequities, perspectives, and lived experiences for groups that experience marginalization in the United States.

Interest in a Skill Area in the Core related to racial and social justice emerged from our subcommittee discussions—and from individual conversations with other members of the faculty and administration, including the Dean of the Ricciardi College of Business, Jeanean Davis-Street. At a meeting of the African American Studies program in the Fall Semester, 2020, attended by Diana Fox, Dr. Davis-Street advocated for a core skill requirement in racial justice that examined sociocultural constructions of race and skills pertaining to anti-racist behavior and advocacy. Later in a meeting Diana Fox and Michael Zimmerman held with Linda Coombs (Aquinnah Wampanoag) and Rae Gould (Nipmuc), Executive Director of the Native American and Indigenous Studies Initiative at Brown University, about decolonizing BSU curriculum, Diana shared Dr. Davis-Street's suggestion of a required core skills course on racial justice. Both Linda and Rae expressed excitement and support of the idea. Linda Coombs said, “Students still need to be taught how to relate to Indigenous people and POC as human beings, not things.” Like the Writing, Quantitative Reasoning, Speaking, and Logical Reasoning skill areas of our current Core Curriculum, a Skill area in Racial Equity and Justice would emphasize the practice of the competency through multiple iterations throughout semester-length courses, which would go through governance to be coded in the skill area.

One element of a new Core Curriculum could be a Planetary and Human Health area requirement that links ecological sustainability to equitable societies. The 17 UN Sustainable Development Goals (<https://sdgs.un.org/goals>), the Intergovernmental Report on Climate Change (<https://www.ipcc.ch/>) and scientists mobilized around the relatively new interdisciplinary science of Planetary Health all underscore that climate crisis is also a crisis of inequity linked to racial justice and the health of people and our planet. It is incumbent upon us as educators to equip our students with the literacies that not only deepen their knowledge of these intersections but equip them both to navigate and thrive in the increasingly precarious world they will inhabit.

The idea that every BSU student should take a course that addresses Racial Equity and Justice is expressed by a student responding to the survey of African American Studies minors: Question: Please describe what you learned or took away from this class. What do you remember most about it, or how do you feel it most benefited you? “I absolutely loved this class and Professor Field. I learned much more about the historical context of the African American experience and how this shapes the current social movements we are a part of today. I loved reading, watching and hearing about different important figures in African American history that I had never before heard of. I also loved hearing my peers and other students of color share their experiences because I think it is essential to the learning experience and has helped me become a more informed ally. The material was easy to get through and not too challenging for me. I think AFAM 200 should be a requirement for every BSU student because it is so essential to understanding how the world works today and why racial and social justice is so important. We have a Massachusetts and Constitutional requirement, so I don't understand why we do not have any type of Black History requirement because an entire population of people were left out of the Constitution, so it is not right to ignore that. I could go on but yes I loved the course.”

Data for Findings 13-15 are explained below.

**Finding 13:** BIPOC/ALANA students have reported a variety of unwelcoming policies, practices, and classroom environments.

**Finding 14:** Faculty, librarians, and staff members have made racist statements and assumptions about BIPOC/ALANA students and colleagues, with impunity.

**Finding 15:** White students have used racist words and behaved in discriminatory ways toward their peers in classroom and co-curricular settings, with impunity.

The Student of Color Student Success Focus Group Report (June 2020) offers multiple examples of SOC feeling out of place in spaces other than the LGCIE Center (formerly CMA at the time the study was conducted) including BSU administrative offices, student leadership offices and organizations,

classrooms, residence halls, and at campus events. The report also highlights lack of representation in student organizations and clubs and hostility in classroom settings. According to one student:

*We can talk about trying to get people of color into these spaces but if they are not trying to get people of color into those spaces it is a waste of your time because all your doing is mentally stressing yourself to go to a space that doesn't want you and I feel like we can only do so much and then when we create spaces for ourselves it becomes an issue because it's like oh well all of the people of color are focused in one space but it's like that's the only space that actually does diversity that's the only space where kids who are White or tan or whatever can come into this space and feel welcome because we're going to talk to them, acknowledge their presence, bring them into any type of activity we're doing and not having them feel left out but when you walk into [some] offices... there are not a lot of people of color and they look at you like you're crazy.*

Other students noted that they felt increasingly unwelcome and uncomfortable over time:

*I feel like for me when I came here it was kind of hard for me like challenging wise because I was never around so much like American or White people I guess and it was hard to like cause I never thought I would be friends with them or kind of like talk to them as in the way I would talk to my friends or my culture people, like I remember the first day of move in everyone was so nice but that's because it was the first day of move in but like after a few weeks or so I got to see the true colors of people like around me like my roommates they were raised stereotypical and like they always judged me in a different way and I never felt accepted in my room and being able to come here [CMA] and making friends here is what helped me get through freshman year and create that friend group that makes me feel much more accepted now.*

With regard to speaking in class, a student stated:

*... you get the stares, the whispers, the comments if you start talking, like sometimes I'll start speaking in Spanish with my friend in the middle of class and I'll get the look like what the hell are you doing, you don't belong here, it's very weird a feeling. Like damn you have to go through this every day? And I'm just tired of it at this point, I don't want to be the person that has to sit there and just know that I am being looked at different just by walking into the room.*

Another student explained their experience with implicit discrimination in the classroom and as part of the course curriculum,

*I know for me personally as criminal justice major, I am 99.9% the only student of color in the classroom...when they bring up crack statistics and it's like African Americans have this much % and people kind of look like you and it's like just because that it is a statistic doesn't mean that I am a criminal...what I've realized is that they don't talk about white collar crimes which are predominantly White people so it's all about like lower level communities type of thing and it's like this is awkward because I can't represent this population even though it's how I identify, I don't do this type of stuff, a lot of people their first reaction is Black and Hispanic people commit crimes and it's like really, we're not the only ones, that's been an issue for me in classes.*

The Amplify Report also highlighted a number of examples of testimonies from BIPOC/ALANA students of their experiences of microaggressions and other forms of racism in the classroom:

Two speakers spoke who had been consistently mistaken for each other by a professor when they were the only two Black women in a large lecture class. Rather than apologizing for mistaking them for each other (which was in itself a common theme in speakers' testimony), the professor made a running joke of his mistake, insisting they were "sisters" or "twins," asking about the other when one was absent, and calling attention to what he saw as their resemblance when

calling roll, which one of the speakers felt “erased” her identity. [When one of the students corrected the professor yet another time, the professor reportedly said, “How am I supposed to keep you Black girls straight when you change your hair every week?”]

Another speaker spoke of professors “suddenly using slang” when talking to her and reported that “teachers are looking to me to be an unpaid teacher and tutor in the class to train the other kids” on issues related to race. Student Erica Devonish presented on research that she conducted with an ATP summer grant about Black women’s experiences at BSU; her and her research partner’s interviews showed similar patterns of professors relying upon Black students to educate them and also treating Black students as representatives of their race in a way they do not treat White students. She also discussed rigid enforcement of policies like attendance and grading that felt unfair to participants and the lack of support Black students encounter from professors, sometimes being urged to drop their major and change their plans to something less challenging. Another speaker talked about herself and other Black students being ignored by a professor until she did well on an assessment, apparently underestimating her and her classmates’ intellectual potential. (p. 4)

The Amplify Report highlights experiences of racism from White students: “At least four speakers talked about White students’ use of the n-word (and variants, as with an “a” ending) on campus, sometimes used in directly hostile ways and other times casually, including with other White students. One speaker said, “I had never been called a n\*\*\*r until I came to BSU.” Another said, “BSU students use the n-slur more than any other people I have known. And I think they do it because they are never held accountable.” Two speakers reported being told to “go back to Africa,” seeing “racist banners,” and seeing White students tear down Black Lives Matter posters. Multiple speakers felt that their complaints about this kind of behavior have been dismissed—there is no accountability for White students who use this kind of language (p. 3).

In addition to the previously cited data from the survey of African American Studies minors, we have collected testimony, rendered here anonymously from a Black Psychology student regarding experiences in the minor: “My experience at BSU has its ups and downs. On campus and in virtual classrooms, I always understand my status in the class. In classes students have said offensive and hurtful things to me and other students. At times I have to choose either to defend my character or stay silent. I don’t want to be perceived as a stereotype. There are times where I try to call out incidents, but as a Black woman, I am cautious about speaking out when I know the professor in the room isn’t calling out the students saying a hateful thing or isn’t making it clear that the action is inappropriate. I find it strange that my department doesn’t really enforce more social awareness/justice actions. My interaction with some students in my department is split. Some students have white savior complex and some of the psychology teaching is just reinforcing that. (I once told a student I am from Haiti and she then talked about her mission trip and how she wants to be a therapist to save poor people in countries like mine). Or students that don’t believe race is an issue. I do believe a majority of my department wants to take action, but they just don’t know how. Language.”

Data for Finding 16 are explained below.

**Finding 16:** In the course of this work, the campus saw the effects of a racist vignette in a research study, revealing the need for changes to research practices and the IRB structure.

In a screenshot posted to the BSU app and several social-media platforms in late February 2021, BSU students shared a survey vignette that called the Black Lives Matter movement “a wild beast preying on your local community” and asked survey participants how their community could reduce the movement’s escalation. The racist perspective in the vignette reignited racialized trauma across campus and well beyond, as reported in local news (*Brockton Enterprise*), on social media (e.g., Twitter, Facebook,

Instagram), and national press (*Newsweek*). The vignette was part of a survey designed by a faculty member and undergraduate researchers in the Department of Psychology and distributed to student participants, who participate in department research (e.g., by taking surveys) as part of their Psychology coursework.

Because the research study involved undergraduate researchers who received Adrian Tinsley Program (ATP) and Semester Project grants (from BSU's Undergraduate Research program) and one of whom was conducting the research for his Honors Thesis, the proposed research and the IRB approval letter were reviewed by faculty on the Undergraduate Research Advisory Board and on the Honors Advisory Board. What those faculty reviewed, however, did not include the racist vignette. The abstracts of the proposed research were significantly different from the survey that was utilized. The IRB approval letter submitted by the faculty principal investigator (P.I.) in May 2020 was for a different version of the survey that didn't reference Black Lives Matter—in fact didn't include any racial content. The P.I. submitted to the Undergraduate Research program another IRB approval letter in September 2020—for an *amendment* to the May 2020 approved study, not for a new study with a new set of vignettes.

The racist vignette and the aftermath of its revelation revealed several significant problems, ethical and legal:

- The publication of the vignette in the survey emerged from inadequate preparation of undergraduate researchers by their faculty mentor, as they inappropriately adapted a vignette in the research literature that doesn't contain racialized content, to make it about members of Black Lives Matter.
- The racist vignette was added to surveys about online vs in-person learning and about non-racialized policy differences between Democrats and Republicans, respectively, without framing, so there was no opportunity for participants to know they would encounter a vignette that could trigger racial trauma and therefore no opportunity for participants to leave the survey before encountering it.
- The racist vignette appeared in surveys taken by students in a required course in the Psychology major, *Introduction to Psychology*, in which students participate in human-subjects research as part of the curriculum. In this case, in the survey instructions, students who were completing it for course credit were told that they would forfeit the course credit if they left the survey. That practice strikes us as coercive.
- Reviews of the student research proposals by faculty members of the Undergraduate Research Advisory Board and Honors Advisory Board revealed that the research they approved was not the research that was carried out. They approved studies about online vs in-person learning and about non-racialized policy differences between Democrats and Republicans. They did not approve research including the racist vignette.
- Those reviews showed that the IRB also approved studies about online vs in-person learning and about non-racialized policy differences between Democrats and Republicans in May 2020. The addition of the racist vignette appears to have been submitted as an amendment to the previously approved IRB application; in other words, the change in the research to include the racist vignette may not have been reviewed by the IRB. A single member can approve amendments, according to federal regulations. But amendments are for minor changes, not for changes in content or purpose of the study.
- There is continued lack of information and knowledge in the campus community about the nature of the survey, with no communication about the language surrounding the vignette (i.e., references have been made to “contextual information” that hasn't been released).
- In online environments of social media and the University's own app, the racist vignette and the pain and anger of those who reacted to it were rapidly disseminated, compounding racial trauma on campus and across the country.

- There is a lack of explicit anti-racist evaluative tools in the IRB process.
- There is a lack of racial diversity on the IRB.
- Judging from public statements by an IRB member, there is little or no awareness of how racialized trauma can be triggered and cause harm to research participants.
- No community member external to the University serves on the IRB, which is not in compliance with federal regulations.
- The IRB application and review process include a narrow set of guidelines pertaining to “doing no harm” that do not account for racial trauma.
- The guidelines pertaining to “doing no harm” also fail to account for the potential for harm in the wider community beyond the research participants.
- The time lag between social media publication of the vignette and an empathetic, apologetic response from University leaders caused anger and hurt among several BIPOC/ALANA students, faculty, and staff, as reported in several ways, from social media posts to contacts made to RJTF members to student club and organization discussions.
- Lacuna in response to the research community from the IRB—only silence leaving those harmed by the survey questions to determine solutions to their pain on their own with ongoing lack of accountability to the campus on the part of the IRB.

One Black woman Psychology major shared her response when she saw the vignette on the BSU app: “When I first saw the psychology study vignette, it made me sick to my stomach. I felt hurt and betrayed by the school. Even after I learned the intentions of the study, I was still unsettled. That week it felt as if the department was intentionally not talking about it. I know they were trying to stay quiet until they got all the information, but their silence was much louder than their apology. I was able to heal from the pain it causes me by talking to other Black students because I knew I wasn't alone.”

Two groups of faculty mentoring undergraduate-research small groups of Black students in racial justice research are holding off for now and saying they might cancel their planned, IRB-approved projects. They're worried their research—with exemplary context about potentially triggering content—will be viewed as insensitive and hurtful. The research is on hold, even though their studies are very different from the Psychology study that has caused pain, and their studies are considered by human-participants research experts as models of how to conduct research on race-related topics with cultural competency, cultural humility, and trauma-informed methods. These examples speak to one of the less visible, yet significant, negative impacts of the racist-vignette research.

The need to make changes to research practices goes to the heart of decolonizing the University and examining the foundations of inequitable power relationships that historically have shaped the processes of knowledge creation to support and sustain power imbalances. Historical exclusion of BIPOC/ALANA researchers as well as women and LGBTQ+ groups have perpetuated white supremacist, heteropatriarchal norms that often go unexamined, without interrogating the impact on those populations of research questions and outcomes. Research must begin with the purpose and value of the research, mindful of “competing ethical obligations to research participants, students, professional colleagues, employers and funders, among others” (<http://ethics.americananthro.org/ethics-statement-4-weigh-competing-ethical-obligations-due-collaborators-and-affected-parties/>).

The question of how to “do no harm” is central to anthropological research, and we contend that the guidelines for ethical research at BSU should reflect the decades-long efforts of professional organizations committed to the highest standards of ethical research. Toward that end, the American Anthropological Association (AAA) website has a very well developed [statement of ethics](#) about conducting research that can be a useful guide for our campus. In the specific context of the RJTF, doing no harm relates directly to racial equity.

In addition to the above, other disciplines have developed ethical research guidelines, many with a focus on inclusivity and doing no harm. We include a sampling as both evidence for this recommendation and data:

- Association of Clinical Researchers: <https://acrpnet.org/about/code-of-ethics/> ;
- American Sociological Association: <https://www.asanet.org/about/governance-and-leadership/code-ethics>;
- American Association of Political Consultants: <https://theaapc.org/member-center/code-of-ethics/>;
- American Historical Association: <https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline>;
- World Economic Association Code of Ethics: A Pluralistic View [http://etdiscussion.worldeconomicassociation.org/wp-content/uploads/dow\\_ethics\\_ET.pdf](http://etdiscussion.worldeconomicassociation.org/wp-content/uploads/dow_ethics_ET.pdf) ;
- American Physical Society Code of Ethics: <https://www.aps.org/policy/statements/ethics.cfm>;
- American Association of Geographers: [http://www.aag.org/cs/about\\_aag/governance/statement\\_of\\_professional\\_ethics](http://www.aag.org/cs/about_aag/governance/statement_of_professional_ethics)

BSU's School of Social Work (SSW) crafted an open letter to its students and an additional letter to the BSU administration and campus community offering recommendations. The open letter states, "These recommendations include a public apology from the IRB, the release of the full survey, including the consent and debriefing materials from the IRB study in question, and lastly, we ask the IRB Chair to release a statement on how they will use this experience as a springboard moving forward to have more transparency and accountability in the IRB. We fully support the administration's plan for a review of the IRB protocols to infuse racial justice and equity as a priority. We also call for the implementation of education and training for the IRB and the community around research ethics, with an emphasis on racial justice including the legacy of racial injustice at the hands of researchers and protocols for evaluating research with an equity and racial justice lens. In support of the Student Government Association, we ask that the IRB Board be diverse and representative of the BSU community." Only one other department, Anthropology, responded to the open letter to the BSU administration and campus community, supporting the Psychology Department's statements. Both Departments were criticized by other faculty members in personal emails for speaking out about the response to the racist vignette, silencing further discussion.

Furthermore, federal regulations for Institutional Review Boards call for "a diverse group of members":  
The Common Rule requires at least five members with varying backgrounds on the IRB, so that research is reviewed from a collection of different perspectives. [...] The IRB, as a group, must be sufficiently qualified through the experience, expertise, and diversity of its members to be able to review the research activities commonly conducted by the institution. Relevant considerations may include training and education, race, gender, cultural background, and sensitivity to community attitudes. (Office for Human Research Participants, Department of Health & Human Services, 2020, p. 4-5)

BSU's IRB is comprised only of White members. One member on the IRB has publicly stated that they doesn't consider the vignette to be inappropriate in the context of the survey research. We find that view offensive and indicative of the problems of a lack of racial diversity on the IRB.

Data for Finding 17 are explained below.

**Finding 17:** BSU needs a central place with expert faculty/staff for leading racial justice research and advocacy on campus and well beyond.

We recommend that a center dedicated to intersectional and affinity group racial justice be created within the MRISJ. The creation of such a center would respond to a consistent theme among focus group and

survey participants: lack of time to do the work. Contributing factors to this time deficit are reductions in APRs, administrative barriers associated with interdisciplinary courses, and overreliance on faculty who are volunteering their time. As one respondent stated, “By creating a dedicated space with sufficient human and financial resources to oversee and conduct racial justice advocacy, BSU would help to alleviate the burden of volunteer faculty who are putting in extra hours without sufficient compensation or administrative support.”

The more people we have who are accountable to racial justice in their job descriptions, the more BSU can achieve. Intentional investment in racial justice also explicitly reflects the institution’s commitment to social justice, equity, and inclusive practices and policies at all levels. Both survey results and input from faculty participating in the pilot professional development workshop on decolonizing pedagogy offer evidence in support of coordinated efforts that respond to faculty limitations.

The creation of a center also reflects a commitment to this work, long-term. No longer are actions reactive to situational occurrences, but efforts are ongoing, responsive, and proactive, recognizing the purpose-driven, intentional, dismantling task of this work over time. Racial justice is restorative. It requires continuous focus, investment, and attention. It mandates patience, persistence, and understanding. Having a center also provides the centralized concentration of where this work lives and is maintained and the institution’s overt efforts of sustainability.

The creation of a dedicated space for racial justice would explicitly demonstrate to the BSU community, our constituents, and the larger geographic region our stalwart investment to racial justice efforts. It is of vital importance to have a centralized space for healing and restorative efforts towards racial justice. Davis (2019) underscores the symbiotic value of racial justice and restorative justice as a hand in hand journey, stating, “we who dedicate our lives to social change have a chance to succeed only if we also devote ourselves to individual and collective healing...that if we do not seek both justice and healing, injustice will keep replicating itself ad nauseum and we will find ourselves intoning the very same social justice demands generation after generation,” (p. 2-3; p. 41). A call to racial justice encourages an embracing of the realization for deeper healing.

As noted above, the proposed Center for Racial Justice Research, Advocacy and Support could sit under the existing umbrella of the Martin Richard Institute for Social Justice (MRISJ) as an illustration of this intentional effort at specifically confronting and dismantling racial injustice. Development of the Center would also be illustrative of the mission of the MRISJ “to build knowledge about social justice, to develop skills for advancing social justice through individual and collective action, and to serve as a catalyst for actualizing [BSU’s] commitment to social justice,” (<https://www.bridgew.edu/center/martin-richard-institute-social-justice>).

The proposed Center could promote and facilitate a broad array of racial justice collaborations across the University and beyond:

- Serve as a safe and healing space for faculty, staff, and students.
- Provide education, training and resources to students, faculty, and staff about white supremacy culture, decolonialization, and anti-racist practices.
- Function as a conduit among existing BSU programming, such as LGCIE and OID, with the purpose of working interconnectedly to develop, facilitate, and maintain initiatives, research and scholarship, and educational resources for faculty, staff, and students.
- Serve as an accountability partner to provide assessment, evaluation, feedback, and critical reflection towards structural changes reflecting racial justice.

Overall, the Center would serve as the holding and healing space for professional development in decolonizing and anti-racist pedagogies. Engaging in education as a liberatory practice, that is, “education

as the practice of freedom...implementing practices that both challenge the curricular and pedagogical biases that reinforce systems of domination...while simultaneously creating innovative ways to teach diverse groups of students,” (Davis, 2019, p. 45) towards applying best practices for engaging in and facilitating racial justice. In these ways, the center would be place that continuously scans and reviews the state of our racial equity on our campus.

Students on the Subcommittee identified the importance of creating an affinity space for Black students potentially named the Black Resource Center, the W.E.B. DuBois Center or some other name that reflects Black leadership and Black experience. Blackwell (2018) notes,

Valuing and protecting spaces for people of color...is not just a kind of thing that White people can do to help us feel better; supporting these spaces is crucial to the resistance of oppression. When people of color are together, there can be healing. We can reclaim parts of ourselves that have been repressed. In integrated spaces, patterns of white dominance are inevitable...[t]hings like being legitimized for using academic language, an expectation of...perfectionism, fear of open conflict, scapegoating those who cause discomfort, and a sense of urgency that takes precedence over inclusion. If you're White, you have a choice about whether or not you engage in uncomfortable conversations about race...if you're a person of color...conversations about race are unavoidable. In [affinity] spaces, we can share stories about the discrimination we've faced... [s]haring in integrated spaces often means preparing to defend our anger and frustration, or taking care of White individuals who find what is being said hurtful. Though it may feel like creating PoC spaces is a regression...regression would mean that we've solved the pain of racial inequality...it would mean that in integrated spaces everyone has equal access to being felt, seen, and heard,” (<https://arrow-journal.org/why-people-of-color-need-spaces-without-white-people/>).

Affinity spaces both for Black and other affinity groups would be places to talk to other Black undergraduates and would include the presence of persons with advisory roles. This idea corresponds to the “safe place” recommendations by Subcommittee 6 and reflects a history of calls for Safe Houses on university campuses. In attending to the above needs, the center intersects with, but also is distinguished from, other spaces on campus such as OTL, OID, and LGCIE. It supports the mission of the MRISJ with a focus on racial justice.

There are a number of models for such a Center that can be valuable for BSU. We offer some examples below. Many campuses developed various centers and organizations in response to the growth of the BLM movement. These examples demonstrate the importance of institutional responses. While our center would be responsive to the particular contours of our campus, it is important to underscore that nationwide efforts to establish such centers indicate critical need.

**Boston University:** “The mission of the Boston University Center for Antiracist Research is to convene researchers and practitioners from various disciplines to figure out novel and practical ways to understand, explain, and solve seemingly intractable problems of racial inequity and injustice. We foster exhaustive racial research, research-based policy innovation, data-driven educational and advocacy campaigns, and narrative-change initiatives. We are working toward building an antiracist society that ensures equity and justice for all.”

**University of Massachusetts – Amherst:** The Center of Racial Justice and Youth Engaged Research (CRJ) centers Black, Indigenous, and People of Color (BIPOC) in the work of racial and educational justice through community-school-university partnerships.

“True to our unwaverin' commitment to racial justice and youth voice in education, our family (a.k.a. we all play cousins around here!) of youth, educators, faculty, and community members engage in research and social action that contribute to intersectional liberation and tangible change across all educational contexts. CRJ is a sacred space for Black, Indigenous, and People of Color (BIPOC), and offers

professional development, programs, scholarship, media, events, and models for systemic change in education. We are a family of community members, youth, faculty, and students engaged in research and action across five interlocking areas of impact: Racial Equity, Critical Teacher Education, Youth Leadership, Fugitivity, and Community Engagement.”

**Shaw University** in Raleigh, North Carolina, has announced the creation of The Center for Racial and Social Justice. The purpose of the center, according to the university, is to enable meaningful social change by fostering engagement around civil and human rights, spiritual formation, discernment, and social justice. “Shaw University has been at the forefront of the movement to promote human and civil rights and social justice throughout its history,” said Dr. Paulette Dillard, president of Shaw University. “Creating the Center for Racial and Social Justice at Shaw will honor that tradition, but more importantly, enable Shaw and those who share our values and concerns to carry that tradition and commitment forward.”

The **University of the District of Columbia** has launched the Institute for the Study and Elimination of White Supremacy in America. Ronald Mason, president of the university said that “white supremacy cannot have its cake and eat it too. America’s success requires a better business model, one that allows human potential to flourish whatever its color or class. Start with the truth. Say that white supremacy in all its manifestations is the problem. Say that white supremacy is evil, a sin against the Laws of Nature.”

**Dillard University** in New Orleans is establishing its Center for Racial Justice. The center aims to become the leading educational conduit between law enforcement, community leaders, and citizens in New Orleans and the nation. The center will be under the direction of Ashraf Esmail.

The **Thurgood Marshall Civil Rights Center** launched in 2019, during the Sesquicentennial celebration of **Howard University School of Law**. Our vision is to help build a world where civil rights, human rights, freedom, and equal justice under law flourishes for all people who have historically suffered oppression or subordination on the grounds of difference. As Howard University’s flagship institutional setting for the study and practice of civil rights, human rights, racial justice law and advocacy, we intend to fulfill our mission sooner than most believe to be possible.

The mission of the **Stanford Law School Center for Racial Justice (SCRJ)** is to engage in a broad approach to educating, training, and developing students to become effective practitioners and leaders; to beneficially impact the conversation and understanding about race and social change, by providing research and collaborating on public policy and other legal projects; and to assist and strengthen the legal sector to advance racial and social justice. The goals of the Center are to promote and achieve legal and policy changes that expand equity and opportunity for Black people and other people of color and deepen understanding of the impact of legal developments on communities historically underrepresented or locked out of participation in key institutions of our nation. The SCRJ will serve as a preeminent venue for producing and disseminating research, teaching, and developing leaders, to advance policy and practice in furtherance of racial justice. The realization of this vision requires rethinking race and dismantling racism.

## **Section VI. Suggested Recommendations**

### *Professional Development*

- 1. Professional Development curricula in racial justice.** Develop and offer professional development (PD) scaffolded curricula in racial equity and justice for all full- and part-time faculty, librarians, academic staff and administrators, and student leaders (i.e., undergraduate and graduate students serving as peer mentors, University/program ambassadors, tutors, writing fellows, PALs, and other roles in which they mentor, supervise, or lead other students). (PD for students who work as Honors Program Racial Justice ambassadors might serve as an example for other student-leaders.) Professional development offerings should be:

- Customized (e.g., faculty offerings distinct from those for students; college-specific workshops that take into account different disciplinary approaches)
- Regularly scheduled at consistent times
- Embedded in the University calendar before the start of each semester. (A proposal for a “Common Hour”, one hour each week in which no classes are scheduled, and most other University business is suspended—was submitted through governance in 2019 and failed to pass. We recommend a reconsideration of the Common Hour proposal, on the day and time already determined by the Registrar to be least disruptive to current schedules, as the weekly time for Racial Justice Professional Development. That is the most effective means we can determine for the largest number of employees and student leaders to participate).

**2. Support and incentives for participating in PD in racial justice.** We request that department chairs, program directors/coordinators, supervisors, deans and other administrators, communicate clear support for participation in racial justice PD. For faculty and librarians, such support and incentives would demonstrate that department chairs, program directors/coordinators, and deans explicitly value and affirm their participation in racial justice PD. For staff, it includes support for including racial justice PD in their performance reviews.

**3. Racial Justice Faculty Fellows.** As announced by the Provost in April 2021, there will be two new Racial Justice Faculty Fellow positions available as faculty APRs (alternative professional responsibilities), one in the Office of Teaching & Learning (OTL) and one in the Center for the Advancement of Research & Scholarship (CARS) beginning in Fall 2021. They will plan, carry out, and support teaching and scholarship racial justice efforts by faculty and librarians.

Evidence for recommendations 1-3 comes from the following findings and sources:

- Focus-group and questionnaire responses from academic department chairs and program coordinators, calling for department-level/discipline-specific professional development in antiracist and decolonial curricula and pedagogies.
- Survey responses from faculty requesting areas of professional development pertaining to their specific disciplines and areas of expertise.
- Anecdotal evidence from those who’ve organized racial justice professional development offerings this year, who have received multiple requests for scheduling them at various times that can be accessed by colleagues with diverse schedules and for recordings that can be accessed asynchronously. The need for a consistent schedule with ready accessibility is clear.
- BIPOC/ALANA student reports of racism in the classroom (Amplify Report, SSD students of color focus group, Racial Justice forums)
- BIPOC/ALANA recent graduates’ letter of demands

*Antiracist, Decolonial, and Abolitionist pedagogies, policies, and practices*

**4. Expectations and tenure/promotion recognition for pedagogical changes.** Utilize BSU and other institutions’ examples of antiracist, decolonial, and abolitionist pedagogies as the *expectation* of all full- and part-time faculty of BSU. Encourage and reward, in contract-renewal and tenure and promotion reviews, faculty and librarian implementation of antiracist, decolonial, and abolitionist pedagogies.

**5. Faculty Summer Institutes.** Offer faculty summer institutes through MRISJ and/or OTL in antiracist, decolonial, and abolitionist pedagogies (continuing the model of the MRISJ Summer 2020 institute).

Evidence for recommendations 4-5 comes from the following sources:

- Focus group and survey data stressing the above three recommendations as incentives for engaging in these practices;
- Faculty assessment of the efficacy of previous MRISJ and OTL summer institutes for helping them make substantive changes to teaching practices, assignments, reading lists, etc.;
- Exemplars and assessment data from faculty leaders in antiracist and inclusive pedagogies (e.g., Melissa Winchell's inclusive syllabus model, Lee Torda's and Matt Salomone's antiracist grading practices, Allyson Ferrante's decolonized reading lists and classroom practices, Ed Brush's antiracist lab principles);
- Estela Bensimon's keynote address and workshops for BSU in Fall 2020, in which she shared racial-equity auditing/scorecard tools (also explained in McNair, Bensimon & Malcom-Piqueux's (2020) book, *From Equity Talk to Equity Walk*);
- BIPOC/ALANA student reports of unwelcoming, culturally insensitive, and/or microaggressive classroom and co-curricular environments (Amplify Report, SSD students of color focus group, Racial Justice forums)

*Student Learning Outcomes in racial justice in all programs and departments*

6. **Student Learning Outcomes (SLOs).** Encourage every curricular and co-curricular program and department to adopt and assess racial justice Student Learning Outcomes (SLOs) and to include them in program reviews and/or annual reports. Utilize examples from BSU departments/programs (e.g., Anthropology, Elementary & Early Childhood Education, MRISJ) and other institutions as models for those racial justice learning outcomes.
7. **Assessment of SLOs.** Support BSU faculty and staff with expertise in racial justice education (e.g., Kevin McGowan, Jackie Boivin, Wendy Champagne Williams, Judith Willison) to work in collaboration with the Office of Assessment in developing assessment tools for measuring student learning outcomes (SLOs) in racial equity and justice. The Office of Assessment could distribute suggestions to departments/programs for evaluating racial justice pedagogies and learning outcomes within the context of specific disciplines.

Evidence for recommendations 6-7 comes from the following sources:

- Our finding (through focus groups and questionnaires of chairpersons, based on discussion at a September 2020 chairpersons' meeting, and as reported by the Office of Assessment) that few BSU academic departments address racial justice as part of their student learning outcomes.
- BSU faculty presentations at the OTL's December 2020 Teaching and Learning virtual conference, as well as AY2020-21 faculty/librarian-led workshops and discussions (organized by this Subcommittee) on racial justice pedagogies.
- BIPOC/ALANA student testimonials at the Amplify event, the Racial Justice Forums, SSD students of color focus group, and Black History Month 2021 event.
- Joint efforts of three student associations on campus (the Cape Verdean, African American and Latinx Associations) inviting alumni to share their professional experiences with current students, based on trust and honesty while creating opportunities for workplace preparedness and resilience.
- The summer leadership program hosted by the Center for Cape Verdean Studies and the YALI program hosted by the Center for Global Engagement bringing young professionals from over 30 African countries together offering support models for students.

*Department and College Curriculum Revisions*

8. **Department of Interdisciplinary Studies.** Create an academic home for interdisciplinary teaching, scholarship, research, and programing. One model might be an Interdisciplinary Studies Department

to house and support BSU's current interdisciplinary minor programs, as a means of promoting racial and social justice in the administration of those programs and in the intersectionality of their curricular offerings.

9. **Black Studies Major.** Begin the process of creating a Black Studies major, with possible Concentrations in African Studies, African American Studies, and Afro-Caribbean Studies. A working group of faculty teaching in African American Studies has identified the following needs for such a process:
  - a. Support and resources for a robust process to develop a strong, coherent, comprehensive major and department: compensation and time for existing faculty to do this work.
  - b. Outside expertise on how to structure the department/major and to explain the up- and downsides of various structures in other institutions. (We need to hire a consultant who works within an existing African American or Africana Studies department to work with BSU faculty to develop the major.)
  - c. Tenure lines. We need faculty with deep expertise in African American and/or Black Studies more broadly who are hired to teach African American Studies courses.
  - d. Robust course offerings in African American history. Right now, we offer only one course in African American history: HIST 465. (Emily Field has worked with a faculty member in History to propose a second course, in the Core, to Governance, but we still don't have adequate courses or faculty dedicated to African American history.)
  - e. More administrative support.
  - f. Vernon numbers. (We need time slots in which to teach the new Black Studies courses.)
10. **Graduate Program in Racial Equity & Justice.** Conduct a feasibility study for a graduate degree/certificate in Racial Equity & Justice (or similar concept). We endorse the work already underway to develop a graduate degree program in Global Studies.

Evidence for recommendations 8-10 come from the following sources:

- Focus groups and questionnaire responses of faculty coordinators of interdisciplinary minor programs
- Communications from Assistant Provost for Global Engagement (Wing-kai To) and Dean of the College of Humanities and Social Sciences (Arnaa Alcon), each of whom has leadership responsibilities for several interdisciplinary minor programs
- Email communications from African American Studies faculty coordinator Emily Field
- Communications from faculty co-chairs of CoGS group studying Global Studies graduate program
- Meeting notes from Strategic Enrollment planning teams in Spring 2021 regarding the market for new graduate degree and certificate programs

#### *Core Curriculum Revisions*

11. **New Core Curriculum.** Overhaul BSU's Core Curriculum to represent the University as a racially just institution.
12. **New Core Skill in Racial Equity & Justice.** Create a New Core Curriculum Skill Requirement in *Racial Equity and Justice* (or in *Social Justice* more broadly).
13. **Revised Core Area of Global Cultures and Multiculturalism.** Revise the Core Curriculum Area Requirement in Global Cultures; revise and rename the Core Curriculum Area Requirement in Multiculturalism.

Recommendations 12 and 13, we contend, are a band-aid approach, better than not doing anything at all, but less effective than wholly revising the Core (recommendation 11), far overdue, weaving in the central concepts of this report: racial justice, decoloniality, and intersectionality. All of these are tied to the most pressing concerns of our time: climate crisis and the health of the planet as we know it. Ideally, a new Core Curriculum would be infused with equity across all structural inequalities. We recommend moving in this direction swiftly, pushing our institutional processes to adapt to the findings of the UN Intergovernmental Report on Climate Change, which says we have 10 years to bring about change to avoid a global emergency. Scholars and scientists underscore that racial justice is climate justice (<https://www.wbur.org/cognoscenti/2020/06/09/the-links-between-racism-and-the-environment-frederick-hewett>).

Evidence for recommendations 11-13 come from the following sources:

- AAC&U publications of “best practices” for core curricula
- Hanover Research assessments of “best practices” for core curricula
- Analysis of shortcomings in BSU’s existing Core Curriculum, which is long outdated and overdue for holistic revision
- Analysis of the insufficiency of our current student learning outcomes in Global Cultures & Multiculturalism

#### *Ethical and Just Research*

14. **Recognition of Racial Justice Scholarship.** Reward and recognize faculty, librarian, and student research/scholarship that promotes racial equity, racial justice, decolonization, and social justice. Such recognition could include intentional promotion of racial justice scholarship on the BSU external-facing website, intranet, and social media; Academic Affairs honors/awards for excellence in social-justice scholarship; and priority grant funding through CARS and Undergraduate Research (Adrian Tinsley Program) for such research.
15. **Do No Harm.** Commit as an institution to do no harm in research; offer peer-to-peer training in the psychological harm of racial and other forms of trauma. Revise the question on the IRB application about potential harm to ask explicitly about the potential for post-traumatic (including racialized trauma explicitly) harm triggered by research questions. Require Principal Investigators to explain how they will mitigate the harm on the most vulnerable populations of the researched community. Guidance from faculty colleagues in the School of Social Work, CARS Advisory Board, and Undergraduate Research Advisory Board, with expertise in human-subjects/human-participants research ethics is recommended.
16. **IRB changes.** We support the Provost’s plans for having an IRB administrator in the Office of the Provost, for appointing a Vice Chair to the IRB, instituting term limits, and for requiring at least two reviews of all applications, including amendments and those determined exempt from full board review. Offer racial justice training to members of the IRB that leads to an audit of procedures and decision-making.

Evidence for recommendations 14-16 come from the following sources:

- Professional organizations’ ethical standards for human-subjects/human-participants research
- BSU’s School of Social Work recommendations for research and the IRB
- Estela Bensimon’s Equity Scorecard auditing tools, which could inform IRB changes
- Health & Human Services federal regulations regarding IRB membership

### *Centralizing our Racial Justice Research and Advocacy efforts*

17. **Center for Racial Justice and Advocacy.** Establish a Center for Racial Justice Research and Advocacy to support scholarship, teaching, community partnership, and professional development in racial justice. The proposed Center for Racial Justice Advocacy and Support (CRJAS) could sit under the existing umbrella of the Martin Richard Institute for Social Justice (MRISJ) as an illustration of this intentional effort at specifically confronting and dismantling racial injustice.

Evidence for recommendation 17 comes from the following sources:

- Survey results from faculty and focus group responses from department chairs and program coordinators, calling for centralized/organized/institutionalized efforts in racial justice teaching and scholarship
- Models of such centers at other institutions (e.g., Rutgers, BU)

## **Section VII. Narrative of the Subcommittee**

### Overall experience of doing this work on behalf of the University: What lessons were learned? What new discoveries were made about problem-solving tasks with group members from across the spectrum?

Throughout the academic year, committee members expressed appreciation of the opportunity to conduct this research together and to offer recommendations based on our data collection. Early on with the subcommittee, Jenny Shanahan and Diana Fox reinforced the “web of values” diagram that the RJTF Co-Chairs had designed, emphasizing, following input from Diana Fox and Joyce Rain Anderson, the interconnectedness of these values. The Subcommittee as a whole emphasized the importance of honesty and creating a safe space to share often troubling stories; over the course of two semesters, we built a community where many of us felt comfortable expressing a range of emotions from camaraderie to appreciation to the occasional frustration of time frames for due dates as well as what we felt were some obstacles to equitable input from co-chairs to the overall committee about interaction with other co-chairs. The Subcommittee members were responsive to one another’s suggestions including ideas for the division of labor; Subcommittee members felt comfortable sharing their ideas both in Subcommittee meetings and independently to co-chairs over email or one-on-one Zoom meetings at times. We were encouraged by the openness to learning across disciplines, around concepts of decoloniality and intersectionality by the Vice Chairs.

There was not unsubstantial frustration around establishing a common framework for our research across Subcommittees, and it took us much of the first semester and even part of the second with ongoing conversations among our co-chairs, other subcommittee co-chairs, and the RJTF Vice Chairs and Chairs. The complexity of the dynamics among a large task force, with multiple members gathering similar kinds of information from some of the same campus constituents, was evident. It is crucial to underscore that the support of the subcommittee encouraged the co-chairs to express their beliefs about how the research process should unfold; and the web of values provided a source of courage to speak out. Occasionally questions about the results of the report emerged, such as the level of commitment to implementation and adequate funding for recommendations; however, as the RJTF came to a close, the final meeting with President Clark and Provost Ismaili underscored that “a significant amount of funds” had been reserved for the implementation process. We hope that at some point, the relationship between funding and implementation of recommendations becomes even more transparent.

### Unexpected discoveries and surprises for the committee

While we anticipated some of the responses we received from our survey, focus group interviews and questionnaires, hearing some of them in their honesty and vulnerability was surprising. For example, hearing faculty members express feelings of lack of knowledge, experience, and preparedness to teach around racial justice in their fields was a welcome expression of intellectual humility. Vulnerable

expressions of fear and inadequacy on the part of our respondents were critical confessions that have helped us to make our recommendations. We hope that the empathy and understanding we offered in interviews, for example, paved the way for such openness; however, we commend our participants for their courage in speaking their truths about what they need to overcome these obstacles –in addition to outlining the obstacles themselves. The overwhelming support for our mission was profoundly encouraging; going into this there was some concern on the part of some members about the extent to which the mission of the Task Force would be supported by colleagues and students, especially coming out of the Trump era. While we encountered less pushback than we may have anticipated, hearing it and seeing it written is distressing nonetheless. For instance, a faculty member expressed to one of the co-chairs that a focus on BIPOC/ALANA students made her worry about White students. Another faculty member noted (as we've shared elsewhere in this report) that he doesn't believe in white privilege, and when offered the opportunity to explore that, didn't take up the offer.

In addition, the racist vignette that emerged in Spring 2021, both heightened our sense of urgency around this work, and added to the cumulative data about lack of awareness on the part of many White members of our campus community about the many forms that racism takes. We had hoped for a different response on the part of the administration, rather than what appeared to be a justification for the racist vignette because it was created for the purpose of research. Responses about “context” and the intentions of the P.I. seemed to indicate that the harm done by the vignette was an unfortunate cost of doing scholarly work. We were also concerned by fears expressed by colleagues in multiple conversations following its dissemination that critique of the IRB and attention to the vignette could create a chilling climate for research; some colleagues indicated that the primacy of researchers’ “intentions” or interests were more important than the broader context of doing no harm. Members of this Subcommittee, many of us researchers ourselves, disagree with that fundamental idea. That is why our recommendations include a call for doing no harm in research. The “ends” of the research don't justify the means, in our assessment, when the means trigger racialized trauma. We believe that the calls by the RJTF for self-examination about the ways in which white supremacist and colonial ideologies and hegemonies remain on our campus must be taken up at every level and in every aspect of our work. We appreciate the changes to the IRB and its processes announced in the President and Provost's final letter of findings about the research study. In explaining how the administration and the IRB would move forward, however, that letter did not speak to accountability. We contend that the work of antiracism, decoloniality, and abolitionism must comprise what has happened in the past, as well as how we will move forward together. Because the campus remains unaware of the full survey and is unable to speak knowledgeably about it, we are concerned that a necessary examination of what went wrong isn't occurring. These unanswered questions and the inability to speak to what happened in a fully informed, honest way remain sore points for our committee. We remain hopeful about the implementation of our and the other subcommittees' recommendations. We also contend that accountability for past wrongs is a necessary part of racial justice.

#### What areas should the University explore further that have emerged from the work?

Given the scope of our work, we were unable to delve into some areas of the curriculum and co-curriculum that we think are important to address to flesh out our understanding of what is happening on campus. These are as follows:

- We were unable to take on a systematic analysis of courses with anti-racist, decolonial, and intersectional content, to mine syllabi for language, content and pedagogical approaches that could be usefully applied by faculty seeking to revise their teaching. We learned from the Office of Assessment that such an undertaking would be unlikely to reveal significant examples of antiracist, decolonial, and abolitionist curricula both because programs/departments aren't

currently asked to assess those areas and because each program/department submits materials only in support of its goals/outcomes that are the focus of that particular year's assessment work.

- This is also the case for research. At BSU, the wonderful culture of undergraduate research, often an extension of faculty research, as well as community work as public intellectuals offers a potentially valuable source of data.
- We did not interview AAC guidance staff to explore the extent of their knowledge around decolonial, anti-racist, and intersectional knowledge and how it can inform advising. The AAC was determined to be part of the purview of the Investing in Students Subcommittee. There was one incident around faculty accent discrimination during the Spring 2021 semester that involved an AAC counselor for an Anthropology student, and the email communications indicated strong awareness that accent discrimination was at hand; this is hopeful but not indicative of a systematic process of data collection.
- As noted in the rationale for research, there was an absence of an intersectional framework infusing the approach to research in the undertaking of the RJTF with respect to racial justice. While we introduced this into our subcommittee research as integral to our analytical framework, it was not integrated systematically in the entire work of the Task Force. Critical race theory emphasizes the importance of intersectionality as the theoretical framework that allows for an accurate assessment of social power and discrimination, without which problem-solving will be inadequate. If we are aiming for deep, transformational changemaking, future research should embed intersectionality into research design.

## Section VIII. Appendix

### Appendix A

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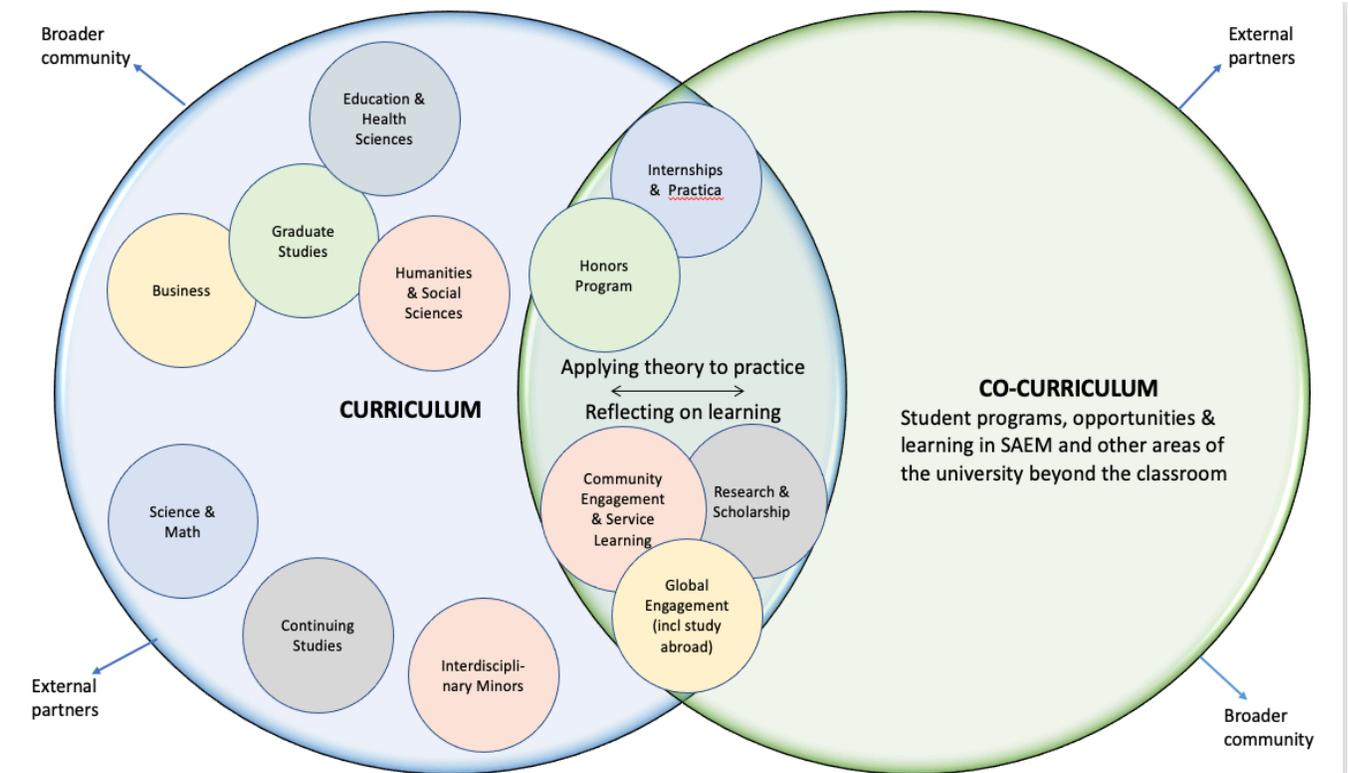
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## Appendix B

The following diagram captures the purview of this subcommittee.



View text version of chart.

## **Section IX. Acknowledgements**

We submit this report, respectfully acknowledging that Bridgewater, MA sits on the land of the [Wampanoag](#) nation whose histories and hardships have not always been told. We acknowledge that contributions to our report pertaining to a decolonial lens and practices derive from the courage, struggles, resilience, and many achievements of Indigenous communities and individuals.

We acknowledge the many contributors to this report across our campus who donated their time and energy in our data collection and without whom our recommendations would not be possible. We extend our thanks especially to BSU members of BIPOC/ALANA communities who have continually called for this work over many generations, and whose perseverance and successes, despite many centuries of historical inequities and suffering at the hands of white supremacist, patriarchal, hetero/cis-normative capitalism, inspire the work of this Task Force.

We acknowledge the leadership of BSU President Fred Clark in creating the Racial Justice Task Force and both the President's and Provost Karim Ismaili's commitment to implementing the recommendations of our report.

We acknowledge the RJTF Chairs and Vice Chairs whose profound dedication to the task at hand supported and guided us through careful listening and thoughtful responses to complex challenges in our work throughout the academic year.

Last but by no means least, we acknowledge the labor of the other members of the RJTF whose intellectual and emotional collegiality contributed to the meaningfulness and joy of this work.

# Exhibit B

Subcommittee:  
**BSU Workforce**

Non-Summarized Final Report

## **RACIAL JUSTICE TASK FORCE FINAL REPORT – SUBCOMMITTEE 2**

**Section I. Executive Summary** – See RJTF Final Report, page 25.

### **Section II. Introduction – About the Workforce Subcommittee**

The Workforce Subcommittee included the following BSU students, faculty and staff:

- Diane Bell, Co-Chair, Director, Internship Program Office
- Jibril Solomon, Co-Chair, Assistant Professor, School of Social Work
- Michelle Arnel, Class of 2023, Psychology major
- Jeanean Davis-Street, Dean, Ricciardi College of Business
- Vinny DeMacedo, Director, Regional Partnerships
- Shawn Flynn, Director, Human Resources and Talent Management
- Glenn Gonsalves, Associate Athletic Director, Athletics and Recreation
- Jo Hoffman, Associate Professor, Elementary and Early Childhood, College of Education and Health Sciences

The Subcommittee’s general area of inquiry was to examine the policies and practices relevant to the University’s recruitment, hiring, retention and support of faculty, librarians and staff of color at BSU.

While the primary function of recruitment and hiring lies within the purview of Human Resources and Talent Management (HRTM), the Workforce Subcommittee agreed that all administrative and academic departments/divisions share the responsibility for recruiting, hiring, retaining and supporting diverse talent in their functional areas.

The Subcommittee’s efforts to organize and approach the task of the committee began on October 2, 2020 as the Subcommittee Co-Chairs met to begin strategizing and planning how to proceed. The full Subcommittee met on October 16, 2020 and continued to meet weekly throughout the Fall semester. During the Spring semester, the Subcommittee met twice a week, as there was much work to be done in order to meet the deadline.

The group was inspired and guided by the sentiments of BSU students, which clearly indicated a need to have more faculty and staff of color on campus. While recognizing it’s not that simple to just hire more people of color, the Subcommittee needed to understand the current state of employee diversity at BSU. Most of the committee’s meetings consisted of reviewing existing data, discussing the findings and drawing conclusions that would lead to recommendations.

The Subcommittee considered the following hypothesis that guided its research, findings and recommendations:

- *“What elements in organizational policies, practices or cultural dynamics impede racial equity in the recruitment, hiring, retention and support for faculty, librarians and staff of color at Bridgewater State University?”*

To investigate this hypothesis, the Subcommittee members did the following:

- Reviewed data on current statistical representation of faculty, librarians and staff of color;
- Analyzed trends in recruitment and hiring over the past five years (2016 to 2020);
- Examined practices in recruitment, interviewing, campus visits and hiring patterns;
- Explored policies and guiding principles across departments and divisions for recruiting, hiring and supporting faculty, librarians and staff of color; and

- Conducted a survey to gather information about the experiences and observations of all BSU employees regarding racial injustice at the University.

### Section III. The Research Question

The Workforce Subcommittee’s primary research question was as follows:

- *“What elements in organizational policies, practices or cultural dynamics impede racial equity in the recruitment, hiring, retention and support for faculty, librarians and staff of color at Bridgewater State University?”*

Several secondary questions in the research included:

- *How diverse is the employee base at BSU?*
- *How does the level of diversity within administration correlate with the diversity of the student body?*
- *How does BSU recruit potential employees from diverse racial, cultural and ethnic backgrounds?*
- *What are the hiring processes (i.e., phone interviews and campus visits) that impact efforts in the recruitment and hiring of diverse candidates?*
- *What are the policies and practices for retaining and supporting hired employees from diverse backgrounds?*
- *How does BSU’s employee diversity compare to its sister institutions within the state university system (i.e., Salem, Framingham, Worcester, Westfield, etc.) and its peer universities (i.e., California State Bakersfield, Coastal Carolina University, SUNY Buffalo State, Western Illinois University; complete list via link -<https://my.bridgew.edu/departments/IR/SitePages/Peer%20Institutions.aspx>)*
- *What are the experiences and observations of all BSU employees regarding racial injustice in the recruitment, hiring, retention and support for faculty, librarians and staff of color?*

The Subcommittee’s research questions were grounded in the collective consciousness about racial equity issues addressed by students, faculty and staff who attended the following events during the 2019-2020 academic year:

**The Lewis and Gates Center for Inclusion and Equity Student of Color and Allies Fall 2019 Focus Groups.** During the Fall 2019, students of color and allies participated in focus groups organized by the Lewis and Gates Center for Inclusion and Equity (LGCIE). The Workforce Subcommittee examined the qualitative data and focused on the comments and suggestions identifying issues with diversity of the faculty and staff at BSU. Below are some of the comments from students:

- *“Even though one of my minors is in fact African-American Studies, I don’t really have options to take classes with any Black or Brown professors there.”*
- *“The lack of faculty of color and administrators of color, there’s very few so that makes it hard when you’re trying to get help.”*

Some of the recommendations addressed the need for a more diverse faculty and staff:

- There was an emphasis on the hiring of people of color across the University.
- Students in the focus group expressed a desire to “see themselves” represented in those teaching them and supporting them outside of the classroom.
- The students recommended that BSU “make it a priority to attract, hire, support, retain and mentor racially diverse faculty, librarians, staff, and administrators of color.”

**The Martin Richard Institute for Social Justice Racial Justice Forums.** In the wake of the murder of George Floyd, the Martin Richard Institute for Social Justice organized two forums in June 2020 for the community to come together to talk about the recent killings of Black men and women across the country.

The conversations were raw, powerful and honest. Voices were heard from students, faculty, librarians, staff, alumni and community members. The conversations allowed BSU to look at itself and uncover some of the issues of racial injustice on the campus.

In reviewing the notes and reports from these events held by the MRISJ, the Workforce Subcommittee paid close attention to the comments and suggestions about diversity in the workplace.

Students, faculty, librarians and staff recommended “the University address the deficiencies found in the representation of faculty, librarians, staff and administrators of color.” The recommendations also included support and retention for students of color, and mentoring, support and retention for current faculty, librarians and staff of color.

- *Increase racial diversity among faculty and staff (professionals and students said this)*
- *BSU should examine and change its hiring criteria and processes to ensure a more diverse and inclusive faculty and staff that is representative of the BSU student body.*
- *Concern about the lack of representation in BSU administration, staff and faculty; contributing to students not seeking out help in certain spaces and being unsatisfied with diversity in BSU leadership.*
- *When asked what the University can do to work for racial justice, “Overhaul procedures for recruitment and hiring to address and reduce racial bias; implement training and procedures to oversee the process for accountability.”*
- *Increase mentoring of people of color across sectors at BSU to help them expand their own horizons, move out of their comfort zones, help them feel safe and supported.*
- *And once again, participants stated “Hire more Black people as tenure track faculty, librarians, administrators and staff.”*

**BSU Alumni of Color Letter of Demands sent to President Clark.** On June 3, 2020, ten BSU alumni wrote a letter to President Fred Clark, the Board of Trustees, and the BSU administration. The letter contained a list of demands drafted collaboratively by recent Black alumni to ensure that “Black lives are affirmed on campus.” One of the demands addressed the support of faculty of color:

- *“We ask that you support our current full-time and part-time faculty members, especially those of color, by fulfilling your promises to uphold fair contracts with a commitment to hiring more fulltime faculty and pay increases for parttime faculty.”*

#### **Section IV. Methods**

The Subcommittee used a mixed methodology of both quantitative and qualitative data analysis. Existing quantitative data on statistical diversity ratios for faculty, librarians and staff were collected from Institutional Research and Human Resources and Talent Management.

Statistical data trends in applicants to hired employees of color compared to their counterparts from Human Resources’ analysis were reviewed. Qualitative data regarding employees’ perceptions and experiences of racial injustice were compiled from a survey administered to all faculty, librarians and staff. An IRB approval was sought and received (IRB Case # 2021057) for the survey study.

The Workforce Subcommittee decided to use existing data and to develop a survey to gather new information and data from BSU employees regarding their experiences in the University workforce.

Existing data that the Subcommittee reviewed included:

- Background historical data on employee demographics by race, ethnicity, gender, and sexual orientation overall and across each department and division. This data existed in the University’s Institutional Research Archives and was made available to our Subcommittee.

- Data on employee recruitment, application, hiring, and retention patterns and trends overall and by faculty and staff. This data was compiled by Human Resources and Talent Management and was shared with our Subcommittee.
- Data and information on the University’s policies, programs and practices regarding the recruitment, hiring, retention, promotion, and support for employees of color was needed but not available in any systematic, concise, or sometimes existing form. This data was generated from the Subcommittee analysis of the recruitment, application and hiring trends provided by Human Resources and the information from the Talent Management Team’s recommendations.

The Subcommittee asked for the following data, but found out the data did not exist:

- Employee experiences regarding racial injustices in terms of hiring, retention, promotion, and support for employees of color. This data did not exist prompting the Subcommittee to administer an employee survey to collect the data.
- Information on policies and proven practices regarding recruitment, hiring, retention, promotion, and support for employees of color did not exist. HRTM shared with the Subcommittee “efforts” or informal and inconsistent practices to improve recruitment and hiring such as sending staff to diversity job fairs in the Greater Boston areas and advertising on diversity websites. These “efforts” yielded no greater returns in the applicant of color pool at least over the past four years.

Challenges were encountered in obtaining the data. The Subcommittee initially found it difficult to gather data because there was no central location or systematic way in which the University collected, analyzed, and reported data. For instance, Institutional Research, Human Resources and Talent Management, Departments and Divisions collected different data sets which were not coordinated systematically. Thankfully, the Racial Justice Task Force created a database which served as a repository of all the data sets that the Subcommittee was able to access.

The Workforce Subcommittee developed a survey. The purpose and objectives of the survey were to gather information based on the (1) perceptions, (2) experiences and (3) recommendations on issues related to racial injustice that faculty, librarians and staff might have experienced personally or witnessed in their work environments. The survey results will provide information for future action to address racial injustice in the BSU workplace.

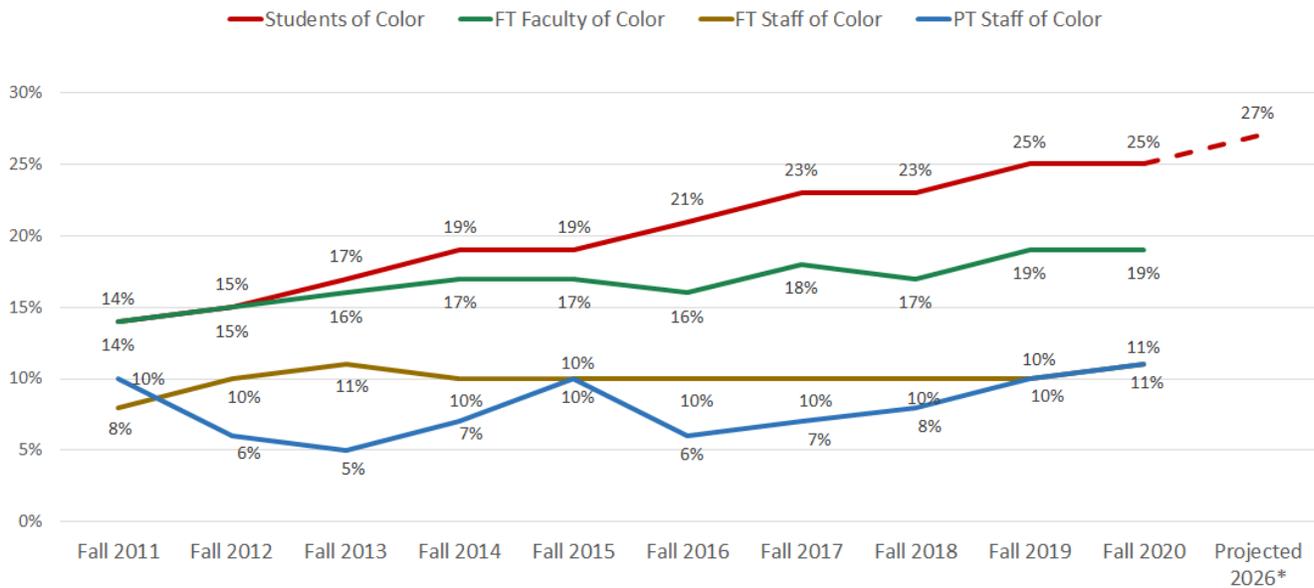
An IRB application was submitted and approved for the survey study. The Subcommittee launched the survey to all faculty, librarians and staff in mid-February 2021 and it remained open for approximately four weeks. At the conclusion of the survey, 330 employees participated and provided meaningful and insightful information regarding their own experiences and observations of racial injustice in the workforce at BSU. The survey sample is representative because the demographics of the 330 survey participants mirror image that of the overall University employees in terms of race/ethnicity breakdown. The Subcommittee did not conduct follow up interviews with a randomized sample of employees, due to time constraints, to further triangulate the results of the survey responses. All of the required anonymity and confidentiality protocols from the IRB were observed.

## **Section V. Findings**

### **Analysis of Existing Institutional Data**

The first step of the Subcommittee was to analyze the existing demographic data, recruitment processes, application standards, and hiring patterns of the institution. The graph below depicts some overall data about the University comparing students of color to faculty and staff of color ratios to establish some baseline data.

## BSU Students, Faculty and Staff of Color – 10 Year Trend



\*Based on NCES national projected 1% increase in white students and 19% increase in students of color: <https://nces.ed.gov/pubs2018/2018019.pdf>

The data trends revealed gaps in the ratios between the student of color versus faculty and staff of color. The gaps are smaller in 2011 and 2012, but they began to diverge in 2013-2015 and in 2016, the level of student diversity outpaced faculty/staff diversity at an ever-widening pace. This pattern has been consistent since Fall 2011 according to the graph above and is projected to increase even more by Fall 2026, if the recruiting, hiring, and retention strategies of the University remain the same.

The major finding here indicates that over the past 10 years, although the University made some important progress in increasing its enrollment for students of color, it did not achieve similar momentum with its hiring of faculty and staff of color. These gaps in hiring prompted the Subcommittee to further examine the University's hiring patterns to identify both progression and potential elements that might contribute to the low percentages of faculty and staff diversity relative to the students of color.

To understand the issues that might be related to the low hiring rates for faculty and staff of color, the Subcommittee reviewed data compiled by Human Resources and Talent Management on application and hiring trends from 2016 to 2020 to try to gauge the source of the potential gaps. Tables 1 and 2 below show patterns in application rate for faculty and staff of color that remained consistent over the past four years with White applicants currently at an average of 68%; Black at 4%; Asian at 25%; Latinx at 2% and American Indian/Eskimo at 0% on the faculty side. With respect to staff, current applicant rates stand at 85% for White applicants; 10% for Black; 2% for Asian; 1% for Latino/Hispanic; and 0% for American Indian/Eskimo.

Further examination shows that White faculty applicants are more likely to be hired when they apply (i.e., in the most recent data, White applicants make up 85% of the applicant pool, yet they received 90% of the jobs on the staff side; it is a similar story for White faculty applicants—68% applied, yet they received 75% of the jobs). The percentage rates for Black applicants on both the staff and faculty side stayed the same (10% applied with 10% hired for staff) or increased slightly (4% applied with 6% hired for faculty). As for other races/ethnicities, Asian, Latino, and Native Hawaiian applicants saw a decline in their apply vs. hire statistics for both faculty and staff (Asian staff: 2% applied, 0% hired; Asian faculty: 27% applied, 19% hired; Latino staff: 1% applied, 0% hired; Latino faculty: 2% applied, 0% hired; Native Hawaiian staff: 1% applied; 0% hired). There were no Native Hawaiian faculty applicants and there were no American Indian staff or faculty applicants during the most recent time period.

Jan 1, 2016 to June 30, 2017		July 1, 2019 to June 30, 2020	
<b>% Staff Applicants</b>	<b>n=4712</b>	<b>% Staff Applicants</b>	<b>n=2234</b>
White: 84%	3961	White: 85%	1909
Black/African American (AA): 11%	495	Black/African American (AA): 10%	231
Asian: 3%	147	Asian: 2%	48
Latino/Hispanic (LH): 2%	92	Latino/Hispanic (LH): 1%	31
Native Hawaiian/Pacific Islander: 0%	16	Native Hawaiian/Pacific Islander: 1%	15
American Indian/Eskimo: 0%	1	American Indian/Eskimo: 0%	0
<b>% Staff Hired</b>	<b>n=98</b>	<b>% Staff Hired</b>	<b>n=42</b>
White: 92%	90	White: 90%	38
Black/African American (AA): 6%	6	Black/African American (AA): 10%	4
Asian: 2%	2	Asian: 0%	0
Latino/Hispanic (LH): 0%	0	Latino/Hispanic (LH): 0%	0
Native Hawaiian/Pacific Islander: 0%	0	Native Hawaiian/Pacific Islander: 0%	0
American Indian/Eskimo: 0%	0	American Indian/Eskimo: 0%	0

Table 1: Application & Hiring Patterns for BSU Staff

Jan 1, 2016 to June 30, 2017		July 1, 2019 to June 30, 2020	
<b>% Faculty Applicants</b>	<b>n=1998</b>	<b>% Faculty Applicants</b>	<b>n=703</b>
White: 69%	1382	White: 68%	475
Black/African American (AA): 5%	108	Black/African American (AA): 4%	27
Asian: 23%	465	Asian: 27%	187
Latino/Hispanic (LH): 2%	37	Latino/Hispanic (LH): 2%	13
Native Hawaiian/Pacific Islander: 0%	0	Native Hawaiian/Pacific Islander: 0%	1
American Indian/Eskimo: 0%	6	American Indian/Eskimo: 0%	0
<b>% Faculty Hired</b>	<b>n=53</b>	<b>% Faculty Hired</b>	<b>n=16</b>
White: 81%	43	White: 75%	12
Black/African American (AA): 4%	2	Black/African American (AA): 6%	1
Asian: 15%	8	Asian: 19%	3
Latino/Hispanic (LH): 0%	0	Latino/Hispanic (LH): 0%	0
Native Hawaiian/Pacific Islander: 0%	0	Native Hawaiian/Pacific Islander: 0%	0
American Indian/Eskimo: 0%	0	American Indian/Eskimo: 0%	0

Table 2: Application & Hiring Patterns for Faculty

This finding illuminates probable issues related to the University’s recruitment processes (i.e., advertising). The application pool showed no growth in the percentage of faculty of color over the past four years. The following implications might be drawn:

- Throughout a 4-year timeframe, BSU attracted an average of 4% candidates of color in its applicant pool. Even though the University has changed its advertising approach or requirements, it tends to only maintain 4% candidates of color in our applicant pools. The committee did not uncover the reasons behind this trend. As BSU serves Plymouth and Bristol counties, and their population is nearly 20% people of color, the applicant pool should be more diverse. This is something to further explore, especially BSU’s reputation as a great place to work.
- This data could imply that our diversity efforts in advertising (i.e., required advertising sites, HRTM-selected sites, active recruitment) are minimally effective.
- The percentage of candidates of color that move to the campus interview is extremely low (4-5%). This can be directly correlated to the beginning of the Subcommittee’s evaluation/interview process which does not offer enough opportunity for candidates of color to move through the hiring selection process.

- The data seem to indicate that there are gaps in the hiring process including (1) lack of sufficient candidates of color in the hiring pool; and (2) lack of efforts or practices in reaching out to candidates of color that showed interest in current positions and postings.

Overall, BSU needs to re-evaluate its advertising, recruitment, and interview evaluation strategies and policies to remove barriers that impede candidates of color from seeking employment at the University.

**Student and Faculty Diversity at Massachusetts Regional Comprehensive Universities\***

	Total # Students (Undergraduate)	Total # Students of Color**	% Students of Color**	International Students	Students with Unknown Race/Ethnicity	Total # Faculty	Total # Faculty of Color**	% Faculty of Color**	International Faculty
Bridgewater State University	9,028	2,448	27%	29	170	762	104	14%	0
Fitchburg State University	3,815	1,164	31%	18	100	310	54	17%	0
Framingham State University	3,520	1,355	38%	36	52	301	51	17%	8
Massachusetts College of Liberal Arts	1,036	252	24%	0	37	135	17	13%	0
Massachusetts Maritime Academy	1,537	155	10%	3	108	138	17	12%	2
Salem State University (2019-2020)	6,273	2,193	35%	174	176	757	107	14%	4
Westfield State University	4,630	1,081	23%	18	255	457	63	14%	1
Worcester State University (2019-2020)	5,332	1,566	29%	74	340	444	44	10%	2

\*Data obtained by Subcommittee 2 from the Common Data Set 2020-2021 (unless otherwise noted), which is a set of common data elements and information about high education institutions. It is used as a means of streamlining information dissemination and improving the quality and accuracy for publications such as U.S. News and World Report, College Board, and Peterson's. Data were not available for Massachusetts College of Art and Design.

\*\*Students/Faculty of Color = Hispanic/Latino; Black or African-American, non-Hispanic; American Indian or Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or other Pacific Islander, non-Hispanic; 2 or more races, non-Hispanic

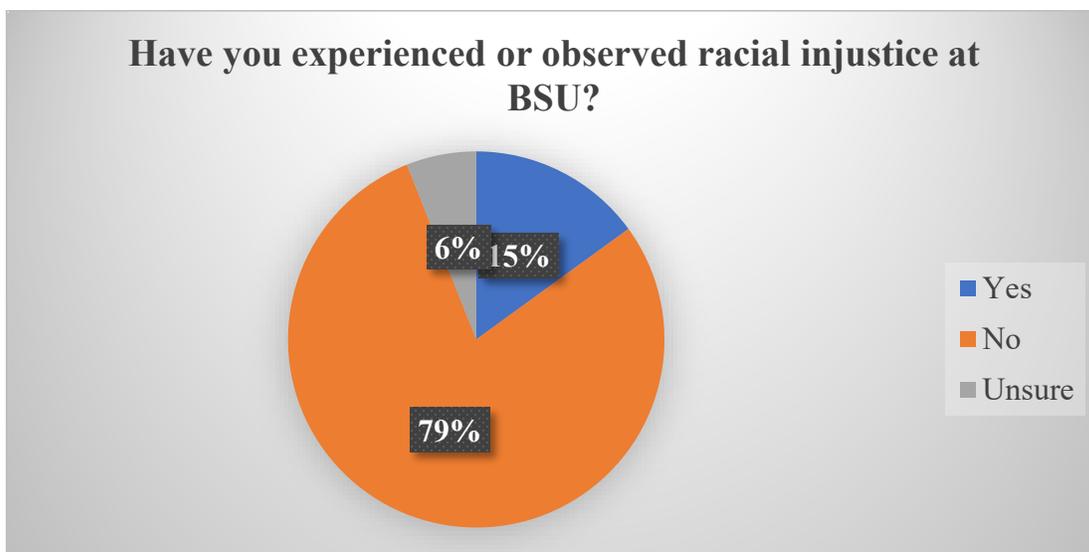
As the table above shows, the percentage of students of color at BSU is 27%, the fifth-highest percentage among the eight schools listed. The percentage of faculty of color at BSU is 14%, the same as Salem State University and Westfield State University, and lower than Fitchburg State University and Framingham State University, both of which have 17% faculty of color.

Data on employee diversity among peer institutions should be gathered in the future.

### **Analysis of Committee-Generated Survey Data**

As stated above, in addition to the analysis of the applicant recruitment and hiring data, the Subcommittee also administered a survey to all the employees at BSU to gather information related to aspects of the research question specific to understanding elements in organizational policies, practices or cultural dynamics that impede racial equity. The survey aimed to learn about employees' awareness and experiences of racial injustices across BSU in general and then more specifically related to hiring, retention, support, and promotion of employees of color in their departments and divisions. The intent of the survey was to provide the Subcommittee with real time qualitative data on the personal stories of BSU employees on racial justice that could be added to the quantitative statistical data gathered to fully understand the University's workforce perception of social justice.

The chart below represents summary data from one of the key questions on the survey that asked employees if they have experienced or observed racial injustice at BSU (n=330):



[View text version of chart.](#)

The question outcomes revealed that over two-thirds of BSU employees who responded to the survey have not personally experienced or observed racial injustice in the workforce. This finding draws attention to the culture and climate of the University, which is predominantly White, regarding employment, race, and equity. This data seems to indicate a University climate fraught with a lack of awareness of racial issues culminating with a campus culture that values racial justice in its mission but does not recognize it in its operational practices (i.e., hiring, retention, support, and promotion of employees of color) as problematic.

The data also uncovered some vital information and comments from one-third of the employees who responded to the survey who experienced or observed racial injustices in the workforce.

The respondents' comments indicate the following forms of injustices occurring at the University:

- Lack of mentoring for people of color.
- Micro-aggression by White administrators and some White staff.
- Lack of cultural awareness and sensitivity to the needs of employees of color.
- Lack of support and biases against employees of color.
- Lack of acknowledge and awareness of social justice issues within department/division cultures and climates.
- Lack of inclusion of people of color in department/division affairs in terms of special assignments.
- Norming of work environment culture based on White values, behaviors, and ideals and shaming or reprimand for non-conformity to the dominant expectations (i.e., dress code and personal conduct).

The survey also gathered data about employees' comments regarding racial injustices in hiring, retaining, supporting, and promoting employees of color.

### **Summary of Findings from Existing Institutional Data and Committee-Generated Survey Data**

The Subcommittee worked together to understand the data and determine what is well substantiated by the evidence accumulated. The Subcommittee was able to address the research question by understanding factors, policies and practices impeding recruitment, hiring and retention of faculty, librarians and staff of color. In reviewing all of the data, the following findings were revealed:

Finding: The current state of growth in the diversity of the student body outpaces that of employees:

- Students of color make up 25% of the undergraduate and graduate population
- 19% of the full-time faculty are faculty of color
- 11% of the staff are staff of color
- 9% of administration is of color
- 15% of management is of color

Finding: Two-thirds of BSU employees who participated in the survey indicated they did not personally experience or observe racial injustice in their workplace and additional findings in this area revealed:

- A University climate fraught with a lack of awareness of racial issues.
- A campus culture that values racial justice in its mission but does not recognize it in its operational practices (i.e., hiring, retention, promotion of employees of color) as problematic.

Finding: One-third of BSU employees who participated in the survey indicated they personally experienced or observed racial injustices in the workplace and shared these forms of injustices occurring at the University:

- Lack of mentoring for employees of color.
- Microaggression by White administrators and some White staff.
- Lack of cultural awareness and sensitivity to the needs of employees of color.
- Lack of support and biases against employees of color in hiring and promotion.
- Lack of acknowledgement and awareness of social justice issues within department/division cultures and climates.
- Lack of inclusion of employees of color in department/division affairs in terms of special assignments.
- Norming of work environment culture based on White values, behaviors, and ideals and shaming or reprimanding for non-conformity to the dominant expectations (i.e., dress code and personal conduct).

Finding: Gaps exist in students of color vs. employees of color data trends from 2011 to 2020:

- The data trends revealed gaps between the student of color ratios [25%]; faculty of color ratios [19%]; and staff of color ratios [10%] according to the Fall 2020.
- The discrepancies in these patterns have been consistent since Fall 2011 and are projected to remain the same, if nothing is done differently, by Fall 2026.
- Finding: Over the past 10 years, although the University made some important progress in increasing its students of color enrollment, it did not achieve similar momentum with its hiring of faculty and staff of color.

Finding: There is little growth in the applicant pool of faculty of color from January 2016 to June 2020:

- An analysis of the data points out probable issues related to the University's recruitment processes (i.e., advertising).
- The application pool showed no growth in the percentage of faculty of color over the past four years.

Finding: Hiring trends from January 2016 to June 2020 show low number of faculty of color:

- Patterns indicate consistently show low rates of faculty of color hired over the past four years. The percentage of candidates of color that move from applicants to the campus interview is extremely low, averaging 4% to 5%. This can be directly correlated to the beginning of the evaluation for interview process which does not offer enough opportunity for candidates of color to move through the hiring selection process.
- The data seem to indicate that there are gaps in the hiring process including (1) lack of sufficient candidates of color in the hiring pool; and (2) lack of efforts or practices in reaching out to candidates of color who showed interest in our positions and postings.

Findings: Data trends show low numbers of applicants of color from January 2016 to June 2020:

- Patterns indicate that over the past four-year period, the BSU staff applicant pool was comprised of predominantly White applicants (84%). Over this same period, the University job advertising and outreach strategies attracted roughly 10% Black/African American, 1.5% Latinx and 3% Asian candidates.
- Frequent changes to advertising and applicant outreach strategies were made to better inform BSU's diversity staff outreach strategy, which included focusing more on approaches using diversity required advertising sites and attending more diversity recruitment conferences and career fairs.
- The overall impact of advertising and recruitment efforts produced no change in increasing the diversity of staff applications.

Finding: Hiring trends from January 2016 to June 2020 show the low numbers for staff of color:

- Overall, the hiring patterns revealed that a strong majority of hires over the past four years are White candidates at an average of over 90% and just 8% for Black/African American.
- The screening of staff of color candidates might be a barrier to increasing the hiring pool.
- The phone interview process is potentially impeding upon candidates' advancing to the campus interview and subsequent hiring.
  - Our evaluation and/or our interview practices are not creating opportunities for faculty candidates of color to move to the first stage (phone interview) in our selection process. We are not having, reaching out or including those candidates of color who showed interest in our position/posting and invite them for phone interviews. We need to re-evaluate and consider evaluation and interview strategies, policies, and steps to remove initial barriers that would allow us to be in contact with more candidates (perspective applicants) of color who apply to our positions.

- Overall, the staff candidates selected to progress forward to the phone interview stage strongly favors White applicants (84%) versus roughly 10% of Black or African American candidates selected for phone interviews over the same four-year period. Although the University has increased search committee trainings, created a search committee hiring guide, changed advertisement/outreach approach, and created a policy that staff positions do not receive access to the applicant pool until they have met certain requirements, the rate of hiring of staff of color has remained low partly because of the phone interview bias.
- The selection, review and evaluation of final candidates need to be improved.

## Section VI. Suggested Recommendations

Based on the findings, the Workforce Subcommittee recommends the following actions to address areas of recruitment, hiring, retention and support of a more diverse employee base at Bridgewater State University. Given the limitations in available data, wherever there is little or no supporting data, the Subcommittee provided supporting observations:

### Recommendations on Overall Data Sources

**Major Finding #1—Data Sources:** The University does not generate a wide range of data specifically related to the diversity and racial experiences of BSU employees, which is a major limiting factor in generating recommendations. As a result, several of the recommendations that follow have few data sources to prove their efficacy in building a more diverse and equitable workforce.

- **Recommendation #1a:** Task IR, HRTM, and other employment entities around campus (i.e., Student Employment, COGS, Internship Office) with generating, analyzing, and disseminating a richer, more comprehensive data set (both quantitatively and qualitatively) on race and diversity employment statistics.
- **Recommendation #1b:** Restore some of the Factbook’s past report formats (e.g., the 7-factor Distribution of FT Employees Report, Departmental Rank Orderings by Race Report) that provided a more detailed breakdown of racial data.
- **Recommendation #1c:** Refrain from aggregating all races/ethnicities into one grouping entitled “Faculty of Color” or “Staff of Color”. This method of compiling data tends to mask the true representation of diverse employees and can lead to hiring practices that are still not reflective of the student body.

Supporting Observations:

- The Factbook provided a wonderful source of data, however in 2018-2019, some reports that provided a better context on faculty/staff racial data were no longer available.
  - Factbook 2015-2016: <https://my.bridgew.edu/departments/IR/Shared%20Documents/FactBook/Factbook%202015-16/2016%20Academic%20Affairs%20-%20Factbook.pdf>
  - Factbook 2016-2017: <https://my.bridgew.edu/departments/IR/Shared%20Documents/FactBook/Factbook%202016-17/2017%20Academic%20Affairs%20-%20Factbook%20with%20Cover.pdf>
  - Factbook 2017-2018: <https://my.bridgew.edu/departments/IR/Shared%20Documents/FactBook/Factbook%202017-18/2018%20Academic%20Affairs%20-%20Factbook%20with%20Cover.pdf>
  - Factbook 2018-2019:

<https://my.bridgew.edu/departments/IR/Shared%20Documents/FactBook/Factbook%202018-19/2019%20AA%20Factbook%20-%20Final%20with%20Cover%20Update%20updated.pdf>

- 2020 Admissions  
<https://my.bridgew.edu/departments/IR/Shared%20Documents/FactBook/Current%20Factbook/Admissions.pdf>
- 2020 Enrollment  
<https://my.bridgew.edu/departments/IR/Shared%20Documents/FactBook/Current%20Factbook/Student%20Enrollment.pdf>
- 2020 Faculty/Staff  
<https://my.bridgew.edu/departments/IR/Shared%20Documents/FactBook/Current%20Factbook/Faculty%20and%20Staff.pdf>

## Recommendations on Recruitment

**Major Finding #2—Recruiting:** BSU does not attract a representative number of diverse applicants to our job postings, despite the fact that we live in a diverse region of the Commonwealth of Massachusetts. Moreover, the annual amounts (\$20,000-\$30,000 per year) that we pay to advertise on diverse media platforms have not generated the return on investment as measured by the number of applicants from various racial and ethnic backgrounds.

- **Recommendation #2a:** Human Resources and Talent Management, along with Marketing and Communications, should develop a branding strategy to promote Bridgewater State University as a great place to work. The University already does a great job advertising BSU as a great place to learn with a diverse student body; this message now needs to be translated on the employee side.
- **Recommendation #2b:** Create a position in HRTM that is similar to the Director of Regional Partnerships with the goal of outreach to communities of color to recruit potential employees to BSU. This individual can work in conjunction with departmental chairpersons and division leaders to recruit faculty/librarians, staff, and administrators.
- **Recommendation #2c:** HRTM and MarComm should work together to create and modify the HRTM's website to have a comprehensive and cohesive emphasis on employment at BSU. This should include the creation of brochures and videos that highlight BSU's commitment to diversity/equity among its talented employees.
- **Recommendation #2d:** Redesign advertisements, recruitment and prospective applicant processes, practices, and policies to mitigate the challenges (i.e., negative perceptions, interactions, and experiences with BSU) that lead to low rates of application and hiring of more diverse candidates.
- **Recommendation #2e:** Create a more active recruitment plan. Strategically build local partnerships in an effort to have a greater presence within our local communities, groups and networks. Allocate funding to support and be present at events held by these partnerships.
- **Recommendation #2f:** Attend more career and job fairs locally and nationally in an effort to connect, build relationships and recruit talented individuals to work at BSU for current and future positions. Partnerships should be created between HRTM, deans and department chairs to proactively identify and attend conferences or events specifically to recruit candidates.

## Supporting Observations:

- BSU must work to build an image as a workplace that supports a diverse workforce. The University must be truthful in communicating that it's working to improve the track record on diversity and equity issues.

- Per the MSCA Collective Bargaining Agreement, Department Chairs are tasked with actively recruiting full-time and part-time faculty members. Given the imperative to also increase the level of diverse hiring, chairpersons must play a more active role in recruiting diverse candidates.
- The University has made efforts and, in some years, required that search committees provide at least two diversity advertising or outreach recommendations for each posting. It was noted that HRTM spends \$20,000-\$30,000 on an annual basis to advertise faculty and staff positions on websites that reach a diverse audience.

### Supporting Data:

- The applicant data pool indicates that a reactive strategy of “post position and wait” approach is not enough of an effort to attract a diverse candidate pool. (See Tables 1 and 2)

*Staff Application Candidate Pool:*

85% White

10% Black or African American

*Faculty Application Pool:*

69% White

23% Asian

4% Black or African American

### Recommendations on Hiring

**Major Finding #3—Hiring:** There is a measurable and increasing gap between the current number of students of color (25%) at BSU and the faculty/librarians of color (19%), staff of color (11%), and administrators of color (9%). (Fall 2020 data HRTM). Below we identify specific milestones to achieve by AY 2025/2026. To do so, the University must make progress annually to ensure success in meeting and exceeding these goals and so that we more closely reflect our increasingly diverse student body.

- **Recommendation #3a:** Increase faculty of color, especially Black/African-American and Latinx, to at least 20% by AY 2025-2026.
- **Recommendation #3b:** Increase staff of color in academic divisions, residential life and housing, student services, counseling, and the health center, especially Black/African-American and Latinx, to at least 20% by AY 2025-2026.
- **Recommendation #3c:** Increase the administrators of color (Vice Presidents, Assistant Vice Presidents, Deans, Associate Deans, Directors, Assistant Directors) at the department and division level to at least 20% by AY 2025-2026.
- **Recommendation #3d:** Re-conceptualize current policies and practices around (a) faculty search committees; (b) staff hiring; and (c) all hiring committees to ensure diverse perspectives; consideration for diversity, equity, and inclusion; transparency and accountability for a socially and racially just University system of review and evaluation of candidates of color during hiring.
- **Recommendation #3e:** Search committees should include at least 2-3 people from the academic discipline or functional area and at least one person trained by Human Resources and Talent Management in diversity and equity hiring practices. These diversity-trained individuals can serve on search committees throughout the institution in roles similar to how the Administrative Review Board (ARB) uses various EEOC-trained individuals to review Title IX and other discriminatory complaints.
- **Recommendation #3f:** BSU should consider adopting a version of the “Rooney Rule,” which requires that departments interview at least one or more diverse candidate for each

open position. If there are no diverse candidates in the final selection stage, the search committee must provide a detailed explanation for why there were no candidates of color.

**Supporting Observations:**

- It is evident that the search committee process must be overhauled. The University has utilized search committees to ensure a fair and equitable search. Current faculty and staff workforce data along with the four-year hiring trend demonstrates that the University’s efforts may not be as effective as intended.
- Our workforce data indicates low representation of faculty/staff of color across all divisions, departments, and areas; in some areas of the University there is zero representation of faculty/staff of color. Search chairs or hiring authorities unconsciously may be selecting members to join a search committee that look, think and will review candidates “like me.” Search committee members may be selected as part of the “in group” instead of having a different lens to challenge assumptions.
- The University created steps in both the Faculty and Staff hiring guide that recommends that committees send the list of candidates selected for phone interviews and/or campus interviews to identified personnel for approval. However, this is only a recommendation which is not always enforced.

**Supporting Data:**

*Additional data on Staff Candidates selected for phone interview:*

86% White  
10% Black or African-American

*Faculty Candidates selected for phone interview:*

65% White  
28% Asian  
3% Black or African-American

*Staff Candidates selected for campus interview:*

87% White  
10% Black or African-American

*Faculty Candidates selected for campus interview:*

76% White  
67% Asian  
3% Black or African American

**Policy Recommendations:** Create a policy that requires all staff and faculty search committees to provide rationale for the candidates selected for phone/campus interview to HRTM or a review committee for approval. The rationale must include examples or demonstrated areas that identify the candidates experience, knowledge, or involvement with equity-minded practices.

**Policy Recommendations:** Create a policy that limits the size of search committees to align with position classification. The policy should also include that two “equity advisors,” not selected by the hiring manager or search committee chair, be assigned to each search committee. For this policy to be successful, the Workforce Subcommittee recommends a process similar to the Administrative Review Board that randomly selects and assigns trained members to review cases. The Subcommittee would like to require the University to fund a group of BSU employees to be trained and certified in Diversity and

Equity Practices. This selected group would develop a pool of BSU members as “Equity Advisors” that have been screened and properly trained on equity-minded search techniques. Individuals from this pool would then be selected by HRTM to serve as a member of a search committee.

## **Recommendations on Retention**

**Major Finding #4—Retention/Promotion:** There have been several departures from BSU by employees of color in recent years. These employees have gone on to other institutions of higher learning and are doing well at these schools. Unfortunately, BSU does not have a standardized exit interview system for collecting information from employees of color who leave the institution, so there is no data to analyze and determine why faculty/librarians, staff, and administrators leave BSU.

- **Recommendation #4a:** Establish a formal exit interview and/or survey to capture information on why employees of all races/ethnicities choose to leave BSU.
- **Recommendation #4b:** Provide intentional professional development opportunities in the area of racial equity and social justice for all BSU employees, including student workers and graduate assistants. This will create a cohort of culturally competent employees who are better able to serve in leadership roles. It will also develop students/alumni who are ready to apply for entry level positions at BSU, thereby increasing the quantity of diverse candidates hired at BSU. A strong student employment program could serve as a hiring pipeline for more diverse candidates.
- **Recommendation #4c:** Build a formal racial justice and equity component into the evaluation process so that employees who engage in racial justice activities and professional development that is centered on diversity can be recognized for the equity skills they acquire.

### **Supporting Observations:**

- Some survey respondents stated that professional development seemed to be “...open to only White men in my department”. Supervisors should work with new hires as well as current staff, especially underrepresented minorities, to develop plans for professional development.

## **Recommendations on Support**

**Major Finding #5—Support:** Approximately 15% of the respondents to the survey shared personal experiences with racial injustice or observations of racial injustice in their workplace. In addition, there is no formal mentoring or support program for faculty/librarians or staff of color where they can cast off racial indignities and be restored during the workday.

- **Recommendation #5a:** Create an employee-based safe program and space to address racial injustices experienced by employees of color, to encourage learning across all racial/ethnic identities on campus and to develop allyship/support systems that combat biases, racism, discrimination, and micro-aggressions.
- **Recommendation #5b:** Develop a specific mentoring program for faculty of color, especially those serving on tenure-track and post-tenure reviews, around teaching, scholarship, service, and student advising processes and practices.
- **Recommendations #5c:** Develop a specific mentoring program for staff of color that supports the professional development, personal growth, retention, advancement and promotion of staff in academic divisions, residential life and housing, student services, counseling, and the health center.
- **Recommendation #5d:** Create a new Vice President/diversity officer to oversee all department and division accountability for practices, processes, and policies for recruiting, hiring, retaining, and supporting employees of color.

### **Supporting Observations:**

- Approximately 15% of respondents to our survey indicated they experienced or observed racial injustice in the workplace. It's clear that the formation of a safe space is needed for confronting racial injustices and further learning for the workforce in areas of anti-racism, allyship, affinity groups and mentoring are needed.

### **Section VII. Narrative of the Subcommittee:**

Members of the Workforce Subcommittee reflected on the overall experience of doing this significant work on behalf of the University. Based on the comments below, many lessons were learned and discoveries were made about problem-solving tasks with group members from across the spectrum.

- “Our group represented a nice cross section of BSU students (1), faculty/academic affairs (3) and staff/administration (4). We're also a diverse group by gender, race/ethnicity and years at the institution. We all viewed the problems, issues and brought varying perspectives in our recommended changes. We all agreed that this work will shake up the way things have always been, but it's a necessary change.”
- “Working remotely on a project of this magnitude posed many challenges. I missed the ability to gather in one of the DMF conference rooms to create a storyboard through brainstorming. The energy is contagious and the results are great!”
- “I learned the depth of disparity between the 2/3 and the 1/3 of the workforce. It was inspirational and enlightening to learn the experiences and perspectives of our Subcommittee members and how the heterogenous grouping allowed for better understanding in the scope of our work.”
- “In discussing these topics within a multiracial group of colleagues, I had to balance professionalism, respect, and honesty in such a way that I could both listen and be heard. I have a deeper appreciation for the race-based experiences of my team members and their desire to make true, fundamental changes at BSU.”
- “Effective problem-solving requires the engagement of the entire team. Oftentimes, several members were absent from the group discussions and I found that the interaction was “lesser” because of their absence. We needed to hear the voices of everyone who brought different perspectives, experiences, and wisdom to the conversation.”
- “The opportunity to participate in this Racial Justice Task Force subcommittee has challenged and stretched me, yet it has also been rewarding experience for me. I enjoyed working with my fellow committee members, everyone brought their “A” game to every meeting.”
- “You will see that there are big and small recommendations that will have a measurable impact. It is my belief that this will not change overnight, but if we stress the importance of a diverse workforce for our institution and our students, we will start to see meaningful change in the very near future.”
- “I believe that the RJTF has made a significant and lasting impact on how we as a University address racial justice now and in the future. I would also be remiss if I did not call out the extraordinary effort and time of the chairs of the subcommittees, as they all went above and beyond the call of duty.”

The members also identified unexpected discoveries and surprised findings:

- “I was surprised by the level of creativity we used to formulate ideas and solutions.”
- “While it's not surprising that a large percentage of BSU faculty, librarians and staff have not experienced or observed any racial injustice, it's just not acceptable to have even one member of the BSU community express that they've experienced or observed racial injustice. Many of the open-ended comments revealed there is much work to be done in departments.”
- “Viewing the racial composition of departments of campus demonstrate that there's a lot of work to be done in the hiring of a more diverse professional community.”

- “The 2018 Campus Climate Survey Reports paints an interesting picture of high satisfaction by faculty of color but not by staff of color when it comes to BSU as a welcoming place and regarding its commitment to diversity initiatives.”
- “I was surprised that so many White colleagues came forward to acknowledge witnessing injustices in their offices. Many of them mentioned the “added tax” on Black and Brown employees that are always called upon to do extra work for the good of our students.”

Finally, the members identified other areas the University should explore further:

- “We need to review student employment data and placement (graduate assistants, resident assistants, work study and non-work study positions, orientation leaders, Peer Assisted Learners, Social Justice Fellows, etc.). We’re interested in examining student employee data by race/ethnicity. It would be interesting to survey students as well.”
- “In reviewing student employment data, we might consider developing a pipeline to entry level employment via our student workforce. I would like to know how many BSU alumni of color currently work at BSU. If not many, as we employ undergraduate and graduate students, this might be a great way to build a more diverse employee base.”
- “We need more targeted recruitment efforts by HRTM”
- “Do divisions, departments and offices truly understand the value of a diverse work force?”
- “As I listened to the subcommittees’ findings and recommendations, I realized that there are commonalities across the recommendations. I would like the University to explore/identify those commonalities and take action on them.”
- “I read the President’s Report that David Wilson provides every day and one of the articles mentioned how some companies were removing the requirement for a college degree because its impact had racist implications that limited the employment options of Black and Brown people. We should consider this potential solution for some staff positions, especially since as an institution of higher learning, we can actually provide the opportunity for those individuals to acquire degrees over time while still working at BSU.”
- “I have not been on the campus long enough to judge the climate here but through the data that we reviewed and the questionnaire we submitted, we have come up with some workable recommendations to assist the University in being a more inviting and diverse workplace. One of the most obvious take-aways for me is that though BSU tries to increase employees of color to work at the institution, after reviewing the data we have not been successful in moving the needle over the last 10 years. I am not sure if it is a reflection of the demographics of the region or simply that we don’t have enough employees of color that apply but I believe if we are more intentional in our recruitment efforts, we would start to see the trend move upward.”

## **Section VIII. Appendix**

### **BSU Workforce Subcommittee Survey**

N=330

#### **Purpose:**

The purpose of this survey, from the Workforce Subcommittee of BSU’s Racial Justice Task Force, is to gather information based on the (1) perceptions, (2) experiences and (3) recommendations on issues related to racial injustice that faculty, librarians, and staff might have experienced personally or witnessed in their work environments. The survey results will provide information for future action to address racial injustice in the BSU workplace.

**Key Definitions:**

**Racial Injustice** refers to “the systematic **unfair** treatment of people of all races, resulting in **inequitable** opportunities and outcomes for all” in the following areas in your work environment:

- **Hiring:** bringing on new people to fill a specific job/role in your department, office, or program
- **Employee Retention:** efforts by management to encourage staff members to remain working in your department, office, or program
- **Training/ Professional Development:** opportunities to grow your skills in order to be successful within your department, office, or program
- **Promotion:** the upward movement of an employee from one job to another higher one, with increase in salary, status, and responsibilities

**Confidentiality and Voluntary Nature:**

If you have experienced an issue regarding racial injustice, please contact the Office of Equal Opportunity/Title IX and/or Human Resources.

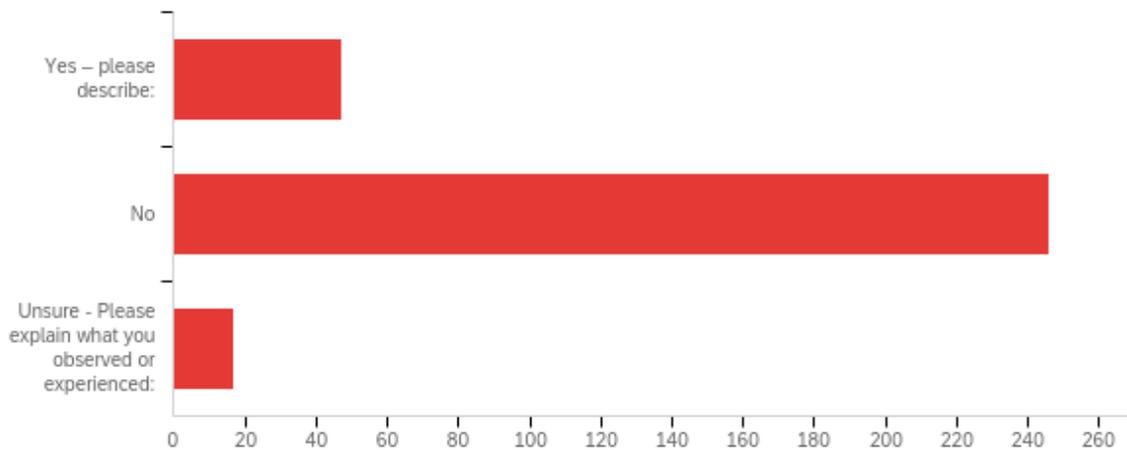
Your responses to this survey will be held in confidence. You will not be asked any personally identifying information. Please refrain from citing specific individuals by name. The report of results will only include general information about all respondents and sub-groups of respondents. You may be asked some questions that you may find sensitive and may skip those and any other questions as the survey is entirely voluntary.

The survey will take approximately 5 to 10 minutes to complete. If you have any questions or need additional information, please contact Dr. Jibril Solomon at [jl1solomon@bridgew.edu](mailto:jl1solomon@bridgew.edu) or Ms. Diane Bell at [d1bell@bridgew.edu](mailto:d1bell@bridgew.edu). Thank you for supporting this important work.

**Q1. Do you consent to participate in this survey?**

Yes	96.64%
No (decline)	3.36%
Total	100%

**Q2. Have you observed or personally experienced racial injustice (the systematic unfair treatment of people of all races, resulting in inequitable opportunities and outcomes for all) with respect to hiring in your department, office, or program?**



#	Answer	%	Count
1	Yes – please describe:	15.16%	47
2	No	79.35%	246
3	Unsure - Please explain what you observed or experienced:	5.48%	17
	Total	100%	310

If Yes, please explain:

we have a majority White staff
Unequal evaluation of candidate experiences in comparison to other candidates
Participating in BLM
probably implicit bias within the hiring process for new faculty and staff
Indirect dismiss of applicants due to race or national origin
I feel I'm asked to do more than my job description describes
My department has two BIPOC people on staff.
Lack of support/funding for implementing equitable practices--reaching out to sites/places specifically designated as BIPOC/ALANA graduate student spaces/publications/universities.
members of my department have been mistreated based on race
Implicit bias in the hiring process
Someone in human resources treated a certain group of people unfairly and with rude attitude <i>(identifying information has been removed)</i>
The staff within my office are almost entirely White. While I have not observed acute examples of unfair treatment of employees or potential hires, this environment may systematically make people of color feel unwelcome. I have also not found that candidate's experience working with diverse (racially, ethnically, linguistically) students is not given as much weight as other aspects of experience in the hiring process. Evidence of having this diversity experience and competency is not required in our job postings (as it is at many other institutions). The requirement of a masters degree is also something I question--as I have looked at similar jobs on other campuses, many require bachelors degrees and a minimum number of years of experience; this broader range of qualifications may be more inclusive.
A co-worker told me the only reason I got my job was because of my skin color. If it weren't for affirmative action/the school trying to create a diverse workforce, I would be in my position.

I was part of a job search in which the qualifications as written and the process tended to weed out Black candidates.
Recently, a friend from San Diego, who is Chinese American, was walking her dog early one morning and a car drove by, slowed down, stopped and got out and recorded her. He kept yelling at her and telling her that she didn't belong in the neighborhood. She was terrified.
Being Caucasian is a liability now. Being in your 40s, male and White is the kiss of death.
Conversations with supervisors about racial inequities in hiring practices.
There is an inconsistent approach to hiring practices and interviews. I have been part of structured interviews where there were questions provided for all interviewers, and then others where there was nothing. A staff search... <i>(identifying information has been removed)</i> ...had numerous inconsistencies in the process. The communication with candidates was horrible, the staff doing interviews (those outside of the search committee) were ill prepared. Little pieces like scheduling time for bathroom breaks weren't included.
In one of the hiring discussions regarding a candidate someone asked "Do we really want to hire another Jewish woman from high income background? We already have several" FYI...the assumption was the woman was Jewish and from high income status with no way of knowing but her name
personally experienced racial injustice
adhering to standards based on educational exclusion of people of color from prestigious institutions perpetuates racism in hiring.
too many people hired over more qualified candidates to fill a quota
A person experienced unfair treatment for what they looked like. Another person was treated unfair due to a medical condition. Another person was treated unfairly because of their age.
a decision to promote within rather than a search
Maintainers not receiving promotions due to ethnicity.
Looking for a particular type of candidate rather than the best qualified candidate
Hiring in entry level positions different than maintenance.
focus on fit into existing culture rather than how skillset can advance team
With recent hires, it appears as if people hire who they know given an unfair advantage to the applicant
my supervisor at the time actually said we were good and didn't need to hire anymore Black people because we had enough
Lack of effort to diversify pool of candidates for staff position <i>(identifying information has been removed)</i> , hiring of White faculty who are known to the campus rather than seeking outside candidates of color

implicit bias in hiring and University practices/policies that work against promotion of BIPOC people who are often last people hired

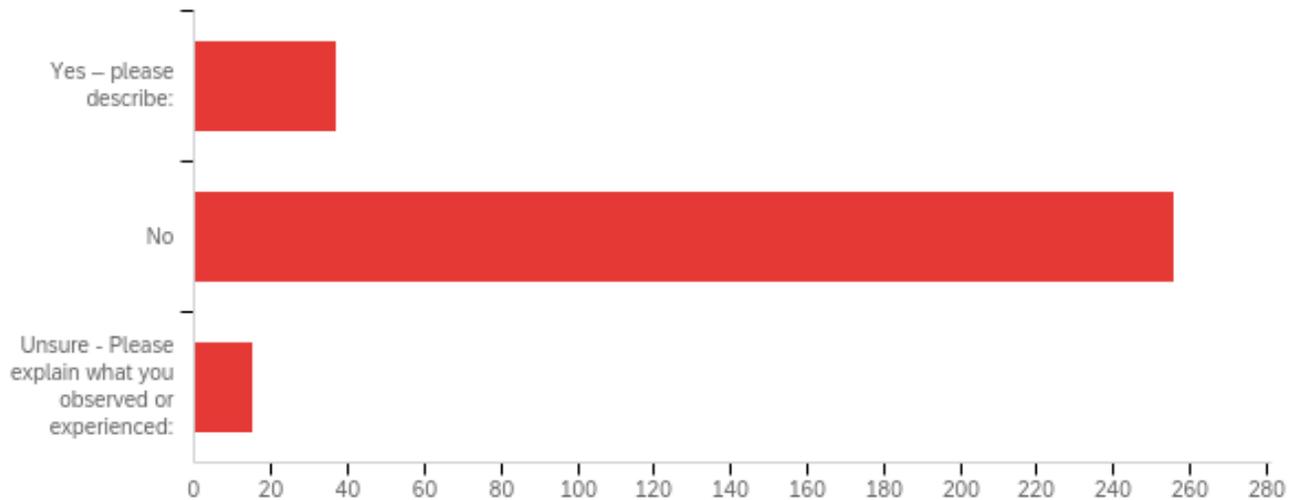
part-time temporary

candidates of color removed from searches when they don't totally meet all requirements. White people promoted/hired and/or given raises because they are friendly with White administrators.

Search Committee applied different qualification criteria to candidates of color

As a BIPOC teaching at BSU for more than 5 years (*specific years has been removed to prevent identification*), I have personally experienced being passed over multiple times (*specific years have been removed*) for FTT (full time teaching) positions. Those awarded with those positions have been a majority of White males who have significantly less credentials (degrees, awards, and in-field experience) than I do.

**Q3. Have you observed or personally experienced racial injustice (the systematic unfair treatment of people of all races, resulting in inequitable opportunities and outcomes for all) with respect to **employee retention** in your department, office, or program?**



#	Answer	%	Count
1	Yes – please describe:	12.01%	37
2	No	83.12%	256
3	Unsure - Please explain what you observed or experienced:	4.87%	15
	Total	100%	308

Yes – please describe:

Most classes go to White male PT faculty over well-qualified BIPOC PT faculty resulting in unfair treatment within the department.

lack of mentoring to people of color BY people of color because they are the only ones

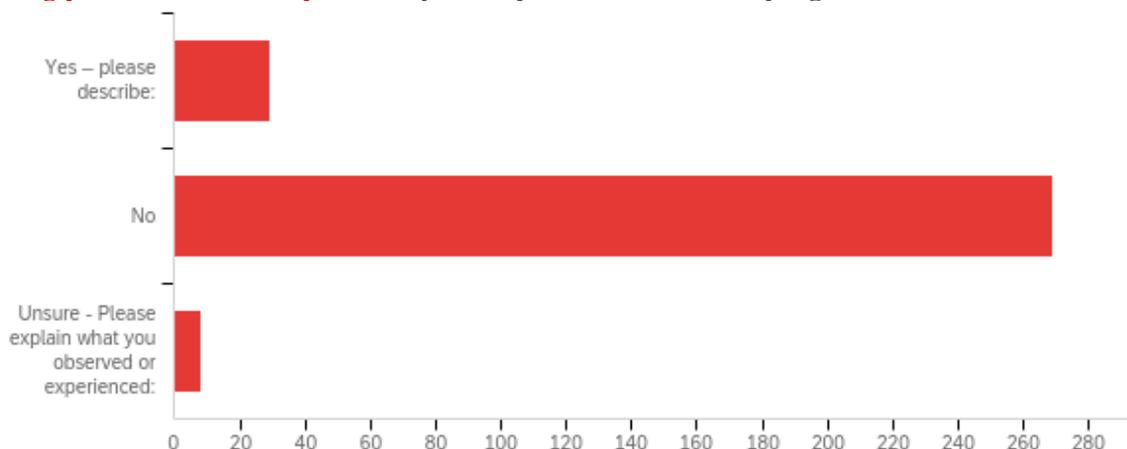
part-time temporary-
Need for mentoring, especially of young faculty
Lack of recognition by administrators of racial microaggressions experienced by faculty of color, lack of mentoring for faculty of color, lack of recognition of unique talents brought by faculty of color
my boss at the time blatantly refused to talk to the Black staff and give feedback and would wait until I was back and tell me to go address something that happened with them even though I hadn't seen it and it had been over a week. this happened all the time
a few of my colleagues recently left for other opportunities due to the lack of support from area administrators
An employee of color who was very qualified and an exceptional employee who was not given a position upgrade. She left and then a new employee was hired doing the same exact job the previous employees should have had.
Microaggressions committed by department leadership, which certainly contributed to a member of the staff leaving the institution.
seriously, the admin didn't care
I have seen staff from our institution leave to go to another institution because they have been asked to serve as the 'diversity' of the University and are often looked to be the educators on the topic even when it's not in their role. I know this is specifically why someone left within the past two years.
they give you more work
green card sponsor process unfair for international faculty members
personally experienced racial injustice
pushing out of employees that were older
I had a staff member leave the University because of microaggressions from our department director at that time, in combination with how the University didn't really do much to create a good environment for conversation on racial justice. They felt the University relied on people of color to do the work. They also shared how they felt these pressures and challenges from both White staff members and from other staff members of color, including staff members who work in areas that are supposed to be supporting the creation of safe spaces for students of color. They felt that if their skin wasn't dark enough, they weren't included.
restriction in teaching opportunities
unfair treatment of faculty of color
Previous answer about the imbalance of our office and how it may affect hiring also applies here.
A college administrator is White, and...dislikes some non-White faculty ( <i>identifying information has been removed</i> )
faculty of color have left my department in recent years
I have experienced handling of student complaints that have centered racialization to address student complaints. Inchoate focus on "unprofessional" behavior is a tool of maintaining the status quo of white habitus in academic departments
Yes, I feel I have to work 150% more than my White colleague
Opportunities targeted to a White system. Language and procedures standardized to a specific type of lived experiences

lack of awareness of complexities being a single parent and flexible deadlines
From what I have heard, we used to have a more diverse make up of staff

Unsure - Please explain what you observed or experienced:

I witnessed a VP tell her staff member of a different race to "use different words" when what she was trying to explain was perfectly clear as described
I don't feel that we offer appropriate mentoring and support within the departments for our Black and Brown colleagues.
A Black woman employed in my department during 2015-2016 was unfairly treated, and I believe this was in part, due to the color of her skin.
Those who have been in my department for decades are mostly White faculty.
I have no information on this to make a judgment based on past practices.
Again - no - in that I do not think most racism occurs in this "observable" way in our institution. That said, I do think some members are more likely to face harsher evaluations than others based on their race.
Chair has repeatedly expressed reservations about a Black faculty member that seem not based in the person's actual work or to hold them to unfair standards.
I don't think so. Maybe there are microaggressions? Same employee who told me I was hired only because of my skin color didn't give me an overload of classes (but gave the classes to PT faculty instead). His reasoning: I make a lot of money outside of school already and don't need any more. This appears to have nothing to do with race, but it came from the same White guy who always tells me, "boy, your skins looks really tan today." And yes, this is the same person who told me I was hired for my skin color only.
the answer is YES, but not related to employee retention
Disproportionate BIPOC in part time versus full time positions
I'm not always aware of how BIPOC faculty feel in terms of comfort level staying at a mostly White institution

**Q4. Have you observed or personally experienced racial injustice (the systematic unfair treatment of people of all races, resulting in inequitable opportunities and outcomes for all) with respect to **training/professional development** in your department, office, or program?**



#	Answer	%	Count
1	Yes – please describe:	9.48%	29
2	No	87.91%	269
3	Unsure - Please explain what you observed or experienced:	2.61%	8
	Total	100%	306

Yes – please describe:

Most resources and department funding get allocated to White male PT and FT requests over well-qualified and recognized PT BIPOC faculty.
part-time temporary
It was a while ago but things are often assumed and take the tone of a white perspective
Again, looking for a specific type rather than the best qualified
Lack of awareness of importance of issue of racial justice, both in training our division to work collaboratively with people of color but also to understand students of color's unique experiences and how that may affect them.
seriously!
We received feedback from staff that it wasn't
lack of mentorship
A department director recently spoke at a meeting and made racially charged comments about students. "Pulling the race card" was a term used by this professional.
(f)rom administration
Yes, there is a lot of impediment when a faculty of color seeks professional development opportunities
we had a decolonizing the curriculum training and many White people couldn't be bothered to attend
There are NO trainings/professional developments that are organized by the University administration specifically welcoming or addressing BIPOC/ALANA experiences in the academy to help them to cope and succeed. This amounts to negligence and neglect and hence inequitable practices.
I don't see any White colleagues getting requests to do what I'm asked to do
Difficult question, but yes, again, a normalization of practices and behaviors that accommodate better to white standards
Some BIPOC faculty are burdened by expectations that they should teach diversity courses or be involved in other diversity initiatives in a way White folks are not
We need to have more training and more ongoing required training on racial justice issues for all staff

Unsure - Please explain what you observed or experienced:

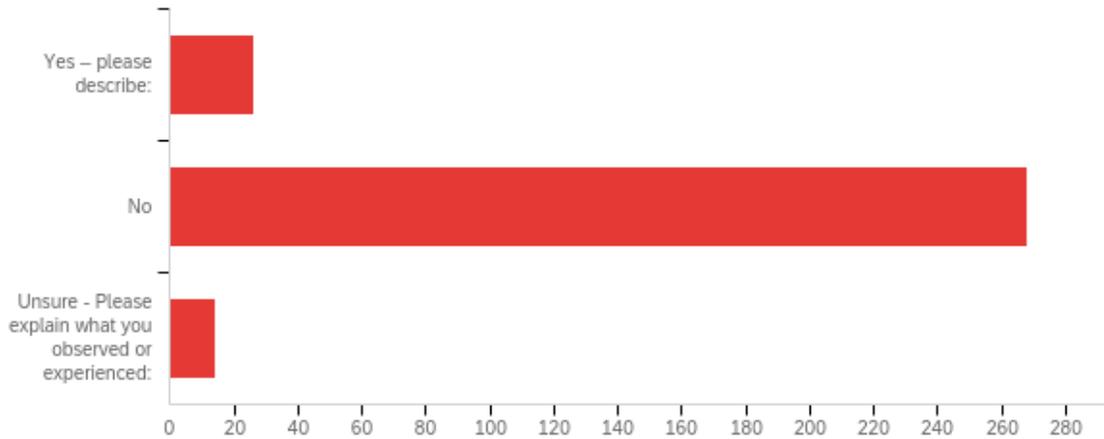
some professional development opportunities are not open and unsure of the selection process
Trainings/professional development have not covered racial justice/equity issues.

I have not been required to participate in any diversity/inclusion training since being at BSU for 4 years, nor has it been a major focus in our office.

My department does not include people of all races

We just need more training

**Q5. Have you observed or personally experienced racial injustice (the systematic unfair treatment of people of all races, resulting in inequitable opportunities and outcomes for all) with respect to **promotion** in your department, office, or program?**



#	Answer	%	Count
1	Yes – please describe:	8.44%	26
2	No	87.01%	268
3	Unsure - Please explain what you observed or experienced:	4.55%	14
	<b>Total</b>	<b>100%</b>	<b>308</b>

Yes – please describe:

As in hiring and promotions, White male faculty are hired and are promoted over well-qualified BIPOC BSU faculty year after year in my department. Yet, nothing is done.

already stated

only men, especially White men get promoted

In the last years, the promotions or the best employees awards have been given to White employees.

Nobody has been promoted in my division since its inception. There is not enough support to the directors and the demands are higher than ever. We are exhausted!

Just people of color not being selected even though they are qualified due to favoritism

promotions over more qualified candidates for diversity considerations

what do you expect us to say...get real

they don't give promotion

If you are not younger you do not advance
Does ageism count
A staff member in our area had to go through an interview process for a director role and was not offered the position, even with multiple years of experiences, and an unqualified interim director was hired from outside the University even though they had no experience in the work of the department. But within the division, another department recently had an interim director named, even with that person having fewer years of experience. The consistency across the division ( <i>identifying information was removed</i> ) is lacking. It promotes that there are favorites within the University. While both of these people are White men, if there were a person of color involved, I could see perceptions being that they didn't get a promotion because of their racial identity.
in awards given by admin
I think the previous question also relates to promotion, as expectations for department service gets wound up in the promotion process
In AFSMCE positions there is a visual discrepancy of people of race that hold supervisor or Admin II positions. In APA position review there is infrequent "approval" of promotions to people of color

Unsure - Please explain what you observed or experienced:

Same pay with more responsibilities for over the past 5 years
most positions held through promotion seem to not be held by any POC
Seems as if the only promotions in my office have been allotted to White males who bully
No, but that's because our entire division has one person of color as would be defined by most standards. We are a small division, but we don't even have enough racial diversity to hamper promotions of those who are racially diverse.
males get more money
I believe this is something you should be able to collect data on across the University which would likely tell a clearer story of what is happening. I do think that there is a bias in promotion based on race.
During the hiring freeze, some graduate assistants who are people of color were unable to apply for jobs listed for only current employees. In this way, the hiring freeze/privileging of current employees may exacerbate existing inequalities. In a different vein, there is also a tendency to hire recent graduate assistants, which may put those from other communities at a disadvantage.
yes, but no in the case of promotion
No nonWhite tenured faculty at this time

**Q6. How do you view the culture or the daily practice, norms, and values around racial justice or the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes in your department, office, or program at BSU? (please check one)**

- **63% of respondents said** "I view the culture in my department, office, or program as understanding and committed to racial justice."
- **32% of respondents said** "I view the culture in my department, office, or program as somewhat understanding and somewhat committed to racial justice."
- **5% of respondents said** "I view the culture in my department, office, or program as not understanding nor committed to racial justice."

**Q7. If BSU had an ideal space/place that allowed for ongoing support, problem solving, resolution, and response to racial injustice issues what would it look like? What characteristics of the space and/or the staffing would be most important?**

*The Workforce Subcommittee added this question for Subcommittee #6. Responses to this question can be found in the final report for Subcommittee #6.*

**Q8. What recommendations would you make about how BSU can address racial injustice (the systematic unfair treatment of people of all races, resulting in inequitable opportunities and outcomes for all) in the work environment for all employees?**

**Q9. Have you ever served on a **search or hiring** committee at BSU?**

Yes	63.67%
No	36.33%
Total	100%

**Q10. Have you ever served on a **tenure or promotion** committee at BSU?**

Yes	12.05%
No	87.95%
Total	100%

**Q11. What is your primary role at BSU?**

Part-Time Temporary Staff	2.58%
Part-Time Faculty	10.97%
Other (please describe):	1.94%
Non-Unit	9.68%
MSCA Full-Time Faculty/Librarian	21.94%
APA Administrator	30.32%
AFSCME Staff	22.58%
Total	100%

**Q12. How many years have you been employed at BSU?**

Less than a year	3.55%
1 to 2 years	7.42%
3 to 5 years	19.35%
5 to 10 years	22.90%
More than 10 years	46.77%
Total	100%

**Q13. What is your racial and/or ethnic background?**

American Indian or Alaska Native	1.26%
Asian	2.83%
Black or African American	5.03%
Cape Verdean	2.52%
Hispanic/Latinx or Spanish origin of any race	2.20%
Middle Eastern or North African	0.31%
Native Hawaiian or Other Pacific Islander	0.31%
White	67.92%
Prefer to self-describe:	5.35%
Prefer not to answer	12.26%
Total	100%

**Q14. What is your gender identity?**

Male	35.50%
Female	54.07%
Transgender Male	0.00%
Transgender Female	0.00%
Gender Non-Binary	0.33%
Prefer not to answer	9.77%
Other	0.33%
Total	100%

**AT A GLANCE Data – Spring 2021**

BSU’s Spring 2021 ‘At-a-Glance’ data is a concise and convenient collection of frequently requested information including student headcount, new student enrollment, retention and graduation rates, degrees awarded, full-time faculty, student/faculty ratio, cost of attendance, and more. It is available on the Institutional Research intranet page [here](#). In addition, Tableau account holders can access the at-a-glance report [here](#).

**Section IX. Acknowledgements**

A simple “thank you” and acknowledgements don’t seem to be enough. The members of the Workforce Subcommittee recognize that they could not have completed the task without the support of the following individuals and groups:

- Jill Beckwith, Director of Operations, MRISJ
- Joanna Boeing Bratton, Assistant Director, Office of Assessment
- The Racial Justice Task Force Senior leadership team – Chairs and Vice Chairs
- Human Resources and Talent Management
- Office of Institutional Research
- All members of Racial Justice Task Force for ideas shared during meetings

# Exhibit C

Subcommittee:  
**Education, Training, and Continued Learning Opportunities  
for Faculty, Staff, and Students**

Non-Summarized Final Report

## **RACIAL JUSTICE TASK FORCE FINAL REPORT – SUBCOMMITTEE 3**

**Section I. Executive Summary** – See RJTF Final Report, page 34.

### **Section II. Introduction**

Subcommittee 3 consists of nine members as follows:

Jabbar Al-Obaidi, Co-Chair - Academic Director of Global Programs, Institute for Global Engagement |  
Professor, Department of Communication Studies  
Joyce Rain Anderson, Co-Chair – Professor of Rhetoric and Composition, Department of English |  
Native American and Indigenous Studies Coordinator  
Mike Froio - Assistant Chief of Police, Bridgewater State University Police Department  
Tiffany Harriott – Class of '21, BSU Undergraduate Student  
Rita Miller - Dean, Undergraduate Studies  
Luis Paredes – Director of Office of Institutional Diversity, Student Success and Diversity  
Brian Salvaggio - Director of Talent Development, Human Resources and Talent Management  
Sabrina Victor - Recruitment Assistant, Human Resources and Talent Management  
Judith Willison - Associate Professor, School of Social Work

Our committee's area of inquiry centers around the education, training, and continued learning opportunities offered to faculty, staff, and students at Bridgewater State University, specifically related to the topics of diversity, equity, and inclusion pertaining to racial justice and decoloniality. This research includes required and/or voluntary training sessions and educational programming, both in-person and virtually. Training encourages BSU faculty, librarian, staff and student participation in the entire BSU campus offerings involving social and racial justice and dismantling settler colonialism.

As a Subcommittee, we initially questioned our reasons for joining the Racial Justice Task Force and what type of change we wished to see, specifically within our area of study. This discussion informed our work as a collective, and what we hope to bring to the larger RTJF. Each of us acknowledged our relationship to the question(s) posed, and whether we ourselves have or currently are taking advantage of University programming related to racial justice and diversity. We then questioned the efficiency and usefulness of the programs we participated in. We reviewed every member within our own Subcommittee and the department/division they reside in, and how the wealth of knowledge we all possess in relation to our place at the University can then inform our work.

We determined the need to identify all programming provided by BSU related to these topics, and this led to our collaborating on a group document listing education, training and learning opportunities. To begin, each Subcommittee member provided research regarding opportunities we developed, took part in, or that we could locate using the BSU extranet and intranet. We identified the following areas as the departments who sponsored the majority of race and diversity programs as shown in Table 1 below (next page):

**Table -1- Identified Areas of Education, Learning Opportunities, and Trainings by Subcommittee**

Office of Institutional Diversity	Martin Richard Institute for Social Justice
LGCIE (Lewis and Gaines Center for Inclusion and Excellence) Formerly CMA	The Pride Center
BSU Police Department	Human Resources and Talent Management
Minnock Institute for Global Engagement	Academic Affairs
Interdisciplinary Programs including African American; Latin American and Caribbean; Native American and Indigenous; Middle East and North Africa;	The School of Social Work
Academic Departments with Diversity/DEI Committees (Anthropology, Communication Studies, English, School of Social Work)	Student Success and Diversity

After brainstorming sessions and discussions, we determined that all data is not linear and cannot always measure this type of work; however collecting data would allow us to begin to learn more about what type of work needs to be done. Given the broad scope of this committee, we were concerned with how we would gather and analyze data and with the clear overlap of other subcommittees.

**Section III. The Research Question –**

Education, training, and continued learning opportunities for faculty, staff, and students should aim at setting intentions and expectations in the following ways:

1. Show a real need for racial interactions and acknowledgment to nurture a sense of inclusion as opposed to intended or unintended segregation.
2. Demonstrate to participants that there are real losses in the absence of people of color in any official or social space or classrooms.
3. Challenge how racial socialization manifests itself in so many forms, shapes, practices, and daily behaviors.
4. Work toward “an ethic of incommensurability” (Tuck and Yang, 2012). Tuck and Yang write, “an ethic of incommensurability acknowledges that we can collaborate for a time together even while anticipating that our pathways toward enacting liberation will diverge. Incommensurability means we cannot judge each other’s justice prospects by the same standard, but we can come to understand the gap between our viewpoints, and thus work together in contingent collaboration” (Tuck and Wang 2018).

We were guided by the following questions:

1. Who/what are trainings trying to change?
2. Do trainings/workshops make sense for what we are trying to change?
3. What political and/or power structures are associated with this work?
4. Who are participants and workshop providers accountable to?

Thus, our primary research question is two-fold:

- What education, training, and continued learning opportunities for faculty, librarians, staff, and students on racial justice/equity, diversity, implicit bias, inclusion or related topics has the BSU community offered? and
- What impact have these trainings had on faculty, librarians, staff, and students?

Further mid-level research questions include:

- How do we engage in deeper, more effective, and more sustained trainings?
- What resources are available? How do we motivate (or mandate) trainings?
- What are the barriers/obstacles?
- How is the larger Bridgewater community involved (residents of the town of Bridgewater)?
- What was the purpose of offering training opportunities, was there an evaluation, and, if so, what were the results?
- What has been the impact of training opportunities on the larger BSU community? How do we know the impact?

The Subcommittee discussions identified limitations of the research questions in addressing actual racial justice and equity work on campus. Questions around these limitations include:

1. What is the relevance of gathering past data on education, training, and continued learning opportunities for faculty, librarians, staff and students to moving racial justice equity forward?
2. How can this data inform our steps moving forward in racial equity?
3. Do we need a more centralized system of education, training and continued learning focused on racial equity on campus?
4. Would it be more productive to spend energy on determining what we want the future of BSU racial equity education, training, and continued learning to look like?

Our research questions are connected to some of the areas of concern expressed by students, faculty, librarians, and staff of color during multiple forums and as reflected in focus group results, the student and alumni letter of demands and other related reports. Below we outline which concerns and recommendations our research questions attempt to address. This information is also key to one of our recommendations.

1. Student and Alumni Letter of Demands (dated 6/3/20)

“We ask that Resident Life take steps to involve third party organizations led by BIPOC to lead diversity training that actively seeks to challenge and improve the cultural competency of Resident Assistants.”

2. Racial Justice Forums were held in June of 2020. Specifically, our research questions attempt to begin to address the following calls to actions:

- Implement campus-wide professional development on antiracism
- Provide trainings focused on social/racial justice for faculty, staff and students
- Utilize student feedback and ideas in shaping training and education
- Offer monthly or quarterly diversity seminars to discuss current issues and events
- Diversity trainings should be conducted by a third party (not BSU)
- Include racial/social justice training as part of orientation when hiring
- Mandate racial/social justice training for first-year students
- Implement workshops on allyship
- Share anti-racist practices with all students
- Implement two tiers of training--first tier mandatory and second tier optional

- Host a conference/academic meeting to showcase related research to campus community
- Increased training of faculty/advisors/ RAs
- Create main website dedicated to resources and events
- Develop summer reading list
- Develop specific training and development programs for BSU police

3. The African American Studies Program hosted an event--Amplify: Black and Brown Voices of BSU-- in August 2020. Our research questions attempt to address some of the concerns raised at this event and recommendations from this event including:

- Training for faculty, Resident Assistants, other employees and students in the form of an “anti-bias” course, White faculty and librarians can be trained to be powerful allies.
- Specifically provide training for White faculty and librarians in anti-racist practices such that racial microaggressions and other forms of racism do not occur in classrooms and grading processes.
- Training for faculty and librarians focused on more diverse and anti-racist course material and curriculae.
- Address diversity issues at orientation. There could be a required online training program similar to sexual harassment requirement.

4. A Student of Color Student Success Focus Group Report (based on focus groups held in Fall 2019) was released in June 2020. Our research questions attempt to address some of the recommendations and action items gleaned from the report on results of the focus group including:

“Continue to implement and expand institutional offerings/trainings focused on the enhancement of campus climate and the reduction of racism. A specific form of this work will re-emphasize skills related to anti-racism awareness and skill-building by students, faculty, librarians, staff, and administrators. It is the recommendation of the report authors that information about racism and ways to advance racial justice be infused throughout the student and employee life cycle.”

#### **Section IV. Methods**

We as a collective determined that the research questions would require additional resources and collaboration across the University in order to yield the proper data needed. Although many of our Subcommittee members have been involved in facilitating, hosting, and participating in multiple trainings and learning opportunities, we concluded that more data was needed from faculty, librarians, staff, and students that would allow us to determine 1) if the campus community participated in these opportunities and 2) if so, what opportunities did they participate in and 3) what types of changes to their daily practices and their ideas regarding racial justice and diversity did they make as a BSU member. These questions were posed in an attempt to track the success of BSU programming. However, we suspected there would be difficulty in assessing the impact or effectiveness of these trainings and/or opportunities.

For the Subcommittee to determine how to create superior education, training, and continued learning opportunities for faculty, librarians, staff, and students, we first needed to discover what is currently offered and which learning opportunities have the best results. The Subcommittee began with identifying the opportunities currently available on campus for faculty, librarians, staff and students. We identified opportunities offered in our areas and those that have been publicly advertised by reviewing the events section of the BSU webpage. Knowing that our lists were not exhaustive, we then constructed a survey to be sent by Vice Presidents to divisions and departments asking for information on trainings or learning opportunities offered on racial justice or issues related to equity (see Appendix 2). We also asked if the respondent knew which of the trainings was the most effective and how they knew that.

The primary challenges collecting the data were 1) we received few responses and 2) we do not yet have a way to identify which training sessions yielded the most powerful results. The few responses that we

received clearly are not indicative of the number of training opportunities available on campus. Part of the problem was that we asked for up to five years of information at a time when not everyone had access to their files and when several surveys were being administered. In addition, some offices and departments regularly host many learning opportunities which created a huge burden to supply information. There is also no way to assess whether a training achieves a certain goal.

The survey, contributions from BSU organizations, and our own collected information identified which departments offered trainings and what the topics were. As a result, the information was generally public information, not anonymous, and did not require IRB approval.

The following offices regularly provide training and additional learning opportunities primarily to faculty and staff:

- Human Resources and Talent Management
- The Office of Institutional Diversity
- The Martin Richard Institute for Social Justice
- Some area studies such as African American Studies, Ethnic and Indigenous Studies, Asian Studies

Offices that focus on racial justice training primarily for students are:

- The Lewis and Gaines Center for Inclusion and Equity
- The BSU Police Department

We then developed a survey which was sent to all BSU divisions. In the tables and descriptions below are the survey questions and results from 17 participants.

**Table -2- Divisional and Departmental Responses**

Question	Yes	No	Not Sure
Has your area offered/held any education, training, and continued learning opportunities for faculty, staff, and/or students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics in the last five years?	12	3	
Did your area offer/hold any important activities, trainings, or opportunities related to racial justice, racial equity, diversity, implicit bias, inclusion, or related topics longer than five years ago?	6	8	
The next question will ask you to provide dates, titles, and number of participants for any education, training, and continued learning opportunities for faculty, staff, and/or students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that your area held in the last five years. Would you prefer to upload a file containing this information, or would you prefer to type your response in a text box?	Upload 6	Text Box 6	
You indicated that your area held other important activities, trainings, or opportunities related to racial justice, racial equity, diversity, implicit bias, inclusion, or related topics longer than five years ago. The next question will ask you to provide a list of these events and the years they were held. Would you prefer to upload a file containing this information, or would you prefer to type your response in a text box?	Upload 4	Text Box 2	

Did any members of your Division/area attend any education, training, and continued learning opportunities for faculty, staff, and/or students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics in the last five years?	16	1	
The next question will ask you to provide a list of education, training, and continued learning opportunities for faculty, staff, and/or students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that members of your Division/area attended in the last five years. Would you prefer to upload a file containing this information, or would you prefer to type your response in a text box?	Upload 4	Text Box 11	
Would your division/area be willing to participate in a follow-up interview or focus group during the Spring 2021 semester?	13	1	3

Table 2 shows divisional and departmental responses received between January 20, 2021 and February 25, 2021. A total of 17 academic and administrative units responded to the survey, including Bartlett College of Sciences and Mathematics, LGCIE, Pride Center, Office of Institutional Diversity (OID), Economics Department, Office of the Provost, African American Studies, MarComm, College of Education and Health Sciences, Student Success and Diversity (SSD), College of Graduate Studies (CoGS), Division of Operations, Office of the Alumni and Development, IT Division, Division of Finance, Ricciardi College of Business, English Department, and Office of Teaching and Learning (OTL). Clearly, the response for the survey was low because of either the lack of interest in participating or due to a time constraint.

**Table -3-Major Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on Racial Justice, Racial Equity, Diversity, Implicit Bias, Inclusion, or Related Topics that Members of Your Division/Area Attended in the Last Five Years.**

Department	Events Attended in the Last Five Years
Student Success and Diversity	<p>Spring 2020 examples (additional information available upon request)</p> <ul style="list-style-type: none"> <li>• Staff reading and discussion of Whiteness in Higher Education</li> <li>• TED Talk entitled "White Immunity": Working through the pitfalls of "privilege" discourse   Nolan Cabrera   TEDxUofA - YouTube</li> <li>• Racial Affinity Caucuses</li> <li>• Educational Equity Webinar</li> <li>• REJI Virtual Summit and in-depth participation in a range of REJI events has occurred for six years.</li> <li>• Participation (and presentations) at peer-reviewed conferences on racial equity for the past five years.</li> </ul>
College of Graduate Studies	<ul style="list-style-type: none"> <li>• Post traditional learners teaching event, Fall 2020. October 28, 2020. "A Conversation Supporting Post-Traditional Learners for Success and Completion."</li> <li>• Techequity teaching event Fall 2020, over 50 faculty in attendance. Tuesday, November 17, 2020, 3:00-4:30. Post traditional Students, Diversity, and Technology.</li> <li>• Dean Lisa Boehm attends special training on diversity, racial justice and graduate students at all annual CGS conferences, yearly in summer and December since 2017.</li> <li>• Dean Lisa Boehm speaks on history of the Great Migration, Cape Cod Campus. Winter 2019.</li> </ul>

	<ul style="list-style-type: none"> <li>• Dean Lisa Boehm speaks on history of the Great Migration for Black History Month, February 2018.</li> <li>• PRIDE CENTER TRAINING FOR all staff at COGS, November 15, 2018.</li> <li>• HERCC training on implicit bias at Suffolk, Lisa Boehm and other deans attend, November 14, 2019.</li> </ul>
Office of Alumni and Development	<ul style="list-style-type: none"> <li>• Conferences sponsored by the Leading for Change Consortium</li> <li>• Workshops exploring Black Lives Matter</li> <li>• MLK events</li> </ul>
College of Education and Health Sciences	<ul style="list-style-type: none"> <li>• Amplify Event</li> <li>• MLK Events</li> <li>• Indigenous People's Day events</li> <li>• Teaching Tolerance program</li> </ul>
OTL	<ul style="list-style-type: none"> <li>• FY19 travel grants funded 4 faculty members to present at the National Association for Multicultural Education conference. 3 also attended in FY20.</li> </ul>
IT Division	<ul style="list-style-type: none"> <li>• BSU Diversity Series</li> <li>• Miscellaneous Professional Development</li> <li>• Annual IT Professional Development</li> <li>• Divisional Meeting</li> <li>• Webinars</li> <li>• LinkedIn Learning</li> </ul>
Division of Operations	<ul style="list-style-type: none"> <li>• "Campus in Action: Exploring the Global Treatment of Women" (2/11/16)</li> <li>• "Classism on Campus Workshop with Class Action for Faculty, Staff, and Administrators" - BSU (4/7/16)</li> <li>• 2017 Office of Institutional Diversity Workshop Luncheons - BSU (10/5/17, 11/2/17, and 12/7/17)</li> <li>• 37th Annual MWPHE Conference - Sturbridge Host &amp; Convention Center, Sturbridge, MA (11/1/19)</li> <li>• BSU Community Forum on Racial Justice # 1 - via Zoom (6/3/2020)</li> <li>• BSU Community Forum on Racial Justice # 2 - via Zoom (6/23/2020)</li> <li>• Division of Operations Diversity Training - BSU (12/2/19)</li> <li>• Racial Justice Caucuses</li> <li>• Maintainers' Diversity Workshop - BSU (3/6/18)</li> <li>• OID Community Learning Luncheons (7/8/20, 7/15/20, 7/22/20, and 7/29/20)</li> <li>• OID Dialogue I Resocializing my Racial Self - via Teams (12/9/2020)</li> <li>• OID Workshop Luncheon - "Supporting the Success of Female and non-Binary Employees at BSU" - BSU (10/31/19)</li> <li>• OID's Diversity Workshop Luncheon - BSU (2/4/20, 3/10/20, and 4/7/20)</li> <li>• Student Supervisor Workshop - BSU (8/15/19)</li> <li>• THINKposium - Week 1 Topic: "Truths about Race" (7/6/20 and 7/9/20)</li> <li>• Virtual Workshop Series Focused on Racial Justice I De-centering Whiteness - via Zoom (9/16/20, 9/23/20, 9/30/20, and 10/7/20)</li> <li>• Webinar with OID - "Helping Underserved Populations: Assessing Skills and Behaviors to Improve Student Success" - BSU (7/28/15)</li> </ul>
LGCIE	<ul style="list-style-type: none"> <li>• Day of Dialogue (3)</li> <li>• Racial Equity and Justice Task Force (last 3 years)</li> <li>• Empowered Bystander Training (2018)</li> <li>• Leading for Change (since its inception 6 years ago, too many to remember)</li> <li>• Racial Justice Task Force (est. 2020 – ongoing)</li> </ul>
Pride Center	<ul style="list-style-type: none"> <li>• Several OID lunches</li> <li>• De-centering Whiteness</li> </ul>

<p>OID</p>	<ul style="list-style-type: none"> <li>• OID Luncheons (8)</li> <li>• Supporting the Success of Female and Non-Binary Employee Luncheons (24)</li> <li>• Diversity and Inclusion Luncheons (16)</li> <li>• Community Learning Luncheon Series</li> <li>• THINKposiums (6)</li> <li>• Empowered Bystander Trainings</li> <li>• Community Learning Workshops (5)</li> <li>• Trainings and Workshops as requested by faculty, divisions, and offices</li> </ul>
<p>MarComm</p>	<ul style="list-style-type: none"> <li>• Workshops on decentering whiteness</li> <li>• Pride Center's LGBTQ 101 &amp; 102 Trainings</li> <li>• MPA classes</li> <li>• Web accessibility training</li> </ul>
<p>African American Studies</p>	<ul style="list-style-type: none"> <li>• AFAM 200: Intro to African American Studies classes</li> <li>• Students in AFAM 200 went on field trips to the Museum of African American History in Boston, to the Black Heritage Trail in Boston, to a tour of Black Revolutionary Boston, and on a virtual trip to a performance of the Alvin Ailey dance troupe.</li> <li>• Students in ENGL 317: African American Literature I class went to the Museum of African American History in Boston and to a play, An Octoroon.</li> <li>• ENGL 404 class on multiethnic American short stories came to the Martin Luther King Beloved Community event in January 2020.</li> <li>• Workshop offered by Lee Torda and Matt Salomone about anti-racist grading (Fall 2020)</li> <li>• A panel and then stayed for the other portions of the Martin Luther King Beloved Community event (Jan. 2020, keynote by Dave De Alexander, at the Black History Month banquet).</li> <li>• One Book One Community event on the underground railroad (spring 2019); a number of events and talks put on by Latin American and Caribbean Studies including Luis Paredes's talk, "Decolonizing Bodies and Dancing Afro-Peruvian Identity" (and two others but can't recall the names of the speakers)</li> <li>• Workshop led by Luis Paredes on bias</li> <li>• Africa Awareness Week event, Talk &amp; Discussion with Charlotte Hill O'Neal</li> <li>• Dean Lisa Boehm's talk, "Making a Way Out of No Way: African American Women and the Second Great Migration"</li> <li>• A talk by and a dinner with Dr. Elizabeth Duclos-Orsello of Salem State University on interdisciplinarity and social justice</li> <li>• Multiple events put on by student club Seeds of the Poet Tree (one open mic performance, one poetry reading with a visiting poet, and one workshop)</li> <li>• Some CARS May Celebration talks focused on relevant issues, such as Wendy Champagne Williams' talk on reintegration after incarceration.</li> <li>• Guest lecture by a non-academic historian, Margaret R. Sullivan, on the first African American police in Boston in the late 19th century.</li> <li>• Brought a class to a guest lecture by a local indigenous scholar on indigenous practices of knowing and local history.</li> </ul>
<p>Bartlett College of Science and Mathematics (BCoSM)</p>	<ul style="list-style-type: none"> <li>• Summer MRISJ workshops</li> <li>• Decentering Whiteness</li> <li>• RJ Forums through SSD</li> <li>• From Equity Talk to Equity Walk Book Discussion</li> <li>• Workshops offered through the USC Race and Equity Center</li> <li>• Various seminars offered through CCAS, AAU&amp;C, and ACAD</li> </ul>

<p>MRISJ</p>	<ul style="list-style-type: none"> <li>• Event with Suffolk County District Attorney Rachael Rollins – Spring 2021</li> <li>• Decolonization and Higher Education Forum – Spring 2021</li> <li>• Standing as Allies with the Asian American Pacific Islander (AAPI) Communities – Spring 2021</li> <li>• HRTM Search Committee Equity Workshop – Spring 2021</li> <li>• Black History Month Events (February 2021 and past five years)</li> <li>• MLK Virtual Engagement Series (9 events) – January 2021</li> <li>• MLK Day Events – 2021 (and past 5 years)</li> <li>• OID Luncheons – 2021 (and past 4 years)</li> <li>• Conversation with Beverly Tatum – November 2020</li> <li>• Environmental Justice Webinar – October 2020</li> <li>• Beyond Good Intentions: Taking Steps to End Racism (United Way of Greater Plymouth County and MRISJ/BSU) – October 2020</li> <li>• Indigenous History Conference – Fall 2020</li> <li>• Indigenous Peoples Week events – Fall 2020</li> <li>• School of Social Work Allyship Webinar – Summer 2020</li> <li>• Amplify Event – August 2020</li> <li>• MRISJ Summer Faculty Institute – June and August 2020</li> <li>• BSU Community Forums on Racial Justice – June 2020</li> <li>• Difficult Dialogues Series – Spring 2019</li> <li>• Social Justice Colloquium – May 2018 and Fall 2018</li> <li>• #EdJustice Series – Spring 2018</li> <li>• Justice Talks – Fall 2017, Spring 2018, Fall 2018, Spring 2019</li> </ul>
<p>Ricciardi College of Business</p>	<ul style="list-style-type: none"> <li>• Racial Justice Task Force</li> <li>• Racial Justice Forum</li> <li>• De-Centering Whiteness</li> <li>• "Gateways to the Airways" Aviation Diversity Program</li> <li>• "From Equity Talk to Equity Walk" Book Discussion</li> </ul>

Table 3 demonstrates that many divisions and departments are active in attending a variety of racial justice events. The Division of Student Success and Diversity, the College of Graduate Studies, the Office of Alumni and Development, the College of Education and Health Sciences, the Office of Teaching and Learning, the IT Division, the Division of Operations, the Lewis and Gaines Center for Inclusion and Equity, the Pride Center, the Office of Institutional Diversity, the Division of Marketing and Communications, the African American Studies Program, the Bartlett College of Science and Mathematics, the Martin Richard Institute for Social Justice, and the Ricciardi College of Business all indicated that their division/area attended racial justice events in the last five years.

Impact of Events on BSU Community

**Table -4- Impact and Effectiveness of Events on BSU Community 2015-2020**

<b>Impact</b>	<b>Effectiveness</b>	<b>Number of Participants</b>
Equity issues are top of mind in decision-making of the University	Not Measured	Unknown
Promotes the diversity work established by both Presidents Dana Mohler-Faria and Fred Clark	Not Measured	Unknown
Creates a culture of awareness and the need to examine practices	Not Measured	Unknown
Faculty have become more mindful about social justice, racial injustice, inclusion, race, discrimination, and diversity.	Not Measured	Unknown
Faculty included issues of race in their courses and teaching	Not Measured	Unknown
Raise the level of literacy among faculty for concepts associated with racial justice and white supremacy	Not Measured	Unknown
Taught us a new language when addressing race and racism	Not Measured	Unknown
Support our work with alumni of color	Not Measured	Unknown
Stirred and provoked participants to think about social identities	Not Measured	Unknown

As indicated in Table 4 the events held in the last five years created a culture of awareness and the need to examine practices, or lack thereof, established by and for the professional community. It is important to note that these events have been ongoing for many years and while we have addressed many issues, the work is far from over and the desire by the administration to continue the work is necessary. It also showed that faculty, librarians, staff, and students have become more mindful about issues pertaining to social justice, racial injustice, inclusion, race, discrimination, and diversity. Most importantly some faculty have incorporated these topics in their courses and teaching. The level of literacy raised among faculty for concepts associated with racial justice and white supremacy. It also has caused many faculty to ask and discuss questions in their classes like “What am I doing to actively combat racism?” and “What actions should I take if I were to encounter it myself or see others experiencing it?” One of the responders wrote that these events taught us a new language.

**Current and Future Events**

What education, training, and continued learning opportunities for faculty, librarians, staff, and students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics does your area plan to offer and/or believe would be important programs to be offered by other divisions of the University in the future?

**Table -5- Future Education, Training, and Continued Learning Opportunities for Faculty, Staff**

Department	Current and Future Event	Recommendation
Bartlett College of Science and Mathematics	<p>Two groups working in the area of Racial Justice:</p> <ol style="list-style-type: none"> <li>1. Faculty-led group Gross, Krevosky, Nellutla, Oussa, Serna) who hold regular meetings and provide resources for faculty members in the College. This group operates independently - though the BCoSM Dean's Office provides support as requested.</li> <li>2. Dean's Office group (staff and faculty members are in the group: Arndt, Anderson, Brandon, Kling, Shama, and Stahl) focused on finding ways to provide meaningful data to faculty members about student success and direct faculty to, or design development for, those who want to implement changes in their STEM classrooms and research labs.</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to do the current work as we have been doing.</li> </ul>
The Pride Center	<ul style="list-style-type: none"> <li>• Offered QPOC 101 which is new this year 2021</li> <li>• Hold the QPOC Peer Support Group. Empowered Bystander will be continued.</li> <li>• Unlearning Racism: Becoming a Racial Justice Ally</li> <li>• Empowered Bystander Training Reflective &amp; Intergroup Dialogues Debiasing Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer QPOC 101 and QPOC Peer Support Group. Empowered Bystander</li> </ul>
Marketing & Communication (MarComm)	<ul style="list-style-type: none"> <li>• Staff have participated in trainings, workshops</li> <li>• Disseminating this information throughout the division is vital.</li> <li>• Provide opportunities for staff members to share what they have learned with other members of the division.</li> <li>• Working on a multiple institution networking opportunity for faculty of color</li> </ul>	<ul style="list-style-type: none"> <li>• Considering launching a book club on race, diversity, and racism. Continue the series of Equity: Talk to Equity Walk.</li> </ul>
Department of Economics	<ul style="list-style-type: none"> <li>• Offers courses that incorporate racial equity and racial justice content into the curriculum</li> <li>• Attending BSU campus programs, and we will continue to amplify the impact of our attendance across the BSU community and beyond by posting information from the</li> </ul>	<ul style="list-style-type: none"> <li>• Continue offering courses that incorporate racial equity and racial justice content into the curriculum.</li> <li>• Continue to amplify the impact of our attendance across the BSU community</li> </ul>

Department	Current and Future Event	Recommendation
	events, as well as to related research, to Twitter accounts @BSUEconomics <a href="https://twitter.com/BSUEconomics">https://twitter.com/BSUEconomics</a> (4,600+ followers) and @BSUFinLit <a href="https://twitter.com/BSUFinLit">https://twitter.com/BSUFinLit</a> (6,500+ followers)	and beyond by posting information
The College of Education and Health Sciences	<ul style="list-style-type: none"> <li>Created a Diversity and Equity Steering Committee, and the Committee works closely with MRISJ for hosting various events. Beyond offering education and training on this topic, another important initiative is to increase social interaction and work collaboration between races and heritages for faculty and students.</li> <li>Promoting and encouraging understanding of each other's race and heritage helps to minimize racism.</li> </ul>	<ul style="list-style-type: none"> <li>Our initiative is to increase social interaction and work collaboration between races and heritages for faculty and students.</li> </ul>
English Department	<ul style="list-style-type: none"> <li>The Diversity Committee in English has ideas/plans, which as of yet are unspecified</li> </ul>	
Student Success and Diversity (SSD)	<ul style="list-style-type: none"> <li>Planning stage of a workshop series</li> <li>Racially Equitable and Just Student Service</li> <li>Provision for student-serving administrative/staff departments.</li> </ul>	<ul style="list-style-type: none"> <li>Continue planning of workshop series Racially Equitable and Just Student Service</li> <li>Repeat what PRIDE training to involve all new employees and to learn about any changes or new changes.</li> </ul>
Office of Teaching and Learning (OTL)	<ul style="list-style-type: none"> <li>Currently prepared to partner with the RJTF to offer as much professional learning as the group determines is needed.</li> <li>As our area transitions to new leadership, we believe it will be important for us to hire an individual prepared to lead OTL to be leaders in engaging faculty in this important work.</li> </ul>	<ul style="list-style-type: none"> <li>Hire an individual prepared to lead OTL to be leaders in engaging faculty in this important work.</li> </ul>

Table 5 shows responses to the question regarding future training and educational opportunities from the following eight areas: Bartlett College of Science and Mathematics, the Pride Center, Marketing and Communication Economics Department, College of Education and Health Sciences, English Department, Student Success and Diversity, and OTL.

**Table -6- Purpose of Various Events Held Over the Last Five Years**

Purpose	Department
<ul style="list-style-type: none"> <li>• Improve faculty member knowledge of equity issues in higher education.</li> <li>• Provide open sessions where faculty can discuss equity issues in their courses/departments/in the college.</li> <li>• Take action to ensure that equity data is easy to access and development opportunities are available for those who want to make a change in their work at BSU.</li> </ul>	Bartlett College of Science and Mathematics
<ul style="list-style-type: none"> <li>• Sharing the perspectives of students of color with their White peers; addressing implicit bias</li> <li>• Creating awareness of specific traditions and cultures</li> <li>• Learning how to advocate for oneself</li> <li>• Socialization and Liberation theory</li> <li>• Microaggression and its effect on communication and cultural competency strategies</li> <li>• Raise awareness of implicit bias, racial justice, and intersectionality</li> </ul>	Pride Center
<ul style="list-style-type: none"> <li>• Commitment to fairly representing the diversity of our campus across all of our communications - including web, social stories and video, and to promoting BSU's values of inclusivity and equity. Each of these learning opportunities informs the work we do and how we communicate to the campus.</li> <li>• Disseminating information including web, social stories, and video and promoting BSU's values of inclusivity and equity. Each of these learning opportunities informs the work we do and how we communicate to the campus.</li> </ul>	MarComm
<ul style="list-style-type: none"> <li>• Advance the understanding of the value and need for diversity in our faculty</li> </ul>	Office of the Provost
<ul style="list-style-type: none"> <li>• Raise awareness of implicit bias, racial justice, and intersectionality</li> </ul>	Office of Institutional Diversity (OID)
<ul style="list-style-type: none"> <li>• Programming aims to educate the community about the experiences, cultures, and histories of people of African descent in the US.</li> <li>• Some are aimed at creating and facilitating conversation.</li> <li>• Others are cultural experiences (like field trips); others are providing the community with an opportunity to hear from scholars in the field on particular topics.</li> </ul>	African American Studies, and the College of Humanities and Social Sciences
<ul style="list-style-type: none"> <li>• Raise awareness and education</li> </ul>	IT Division
<ul style="list-style-type: none"> <li>• To provide learning and practice opportunities relating to racial and social justice.</li> <li>• Increase knowledge about topics related to racial and social justice among attendees.</li> <li>• Increase skills to address racial and social injustice among attendees.</li> <li>• Increase skills of attendees to educate others about racial and social justice.</li> <li>• To connect people to opportunities to participate in social change relating to racial justice.</li> </ul>	MRISJ

Table 6 illustrates the purposes of the events organized by various departments and offices. However, only the Vice Presidents of three Divisions; Marketing and Communication, Academic Affairs, and Information Technology completed a question pertaining to the purpose of the events held over the last five years (2015-2020). Other responses were provided by Bartlett College of Science and Mathematics, College of Humanities and Social Sciences, African American Studies program, the Office of Institutional Diversity (OID), the Pride Center, and the Martin Richard Institute for Social Justice.

**Table -7- Events Held Over the Last Five Years**

Department	Event	No. of attendees
Office of Institutional Diversity	<ul style="list-style-type: none"> <li>• OID Luncheons (8)</li> <li>• Supporting the Success of Female and Non-Binary Employee Luncheons (24)</li> <li>• Diversity and Inclusion Luncheons (16)</li> <li>• Community Learning Luncheon Series</li> <li>• THINKposiums (6)</li> <li>• Empowered Bystander Trainings</li> <li>• Community Learning Workshops (5)</li> <li>• Trainings and Workshops as requested by faculty, divisions, and offices</li> </ul>	None stated
IT Division	<ul style="list-style-type: none"> <li>• Miscellaneous Professional Development</li> <li>• Annual IT Professional Development</li> </ul>	None stated
Economics Department	<ul style="list-style-type: none"> <li>• 2020 Global Economic Symposium</li> <li>• Faculty Research: “The Effects of Communication and Moral Hazard on Trust and Reciprocity: An Experimental Investigation,” by Dr. Michael Jones and Dr. Quoc Hung Tran</li> <li>• Dr. Daniel Lomba, Speaker, “Intended and Unintended Consequences of Trump’s Ban on Refugees and Immigrants from Citizens from 7 Muslim-Majority Countries,” BSU program, February 14, 2017 <a href="https://twitter.com/BSUECONOMICS/status/831700726166458368">https://twitter.com/BSUECONOMICS/status/831700726166458368</a> and <a href="https://twitter.com/BSUECONOMICS/status/831939443019935744">https://twitter.com/BSUECONOMICS/status/831939443019935744</a></li> <li>• Dr. Margaret Brooks - Keynote speaker at Extravaganza 24-hour, around the world financial inclusion conference, May 29, 2020 <a href="https://twitter.com/finmango/status/1262865956310745091">https://twitter.com/finmango/status/1262865956310745091</a></li> <li>• Dr. Madhavi Venkatesan, Speaker on Racial Discrimination and Social Justice at BSU Conference, May 30, 2015 <a href="https://twitter.com/BSUECONOMICS/status/604635895833182208">https://twitter.com/BSUECONOMICS/status/604635895833182208</a> and <a href="https://vc.bridgew.edu/may_celebrations/2015/session1/1/">https://vc.bridgew.edu/may_celebrations/2015/session1/1/</a></li> <li>• Dr. Madhavi Venkatesan, Presenter on “The Economics of Race in America” at BSU's American Studies Symposium on April 29, 2015 <a href="https://twitter.com/BSUECONOMICS/status/594514242491031555">https://twitter.com/BSUECONOMICS/status/594514242491031555</a></li> <li>• Dr. Margaret Brooks also speaks and advocates for gender equality and created/posts on gender equity issues on @FinanceforWomen Twitter <a href="https://twitter.com/financeforwomen">https://twitter.com/financeforwomen</a>, with over 5,000 followers.</li> </ul>	None stated

Student Success and Diversity	<ul style="list-style-type: none"> <li>• Decentering Whiteness Workshop Series</li> <li>• Decentering Whiteness Alum Learning Community</li> <li>• Faculty Hiring Meetings; Racial Equity and Justice Institute Convenings and Team meetings</li> <li>• Equity Minded Staff Hiring -- NEW</li> </ul>	None stated
African American Studies	<ul style="list-style-type: none"> <li>• “Voices for Black Lives: African American Literature of the 19th Century” Student reading</li> <li>• “The Troubling History of Whiteness”; Virtual faculty panel</li> <li>• “The Squad: A Documentary Play on Women in Power”</li> <li>• Danez Smith, poetry reading and Q&amp;A</li> <li>• “Native Americans in Early African American Literature”; Virtual faculty panel</li> <li>• “Amplify: Black and Brown Voices of BSU”</li> <li>• Students speak-out on racial justice issues at BSU</li> <li>• “Remembering Bridgewater’s Early African American History”</li> <li>• Lecture by Drs. Emily Field and Jamie Huff; The Passionate Pursuits of Angela Bowen, film screening and discussion with filmmaker Dr. Jennifer Abod</li> <li>• Field trip to play at ArtsEmerson Paramount Center, Boston: /peh-LO-tah/[1]</li> <li>• “Growing, Compassion, and When to Walk Away: Notes on Thriving”</li> <li>• Black History Month Conversation Series</li> <li>• “What Was Africa to Zora Neale Hurston? Some Notes on Barracoon”</li> <li>• 2/7: “History and Culture: What is Black History Month and Who Is It For?”</li> <li>• 2/13: “Global Blackness: What Does Blackness Mean Beyond the US?”</li> <li>• 2/22: “Pursuing Black Excellence”</li> <li>• 2/28: “Identity and Representation: What Does It Mean to Identify or to Be Identified as Black?”</li> <li>• African American Studies Program Launch Party</li> </ul>	None stated
Pride Center	<ul style="list-style-type: none"> <li>• 2 Spirit People</li> <li>• Allies in Action (community service)</li> <li>• Ally Appreciation Keynote with Athletics</li> <li>• Bayard Rustin Film and Discussion</li> <li>• Before Night Falls Film and Discussion</li> <li>• Black Love Matters</li> <li>• Blindsided</li> <li>• BLM Teach In</li> <li>• Body Positivity (with OID)</li> <li>• Cultural Caucus</li> <li>• Dean's Q-tea</li> <li>• E Patrick Johnson's Pouring Tea 07-08</li> <li>• Film Viewers Club</li> <li>• Gender Free Dance</li> <li>• GSA Day</li> <li>• Healing Circle (Pulse Nightclub)</li> <li>• Hope.Help.Haiti</li> </ul>	None stated

	<ul style="list-style-type: none"> <li>• Intergroup RAPSodies 08-09</li> <li>• International Food Fest</li> <li>• Lavender Graduation</li> <li>• LGBT hangout for new students</li> <li>• LGBT History Month Keynote</li> <li>• LGBT Mentoring Program</li> <li>• LGBTQ 101</li> <li>• LGBTQ Alumni Launch</li> <li>• LGBTQ Alumnx Pride Event</li> <li>• LGBTQ Career Development Workshop</li> <li>• Lt. Dan Choi on DADT</li> <li>• Madam Sata Film and Discussion</li> <li>• Monthly peer discussion groups (4 groups every month, including QPOC)</li> <li>• PEACE</li> <li>• Pride Center Open House</li> <li>• Pride Day @ Sodexo</li> <li>• QPOC Bingo</li> <li>• QPOC peer support group</li> <li>• Queer Black History</li> <li>• Queer Inclusive Sex Ed</li> <li>• Rainbow Keynote (Eric Alva - QPOC, Veteran, Disability)</li> <li>• Study Abroad Info Session</li> <li>• Toxic Masculinity</li> <li>• Trans Day of Remembrance</li> <li>• Two Spirit keynote</li> <li>• Two Spirit LGBT keynote</li> <li>• Voter Registration</li> <li>• Weekly peer discussion groups (4 groups every week, including QPOC)</li> <li>• Weekly Rainbow Cheer program</li> </ul>	
Ricciardi College of Business	<ul style="list-style-type: none"> <li>• From Equity Talk to Equity Walk</li> <li>• Book Discussion for RCOB</li> <li>• Gateways to the Airways</li> <li>• Aviation Diversity Program January-December 2019</li> </ul>	60
MarComm	<ul style="list-style-type: none"> <li>• Supporting the Success of Female &amp; non-Binary Employee Luncheon covering the topic of “A New Generation of Leaders.”</li> <li>• Cultivating a Bias-Free Campus</li> <li>• Cooking Diversity: YOU as the Main Ingredient</li> <li>• The Dangers of Implicit Bias</li> <li>• Advocating for Students, Faculty, and Staff with Disabilities</li> <li>• Courageous Conversations: Our Sense of Belonging</li> </ul>	None stated
Office of the Provost	<ul style="list-style-type: none"> <li>• Since my time in this role we have provided hiring workshops for faculty on hiring committees each fall.</li> <li>• Provided hiring workshops for faculty on hiring committees each fall. These are collaborative efforts offered by SSD, EO, and the Office of the Provost.</li> <li>• These are collaborative efforts offered by SSD, EO, and the Office of the Provost. Each year roughly 10-15 individuals attend these</li> </ul>	15

	<p>workshops, which does not encompass all of the individuals on a hiring committee.</p> <ul style="list-style-type: none"> <li>• Women of Color in the Academy Virtual Conference</li> <li>• Faculty of color coffee</li> </ul>	
OTL	<ul style="list-style-type: none"> <li>• Teaching Resources a library available on OTL website has typically been used to share content that can assist with continued learning for faculty.</li> <li>• Diversity, Equity, Inclusion and Accessibility (DEIA) standing committee on OTL Advisory Board.</li> <li>• Fall 2020 a Racial Justice theme for Teaching and Learning Conference. Link here: <a href="https://bit.ly/BSUTeachingandLearning">https://bit.ly/BSUTeachingandLearning</a></li> <li>• Fall 2020 a Reading group Unconscious Bias in Schools Spring 2020 a “Guest Speaker - Helped fund guest speaker, Mary Earick, at Melissa Winchell's From Me to We: Reframing White-centric Power in Schools program in Spring 2020 that was attended by faculty and students</li> <li>• 2019 Summer Institute Teaching for Social Justice</li> <li>• This four-day Summer Institute offered faculty an immersive setting to explore ready-to-apply activities and discussion questions expanding pedagogical approaches to issues of oppression in the classroom.</li> </ul>	None stated
Bartlett College of Science and Mathematics	<ul style="list-style-type: none"> <li>• Faculty and Staff Member meetings (September 1, 2020; January 26, 2021) discussed actions they are taking to address equity in their work at BSU.</li> <li>• Faculty led group in the BCoSM holds sessions for all faculty in the College monthly.</li> <li>• Book discussion (From Equity Talk to Equity Walk) with faculty and staff members in the College in the Fall 2020 (multiple meetings - Oct. 16, Oct. 30, Nov. 13. - 12 attending.</li> <li>• Book discussion group morphed into a data and development group which has met Dec. 4, 2020 and Feb. 12, 2021.</li> <li>• Regular meetings on alternate Fridays are scheduled for the remainder of the spring 2021 (7 attending).</li> </ul>	70
LGCIE (CMA)	<ul style="list-style-type: none"> <li>• Held a variety of opportunities to educate students about resources and trainings available to the BSU community.</li> <li>• SnakChats (5-6 each semester) on average we have approximately 15 students per session - while they are introductions to resources, they are responsible for teaching students’ skills that include networking, attaining support and assistance, and creating relationships with diverse faculty and staff.</li> <li>• Scholarship Day held every spring (in February) provides equity and opportunity that support students in the process of applying for scholarship funds. Approximately 45 students participated (for the last two years).</li> <li>• Performed trainings for Resident Assistants, International Student Services, Tour Guide staff, Orientation Leaders, Pride Center staff and Student Engagement staff pertaining to racial justice, diversity and inclusion strategies at various times of the year for the past 7 years. The events have had anywhere from groups of 12 - 60 in attendance at a time.</li> </ul>	180

<p>Division of Operations</p>	<ul style="list-style-type: none"> <li>• Diversity and Inclusion Training – 12/2/19</li> <li>• The Division of Operations in partnership with the Division of Student Success &amp; Diversity conducted a Diversity and Inclusion Training for all employees in the Division of Operations. There were two sessions on this day. One session for day shift employees and another session for evening shift employees.</li> <li>• Diversity Training with Division of Operations Leadership Team (Session 1 – 4/17/19 and Session 2 – 5/6/19)</li> <li>• Customer Service and Diversity &amp; Inclusion Trainings with Division of Operations and Sodexo – 1/15/19 and 1/16/19</li> <li>• The Division of Operations, the Division of Student Success and Diversity, and Sodexo collaborated to create a series of Customer Service and Diversity &amp; Inclusion Training sessions exclusively for all employees in the Division of Operations and Sodexo.</li> <li>• Maintainers’ Diversity Workshop – 3/6/18</li> <li>• The Division of Operations along with the Office of Institutional Diversity and the Office of Equal Opportunity collaborated to create a networking diversity workshop exclusively for all maintainers in the Facilities Management and Residence Life &amp; Housing Departments. This was the year that the maintainers from Residence Life &amp; Housing and Facilities Management merged together (effective: 5/13/18).</li> <li>• Division of Operations Diversity Training Workshop Series</li> <li>• Division of Student Success and Diversity and Division of Operations collaborated to create this workshop series exclusively for all employees in the Division of Operations. Session 1 – 1/25/17 “Creating a Welcoming Environment for All”</li> <li>• Session 2 – 2/22/17– “Strategies to Support People of Color”</li> <li>• Session 3 – 3/22/17– “Strategies to Support LGBT Individuals”</li> <li>• Session 4 – 4/19/17– “Strategies to Support Women”</li> <li>• Session 5 – 5/17/17– “Next Steps”</li> </ul>	<p>None stated</p>
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Table-7 shows many events held on the campus and the most active divisions and departments in offering educational opportunities and training workshops to faculty, librarians, students, and staff. Despite a limited annual budget, the African American Studies (AAS) program appeared to have held more events than, for example, the Division of Operations. As a minor, the AAS program involves students and faculty and can connect these events to its academic and educational needs of students, while opening these lectures, forums, and workshops to the BSU community. On smaller scale, Table-7 also demonstrates that other departments were able to organize some educational opportunities on campus. These departments include the LGCIE, the Pride Center, the Office of Institutional Diversity, the Bartlett College of Science and Mathematics, MRISJ, and the Ricciardi College of Business. All of them provided various learning seminars pertaining to empowered bystander training, Amplify, sessions related to the celebration of Martin Luther King Jr, Native American-focused sessions around Indigenous People’s Day and many other topics related to racial justice.

Please refer to Exhibit M of the main RJTF report for a list of AY2020-21 events relating to racial justice.

**Table -8- Purpose of Various Events Held Over the Last Five Years**

Purpose	Department
<ul style="list-style-type: none"> <li>• Improve faculty member knowledge of equity issues in higher education.</li> <li>• Provide open sessions where faculty can discuss equity issues in their courses/departments/colleges.</li> <li>• Take action to ensure that equity data is easy to access and development opportunities are available for those who want to make a change in their work at BSU.</li> </ul>	Bartlett College of Science and Mathematics
<ul style="list-style-type: none"> <li>• Creating awareness of specific traditions and cultures</li> <li>• Addressing implicit bias</li> <li>• Sharing the perspectives of students of color to their White peers</li> <li>• Learning how to advocate for oneself</li> <li>• Socialization and Liberation theory</li> <li>• Microaggression and its effect on communication and cultural competency strategies</li> <li>• Raise awareness of implicit bias, racial justice, and intersectionality</li> </ul>	Pride Center
<ul style="list-style-type: none"> <li>• Commitment to fairly representing the diversity of our campus across all of our communications</li> <li>• Web, social stories and video.</li> <li>• Promoting BSU's values of inclusivity and equity.</li> <li>• Each of these learning opportunities informs the work we do and how we communicate to the campus.</li> <li>• Disseminating information including web, social stories and video, and to promoting BSU's values of inclusivity and equity.</li> </ul>	Marketing and Communications
<ul style="list-style-type: none"> <li>• To advance the understanding of the value and need for diversity in our faculty</li> </ul>	Office of Institutional Diversity (OID) & Office of the Provost
<ul style="list-style-type: none"> <li>• Raise awareness of implicit bias, racial justice, and intersectionality</li> </ul>	Office of Institutional Diversity (OID)
<ul style="list-style-type: none"> <li>• Programming aims to educate the community about the experiences, cultures, and histories of people of African descent in the US.</li> <li>• Some are aimed at creating and facilitating conversation; others are cultural experiences (like field trips); others are providing the community with an opportunity to hear from scholars in the field on particular topics.</li> </ul>	African American Studies, College of Humanities and Social SciencH
<ul style="list-style-type: none"> <li>• Raise awareness and education</li> </ul>	IT Division
<ul style="list-style-type: none"> <li>• There is such a wide range of purpose involved with each event</li> <li>• Couldn't begin to know the intent behind each one without talking with the sponsors</li> </ul>	Office of Teaching and Learning (OTL)

**Table -9- Follow-up Interview or Focus Group**

Department	Agree	Maybe	No	Contact Person
BCoSM	Yes			Kristen Porter-Utley & Martina Arndt
LGCIE	Yes			Sydne M. Marrow
Pride Center	Yes			Sabrina Gentlewarrior, VP
OID	Yes			Luis Paredes
MarComm	Yes			Paul Jean, VP
Office of the Provost		Maybe		Office of the Provost
Economics Dept.		Maybe		Quoc Tran
College of Education and Health Sciences	Yes			Dr. Tom Wu, Interim Dean of College of Education and Health Sciences
African American Studies			No	(AAS Coordinator is on Spring sabbatical)
SSD	Yes			Sabrina Gentlewarrior, VP
CoGS	Yes			Lisa Krissoff Boehm, Dean
Finance	Yes			Doug Shropshire, VP
Ricciardi College of Business	Yes			College Dean and Associate Deans
Division of Operations	Yes			Karen Jason, VP and Sonia Rego
Office of Alumni and Development	Yes			Ellen Cuttle Oliver, Acting Chief Development Officer
IT Division	Yes			Steve Zuromski, VP
OTL		Maybe		Follow up with the past OTL Fellows might be time well spent

Table 9 shows that of the 13 BSU administrative divisions, only six divisions (Academic Affairs, Operations, IT, Finance, SSD, and MarComm), while four colleges of six expressed their interest to conduct a follow-up interview and/or focus group about issues pertaining to racial justice, racism, inclusion, diversity, and implicit bias. In total Table 9 indicates that 11 departments “Agreed,” 3 responded with “Maybe,” and one department indicated “No.” Except for the Economics Department with a “Maybe” response, no participation was received from the other 34 academic departments at BSU.

## Section V. Findings

The Subcommittee held weekly meetings to discuss and analyze the data and measure the breadth and depth of existing data concerning racial justice, diversity, and inclusion. While many training and educational opportunities on diversity -- and more recently on racial justice and decoloniality -- have been offered to multiple campus audiences, no substantial evidence was found to demonstrate the effectiveness of the opportunities on the BSU community. In addition, most educational and training opportunities have focused on diversity as a concept with inherent benefits. While this is important, many trainings and educational opportunities were “one and done” experiences. More transformational opportunities with deep dialogue and a focus on inclusion were rare. As a result, the Subcommittee concluded that most of the previous training and educational opportunities have been unsuccessful at creating a culture of anti-racism.

The Subcommittee also experienced challenges in trying to compile a complete list of programs offered since there is no institutionally coordinated effort or oversight. To be sure, there are many opportunities on campus; but the lack of coordination, oversight, and evaluation indicated that resources may not be used efficiently and that overlaps and gaps can appear. Some of the programs offered to the campus are highlighted in the appendices of this report.

Finally, the Subcommittee for educational and training opportunities observed that there are no standards or stated goals to address race and diversity training and education across the campus for students, staff, librarians, and faculty. Opportunities are mostly voluntary and optional.

Summary of findings:

- BSU offers a number of training and educational opportunities on diversity; opportunities to learn about racial justice are less frequently offered.
- Lack of response to and participation in surveys. As stated above, we know much is going on, but the lack of response made it difficult
- BSU does not have a way to evaluate or assess the effect of these opportunities on the participants.
- We do not know how many BSU community members take part in the trainings or why they participate.
- It is not clear to what extent students, particularly BIPOC students, have been or are involved in the design, implementation, and evaluation of trainings for students, faculty, and staff focused on racial justice.
- There is no central program or department that engages in ongoing needs assessment, design and creation, implementation and delivery, and evaluation of trainings for students, faculty, and staff that are focused on racial justice.

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OBSERVATIONS:

We identified the following areas as the departments who sponsored the majority of race and diversity programs. Some have it central to their department mission and others are offered as good will and or timely programming for the various constituents they serve.

**Table -11- Departments That Sponsor Majority of Race and Diversity Programs**

Departments	Division	Target Audience for Trainings	R= RACE D= DIVERSITY
Office of Institutional Diversity	Student Success and Diversity	Students, Employees	R, D
CMA (LGCIE)	Student Success and Diversity	Students	R, D
GLBTA Pride Center	Student Success and Diversity	Students, Employees upon request	R, D
Martin Richard Institute for Social Justice	Academic Affairs	Student, Employees, Community	R, D

Departments	Division	Target Audience for Trainings	R= RACE D= DIVERSITY
Talent Development	Human Resources and Talent Management	Employees	D LINKEDIN LEARNING OFFERINGS
Human Resources/ Academic Affairs/ SSD	Human Resources/ Academic Affairs/ SSD	Employees	Implicit Bias Trainings in Recruiting

**Section VI. Suggested Recommendations**

**RECOMMENDATIONS:**

**1. Coordinated Leadership** Bridgewater State University needs coordinated leadership through a reorganization or new cabinet-level position to lead the racial justice and diversity work on this campus. The executive-level position would report directly to the President to emphasize the critical commitment BSU has to this work and provide the leadership and autonomy needed.

Among other roles and responsibilities, this executive leader and their staff would work with campus offices, groups, and individuals who currently lead training and education on racial justice issues at BSU. We believe a more coordinated effort would help provide the structure, strategic planning, and assessment for this work. This new position would also lead efforts to dismantle silos and improve and enhance communication so that students, faculty, librarians, and staff are more aware of the available opportunities. We believe that the University holds conversations in relative isolation, only marginally aware of all full efforts. We believe transparency is achieved by establishing dialogs and advice to identify and connect with directors/departments/divisions of these initiatives.

Such position and its vision should extend beyond a static definition of diversity and inclusion. Instead, it will offer urgent strategies to define and acknowledge our society's changing demographics and cultural paradigms. With such intention, we believe BSU can become a community where faculty, librarians, students, and staff engage with intercultural and everyday dialogue to understand cultural differences and human similarities while creating a solid foundation for inclusivity and, in the process, achieve equity. This new position will intensify, and most importantly, centralize the work cross-divisionally. It will collaborate with all campus constituencies to enhance campus climate and campus members' implementation of transparent and robust data-informed programs and initiatives.

The increasing polarization of our society undermines institutional missions and goals. Thus, the purpose of this new position should always consider: creating opportunities to learn and teach about how systems of power maintain differential access to power and privilege, marginalizing some and permitting the advancement of others; to recognize and cross-examine our differences and sameness; to articulate approaches for disrupting structures of oppression and other ways to work for the core of inclusion and social justice; to do so by bringing together the multiple existing initiatives for inclusion and equity on campus, creating an integrated and collaborative set of centralized programs. This new role should be informed by the institutional strategic plan, a long-term approach, and implementation that meets the following objectives that we consider essential to co-create inclusion:

- Move from fundamental self-awareness to critical consciousness, from practice skill and assessment to intervention and social action in addressing: DIFFERENCE, EQUITY, DIVERSITY, and PRIVILEGE.
- Provide a platform for Decolonial and Anti-Racist Education in trainings and workshops to provide all members of the campus communities with the competencies to be fully equipped to engage with the changing demographics in our campus and classroom spaces.
- Provide Decolonial pedagogies to create consciousness and self-awareness of beliefs, values, and emotions to motivate community engagement and build an inclusive ecosystem.
- Understand and recognize our biases.
- Develop strategies for leading and illustrating inclusively excellent practices.
- Increase skill and ease with navigating conversations and conflicts around differences to help role model for students how to solve complex world problems.
- Harness the above to increase student retention and equip our students, faculty, and staff for career success and inclusive work experiences while increasing their sensitivity and awareness of diverse lives and building respect and acceptance for multiple diversities of identity.

This new leadership role will impact not only the work of training and education, but could also provide the needed oversight and accountability for many of the RJTF recommendations.

**2. Response to the BIPOC Students** As outlined specifically in the Research Questions section of this report, our subcommittee kept the feedback and recommendations of the BIPOC students and employees that were voiced in various forums very much in the forefront of our minds during our work. The results of this subcommittee's work support and expands those recommendations.

This Subcommittee recommends that BSU create opportunities for the continual improvement of BSU community members' racial justice knowledge and skills throughout the entire experience of students and employees. This Subcommittee believes it is crucial to identify third party outside trainers with expertise in anti-racism training in higher education. We recommend an organization that employs White and BIPOC trainers to be most effective. Also, it is critical to include student ideas in designing a training plan. Over time we hope it would be possible to develop a trained cadre of BSU trainers including employees and students and/or alumni.

Trainings must be inclusive of orientation for students and employees, a mandatory first year course for students, and a two-tier system of ongoing mandatory and voluntary trainings for all. A portion of these anti-racism trainings need to be specifically designed for White students and employees to promote anti-racist identities working in allyship with BIPOC community members. This requires a focus on White faculty training such that we can address and reduce the occurrence of racial microaggressions in the classroom and in advising relationships. Residence Life is an important area to focus training on including Resident Assistants. BSU police is another critical area to provide targeted anti-racism trainings.

**3. Cross-divisional Website** To improve communication to the campus on program offerings, we recommend the consideration be given to the establishment of a cross-divisional website for diversity-related training, better utilization of the new LinkedIn Learning platform and utilize more targeted emails to identified campus constituents rather than relying exclusively on Campus Announcements.

**4. Professional development funds** and travel are often the first cuts made during difficult budgetary periods. Not all departments are sufficiently funded to offer programs on an ongoing basis. Our subcommittee recommends that each division's Vice president set aside funds for diversity programming for their division. These funds would be established for individual employees and teams to access professional development opportunities outside of BSU that focus on diversity and racial justice. In

addition, an institutional innovation grant budget could be established for new and innovative programs similar to the program established in Academic Affairs. Funds could be made available to departments, student groups and offices whose programs meet identified criteria.

**5. Trainings** Due to the ever-changing student and general population, Goldstein, et. al have argued that universities have an “ethical imperative” to offer diversity training to their faculty and staff (Goldstein, Hode et al. 347). Our group agrees and believes that there is a need to consider **required** training on race, diversity, equity, and inclusion for the campus community. The training could be adapted for specific campus groups and job requirements. Of course, requiring training would likely be controversial and would need to happen within the collective bargaining agreements that exist for AFSCME, APA, and MSCA member. We offer these suggestions:

- a) New students could receive training and education as either a part of orientation, as a first-year experience course, and/or as a common reading assignment with discussion and related programming. Currently all new students take a required online alcohol education program; something similar could be considered on the topic of race and diversity. BSU currently requires a First Year Seminar on a wide range of topics but the purpose of the course is to develop academic skills. Either the First Year Seminar could be repurposed around racial justice themes or a new requirement could be created, possibly a 1-credit course (First Year Experience or FYE), which could fuse an extension of current orientation and advising content with racial and social justice content. A required summer reading assignment with discussion and programming during the semester could either be attached to the 1-credit FYE or developed as a stand-alone requirement.
- b) All search committee members and hiring staff could receive implicit bias training before beginning the recruitment and hiring process. While this has already started, it should be consistent across all searches and required for approval of a search.
- c) In order to create a welcoming environment for all, front-line staff could receive customer service and diversity training. Not only would this improve the campus experience for all students and staff of color, but it would also assist with developing a consistent training program on a variety of topics for all front-line staff in areas other than diversity. (We are thinking of administrative assistants, front desk staff in offices such as the Registrar, Financial Aid, and Student Accounts, police officers, and institutional security officers as front-line staff.)
- d) Consider how LinkedIn Learning, the new institutional LSM (learning services management) platform, might be used to address some of the individual learning objectives for students and employees. Managers, department heads and other supervisors could require or strongly encourage staff to participate in training using this new platform. (A list of the diversity related content in LinkedIn Learning is included in the appendices.)
- e) The BSU administrators, faculty, librarians and staff could enter into discussions with state-wide union leadership to designate funding for diversity education and training as part of an employees’ professional development benefits. This would need to be done at the State level when contracts are renewed. Not only would this enhance the availability of professional development funds, it would also demonstrate a commitment on the part of all parties to improve campus and state-wide culture support of racial justice.

6. We recommend instituting a **Cultural Badges Program** (see Appendix 5 for a more detailed description)

#### Cultural Badges: Building Cultural Humility Across the Curriculum

In addition to completing all required coursework and credits for graduation, students can further Bridgewater State University's intellectual and creative life outside the classroom by participating in at least three approved culturally based events for each enrolled semester. These events should include trainings, workshops, lectures by distinguished visitors, musical performances, plays, and art shows. Cultural Badges will allow students to more fully embrace the University's mission and values. Events should be scheduled outside the classroom and provide substantial intellectual or cultural significance. These events should be a continuation of what students are learning in the classroom, connected with experiences and events in the real world. Cultural Badges should vary widely in the delivery platform and include training, workshops, lectures, art shows, film screenings, or literature discussions. These events can be online, face-to-face, or virtual. While this description outlines Cultural Badges for students, a similar program for all BSU employees could be developed.

7. Develop further **trainings in decolonizing and abolition pedagogies**, policies, and institutional systems. If we are to truly make change, our institution must be willing to take a hard look at how we perpetuate colonial ideologies and superiority.

8. **Suggestions:** Training and workshops for in-person or virtual presenters will have periods for:

- a. Individual reflections.
- b. Small and large group discussion, with particular emphasis on perspective taking (Lindsey, et. al.).
- c. One-on-one conversation with trainers.
- d. Confidential evaluation of training and workshops
- e. Be based on best practices in the field of diversity training.

### Section VII. Narrative of the Subcommittee

Our Subcommittee has been operating with President Clark's statement that "everything is on the table." We also have paid attention to inherent problems within the academy which maintain colonial practices as the norm. With these in mind, our Subcommittee has attempted to uncover the breadth and depth of education, trainings, and continued learning opportunities at BSU.

BSU is committed to offering comprehensive capabilities and deep knowledge necessary to assist its community of faculty, librarians, staff and students to identify, discuss, and resolve the most complex issues of visible and invisible racism, injustice, and dismantle any institutional, structural, organizational, and systematic racism. Observation and literature pertaining to race reveal that the first step to changing the relationships between White, Black, and people of color in general is to acknowledge and recognize the presence of white privileges. Whether in a grocery store, a school, a college campus, a sport event, movie theater, the media, the airport, as a society we need to begin recognizing white privilege in all its forms to encounter and change it. It's a practice and a behavior. A study published in *The American Journal of Education* in 2009 stated that while suburban parents, who are mostly White, claim they are choosing schools on the basis of test scores, the racial makeup of a school, in fact, plays a major role in their school decisions (67). The description is racially coded; "urban" and "low test scores" are code for "not White" and as a result that particular school is less desirable. Therefore, providing educational opportunities need to be deliberately designed to penetrate the surface of things and touch the core of the issue of racial injustice. Questions to be asked include-but not limited to; is the absence of people of color from someone life (our lives) a real loss? Is the absence of a Black student in a classroom a big loss? Do the leaders, educators, staff, and everyone associated with the BSU campus feel that not having a Black

student in their classes and a person of color in their offices, departments, divisions, and the cafeteria mean deprived from human value?

The educational opportunities for faculty, librarians, staff, and students aim at setting intentions and expectations to:

1. show a real need for racial interactions and acknowledgment to nurture a sense of inclusion as opposed to intended or unintended segregation.
2. demonstrate to participants that there are real losses in the absence of people of color in any official or social space and classrooms.
3. challenge how racial socialization manifests itself in so many forms, shapes, practices, and daily behaviors.
4. compare historical periods as history matters.

## **Section VIII. Appendices**

### **Appendix 1: References and Resources**

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**Video** - Ibram X. Kendi on How to be an Antiracist <https://400years.berkeley.edu/videos/kendi>

## **Programs at Other Institutions**

**Brandeis University** <https://www.brandeis.edu/diversity/events/index.html>

**Boston University Center for Antiracist Research** <https://www.bu.edu/antiracism-center/>  
The mission is to convene researchers and practitioners from various disciplines to figure out novel and practical ways to understand, explain, and solve seemingly intractable problems of racial inequity and injustice. We foster exhaustive racial research, research-based policy innovation, data-driven educational and advocacy campaigns, and narrative-change initiatives. We are working toward building an antiracist society that ensures equity and justice for all.

Affiliate Program (Joyce Rain Anderson is an affiliated faculty): <https://www.bu.edu/antiracism-center/2021/03/24/center-for-antiracist-research-announces-center-affiliates-program/>  
<https://www.bu.edu/antiracism-center/research/affiliated-researchers/>  
<https://www.bu.edu/antiracism-center/the-center/affiliated-faculty/>

**The University of Massachusetts Amherst:** <https://www.umass.edu/diversity/about>

## Appendix 2

### **2021 RJTF Subcommittee 3 Survey Instrument Education, Training and Continued Learning Opportunities for Faculty, Staff and Students Subcommittee**

President Clark has charged The Special Presidential Task Force on Racial Justice (RJTF) with identifying the elements of policy, practice, and culture that are impeding racial equity at Bridgewater State University. The Task Force consists of six subcommittees, each with a different focus.

The Education, Training and Continued Learning Opportunities for Faculty, Staff and Students Subcommittee of the RJTF is exploring:

(1) what education, training, and continued learning opportunities for faculty, staff, and students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics has the BSU community and

(2) what impact have they had? To that end, we request that you share information from your Division about opportunities offered and any information on the audience participation, effectiveness, or impact. Please answer the questions below.

If you have any questions or need additional information, please contact Joyce Rain Anderson and/or Jabbar Al-Obiaidi, Subcommittee Co-Chairs.

Thank you.

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(REPORT NOTE: The original version of the survey did not ask respondents to indicate which department/division for which they were responding. To determine which area responded, we utilized context clues within responses, as well as responses in question 19, which asks respondents to indicate who should be contacted about a follow-up interview or focus group. Question #2 marks the start of the original survey. At the request of the Divisions of Academic Affairs and Student Success and Diversity, we created tailored versions of the survey for their division that assessed which area of their division was responding. Question #1a was only included in the Academic Affairs adaptation, and Question #1b was only included in the Student Success and Diversity adaptation. Other than Questions #1a and #1b, the remainder of the survey is identical.)

1a) Which area of Academic Affairs are you responding for?

Academic Achievement Center

Bartlett College of Science and Mathematics

Center for Pre-K – 12 Outreach

Center for the Advancement of Research and Scholarship (CARS)

Center for the Advancement of STEM Education (CASE)

Center for Transformative Learning

Center for Urban Poverty

Children's Physical Developmental Clinic

College of Continuing Studies

College of Education and Health Sciences

College of Graduate Studies

College of Humanities and Social Sciences

Democratic Leadership and Governance Program

Faculty Advocacy Network

Institute for Cape Verdean Studies

Martin Richard Institute for Social Justice

Massachusetts Aggression Reduction Center

Minnock Institute for Global Engagement

Office of Assessment

Office of Grants and Sponsored Projects

Office of Institutional Research

Office of Teaching and Learning

Office of the Provost

Registrar

Ricciardi College of Business

University Library

Other (please describe) \_\_\_\_\_

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1b) Which area of Student Success and Diversity are you responding for?

LGCIE

OID

Pride Center

SSD Overall

Other (please describe) \_\_\_\_\_

2) Has your area **offered/held** any Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics **in the last five years**?

Yes

No

2) Did your area offer/hold any important activities, trainings, or opportunities related to racial justice, racial equity, diversity, implicit bias, inclusion, or related topics **longer than five years ago**?

Yes

No

2) The next question will ask you to provide **dates, titles, and number of participants** for any Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that your area held **in the last five years**.

Would you prefer to upload a file containing this information, or would you prefer to type your response in a text box?

Upload a file

Text box

Both

5a) Using the 'file upload' button below, please provide a list of Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that your area held **in the last five years**.

Please include the title, date, and number of participants for each event to the extent you are able.

5b) Please provide a list of Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that your area held **in the last five years**.

Please include the title, date, and number of participants for each event to the extent you are able.

---

6) You indicated that your area held other important activities, trainings, or opportunities related to racial justice, racial equity, diversity, implicit bias, inclusion, or related topics **longer than five years ago**. The next question will ask you to provide a **list of these events and the years they were held**.

Would you prefer to upload a file containing this information, or would you prefer to type your response in a text box?

Upload a file

Text box

Both

7a) Using the 'file upload' button below, please provide a list of important activities, trainings, or opportunities related to racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that you are held longer than five years ago, including the titles of the events and the years that they were held.

7b) Please provide a list of important activities, trainings, or opportunities related to racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that you are held longer than five years ago, including the titles of the events and the years that they were held.

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8) What was the purpose in offering each learning opportunity?

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9) How have you evaluated the learning opportunities?

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10) What information was gleaned from the evaluation and how did you use it?

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11) What impact do you believe these events have had on the BSU community?

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12) Did any members of your Division/area **attend** any Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics in the last five years?

Yes

No

8) The next question will ask you to provide a list of Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that members of your Division/area **attended in the last five years**.

Would you prefer to upload a file containing this information, or would you prefer to type your response in a text box?

Upload a file

Text box

Both

14a) Using the 'file upload' button below, please list any Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that members of your Division/area attended **in the last five years**.

14b) Please list any Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics that members of your Division/area attended **in the last five years**.

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15) What impact do you believe these events have had on the BSU community?

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16) What do you see as challenges for Education, Training, and Continued Learning Opportunities for Faculty, Staff, and/or Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics at BSU?

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17) What Education, Training, and Continued Learning Opportunities for Faculty, Staff, and Students on racial justice, racial equity, diversity, implicit bias, inclusion, or related topics does your area plan to offer and/or believe would be important programs to be offered by other Divisions of the University in the future?

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18) Would your division/area be willing to participate in a follow-up interview or focus group during the Spring 2021 semester?

Yes

Maybe

No

18) Please indicate who should be contacted about a follow-up interview or focus group.

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**Appendix 3: Bridgewater State University Police Department**

**Bridgewater State University Police Department  
Racial Justice & Implicit Bias Training**

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<b>TRAINING</b>	<b>SPONSOR</b>	<b>ATTENDEES</b>	<b>PROJECTED OUTCOMES</b>
<b>Fair &amp; Impartial Policing</b>	<b>Executive Office of Public Safety</b>	<b>BSUPD Staff - Mandatory</b>	<b>Recognize bias, reduce bias</b>
<b>Bias Free Policing</b>	<b>Boston Police Academy</b>	<b>BSUPD Staff - Mandatory</b>	<b>Understand implicit bias and counter bias</b>
<b>Implicit Bias Awareness and Mitigation</b>	<b>Salem State University</b>	<b>BSUPD Staff</b>	<b>Thwart bias tendencies and recognize bias as it may arise</b>
<b>Implicit Bias</b>	<b>Municipal Police Training Committee</b>	<b>BSUPD Staff - Mandatory</b>	<b>Recognize bias, reduce bias</b>
<b>Verbal Conflict/ De-escalation</b>	<b>Dolan Consulting Group</b>	<b>BSUPD Staff - Mandatory</b>	<b>Utilize verbal tactics to de-escalate and limit the need for physical controls</b>
<b>Anti-Bias Training</b>	<b>Wheaton College</b>	<b>BSUPD Staff</b>	<b>Recognize bias, reduce bias</b>
<b>New Perspectives on Community Policing</b>	<b>Virginia Center for Policing Innovation</b>	<b>BSUPD Staff</b>	<b>Recognizing the public's perception of police and shift response tactics</b>
<b>Bridging the Gap Between Law Enforcement and the Community</b>	<b>FBI LEEDA</b>	<b>BSUPD Staff</b>	<b>Methods to forge a greater relationship between police and their community</b>
<b>Changing Perceptions</b>	<b>Community Oriented Policing Services</b>	<b>BSUPD Staff</b>	<b>Recognizing the public's perception of police and shift response tactics</b>
<b>Mental Health Response</b>	<b>Brockton Hospital</b>	<b>BSUPD Staff - Mandatory</b>	<b>Response tactics in handling various mental health calls</b>

<b>SnakChat / Lunch &amp; Learn Programs</b>	<b>Lewis &amp; Gaines Center for Inclusion &amp; Equity (LGCIE) &amp; BSUPD</b>	<b>BSUPD Staff Students, &amp; LGCIE Staff</b>	<b>Open dialogue &amp; Q&amp;A with students and staff</b>
<b>BBQ's &amp; Monthly Meetings with Men Integrated in Brotherhood (MIB)</b>	<b>MIB &amp; BSUPD</b>	<b>BSUPD Staff, Students, &amp; Staff</b>	<b>Open dialogue and Q&amp;A with student groups &amp; leaders</b>
<b>Unconscious Bias</b>	<b>BSU Linked in Learning</b>	<b>BSUPD Staff</b>	<b>Recognize bias, reduce bias</b>
<b>Confronting Bias &amp; Thriving across Our Differences</b>	<b>BSU Linked in Learning</b>	<b>BSUPD Staff</b>	<b>Recognize bias, reduce bias</b>
<b>Skills for Inclusive Conversations</b>	<b>HR Certification Institute</b>	<b>BSUPD Staff</b>	<b>Recognize bias, reduce bias</b>
<b>Communicating About Culturally Sensitive Issues</b>	<b>Program Management Institution</b>	<b>BSUPD Staff</b>	<b>Recognize bias, reduce bias</b>
<b>TRAINING</b>	<b>SPONSOR</b>	<b>ATTENDEES</b>	<b>PROJECTED OUTCOMES</b>
<b>Communicating Across Cultures</b>	<b>BSU Linked in Learning</b>	<b>BSUPD Staff</b>	
<b>Bystander Training – Bystander to Upstander</b>	<b>BSU Linked in Learning</b>	<b>BSUPD Staff</b>	
<b>Diversity, Inclusion, &amp; Belonging</b>	<b>BSU Linked in Learning</b>	<b>BSUPD Staff</b>	<b>Diversity, Inclusion, &amp; Belonging</b>
<b>Disney's Approach to Quality Service</b>	<b>Disney Institute</b>	<b>BSUPD Staff</b>	<b>Utilize top tier customer service methods to better serve the community</b>

**Bridgewater State University Police Department**  
**Racial Justice & Implicit Bias Training**

**Narrative**

The Bridgewater State University Police Department (BSUPD) is charged with the protection of the lives and property of students, faculty, staff, and visitors as well as the streets and other passageways adjoining University property. BSUPD staff work with community members to prevent crime, solve problems, and take proactive steps to make BSU as safe as possible. Having our own police department enables us to provide a high level of protection and service to our community.

BSUPD is widely recognized as the premier state university police department in Massachusetts. BSU police officers attend municipal police academy training for six months through the Municipal Police Training Committee (MPTC). After graduation for the academy and completion of the ten-week preservice training, officers will attend additional training in various specialty areas such as crime prevention, community outreach, sexual assault investigations, bicycle patrol, crisis negotiation, etc. Many of our officers are certified as EMT's, and all are certified in CPR, AED, and first aid.

The BSUPD is committed to maintaining an excellent relationship between the police and the community and we recognize the need to identify and reduce bias in policing. For the past five years, department members have attended numerous training classes in Fair and Impartial Policing, Bias Free Policing, Implicit Bias, Verbal Conflict & De-escalation, New Perspectives on Community Policing, Bridging the Gap Between the Police and the Community and so on. (See list in appendix.) Most of this training has been mandatory for all staff.

During the police academy, Implicit Bias, Bias Free Policing, and de-escalation training is part of the curriculum. After graduation from the academy, all police officers in Massachusetts are required to attend a forty-hour annual in-service program. All BSUPD officers have completed the 2020 - 2021 mandatory annual 40-hour in-service training through the MPTC. Included in that curriculum is the implicit bias training and de-escalation training.

BSUPD delivers several educational outreach programs and training to the community in crime prevention, personal safety, Civilian Response to Active Shooter Events, and Rape Aggression Defense (RAD) self-defense classes to name a few. Through our outreach efforts, we have established excellent relationships with our students, student leaders, and various student groups across campus. As an example, for several years we have hosted BBQ's with the Men Integrated in Brotherhood (MIB) Student group and have attended their monthly meetings where we would introduce new officers at each meeting so the students had a chance to meet all of our staff. During the meetings we would have open dialogue and Q & A about the police department and the services offered as well as field any questions or concerns that students have about the BSUPD.

Over the last 25 years, we have sponsored hundreds of students from MIB as well as other students to attend our semester long EMT program and certification course. For several years, we hosted police station and police cruiser open house events for middle school and high school students from Brockton, Taunton, New Bedford, and Fall River as part of the Bridge Partnership Program.

Members of the BSUPD participate in "SnakChat / Lunch and Learn" events hosted by the Lewis & Gaines Center for Inclusion & Equity (LGCIE). This is a bi-annual event where we discuss the police department and services we offer as well as field any questions or concerns that students have about the BSUPD.

The BSUPD has had a Student Police Cadet Program for the past 5-6 years. The Student Police Cadet is a paid internship program for a BSU junior or senior criminal justice major. This is a great way for us to recruit students of color to join the BSUPD. We will sponsor and pay for the cadet to attend the part time reserve intermittent police academy and the EMT certification course. The Cadet works alongside BSUPD staff to learn all aspects of the criminal justice field. Upon graduation from BSU, and if we have open full-time police officer positions, the cadet is hired to fill that vacancy. To date, we have had four cadets and we have hired two of them as full-time police officers. The other two had received full time police employment offers prior to us having a full-time position available. We are currently funded for

one Student Police Cadet through the Internship Office. We would like to obtain additional funding to be able to hire more Cadets in order to recruit more students of color.

The BSUPD will continue to work to better the relationship between the police and our community. However, the COVID19 Pandemic has made it extremely difficult as we have not been able to do any in person events or educational programs in one year. We have done a few virtual events and training classes, but it is just not the same. We are hopeful that we will be back to full capacity in the Fall.

#### **Appendix 4: Implicit Bias Trainings offered by Human Resources**

-Implicit Bias Trainings offered by Human Resources were once held in person with members of the search committee, however the process changed due to lack of attendance from search committee members over time for various reasons.

-Now, when a search is conducted, the committee is sent an email during each key point/phase of the search. The email includes a link to an online training, please see the trainings below:

Course Link: [Role of the Search Chair](#)

Course Link: [Search Committee First Meeting](#)

Course Link: [Evaluating the Applicant Pool & Interviews](#)

Within these online trainings offered, there are implicit bias learning and diversity strategies. These trainings are only currently offered for staff searches, not faculty searches. There is no current way to track if the trainings are completed by any/all members of the search committee. There is no requirement, no policy, no incentive to do them.

Those approved for faculty searches all get a communication in the fall, and during that time a two-part in-person training is conducted in conjunction with Academic Affairs, EEO, and HR. Training is highly encouraged by Dr. Ismaili, however there is no requirement. These trainings are now being discussed and re-vamped to create new virtual offerings due to the current health crisis.

##### Suggested Recommendations:

-How can we determine if implicit bias training is effective amongst search committees if there is no way to guarantee the training is being utilized and completed?

All employees are required to complete state ethics training every two years - as a recommendation, the same should be done for implicit bias/diversity training in regards to hiring. This can be done by sending out a mandated yearly, bi-annually, or quarterly training session, however we would need to determine how this is affected by union rules for certain employees.

-Typically, when a search chair creates a committee, they ask like-minded individuals and their respected colleagues to join them. How can we ensure that search chairs are also including POC voices, individuals who will provide different viewpoints/hold others accountable in regard to implicit and unconscious bias, as well as those who are qualified to serve as a committee member and make educated decisions regarding hiring new talent?

As a recommendation, we should not allow search chairs to create their own search committees. We should also limit who can be on search committees and make requirements such as completing certain training materials to be considered.

-How are we ensuring that we are hiring individuals who will help create an anti-racist and safe environment at Bridgewater State University? How are we ensuring that we are hiring staff and faculty members from diverse backgrounds, and creating a workforce that looks like and represents our student population? Other recommendations include: eliminating search committees entirely and adopting new practices that provide more transparency within hiring, and support hiring with an "equity lens." It all starts at the hiring stage.

## Appendix 5: Cultural Badges: Building Humility Across the Curriculum

In addition to completing all required coursework and credits for graduation, students can further Bridgewater State University's intellectual and creative life outside the classroom by participating in at least three approved culturally based events for each enrolled semester. These events should include trainings, workshops, lectures by distinguished visitors, musical performances, plays, and art shows.

### *Why Cultural Badges?*

The Cultural Badges should encourage students to attend various high-quality events that provide enriching, challenging cultural experiences and immersions to develop their skills and competencies relating to diversity, inclusion, and equity-minded perspectives. The main objective is to improve students' critical thinking skills to intervene in the world more effectively. Collectively, events designated as Cultural Badges should engage students in various issues, ideas, and artistic expressions from multiple disciplines, perspectives, and cultures. Cultural Badge events should foster a sense of community, belonging, and respect on campus and help those in attendance see multiple compelling and legitimate views on cultural issues and social challenges to lead and inspire a life-long pursuit of intellectual fulfillment and cultural engagement.

Cultural Badges will allow students to more fully embrace the University's mission and values. Events should be scheduled outside the classroom and provide substantial intellectual or cultural significance. These events should be a continuation of what students are learning in the classroom, connected with experiences and events in the real world. Cultural Badges should vary widely in the delivery platform and include training, workshops, lectures, art shows, film screenings, or literature discussions. These events can be online, face-to-face, or virtual.

- An administrator well versed in cultural humility, intersectional, including race-relations, should be responsible for reviewing and approving all Cultural Badges' events.
- A unique form should be designed for faculty, administrators, and student groups to submit program ideas.
- Throughout the semester, students should check a Cultural Badge website to find events.
- Students completing the 24 Cultural Badges before applying for graduation should receive a special mention in their final transcripts, i.e., "Completion of Cultural Inclusion & Humility Curriculum."
- As a result of this immersion, students should gain and enhance their academic strengths in four key areas: inquisitive learner, inclusive communicator, equity-minded thinker, and empathetic global citizen.
- Moreover, these events should engage students in curiosity, competence, and community engagement.
- Most importantly, it aligns with the University's strategic goals.

Overall observation:

While we appreciate the necessary demands of collecting data to investigate the culture at BSU, we are also concerned with using specific data analyses to project how much people on campus respond and/or change sociological perspectives about themselves and others after attending an inclusion and equity training or workshop. Human understanding of social dynamics is subjective. It conveys multiple layers of learned knowledge that need to be unpacked and often disrupted (to create a welcoming community for all and aligned in the University's mission statement). These trainings and workshops are continually developed to educate primarily White employees (faculty, administrators, and even students). There is a space for White comfort and usually none for "of-colored" comfort.

Assessments relating to racial diversity and inclusion cannot be tabulated via multiple-choice options. For instance, a prejudicial or racist person (who unfortunately navigate on campus) will not be changed or

engage in a learning experience after a 60-minute workshop. While attendance can make us believe in democracy, inclusion, and opportunity, it does not project the goal of each of these sessions, which is to educate, activate, and organize an inclusive culture on campus.

BSU needs to implement a system of “call-and-response” to deal with the consequences and dispositions of accountability. Multiple structures of power are not communicating exclusively with all members of the community. The BSU culture lives in territorial silos, which often impedes full transparency and effective communication about the efforts and work, most significantly related to inclusion and equity workshops and training. There are too many independent great efforts happening on campus because many of these actors are not aware of the more prominent developments of this type/area of work. Most sectors of the University work independently because they are unaware of the more significant efforts.

Appendix 6

Competency Synonyms

Managing Diversity, Leveraging Diversity, Values Differences, Equity, Empathy

Course IDs	Level	Courses	Learning Paths
373562	Advanced	<a href="#">Global Strategy</a>	<a href="#">Become an Inclusive Leader</a>
645013	Advanced	<a href="#">Inclusive Leadership</a>	<a href="#">Diversity, Inclusion and Belonging for Leaders and Managers</a>
706917	Advanced	<a href="#">Leading Globally</a>	<a href="#">Diversity, Inclusion and Belonging for All</a>
5022325	Advanced	<a href="#">Leveraging Neuroscience in the Workplace</a>	<a href="#">Women Transforming Tech: Navigating Your Career</a>
5002835	All Levels	<a href="#">Becoming a Male Ally at Work</a>	<a href="#">Become a Thought Leader</a>
2819137	All Levels	<a href="#">Developing a Diversity, Inclusion, and Belonging Program</a>	<a href="#">Transition from Military to Civilian Employment</a>
543904	All Levels	<a href="#">John Maeda on Design, Business, and Inclusion</a>	<a href="#">Transition from Military to Student Life</a>
758616	All Levels	<a href="#">Shane Snow on Dream Teams</a>	<a href="#">Women in Leadership</a>
5028612	All Levels	<a href="#">Bystander Training: From Bystander to Upstander</a>	<a href="#">Stay Ahead in All Things DIBs</a>
779733	All Levels	<a href="#">Cultivating Cultural Competence and Inclusion</a>	<a href="#">Improve Your Coaching Skills as a Manager</a>
5040392	All Levels	<a href="#">Fighting Gender Bias at Work</a>	
716048	All Levels	<a href="#">Preventing Harassment in the Workplace</a>	
5025098	All Levels	<a href="#">Skills for Inclusive Conversations</a>	
2800408	All Levels	<a href="#">Leadership in Tech</a>	
2837225	Beginner	<a href="#">Out and Proud: Approaching LGBT Issues in the Workplace</a>	
2996651	Beginner	<a href="#">Confronting Racism, with Robin DiAngelo</a>	
791356	Beginner	<a href="#">Inclusive Instructional Design</a>	
746261	Beginner	<a href="#">Communicating Across Cultures</a>	
704110	Beginner	<a href="#">Confronting Bias: Thriving Across Our Differences</a>	
642484	Beginner	<a href="#">Creating Change: Diversity and Inclusion in the Tech Industry</a>	
373788	Beginner	<a href="#">Developing Cross-Cultural Intelligence</a>	
664811	Beginner	<a href="#">Diversity and Inclusion in a Global Enterprise</a>	
2819028	Beginner	<a href="#">Diversity, Inclusion, and Belonging</a>	
2802469	Beginner	<a href="#">Diversity: The Best Resource for Achieving Business Goals</a>	
794118	Beginner	<a href="#">Teaching Civility in the Workplace</a>	
2807859	Beginner	<a href="#">Women Transforming Tech: Voices from the Field</a>	

2810166	Beginner	<a href="#">Women Transforming Tech: Breaking Bias</a>	
765323	Beginner	<a href="#">Teaching with LinkedIn Learning</a>	
797726	Beginner	<a href="#">Marketing to Diverse Audiences</a>	
2812492	Beginner	<a href="#">Overcoming Imposter Syndrome</a>	
625918	Beginner	<a href="#">Proven Success Strategies for Women at Work</a>	
2811024	Beginner	<a href="#">Women Transforming Tech: Building Your Brand</a>	
2805907	Beginner	<a href="#">Women Transforming Tech: Finding Sponsors</a>	
2807858	Beginner	<a href="#">Women Transforming Tech: Getting Strategic with Your Career</a>	
2808545	Beginner	<a href="#">Women Transforming Tech: Networking</a>	
2825335	Beginner	<a href="#">Finding and Doing the One Thing</a>	
2813256	Beginner	<a href="#">Connecting with Your Millennial Manager</a>	
696328	Beginner + Intermediate	<a href="#">New Manager Foundations</a>	
758621	Beginner, Intermediate	<a href="#">Multinational Communication in the Workplace</a>	
664802	Intermediate	<a href="#">Communicating about Culturally Sensitive Issues</a>	
784280	Intermediate	<a href="#">Leading Inclusive Teams</a>	
625917	Intermediate	<a href="#">Managing a Multigenerational Workforce</a>	
384680	Intermediate	<a href="#">Managing Diversity</a>	
515183	Intermediate	<a href="#">Unconscious Bias</a>	
5022331	Intermediate	<a href="#">Collaborative Leadership</a>	
693071	Intermediate	<a href="#">Body Language for Women</a>	
800197	Intermediate	<a href="#">Leadership Strategies for Women</a>	
797725	Intermediate	<a href="#">Managing Someone Older Than You</a>	
5038200	Intermediate	<a href="#">Managing Generation Z</a>	
441831	Intermediate	<a href="#">Recruiting Veterans</a>	

756276	Intermediate	<a href="#">Social Interactions for Multinational Teams</a>	
2804657	Intermediate	<a href="#">Women Helping Women Succeed in the Workplace</a>	
2825159	Intermediate	<a href="#">Values and Ethics: Case Studies in Action</a>	
2252217	Intermediate	<a href="#">Managing Multiple Generations</a>	
2822684	Intermediate	<a href="#">Empathy at Work</a>	
656779	Intermediate, Advanced	<a href="#">Managing a Diverse Team</a>	

## Appendix 7: Challenges, Keywords

**Table-10-Challenges Facing Organizers and Participants in Various Educational Opportunities and Workshops**

Racial Justice/Racism	Racial Equity/Equality	Implicit Bias	Inclusion	Diversity
Too Emotional and sensitive	Sensitive	Conservatism v. Liberalism	Lack of knowledge	Sessional not strategic
Anxiety provoking	Given less priority	Unrecognized	General discussion	General discussion
Super advisor won't approve	Super advisor won't approve	Uncomfortable to discuss	Not obligatory	Not obligatory
Power differential	Power differential	Power differential	Sounds imperative	Sounds imperative
Needs Institutional change	Needs Institutional change		Lack of strategy	Applied in hiring
Needs open minded	Needs open minded	Needs open minded	Needs open minded	More Receptive
Unconscious Bias	Unconscious Bias	Unconscious Bias	Unconscious Bias	
Lack of allyship and advocacy	Enjoy more allyship and advocacy			
Lack of inclusive educational environment	Enjoy some receptive educational environment			
Lack of an intentional action	Enjoy general intentional action			
Inability to dismantle academic policies	Enjoy general intentional action			
Lack of academic offerings to address it	General academic offerings exist			
Curricular & campus reforms slow	Curricular general approach			

In the wake of George Floyd's incident in May 2020 and summer of racial reckoning, students, faculty, librarians, and the leaders of BSU sensed the pressure to reconsider the role of the whole campus to challenge racism, oppression, police brutality, and white supremacy. The Presidential Task Force, namely the Racial Justice Task Force (RJTF) came as an urgent and swift response to address these issues. The goal is to use this historical opportunity for self-reflection and soul searching across the campus. Along this conversation and without any hesitation President Fred Clark informed the campus "Everything is on the table". Accordingly, the members of Subcommittee 3 committed themselves to collect and investigate all available data to highlight the possibilities for offering educational opportunities and workshops for faculty students, and staff as well as the challenges. Using keywords like racial-justice, racism, equity, equality, inclusion, and diversity, Table -10- illustrates some of the challenges that the campus has been

dealing with and will continue to reckon with for the foreseeable future. The table also shows on important finding that the work concerning curricular and course offerings pertaining to racism and racial justice, and white supremacy has been slow and narrow. In addition, the Subcommittee compiled the following list of challenges for education, training, and continued learning opportunities for faculty, staff, and/or students on racial justice, racial equity, diversity, implicit bias, inclusion from the survey, the brainstorming among the members of the Subcommittee as they were a valuable source of information, and the available data:

**1. Protection of People**

Too many emotions monopolizing the conversation. Too much protection of people's positionalities and political/conservative background; becomes a constant battle when delivering or selecting a topic for presentation.

**2. Power Differentials**

Decolonizing our methods such that power differentials have less influence.

**3. Prioritization Difficulty**

Continued learning, no matter what the topic, carries challenges in trying to get busy people to make learning a priority. As much as we celebrate our role in teaching and learning, sometimes our own professional learning is difficult to prioritize.

**4. Preaching to the Choir**

Getting people to the table who need to be there! Oftentimes, "I believe we are preaching to the choir". Those who choose to educate themselves and do the hard work are willing participants and will attend. Those who are not, will not attend and often feign surprise/ignorance when they are called out on inappropriate behavior. The work is not assessed through an evaluation process which hinders the outcome. Being invited is not enough when it pertains to this type of work, especially when White people dramatically outnumber people of color.

**5. You are A Minority**

Growing the culture enough so that you are a minority if you are not going to these workshops and getting those that need to attend to participate.

**6. Collective Will Be Dissipated**

Faculty are concerned and worried that the energy and collective will behind BLM will dissipate over time and don't want to go back to the way things were before BLM at BSU.

**7. Colorblind**

Remember that many policies and procedures in our nation with racist intent and racist effects have been enacted using "colorblind" or race-neutral language.

**8. Acknowledgement of Learning Needs**

Another challenge is that prioritizing these topics requires someone to acknowledge their own learning needs as we know, there may be evolution required for the individual to acknowledge their learning that is needed. We need to prioritize offering those experiences that will begin that change process for an individual as well as support the learning process along the way.

**9. Fear**

Getting more people to attend trainings and applying what they've learned. "I think people genuinely want to BE and DO better, however, "I also think we let other priorities (and fear) get in the way of attending these important trainings".

**10. Safety of a Screen Separating v. In-person Conversation**

Conversations of this nature can be uncomfortable, but they are necessary. In the virtual environment it is a challenge to truly engage folks, but this venue can be less anxiety provoking than attending an in-person event. We are doing the best we can for now, but when the world changes again and we are able to gather in person, the biggest challenge I see is figuring out ways to put into practice the new learning of the past year. Once we are able to engage with each other in person, it is imperative that we continue to expand opportunities to communicate honestly face to face, without the safety of a screen separating us.

**11. Academic Polices and Black and Brown Students**

BSU has always been comfortable having discussions, but has been slower on making institutional change, especially in the area of hiring more African American and Latinx faculty, staff, and administrators. We also need to move more aggressively and purposefully on dismantling academic policies that disproportionately disadvantage Black and Brown students.

#### **12. Dedicated Time**

Time - I believe dedicated time has to be mandated with a relief from other duties or the audience will not be focused on the importance of this critical learning. If you are thinking about what is not getting done that is expected from your position, it is hard to be open minded and receptive to learning opportunities.

#### **13. Commitment**

Those who are committed to the events attend them. Those who are less committed may not go the extra mile.

#### **14. Motivation**

Challenges to further promoting racial justice programs on our campus arise primarily because of COVID-19 restrictions. Some faculty may be interested in attending but may be “Zoomed” out and unable to commit time to attend webinars and online forums. In addition, for some community members, attending virtual events may not be as attractive as attending an in-person event, such as a lunch and opportunities for informal discussions with colleagues.

### **Appendix 8: Informal Survey of Student Clubs conducted by our student representative**

The major student responses were:

- Clubs such as LSL, Afro-AM, and ASA have had events structured around racial injustice on campus.
- A lot of students pointed out that during school events were more present during Black History Month.
- MRISJ was also pointed out as one of the many forces on campus that talks a lot about social and racial justice.
- Events with racial justice focus were not promoted heavily on campus.
- Timing of offerings was an issue because events would be missed due to them being during a student’s class time.
- The few events centered around racial justice and social justice issues were lackluster. They feel that most events try to play it safe to not ruffle feathers.
- Offering monthly events should be achievable to speak on racial justice and social injustice.
- The campus should promote Blackness on campus and invest in racial training led by people of color which could also be connected to the clubs on campus.

### **Appendix 9: AY2020-21 Racial Justice Events at Bridgewater State University**

Please refer to the Exhibit M for Racial Justice Events held by BSU during AY2020-21.

### **Section IX. Acknowledgements**

Rather than name individuals, our subcommittee sees it more important to acknowledge the students who spoke up at the Amplify Event and other forums. We also acknowledge those have been victims of institutional injustices. You are our teachers and our leaders and why we do this work.

# Exhibit D

Subcommittee:  
**Investing in and Supporting Students:  
Administrative and Organizational Support Structures**

Non-Summarized Final Report

## **RACIAL JUSTICE TASK FORCE FINAL REPORT – SUBCOMMITTEE 4**

### ***Executive Summary***

See RJTF Final Report, page 39.

### ***Introduction***

*“Educational equity remains higher education’s ‘unmet promise’” (Witham, Malcom-Piqueux, Dowd & Bensimon, 2015). Nowhere is this truer than for Black, Latinx, Native American, Asian and other students of color (Brown McNair, Bensimon & Malcom-Piqueux, 2020; Espinosa, Turk, Taylor & Chessman, 2019). When racially minoritized students are admitted to our institutions they report: experiencing racialized abuse; a diminished sense of belonging and welcome; lack of faculty, librarians, staff, campus leadership, or Boards of Trustees that are representative of their racial and/or ethnic groups; pressures to act and look White; campus climates that are often openly hostile; and ongoing exposure to policies, practices and pedagogies that are premised in racism – including pervasive Whiteness (Brown McNair, Bensimon & Malcom-Piqueux, 2020; Cabrera, Watson & Franklin, 2017; Dowd & Bensimon, 2015; Espinosa, Turk, Taylor & Chessman, 2019; Mills, 2020; Museus, Lambe, Sariñana, Yee & Robinson, 2016; Smith, Yosso, & Solorzano, 2007). “Instead of being aberrations in contemporary society, Whiteness and White Privilege are woven into the fabric of higher education” (Cabrera, Watson & Franklin, 2017, p. 52) (Gentlewarrior, 2021).*

The Investing in and Supporting Students: Administrative and Organizational Support Structures for Students Subcommittee (hereafter referred to as the Investing in Students Subcommittee) work underscores that in too many instances the description above fits the experience of BSU’s racially minoritized students.

### ***About the Subcommittee***

The Investing in Students Subcommittee is comprised of faculty, staff and robust student representation. The membership of the Subcommittee is as follows:

- Sabrina Gentlewarrior, Co-Chair, Vice President, Student Success and Diversity
- Emily Portela, Co-Chair, '21 BSU Graduate Student
- Elizabeth Ching-Bush, Assistant Dean of Students, Student Affairs and Enrollment Management
- Joseph Clark, '22 BSU Undergraduate Student
- Cecelia DeOliveira, Director of Student Success and Equity Interventions, Student Success and Diversity
- Emily Field, Associate Professor, Department of English (Fall 2020)
- Jasselle Garcia, BSU Undergraduate Student (Fall 2020)
- Jakari Griffith, Department Chair, Department of Management and Marketing (Spring 2021)
- Reid Higginson, Academic Advisor, Academic Achievement Center
- Jill Lucchetti, Assistant Director, Bridge Partnership (Fall 2020)
- Joseph Oravec, Vice President, Student Affairs and Enrollment Management
- Luis Pires, '23 BSU Undergraduate Student
- Mercedes Reid, '22 BSU Undergraduate Student
- Anna Rice, '21 BSU Undergraduate Student
- Marquis Taylor, President, Coaching for Change
- Alexis Wright, '21 BSU Undergraduate Student

## ***The Research Questions***

The Investing in Students Subcommittee utilized two overarching questions to guide inquiry:

- 1) *How can patterns of racism and whiteness be identified and changed to a racially just model of student service provision?*
- 2) *What practices convey a sense of welcoming, belonging, and true support to BSU's ALANA/ BIPOC students?*

The data in our inquiry process indicates that ALANA/BIPOC students do not generally feel welcome, safe, or experience a sense of belonging on campus. A range of departments were named by students in the qualitative data as not adequately meeting their needs, supporting their successes, or using a racially just service provision model. One of the working assumptions guiding this subcommittee is that departments identified as lacking by BSU's racially minoritized students might be engaging in universalism whereby goals, policies, and practices are designed to serve "all students" but which might in fact be designed to serve White students (McNair, Bensimon, Malcolm-Piqueux, 2020).

## ***Methods***

The primary objective of the Investing in Students Subcommittee was to engage in a process of equity-minded inquiry in an effort to identify, analyze, discuss and recommend courses of action related to racial inequities at BSU in student-facing offices and organizational support structures.

We want to acknowledge that we experienced this as a vast and far-reaching scope. It became quickly apparent that our timeline would not allow us to provide a department by department analysis and subsequent set of recommendations. Rather our overall approach was to examine the data and look for common themes which we then discussed as potentially representative of student facing administrative offices generally.

The Investing in Students Subcommittee systematically reviewed and discussed the available qualitative and quantitative data. Subcommittee members were asked to provide major observations, further lines of inquiry, strengths, and areas of improvement from the documents/data within the context of the group's charge and the research questions noted above.

## ***Data Analyzed***

The Investing in Students Subcommittee reviewed all the data available to the Task Force as a whole and analyzed and discussed the data that we believed would be most useful in aiding us in advancing our inquiry guided by our research questions. As is noted below, this resulted in the Investing in Students Subcommittee analyzing most of the data provided to the overall Task Force. This included the following:

### *Analysis of Existing Data*

- The Student of Color Focus Group Report (June 2020)
- The Amplify Report (August 2020)
- The Executive Summary of Dr. Reid Higginson's Dissertation
- The MRISJ Forums Report (June 2020)
- The Letter of Student Demands from June 2020
- Student of Color Retention Data
- The Predictive Analytics Report
- The 2018 Campus Climate Survey
- Undergraduate and Graduate Student Demographics by Race and Ethnicity

- Student Code of Conduct
- Academic Standing by Race and Ethnicity
- Department of Higher Ed BSU Equity Data
- Equal Opportunity (EO) Plan
- Policy for Free Speech

While the Investing in Students Subcommittee was fortunate to have an abundance of data available for us to analyze, additional data was needed to deepen our inquiry. The data sought included the following:

- We sought information on the race and ethnicity of BSU student employees in those roles that are often linked to professional development and student success (Research Assistants, Graduate Assistants, Orientation Leaders, Resident Assistants, Tour Guides, etc.).
- We requested information on the staffing and therapy models guiding mental health service provision to our ALANA students.
- We also asked for information on the race and gender of students going through our Community Standards process and overview of the recommended case dispositions.
- In view of the clear differences in the campus climate quantitative data and the qualitative data from Black, Brown and other students of color, we also hope to learn what BSU can do to ensure that our quantitative campus climate measures more accurately assess the state of racial equity and justice at BSU. The RJTF leadership has informed this subcommittee that the Task Force has been invited by Institutional Research to contribute to a revised campus climate survey that will be developed after the Task Force report is provided to President Clark.

#### ***Interviews Conducted to Deepen Our Understanding of Service Provision Practices at BSU***

Qualitative data from BSU's ALANA/BIPOC students identified a range of student serving administrative offices and organizational support structures that needed to improve in order to better serve them. To deepen our understanding of the current student service provision typical at BSU, we selected with the RJTF leadership's guidance, eight departments to interview. The offices interviewed were Admissions, Financial Aid, Residence Life and Housing, Academic Achievement Center, Community Standards, Center for Student Engagement, Student Affairs and Enrollment Management's Listen/Learn, Evolve, Advocate, Develop, Support (SAEM LEADS) Committee, and BSU's Wellness Center.

It was decided more fruitful information would be obtained through collegial conversations with each of these offices as opposed to a traditional written survey. Six questions were created that were asked of each office:

- 1) Please share any specific goals your department has for serving Black, Brown, and other students of color.
- 2) What does your department do to convey a welcoming environment specifically for the Black, Brown, and other students of color your department serves?
- 3) What does your department do to foster a sense of belonging specifically for the Black, Brown, and other students of color your department serves?
- 4) How does your department assess how effectively you serve BSU's Black, Brown, and other students of color?
- 5) How can your department be even more effective in serving BSU's Black, Brown, and other students of color?
- 6) If your department has planned changes to be more responsive to the Black, Brown, and other students of color, but have not yet fully implemented them, describe them here.

The RJTF leadership asked this Subcommittee to share whether these questions would be useful for the planned modifications to the campus climate survey. We find these questions more useful for potential

inclusion in departmental equity audits rather than the campus climate work. Certainly, the equity audits will be a data source that will be instructive about BSU's campus climate, however.

### *Interview Process*

The department heads for each of the identified offices received an email from the Subcommittee co-chairs explaining their role within the RJTF, the composition of their Subcommittee, a brief overview of their charge, purpose for the interview, and the list of questions to promote transparency. All the department leads accepted the invitation. Virtual meetings were then scheduled. In order to provide a service to the overall committee and have uniformity in how the interviews were conducted, the two co-chairs facilitated all the interviews with the department leads.

At the beginning of the interview conversation, the Subcommittee's purpose, names of the members, and the process of inquiry to date were shared. A rubric was created by the co-chairs to promote further unity in data collection. These rubrics included each of the questions, a space for notes, and a space to link data already reviewed to the responses. During the interviews, one of the co-chair's screen was shared so that the respondents could see what was being typed so they could correct any inaccuracies. At the end of each interview those interviewed were asked to review the rubric containing their answers again to ensure accuracies in what was noted.

Following the interview, co-chairs shared their notes with one another and reviewed for accuracy. These forms were then uploaded to the Teams site where Subcommittee members could review the interviews. These forms were then discussed in weekly meetings, which prompted additional questions and recommendations. Themes were identified within the documents. All eight interviews were completed as of February 2021.

### *Confidentiality and Anonymity*

Due to the nature of our inquiry, the names of departments and department leads were shared with members of the Investing in Students Subcommittee and the RJTF committee. Department leads were made aware of this and consented to the information being shared.

### *Qualitative Data Analysis*

Qualitative data was analyzed using thematic analysis. Labels for themes often reflected concepts in the literature. However, the themes identified were data driven, and not developed a priori based on the literature.

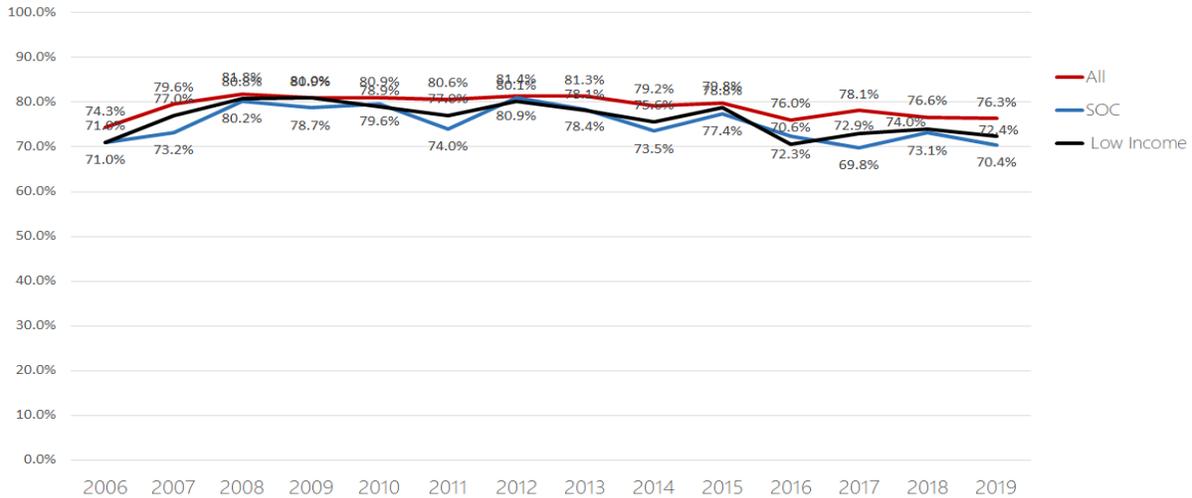
## ***Findings***

The challenge and opportunity facing this Subcommittee was finding a way to synthesize the vast amount of data available focused on our purview. As will be described below, after weeks of inquiry and discussion about this data, it became clear that while the data was frankly voluminous, great consistency exists across data sources as to the status of BSU's support of the Black, Asian, Native American, Latinx and other students of color attending BSU. Readers will find exemplars of the data described below which serve as an overview of our findings.

### ***Quantitative Data***

The group discussed that while BSU has much to be proud of, in recent years, BSU's student success metrics have begun to show a downward trend.

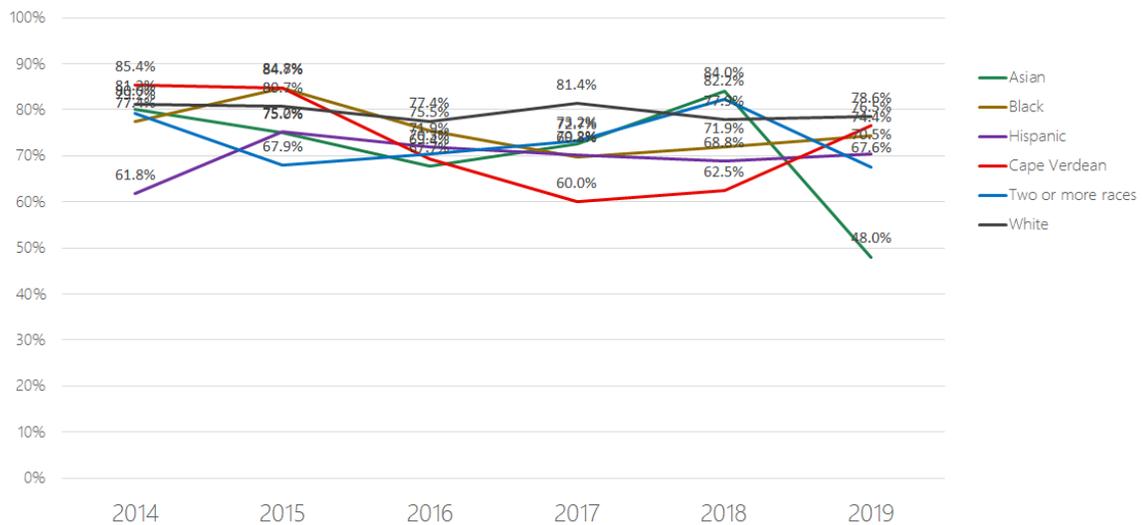
## Retention of First-Time Full-Time Students since 2006



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This becomes even more evident when considering disaggregated data for our ALANA/BIPOC students. While there has been a slight downtick for our White students over time, when considering the retention data of BSU’s Black, Cape Verdean, Asian, Latinx, and students indicating membership in two or more races, the data indicates equity gaps that range from 2%-30%.

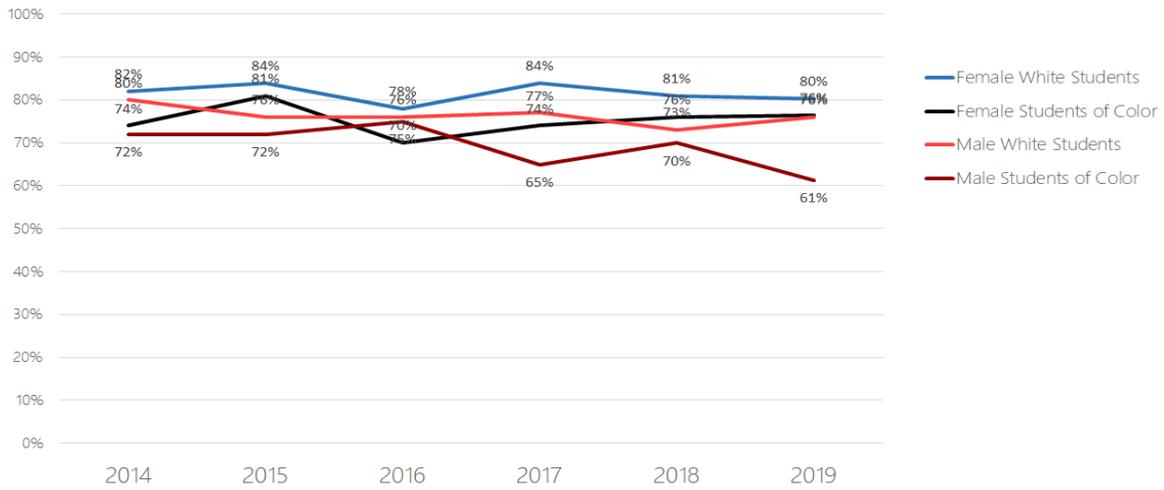
## First-Time Full-Time Cohort Retention – Retention by Race (groups 10 students or more)



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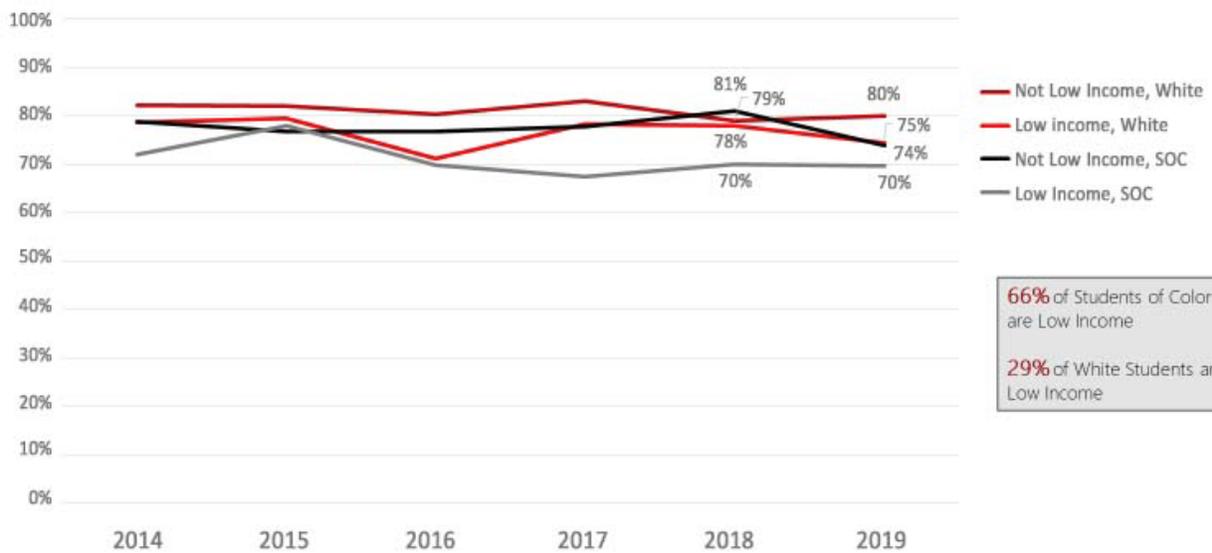
This Subcommittee is also cognizant that special effort must also be placed on being informed by and acting upon intersectional data. Some of this data indicates that BSU’s ALANA/BIPOC males and low income ALANA/BIPOC students (comprising 60%-70% of our undergraduate Black, Cape Verdean, Asian, Latinx, students indicating two or more races, and Native American students in any given year) are facing educational equity gaps that are substantive in nature.

## First-Time Full-Time Cohort Retention – Intersectional Race & Sex Achievement Gap



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## First-Time Full-Time Cohort Retention – Racial/Low Income Equity Gap



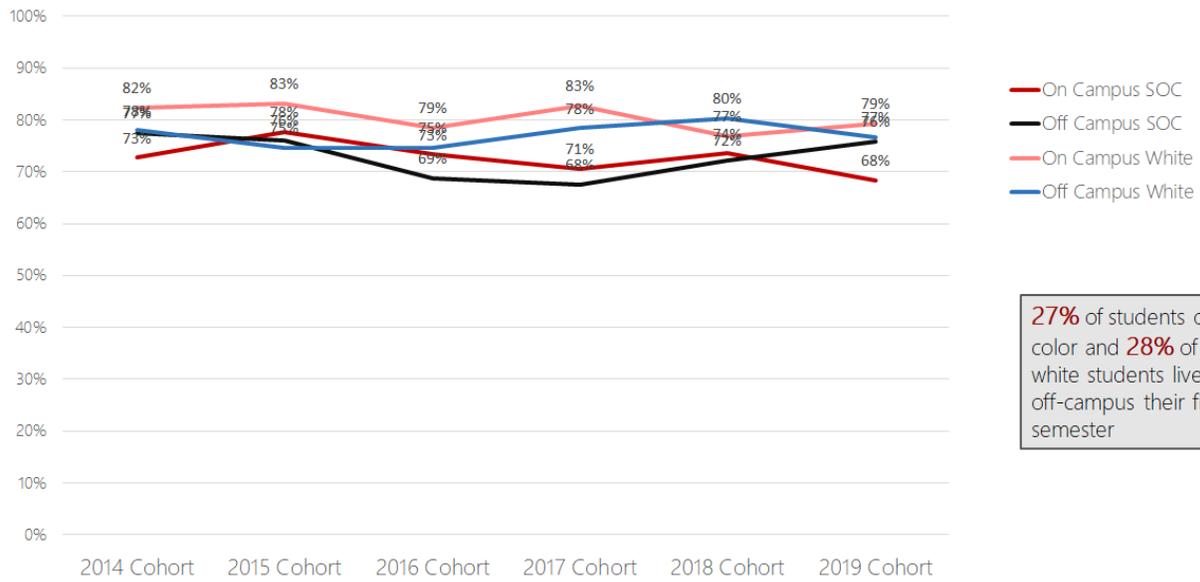
66% of Students of Color are Low Income  
29% of White Students are Low Income

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Finally, the importance of tailoring our work to reflect other realities of our students' lives has also informed our discussion. One of these (but by no means the only one discussed) is where students reside.

[View text version of charts.](#)

## First-Time Full-Time Cohort Retention – Lived On/Off Campus First Semester



27% of students of color and 28% of white students live off-campus their first semester

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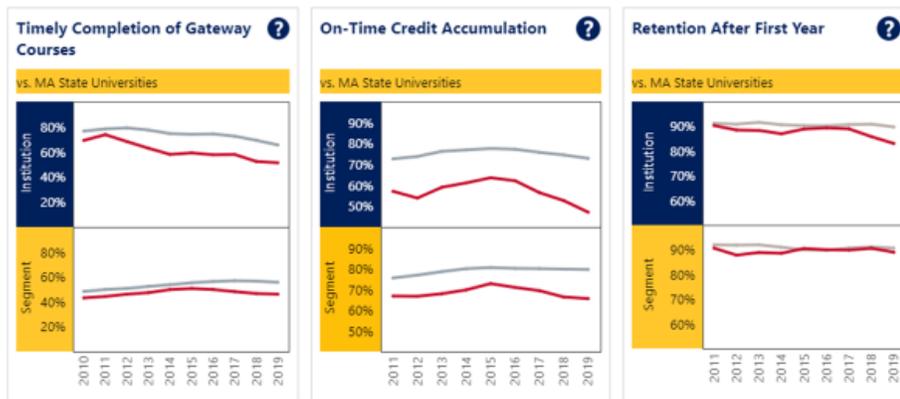
This Subcommittee was also informed by the DHE Data Center information indicating that BSU is lagging behind our segment of Massachusetts state universities in a number of key first year indicators for our Black and Latinx students.

## DHE Data Center – PMRS Equity Data (<https://www.mass.edu/datacenter/pmrs/bridgewater.asp>)

### African American Equity in First-Year Progress

Looking at recently entering cohorts, how do African American and White students at Bridgewater State University compare on hitting early milestones associated with achieving college success?

Race  
■ White  
■ African American



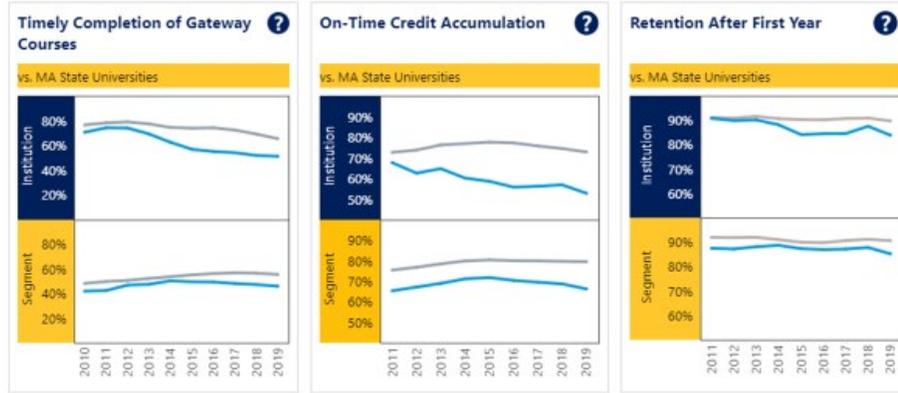
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View text versions of charts.

### Latinx Equity in First-Year Progress

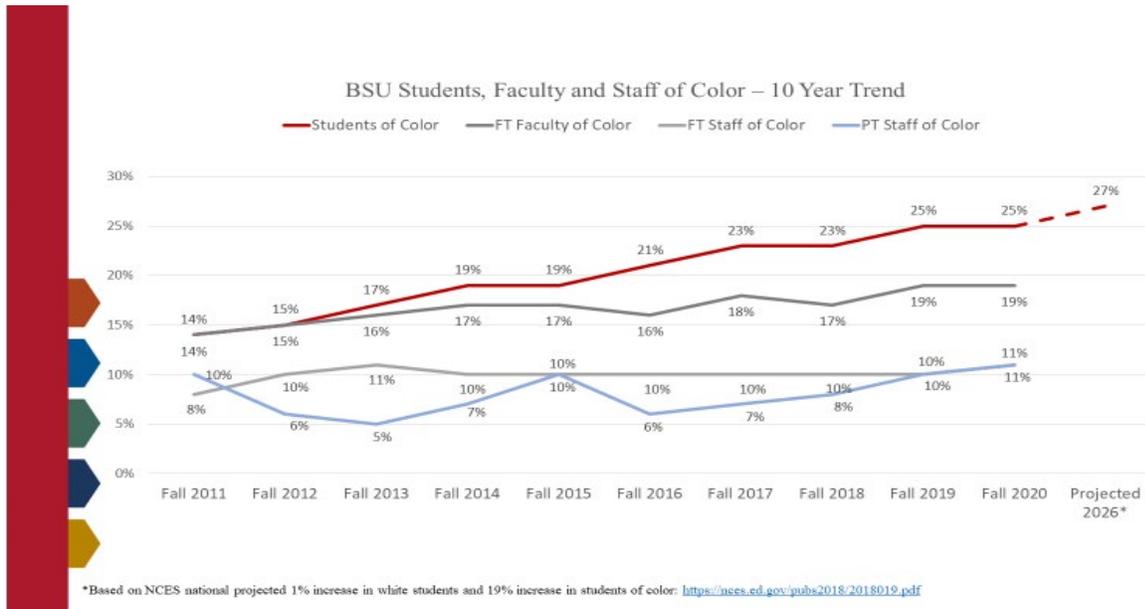
Looking at recently entering cohorts, how do Latinx and White students at Bridgewater State University compare on hitting early milestones associated with achieving college success?

Race  
 ■ White  
 ■ Latinx



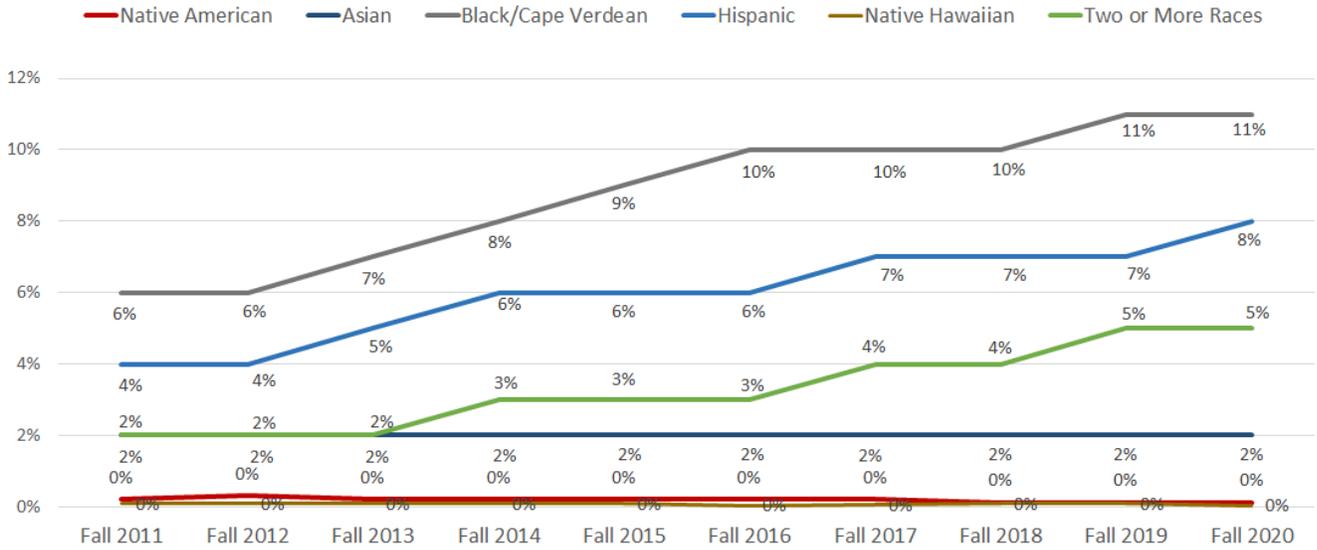
OFFICE OF INSTITUTIONAL RESEARCH

Data from Institutional Research (IR) underscores that the racial representation of our faculty and staff is not proportionately representative to that of our students.

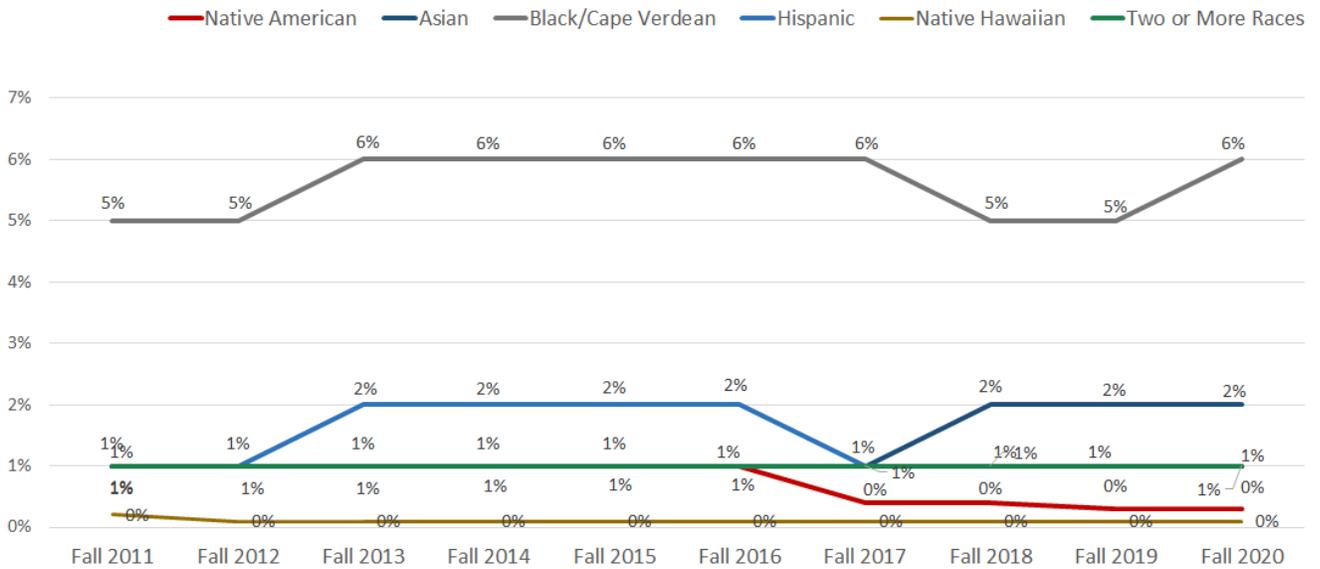


View text version of charts.

### BSU Students of Color – 10 Year Trend



### BSU Full-time Staff of Color – 10 Year Trend



[View text version of charts.](#)

#### ***Qualitative Data***

In considering the qualitative data, more nuanced information became available to this Subcommittee. This data was read in its entirety and discussed in our meetings. Major themes from this data are summarized in the table below.

**Departments Identified as Offering Student Service Provision  
That Met Needs of ALANA/BIPOC Students**

<b>Department</b>	<b>Data Summary</b>	<b>Data Source</b>
Lewis and Gaines Center for Inclusion and Equity (LGCIE)	<p>Able to learn about other’s cultures and experiences, LGCIE provides safe space for this/one of the most utilized, great space to meet people/make friends, great bosses, love the vibe, named as resource that helped students succeed suggested increasing funding instead of reducing</p> <p>Critical space for students of color to find friends and build a sense of community on campus</p> <p>“Only place to feel safe” but shouldn’t be, we need BSU to do more, students come here when they need help for real ways about hearing grievances (a lot about identities and communities), where else can we go, safe place to process trauma of Black students</p>	<p>Student of Color Focus Group Report</p> <p>Higginson Summary Report</p> <p>MRISJ June 2020 Forum</p>
Student Success and Diversity Departments	Named as resource that helped students succeed	Student of Color Focus Group Report
Internship Office	Named as resource that helped students succeed	Student of Color Focus Group Report

**Departments Identified by ALANA/BIPOC Students as Those that Would Benefit from Additional  
Emphasis on Racially Just Student Service Provision**

<b>Department</b>	<b>Data Summary</b>	<b>Data Source</b>
Overall: Administrative offices, student leadership offices and organizations, classrooms, residence halls and campus events	<p>Never been around so many White/American students, felt further minoritized and “othered” in spaces</p> <p>Lack of diversity, students don’t seek help in these spaces/offices, feel like not being heard or listened too, tossed aside, believe words coming out of student’s mouths, been compliant and faculty and administrators can behave in covert racism (microaggressions).</p> <p>Students have to speak properly, and careful or else White faculty will just shut them down, professor said sick of hearing students give excuses for why they aren’t good at writing, students get mistaken for other Black students, scholarly conversations in class that turn into personal attacks and not feeling heard.</p> <p>Customer service spaces/offices involved in student support need anti-racist and cultural bias training, students of color feel they’re “talk at” not “talked with,” rushed out, moved along or sent to other places for answer and sometimes dismissed</p>	<p>Student of Color Focus Group Report</p> <p>MRISJ June 2020 Forum</p>

Center for Student Engagement	<p>Clubs and University events not being equally supported and bureaucratic process being seemingly impossible to comply with, multicultural clubs purposefully kept out of full inclusion and receiving benefits of being a student organization like money for events/recognition, majority Black clubs are confused for each other, metal detectors and security at parties/events hosted by Black identified clubs and not others (<i>note: this is no longer occurring</i>), multicultural parties been phased out, feel diminished, urge for chapters of the whole Divine Nine on campus.</p> <p>Conflict regarding differences in funding levels/support for different organizations such as Greek Life and Center for Student Engagement vs. LGCIE or cultural groups (don't have the same backing or funding), students observed that some clubs take as long as they want to submit forms and get funds allocated to them but Black History Month always has a problem and Black students get in trouble for the same offense White students don't get in trouble for. <i>Interdivisional group addressing ways to make student events processes more student centered.</i></p>	<p>Student of Color Focus Groups</p> <p>Amplify Report</p> <p>MRISJ June 2020 Forum</p>
Program Council and SGA	Lack of representation of students of color; The Student Government Association need[s] to be much more reflective of Black and Brown students.	Student of Color Focus Group Report; Amplify
Wellness Center/Counseling Services	Need for more diverse counselors and staff, more available appointments, more support groups for students of color who may come from families with the traditional mindset that mental illness doesn't exist	Student of Color Focus Group Report
Resident Assistants/ Residence Life & Housing	<p>Quick to be written up as student of color but reluctant to write up White students for similar infractions, allowing Trump flags and students of color don't feel comfortable, microaggressions from RA's</p> <p>Makes efforts to make first generation, working-class students feel included but not so much for students of color from predominantly low-income, minoritized neighborhoods and schools</p> <p>Diversity training is catered to not harming fragility of White students and to encourage promotion of residential living</p>	<p>Amplify Report</p> <p>Higginson Summary Report</p> <p>Letter of Demands</p>
Orientation	<p>Address diversity at orientation</p> <p>Makes efforts to make first generation, working-class students feel included but not so much for students of color from predominantly low-income, minoritized neighborhoods and schools</p>	<p>Amplify Report</p> <p>Higginson Summary Report</p>
Student Safety Officers & Community Standards	Lack of diversity and cultural competency, students don't seek help out if needed in this space, feel as though don't treat students of color the same way when addressing conflicts (reprimanded more strongly than White students for drug or alcohol offenses)	MRISJ June 2020 Forum

Marketing	Lack of ALANA/BIPOC people on campus except as marketing tools, BSU cherry-picks certain topics to broadcast. Tokenism on BSU social media, Black students need recognition without it being a photo opportunity	Amplify Report & MRISJ June 2020 Forum
Faculty Advisors	Statements: “I thought you were here to drop out” and told student with high GPA “people like you don’t usually have a high GPA like that”	Higginson Summary Report
Tutors/AAC	Lack of racial identity training, trainings not sustained and broadened throughout year	MRISJ June 2020 Forum
Study Abroad and Service-Learning Trips	Engage in white-savior ship models, reduce harm and ensure a mutually beneficial trip for not just BSU students but the communities they enter as outsiders, implement mandatory classes prior to departure to educate about culture, community and customs as well as history of US intervention, influence and colonialism in these places	Letter of Demands  MRISJ June 2020 Forum

***Overview of Findings from the Equity-Oriented Conversations with Leaders of Student Facing Administrative Offices***

The Investing in Students Subcommittee’s work benefitted from the intentional and in-depth conversations we had with the following offices: The Academic Achievement Center, Admissions, the Center for Student Engagement, Financial Aid, Community Standards, the Wellness Center, Residential Life and Housing, and Student Affairs and Enrollment Management’s Listen/Learn, Evolve, Advocate, Develop, Support (SAEM LEADS) Committee.

We appreciated the opportunity to speak to these thoughtful colleagues about their work. The conversations underscored that our colleagues are committed to the values of racial equity and justice. It was also clear to the interviewers that these campus leaders are deeply committed to continuous improvement focused on truly supporting Black, Latinx, Asian, Native American and other students of color. It should also be underscored that we acknowledge that the data summarized below represents the racial justice activities at the time of the interview; additional progress has undoubtedly occurred since the time of the interviews.

The major findings are summarized below through points a-e and in the table that follows.

- a) Student Service Provision Framework: While all of the offices have plans for projects that will undoubtedly support the success of Black, Asian, Latinx, Asian, Native American and other students of color, none of the offices had an overall framework, comprehensive strategy or action plan premised in racially just student service provision. It is conjectured that this is also true of most student-facing offices at BSU.
- b) Racial Equity and Justice Competency Development: While all eight offices have begun the work of deepening the self-awareness and skills of staff members focused on racial equity and justice, their departmental and divisional efforts to date appear to be emphasizing the self-awareness needed to conduct racial equity and justice work and the introduction to key theorists and practitioners.
- c) Equity-Minded Hiring Practices: All eight offices spoke about their desire to increase the racial representation of their staff and student workers. More progress has been made in diversifying student employees in these departments. We commend Residence Life and Housing and Admissions for their work in this area.

- d) **Racial Justice Data Infrastructure:** Several of the offices that we spoke to lack the data infrastructure to make data-informed decisions to guide their racial equity and justice efforts. This lack of data is both at the qualitative and quantitative levels. In addition, many of the offices did not have adequate data to measure their effectiveness supporting Black, Asian, Latinx, Native American and other students of color.
- e) **Racial Justice Resources:** During several of our interviews, staff – when prompted – indicated that work on key racial equity and justice projects had stopped or stalled due to lack of institutional resources. While a few of these instances would require more substantive fiscal resources, in one case a significant project stalled due to a few thousand dollars. *(This instance has been shared with the appropriate Vice President so resources could be brought to bear.)*

The table that follows offers more details to substantiate the general findings found in points a-e above.

***Overview of Findings from Eight Student Facing Offices Interviewed by Subcommittee***

<b><i>Themes from Interviews</i></b>	<b><i>Work Presently Being Done by the Offices to Address Theme</i></b>	<b><i>Departmental Goals/Plans in This Area</i></b>
<p>Student Service Provision Framework</p>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> During Summer 2020 after the murder of George Floyd the AAC worked diligently to increase their support to BIPOC/ALANA students. This builds on their history of being utilized as a source of support by BIPOC/ALANA students who turn to AAC staff members after they have experienced racialized incidents at BSU.</li> <li>• <b>Financial Aid:</b> Financial Aid has built additional tiers in their support system to ensure fairness for BIPOC/ALANA students while still following federal guidelines for service provision. This was done by extending the priority dates for financial aid applications, looking at Gateway</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> There is a goal to assess current AAC policies to make sure there are no unintended negative consequences to these policies for our ALANA students (plans to revamp the academic standing and dismissal processes). AAC wants to “break out of their silos” to create more transparent relationships with other offices so they can be a safe space for ALANA students. Student Accessibility Services is planning a platform for BIPOC/ALANA students with disabilities to voice their concerns. This information will be used to determine what improvements need to be made to make the student experience more equitable. AAC plans to continue their efforts to be an open source of support for students with whatever issues they might face and look to work with other University partners to repair hurt from racialized incidents where appropriate.</li> <li>• <b>Financial Aid:</b> New leadership has prioritized repairing and rebuilding trust, increasing financial literacy for students, and extending outreach and resource offerings so both students and families feel supported (i.e., making literature provided available in multiple languages).</li> </ul>

	<p>Cities to support students in the most need, and “changing the philosophy” of financial aid to be more flexible and inclusive.</p> <ul style="list-style-type: none"> <li>• <b>Community Standards:</b> The office actively listens to students’ stories to determine if their reason for referral is an isolated incident or part of a larger picture (i.e., discrimination). When issues of racism arise, the office works with the students in question and supporting offices to help resolve the situation. There is great effort in the office to build a trusting relationship with students so issues can be appropriately addressed. The office gauges trust by how often students return for support/ connection after a dispute is resolved.</li> <li>• <b>Residence Life &amp; Housing:</b> The staff in the office try to act as allies and create space for students and staff to feel safe. This is done by setting up processes where students can be educated on racial justice, speak about the experiences freely, and observe staff turn their feedback into actionable goals to enact change.</li> <li>• <b>Admissions:</b> The office is working to eliminate barriers for BIPOC/ALANA students. This is done by offering tours in multiple languages, ensuring a certain percentage of merit scholarships for incoming first-year students are reserved for BIPOC/ALANA students, and transitioning to be a “test-optional” University. There is a full audit being performed in the office looking at brochures/websites and looking for ways to be more inclusive.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community Standards:</b> There is a beginning effort to incorporate a restorative justice model in their student service provision.</li> <li>• <b>Residence Life &amp; Housing:</b> There are efforts to continue to deepen understanding of the needs of BIPOC/ALANA students and adapt the current student service provision frameworks to provide more racially just and equitable care to students. One way this is being done by dedicating time to racial justice work during all staff meetings.</li> <li>• <b>Admissions:</b> There is discussion within the office, specifically with BIPOC/ALANA student workers, about how to increase a sense of welcoming for future BIPOC/ALANA students. BIPOC/ALANA specific panels and programs are being piloted. There are also plans for a racial equity brochure with an emphasis on BIPOC/ALANA students.</li> </ul>
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	<p>There are plans to do a racial equity brochure with an emphasis on ALANA students. Specific programming throughout the admissions process for BIPOC/ALANA students is also being looked into.</p> <ul style="list-style-type: none"> <li>• <b>CSE:</b> Based on feedback from BIPOC/ALANA students that the process for establishing student organizations on campus was difficult to understand, CSE developed information sessions to break down the criteria, allotted funds, and resources available to students interested in establishing new organizations or maintaining existing ones on campus. The CSE also implemented a program in the last year where student orientation leaders call incoming students to connect prior to them starting at BSU. The CSE is intentionally choosing student leaders who speak the preferred language of BSU’s students and families.</li> <li>• <b>SAEM LEADS:</b> SAEM LEADS are in the midst of several planning stages.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CSE:</b> Attention is being placed into the specific community environments on campus to foster a sense of safety and belonging. For example, CSE is creating a flag display on campus representing the nations of origin of students at BSU. Additionally, new student and family programming has been working to more intentionally focus messaging for BIPOC/ALANA families in an effort to shy away from universalism. The office is looking at expanding accessibility of resources by offering them in multiple languages.</li> <li>• <b>SAEM LEADS:</b> In order to best serve BIPOC/ALANA students, the committee recognizes there are some professionals in the division who need more support and education on how to be better stewards for students. Some of the initial goals are centered around making staff more knowledgeable through a tiered approach which is in the planning phase. Tier one is educational opportunities and providing access to workshops. Buy-in for these workshops is achieved through a level of self-accountability within SAEM LEADS that upholds education as a priority. These trainings are not mandatory. Tier two is how to bridge the gap between the division and the students. Tier three is solely focused on programs and supports for students.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Wellness:</b> The Wellness Center is utilizing the Steve Fund’s “Equity in Mental Health Framework” as a guide for student service provision. The <a href="#">Steve Fund</a> is a national organization focused on the mental health and emotional wellness of BIPOC/ALANA college students. The Equity in Mental Health <a href="#">Framework</a> and <a href="#">Toolkit</a> recognizes the additional stressors BIPOC/ALANA college students face in regard to their mental health. This program provides 10 actionable recommendations for colleges and universities to help assess and strengthen support for the mental well-being of BIPOC/ALANA students (for more information see links below). In addition, the Wellness Center has partnered with LGCIE to have weekly presence for their <i>Let’s Talk</i> series which is a national program to de-stigmatize counseling. The program <i>Conversations with Women of Color</i> is also being held. This program is a virtual support group for BSU women of color. The goal of the group is to provide a collaborative space of safety and respect, discuss topics of importance to the well-being of women of color, and learn healthy coping skills. In a broader sense, the office is being intentional with the marketing and promotional materials in the waiting area, making sure there is representative marketing. The office also provides access to care to all students, with or without health insurance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wellness:</b> The center has plans to set specific goals relating to ALANA/BIPOC students in their upcoming strategic planning.</li> </ul>
Racial Equity and Justice Competency Development	<ul style="list-style-type: none"> <li>• <b>AAC:</b> AAC looks to increase the level of self-awareness of all staff members as it relates to issues of racial equity and justice. There is</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> The AAC is looking to increase and improve diversity training beyond the initial onboarding training for racial justice and equity. The AAC is looking</li> </ul>

	<p>an effort to destigmatize and welcome all conversations surrounding race. Efforts to achieve this goal include a staff book club with a focus on racial justice and equity, showing support for the Black Lives Matter movement, and open discussions about how current events affect staff members personally/professionally and how events affect students.</p> <ul style="list-style-type: none"> <li>• <b>Financial Aid:</b> No specific information was given about how the office develops competency in racially just practices in the field, though general sentiment of instilling competency in professional staff in matters of racial equity and justice was noted.</li> <li>• <b>Community Standards:</b> In July 2020, the office expanded their racial justice and equity training for staff, specifically working on cultural competence/cultural responsiveness in partnership with the Community Standards Institute. The office identified a pattern of less-experienced professional staff referring students who were alleged to have engaged in discrimination to LGCIE for discussion. They have since stopped this practice so as to not place ownership on BIPOC/ALANA staff to support students who engage in discriminatory practices.</li> <li>• <b>Residence Life &amp; Housing:</b> There are identity development sessions for staff where student workers are asked to share emerging trends on racial justice issues that need to be addressed and trained on. All professional and student staff are provided</li> </ul>	<p>to develop their own racial justice Task Force in their department to explore and enact goals as they relate to racial justice and inequity.</p> <ul style="list-style-type: none"> <li>• <b>Financial Aid:</b> The office is looking at financial fitness and how debt affects BIPOC/ALANA students differently.</li> <li>• <b>Community Standards:</b> The office states they have always tried to take into consideration the lived experiences of BSU's BIPOC/ALANA students but their efforts could be improved upon.</li> <li>• <b>Residence Life &amp; Housing:</b> The office has a goal to incorporate new training and workshops emphasizing racial equity and justice such as Empowered Bystander Training and Unlearning Racism (in collaboration with SAEM and SSD), workshops for advocacy, and workshops for identity development.</li> </ul>
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	<p>training during the onboarding process. RAs are required to attend training focused on racial justice at least twice a semester (intensive trainings twice a year, then continuing online modules throughout their tenure as RAs).</p> <ul style="list-style-type: none"> <li>• <b>Admissions:</b> Staff is being trained on racial justice practices though no specifics on the types of trainings were given. There are members on staff who are part of the REJI team who highlight the issue of racial justice and equity for other staff.</li> <li>• <b>CSE:</b> There was general mention of racial justice competency development/training for current staff, but no specifics were given. There is a desire from staff members to become more aware of how their worldview impacts their student service provision.</li> <li>• <b>SAEM LEADS:</b> Workshops and general meetings centered around racially just and equitable student service provision are held bi-weekly for two hours. Meetings address educational assignments from the previous meeting (i.e., research articles, books, etc.).</li> <li>• <b>Wellness:</b> The office directs the continuing education requirements for staff to better</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Admissions:</b> No specific plans were given for how to improve racial justice and equity competency among staff.</li> <li>• <b>CSE:</b> As new offices within the CSE are being rebranded and developed, general discussion is occurring about infusing racial justice and equity practices into the purpose of each office. There are also efforts being made to implement racial equity and justice trainings into the onboarding training for professional staff. Conversations are being held about instituting trainings for student leaders/staff on how to be racially just and equitable. The goal of these trainings would be to a) cultivate strong BIPOC/ALANA leaders and b) to develop understanding/accountability for majoritized students so they might create a culture of welcome for BIPOC/ALANA students within their organizations.</li> <li>• <b>SAEM LEADS:</b> SAEM LEADS is looking at the enhancement of professional competencies for staff. They first plan to look at baseline competencies for staff so they can figure out how to fill in competency gaps in an efficient manner.</li> <li>• <b>Wellness:</b> The Wellness Center suggests there is a need to deepen training on counseling and medical</li> </ul>
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	<p>understand the “evolving needs of diverse students.” Some trainings include “Applying a Multicultural Lens to Clinical Practice” and “Cross-Cultural Approaches to Trauma.” The office currently has a speaker series where an outside speaker will come in to enhance racially aware and just student service provision model in the office.</p>	<p>needs and how to meet them for BIPOC/ALANA students. It was indicated that there are not as many race conscious programs as there needs to be in the office, especially on the medical side. The office asserts it would be a missed opportunity to not address the stigma surrounding the healthcare system for BIPOC/ALANA students.</p>
<p>Equity-Minded Hiring Practices</p>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> There is a leadership team within the AAC that meets regularly that spends time with evidenced based research to see how to make recruiting diverse racially just/equitable minded staff more concrete (i.e., researching how to word job descriptions).</li> <li>• <b>Financial Aid:</b> New leadership has prioritized repairing and rebuilding trust by increasing the diversity of members within the office (this includes hiring racially diverse staff, multilingual staff, and individuals who look like our students). There is currently a member on staff who speaks four different languages.</li> <li>• <b>Community Standards:</b> No information was given about their current equity-minded hiring practices. None of the three professional staff members in the office identify as ALANA/BIPOC, however a number of the hearing officers from other departments do.</li> <li>• <b>Residence Life &amp; Housing:</b> The office holds intentional recruitment and hiring practices of student/paid staff and all staff members are encouraged to be involved with racial justice work groups and trainings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> Has plans to diversify staff in the future. The AAC does not independently collect the race/ethnicity of its graduate and/or undergraduate employees. The department has been diligent in reaching out to Student Employment/HR to see if this data could be provided. Information on this will help inform future hiring practices.</li> <li>• <b>Financial Aid:</b> Has plans to continue to diversify staff (linguistically, racially, etc.).</li> <li>• <b>Community Standards:</b> No specific plans were given about equity-minded hiring practices. A number of hearing officers from other departments are ALANA/BIPOC individuals.</li> <li>• <b>Residence Life &amp; Housing:</b> The office has plans to infuse additional asset-based language in recruitment materials for student staff, so BIPOC/ALANA students know that they are deserving to be in the position. They also hope to increase racial representation for their professional staff.</li> </ul>

	<p><u>The RAs in the 2020 year have been the most diverse in the history of BSU.</u></p> <ul style="list-style-type: none"> <li>• <b>Admissions:</b> The office has hired a diverse student tour guide group. <u>Of the 32 tour guides hired, 11 students identify as BIPOC/ALANA (34%).</u> There is an acknowledgement by the office that there is a lack of diversity in the recruiters who go to high schools.</li> <li>• <b>CSE:</b> CSE notes that a lack of diversity within their professional staff, student workers, and student leaders has been a barrier to providing racially just student services.</li> <li>• <b>SAEM LEADS:</b> SAEM LEADS recognize their division is lacking in representation in leadership and student employment. Many of the BIPOC/ALANA staff members within SAEM are involved in SAEM LEADS, which is promising.</li> <li>• <b>Wellness:</b> Two out of the five counselors on staff identify as BIPOC/ALANA. Information was not given about the staff on the medical side of the Wellness Center. Staff members asserted more could be done to diversify staff to benefit students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Admissions:</b> Specific plans to diversify staff were not discussed</li> <li>• <b>CSE:</b> CSE is working to expand representation for both student and professional workers on staff. There are specific efforts being looked into to increase diversity within student leadership though no plans for how this will be accomplished was given.</li> <li>• <b>SAEM LEADS:</b> It is a priority for SAEM LEADS to increase diversity within profession/student staff and within student leadership. They are assessing all areas of hiring while still considering the current hiring freeze. Moving forward, efforts will be made to assess how they can be more intentional with their hiring practices though no specifics were given on how this will be achieved.</li> <li>• <b>Wellness:</b> The internship process for next year (AY 21-22) will be adjusted to attract candidates from increasingly diverse backgrounds. This is being done in part by expanding the internship search to include training programs that draw a more diverse student body.</li> </ul>
<p>Racial Justice Data Infrastructure</p>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> The AAC’s current data collection system has presented significant barriers to collecting information regarding BIPOC/ALANA students that would be useful in evaluating the effectiveness of current services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> The office is looking to create data infrastructure to more effectively assess ALANA student service utilization. This data will be used to inform future practices of the office such as services designed for student support and retention.</li> </ul>

	<p>and need to improve to better support students.</p> <ul style="list-style-type: none"> <li>• <b>Financial Aid:</b> Due to federal compliance standards, Financial Aid does not factor race into financial aid packaging decisions. Rather they work with socioeconomic status (SES) and geographic area (Gateway Cities) which allows for the most wrap around support (support both pre and post admission) a student should experience in the office.</li> <li>• <b>Community Standards:</b> The office assesses effectiveness of services by tracking recidivism rates. A technical problem existed within the data infrastructure for Community Standards that inhibited their ability to accurately match up data on race and ethnicity data regarding service utilization (how many students engage with the Office of Community Standards) and they are exploring ways to get student feedback on effectiveness (student satisfaction for how the issues were resolved) for BIPOC/ALANA students. <u>After the interview, the data matching issues were brought to the attention of the necessary individuals and they have been resolved.</u></li> <li>• <b>Residence Life &amp; Housing:</b> The office utilizes Skyfactor Survey to learn more about their residents so they might better serve them. No specific information was given about how the data is utilized but a request has been made to make data available.</li> <li>• <b>Admissions:</b> The office is consistently monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Financial Aid:</b> There is a goal to increase relationships with outside partners and Gateway Cities to assess how to increase support for students from these areas.</li> <li>• <b>Community Standards:</b> Since the interview, the Office of Community Standards has worked diligently to rectify a data infrastructure issue. The office can now gather data with race, ethnicity and preferred pronoun identifiers.</li> <li>• <b>Residence Life &amp; Housing:</b> There are plans to disaggregate data through Institutional Research (IR) to learn about the residents and student staff. There will be a Skyfactor survey in the next year or two.</li> <li>• <b>Admissions:</b> A goal is to disaggregate the data regarding demographics of</li> </ul>
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	<p>application numbers and yield rates as it relates to BIPOC/ALANA incoming students. Admissions has steadily increased their BIPOC/ALANA student percentage enrollment for the last 16 years (with the exception of the previous year which was impacted by COVID).</p> <ul style="list-style-type: none"> <li>• <b>CSE:</b> Preliminary data has been collected regarding how students are utilizing programs within CSE and where gaps in utilization exist. The current platform used to analyze student engagement has several limitations regarding the collection of data on BIPOC/ALANA students' utilization of and engagement in CSE services that presents barriers to identifying specific practices need to be amended so they might be more racially just and equitable.</li> <li>• <b>SAEM LEADS:</b> No current data infrastructure exists within SAEM LEADS to assess effectiveness with students.</li> </ul>	<p>incoming students and make it available in Tableau. There are also plans to set numeric goals for first-year BIPOC/ALANA enrollment for the AY2022-23 academic year with the campus community as part of the strategic plan. There are conversations about how to monitor and address the downtick in BIPOC/ALANA student enrollment between Admissions staff and the New Student Enrollment Committee.</p> <ul style="list-style-type: none"> <li>• <b>CSE:</b> CSE noted the majority of student organizations that apply for funding through their office are multicultural organizations (e.g., African American Society). There is a new assessment tool obtained by CSE that has the capacity to analyze engagement of students in CSE programs that deepens the understanding of specific student populations' involvement and membership of campus organizations and attendance of campus events. This will allow the office to create targeted communications to students based on demographic information or engagement level to hopefully connect students better to the BSU community.</li> <li>• <b>SAEM LEADS:</b> The committee is looking into a variety of assessment tools. This is a top priority for the committee. SAEM LEADS has not done an inventory or assessment yet nor have they decided on one tool to use. There is a need to audit and assess data from each department within SAEM in order to know how students are being served (who's coming back in, track records of success, etc.). There is a desire to explore/pioneer decentering whiteness within future assessments in determining what changes need to be made. Physical space, cultural changes, and personal competencies should be assessed to truly serve students.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Wellness:</b> There are several methods of assessment the office uses to assess effectiveness. These include student satisfaction surveys, CCAPS (Counseling Center Assessment of Psychological Symptoms) which is a repeated measure tool that is completed every four sessions to assess clinical progress, and the CCMH (Center for Collegiate Mental Health) standardized data that shows utilization rates based on race/ethnicity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wellness:</b> No comments were given about needs regarding the data infrastructure of the office during the interview.</li> </ul>
<p>Racial Justice Resources</p>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> The staff have utilized the “Equity Walk to Equity Talk” curriculum to support racial justice competency.</li> <li>• <b>Financial Aid:</b> No information was given regarding specific racial justice resources currently being utilized by the office.</li> <li>• <b>Community Standards:</b> There have been a few resources utilized in the past to become trained in a restorative justice model, though recent budget cuts have significantly limited the ability to partake in outside trainings/programs to help increase racially just and equitable student service provision. The OCS has partnered with the Attorney General’s office to train mediators for the restorative justice program.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AAC:</b> A general desire to identify and utilize more racial justice resources within the department was noted.</li> <li>• <b>Financial Aid:</b> The office is working to increase financial literacy for students by providing resources to show the education they are investing in has value and is a worthwhile financial investment. They are also looking at financial fitness and how debt affects BIPOC/ALANA students differently. The office is further looking into strengthening connections with community resources to improve outreach to Gateway Cities.</li> <li>• <b>Community Standards:</b> The office is looking to engage with ASCA, the governing community standards association, to participate in their restorative justice summer institute track. This would cost around \$3,000 and would help improve racially equitable practices within the office.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Residence Life &amp; Housing:</b> No information was given on specific outside resources utilized to help deepen racially just and equitable practices.</li> <li>• <b>Admissions:</b> No specific information was given regarding racial justice resources.</li> <li>• <b>CSE:</b> Orientation staff members meet once a month with the state university directors of orientation (or equivalent) to discuss programming and different initiatives. This allows BSU to explore what others are doing to support BIPOC/ALANA students so BSU might do the same for our students.</li> <li>• <b>SAEM LEADS:</b> There are subcommittees within SAEM LEADS that examine what is happening both nationally and locally in social/racial equity practices for higher education. No specific resources were mentioned that were being utilized by SAEM LEADS.</li> <li>• <b>Wellness:</b> The <a href="#">Steve Fund</a> “Equity in Mental Health” <a href="#">Tool Kit</a> is being utilized to support BIPOC/ALANA students. The office is utilizing the <a href="#">JED campus program</a> to provide the framework for racially just student service provision, specifically integrating it into their Wellness Strategic Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Residence Life &amp; Housing:</b> Efforts are being made to look at more intentional curriculum models that have a racial justice focus. There are plans to deepen student and professional staff trainings’ focus on racial justice. There are plans to look into a programmatic supportive community in residence halls committed to racial equity and justice.</li> <li>• <b>Admissions:</b> No plans to increase utilization of racial justice resources were given.</li> <li>• <b>CSE:</b> The office is looking into ways to utilize the mobile app to create racially equitable/just spaces in a virtual format. One program being looked into is the creation of closed groups within the mobile app that students can create connecting them with other students who have a common interest/identity. Practices are also being looked into for how to create an atmosphere of racial justice and equity through social media. There is a continued exploration of conferences in the area that highlight best practices for racially just/equitable student service provision as well.</li> <li>• <b>SAEM LEADS:</b> The SAEM LEADS committee is currently a “learning community.” They are acting as a pilot to determine what method of instruction regarding racial justice and equity will work best for the division and the school as a whole.</li> <li>• <b>Wellness:</b> Due to the stress of COVID, there will be emphasis moving forward on gaining resources to support the trauma-informed work that will need to occur to support students.</li> </ul>
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## *Suggested Recommendations*

### ***1) Make Racial Equity and Justice BSU's Student Service Provision's Guiding Paradigm***

Commitment to our institutional values and good intentions are essential to the work, but an institutional infrastructure premised in the practices and measurable competencies of racial equity and justice is needed to guide all student serving administrative offices at BSU (Association of American Colleges and Universities, 2015; Witham, Piqueux, Dowd, Bensimon, 2015). This contention is based on the qualitative data that indicates our espoused institutional values do not always inform our practices. Consider these quotations from the Student of Color Focus Group (Marrow, et al., 2020) report:

*I feel like a lot of our issues are put on the back burner compared to other issues but it's like we're just as important as every other student here and when we have issues we should be taken seriously, this shouldn't be like oh you feel this way ok moving on type of thing, it sucks.*

After conducting research at BSU, Dr. Reid Higginson (2020) states:

*BSU's long tradition of serving White working-class students from the region has made BSU highly attuned to the needs of these students and their identities are well-represented among faculty and staff. However, as the demographics of BSU have changed, this culture has not adjusted to equally meet the needs and identities of the Black and Latinx students.*

This student statement from the MRISJ Community Forums underscores the need for a student service provision model characterized by racial equity and justice:

*Me and my friends of color have had this conversation of how Bridgewater has never felt safe and comfortable for us. Not fostering safety for us. A lot of BSU is made up of White people saying that we're not seeing things right. Our voices taken away from us telling us how things are. We're not heard or understood.*

- I. By AY 22-23, the necessary work should be done so that racial equity and justice is the guiding paradigm for policies, practices and culture development at BSU generally and for student serving administrative offices specifically (Association of American Colleges and Universities, 2015; Bensimon, 2016; Brown McNair, 2020; Brown McNair, Bensimon, & Malcolm-Piqueux, 2020; Dowd, & Bensimon, 2015). Much of what follows is in service to this foundational recommendation. Specific recommendations intended to support this meta-recommendation are found below.

#### *A Note Regarding the Impact of This Subcommittee's Report on Key Campus Student Success Metrics*

It should be noted the recommendations that follow focus on the research questions delineated on page 3. As such, the delineated strategies are intended to increase the sense of belonging and welcome for ALANA/BIPOC students and centralize racial equity and justice in BSU's student service provision model. As part of the process of implementing actions intended to accomplish these two broad goals, specific interventions will need to be designed by departments campus-wide that are informed by intersectional equity-oriented data and implemented using racially equitable and just principles and practices. The impact of these interventions and strategies will then need to be assessed to determine their usefulness in improving the campus climate for ALANA/BIPOC students, their ability to instill a sense of welcome and belonging for ALANA/BIPOC students, as well as their influence on students' persistence and graduation rates. *Action planning is occurring in the equity-oriented Student Success and Retention*

*Subcommittee of the Strategic Enrollment Management Group in support of these overall retention efforts.*

## **2) Create Clear and Supportive Accountability Structures Focused on Racial Equity and Justice**

While this Subcommittee intensively examined the practices of eight offices, we contend that every office at BSU serves students. As demonstrated in an analysis of the full interview transcripts and summarized in the table above, it appeared that the emphasis on racial equity and justice, while not a new value, was a newer top priority area for some of the offices interviewed. In order to support the work, accountability structures focused on racial equity and justice need to be created.

- I. This Subcommittee supports the plans for the creation of racial equity institutional strategic priorities in the next phase of strategic planning. These institutional priorities should then inform specific divisional and departmental strategic priorities intended to advance racial equity and justice; each of these priorities would have accompanying objectives, metrics, and individuals responsible for advancing the activities.
- II. It is recommended that every division continue to utilize a racial equity and justice liaison (modelled on the use of this strategy for the RJTF work) who reports directly to their respective vice president on divisional progress towards racial equity and justice goals. The liaisons would be responsible for coordinating strategic racial equity and justice activities intended to meet divisional objectives in this area. They would be charged with: providing general support to divisional racial equity and justice work; helping address any obstacles to progress; sharing verbal and written summaries on racial equity and justice activities in the division; and interfacing with the racial equity and justice liaisons in the other divisions through regular meetings where interdivisional collaboration focused on racial equity and justice would be emphasized.
- III. It is recommended that divisional progress towards these racial equity and justice goals be included in all cabinet members' annual evaluation processes with the president.

### *Feasibility, Impact and Budget Associated with Recommendations*

The recommendations above are feasible and in line with the current strategic plan which states that BSU commits to advancing “institutional diversity practices, education and action through the leadership of the President’s Cabinet” ([https://www.bridgew.edu/sites/bridgew/files/BSU-Institutional-Strategic-Plan-01\\_15\\_18\\_0.pdf](https://www.bridgew.edu/sites/bridgew/files/BSU-Institutional-Strategic-Plan-01_15_18_0.pdf), p. 28).

Other than time, no additional outlay of resources would be needed to accomplish these recommendations.

## **3) Incorporate Racial Equity-Oriented Competencies into Role Expectations**

BSU has extraordinary professionals in our student serving roles who have spent years learning and honing their professional expertise. Our student serving staff should be lauded for their commitment and service to our students. However, based on the interviews it is our belief staff at BSU, like staff at campuses across America, would benefit from the opportunity to develop racial equity and justice role-specific competencies.

The report from the MRISJ Community Forums (2020) stated:

*Customer Service offices/spaces across the campus need training – offices/departments that support students, such as Financial Aid, Registrar, Dining Hall, Athletics, Student Activities,*

*need anti-racist and cultural bias trainings. Students of color expressed concerns about how differently they feel treated when entering these spaces, i.e., how they are ‘talked at’ not ‘talked with,’ rushed out of the way, impatiently moved along or sent off to other places for answers and sometimes just covertly or overtly dismissed.*

- I. It is recommended that the development of role-specific racial equity competencies be prioritized and included in the job descriptions of all current and new student-serving administrative and student worker job descriptions beginning in Spring 2022.
  - a. Vice Presidents working with the Division of Human Resources and Talent Management and the Division of Student Success and Diversity could collaborate to create divisional and role specific expectations to infuse into job descriptions.
- II. During Fall 2021 it is recommended that staff be offered professional development focused on these competencies prior to these items being included in the evaluation process. (*This professional development is described in Recommendation 4.*)
- III. It is recommended that a new category be added to the annual position review process encouraging those completing the form be allowed to share the ways in which their work advances racial equity and justice. Doing so would encourage and provide a mechanism to reward work on behalf of racial equity and justice.
- IV. A racial equity staff award should also be developed and launched in AY2021-22 with the same level of compensation and recognition given to the faculty equity-oriented award. It is suggested that an interdivisional committee chaired by the Vice President of Human Resources and Talent Management convene an interdivisional group to create the award criterion intended to both advance innovation in staff racial equity and justice efforts and comply with the APA and AFSCME contracts relating to staff compensation.

#### *Feasibility, Impact and Budget Associated with Recommendations*

Ensuring every staff member at BSU is charged with role-specific work focused on racial equity and justice would be transformative. Due to the press of duties, time would need to be set aside for the divisional leadership to create role-specific racial equity competencies that are meaningful and appropriate for each type of position at BSU.

The cost of the staff award focused on racial equity and justice work would be \$5,000 if designed to mirror the level of compensation given to the faculty diversity award recipients.

#### **4) *Emphasize the Understanding of and the Work Associated with Decentering Whiteness in Student Service Provision by Offering Skill Building in Equity Audits and Service Provision***

Explicit racism, while still evident at BSU, does not appear to be the pervasive obstacle to racial equity and justice in BSU’s administrative student service provision. Rather it is the practices of universalism informed by unexamined whiteness (Cabrera, Franklin & Watson, 2017; Brown McNair, Bensimon, & Malcolm-Piqueux, 2020) that are the clearest obstacles to racial equity in student services at BSU. Student facing offices need support understanding the difference between explicit racism and manifestations of whiteness. The racial equity and justice activities discussed in our interviews – while positive steps that should be commended and would serve as helpful components to the work -- do not go far enough to transform BSU’s student service delivery model.

McNair Brown, Bensimon and Malcom-Piqueux (2020, p. 45) pose questions intended to decenter whiteness and centralize racial equity and justice in higher education. They encourage us to ask:

- “Who benefits from our work?”
- In what ways could this practice, program or policy disadvantage [racially] minoritized students?
- Who, by race and ethnicity, is most likely to benefit from the practice, program or policy? Why?
- How did the architects of this practice, program, or policy take racial equity into account?
- Who, by race and ethnicity, might not meet criteria that determine who qualifies (to be hired, to be accepted into an honors program, or to receive program benefits)?”

The questions above provide the framework for the new Decentering Whiteness Workshop series provided by the Division of Student Success and Diversity. The series launched in September 2020; the participating colleagues have utilized this framework to transform key elements of their work. Colleagues have advanced projects on how to centralize racial equity and justice in the following areas: space utilization at BSU, budget planning, curriculum design, pedagogical practices, hiring practices, admissions decisions, data use and application, website design. In short, when offered development and tools, BSU employees apply it on behalf of racial justice. At issue, however, is that racial justice training at BSU is voluntary. In order to transform the institution, anti-racist education and competency development needs to go to scale.

- I. It is recommended that the Division of Human Resources and Talent Management and Division of Student Success and Diversity create an action plan outlining strategies for training all employees in foundational anti-racist principles and praxis beginning Fall 2021. The Subcommittee contends that racism is a public health crisis (American Public Health Association, 2020; Vestal, 2020) and as such this training should fall under the institution’s prioritized training provisions for employees. It is understood that this is a complex recommendation within a shared governance model. However, Recommendation 3 (*Incorporate Racial Equity-Oriented Competencies into Role Expectations*) provides a structural incentive. BSU employees take great pride in their work. If racial justice competencies are included in role expectations, most staff will seek out educational and professional development opportunities in order to deepen their skills in this area and meet their role expectations. Possibilities for scaling racial justice education include:
  - a. Vice Presidents hosting a 4-session workshop series conducted by the Division of Student Success and Diversity at divisional meetings during AY2021-22 that would combine foundational anti-racist tools and the framework described above from the Decentering Whiteness series.
  - b. Curated materials on anti-racism from LinkedIn Learning should be sent to all employees by the Division of Human Resources and Talent Management for those employees interested in self-directed training.
  
- II. More advanced professional development should be offered to BSU’s staff to help them in their efforts to “make equity intentional” and comprehensive (Bensimon, 2016, p. 4). It is recommended that BSU provide the professional development necessary to help every student serving administrative office audit their service delivery model and programs and create an action plan that centralizes racial equity and justice in their work. In AY2021-22, a consultant with the necessary skills should be brought to campus to teach BSU how to audit existing practices and design and implement new ones within the frame of racial equity and justice. The eight offices interviewed by this Subcommittee could be prioritized for this training, but it should be scaled to all student serving offices. *It should be noted that a grant was recently awarded to BSU to hire a consultant to teach participants how to conduct equity audits and action planning.*

While typically not described as such, the teaching and learning process is the signature form of student service provision in higher education. The role of faculty and librarians in the success of BSU's ALANA/BIPOC students was beyond the purview of this Subcommittee; however, Higginson's (2020) research indicates that some BSU faculty could enhance their work within a racial equity and justice framework.

Students at the MRISJ Community Forums (2020) shared the following experiences with faculty:

*An example is that I am not a strong writer, but I am working on it. As a sociology major, we do a lot of writing. I went to a professor and shared a story about being in 11th grade and my teacher told me I was never going to be a good writer; you might as well go to community college to fix your writing. I didn't listen and I'm about to graduate from BSU. I went to my professor at BSU and shared this story and she told me that all students have that experience (of struggling with writing). The professor said they are sick of hearing students give excuses of why they aren't good at writing."*

*I had a professor who mistook me for the only other Black woman – he said we looked like sisters and he didn't even apologize.*

- III. This subcommittee recommends that faculty also be offered the opportunity to examine/audit their pedagogical practices and engage in equity-minded action planning in their syllabi construction and classroom practices. The recently received grant described above offers a separate training process with the consultant for faculty focused on conducting equity audits and action planning on pedagogical practices.
- IV. This subcommittee recommends that staff and faculty receiving this initial training in equity-oriented audits and action planning be incentivized and supported as they employ a train-the-trainer model to share these tools with their respective colleagues institution-wide.
- V. It is recommended that the resulting staff and faculty equity audits and action plans be submitted annually to the divisional racial equity and justice liaisons (discussed in Recommendation 2, sub-point II) who would compile them and submit them to the divisional vice presidents for their review. These would then be compiled annually into a comprehensive document to be shared with the President, Cabinet, Trustees and campus community as an ongoing progress report focused on BSU's work in the area of racially just student service provision. It is anticipated that the equity audits and action plans would be key in advancing the racial equity strategic priorities discussed in Recommendation 2, sub-point I.
- VI. In addition, though we are confident this will be the case, when the Office of Teaching and Learning prepares to hire a new lead administrator, this Subcommittee wants to signal our strong support for the successful finalist having demonstrated expertise in the areas of data informed and racially just/culturally responsive pedagogical and curricular development.

#### *Feasibility, Impact and Budget Associated with Recommendations*

Offering staff foundational information in racial justice work is feasible in collaboration with the divisional vice presidents as noted in Recommendation 4 subpoint I. Providing advanced training in equity audits and action planning to staff and faculty will be facilitated by the grant awarded to BSU. The train the trainer model outlined above would allow the equity audits and action planning processes to go to scale. *The Retention and Student Success Subcommittee of the Strategic Enrollment Management Group is creating an action plan for consideration that would support faculty/librarians involved in providing this type of equity-oriented professional development to interested peers.*

## 5) Deepen the Student-Centered Support and Care Shown to ALANA/BIPOC Students and Communities

A sense of institutional belonging is key to the well-being and success of racially minoritized students (Guiffrida, 2005). The qualitative data makes clear that BSU needs to do extensive work in this area. One student during the August 2020 Amplify event said that “Black students at BSU are on an island by ourselves.” In the Student of Color Focus group another said:

*... you get the stares, the whispers, the comments if you start talking, like sometimes I'll start speaking in Spanish with my friend in the middle of class and I'll get the look like what the hell are you doing, you don't belong here, it's very weird a feeling. Like damn you have to go through this every day? And I'm just tired of it at this point, I don't want to be the person that has to sit there and just know that I am being looked at different just by walking into the room (Marrow, et al., 2020).*

In a foundational work on the topic, Guiffrida (2005) states that according to the African American students he interviewed in his research, this culture of care is characterized by

*a web of support that went well beyond being culturally sensitive, understanding, or sympathetic to their needs. Their definitions of student-centeredness included faculty who served as their mentors by providing professional contacts, advice, and leading by example; as their academic coaches by providing tutoring, encouragement, and pushing them to reach their full academic potential; as their advocates by pleading their cases and defending them to others on campus and at home; and finally as their counselors by listening to their academic and personal problems, supporting them, and giving them sound advice (pgs. 714-715).*

This type of care is so essential it has been called “othermothering” (Guiffrida, 2005). It is easy to conjecture that staff could learn from this research as well.

We urge that BSU do more than ferret out racism at BSU. We ask that campus members be expected to and supported in adopting a culture of care for racially minoritized students. Even a cursory examination of the data underscores that BSU’s Black and Brown students feel neither supported or cherished. One quotation from an ALANA/BIPOC student spoke to this directly: “I love BSU but sometimes I feel like BSU does not love me back” (MRISJ Community Forums on Racial Justice, June 2020).

- I. We recommend that members of student facing offices have the opportunity through professional development to build on existing competencies and develop those that need to be strengthened including listening within an anti-racist framework (Campt, 2018); adopting an anti-deficit framework that emphasizes the strengths and cultural capital of Black and Brown students, their families and communities (Harper, 2012); and building authentic interracial relationships. The programming sub-group will undoubtedly offer robust recommendations for how some of these constructs can be addressed through development opportunities.

Extensive work was undertaken by members of the Subcommittee on infusing a culture of care into BSU’s student appeals processes. The student members of this Subcommittee clearly stated that they believe work in this area will have a positive impact on BSU’s ALANA/BIPOC students and their White peers. This contention was based on data reviewed from the Academic Standing process that indicated that in Fall 2019, for example, while a quarter of BSU’s students were ALANA/BIPOC students, 48% of those facing academic dismissal were Black and Brown students.

- II. We recommend that student appeals across campus (i.e., Financial Aid, Community Standards, Academic Standing, Housing Petition Process) be reviewed to ensure they are student centered in their processes.
- a. This Subcommittee recommends that an interdivisional committee be convened comprised of the lead administrators of the departments responsible for student appeals to examine BSU's existing student appeals processes within an equity lens.
  - b. We recommend that students be allowed to submit an appeal either in writing or verbally. For those that submit their appeals in writing, we ask that workshops be created to support students in writing their appeals.
  - c. It is further recommended that the appeal deadlines across the University are coordinated in an effort to ensure that students have ample time to complete each type of appeal and that appeals deadlines are spaced out so that students have time to attend to multiple appeals. Ideally, BSU would create a unified virtual "one stop" for appeal processes that provides one place on the website for resources and information about all appeals with the campus community.
  - d. To the extent possible, sections of all the appeals should be standardized and information sent in an automated fashion to salient offices so that students needing to appeal to various offices can submit the same information at one time.
  - e. It is also recommended that BSU enhance the communication strategies and outreach mechanisms used to inform students about academic probation, upcoming deadlines to complete incomplete courses, failure to make satisfactory academic progress and its impact on financial aid.
  - f. The work of the Dean of Undergraduate Studies and the Academic Achievement Center to re-examine the academic standards processes is strongly commended by this subcommittee.
- III. This work should also include continuing to invest in and build partnerships with Gateway Cities serving large communities of Black, Asian, Latinx, Native American and other people of color. This subcommittee is aware that institutional work is occurring to create a comprehensive range of strategies for our work with Gateway Cities. If not already occurring, we recommend that that planning be done within a racial equity and justice framework. BSU's efforts to financially support Black, Latinx, Asian, Native American and other students of color who attend BSU in becoming teachers is an exemplar of this type of effort.

Our Subcommittee also spent some time talking about the ways in which advising can support or impede the success of ALANA/BIPOC students. Clearly, examples of excellence in wholistic advising exist at BSU. A model of wholistic advising – that includes support around course selection and academic mentoring, as well as assistance resolving issues impeding success more generally at BSU - would support the success of all students, but could have an especially beneficial impact on ALANA/BIPOC students who are managing not only the stressors faced by all students but also those from systemic racism. Guiffrida (2005) encourages a blend of academic and wholistic support be made available to ALANA students:

*A measured first step towards implementing comprehensive, student centered advising at PWIs [predominately White institutions] that are wedded to traditional models of faculty advising is to make more holistic, student-centered advising available to all African American [Latinx, Asian, Native American and other students of color]. . . through student*

*support and retention programs. Expanding the services of institutional offices of multicultural affairs, retention programs, and student-support programs such as those offered through federal TRIO grants, would allow institutions to provide all ...[ALANA/BIPOC] students with student-centered advising. While some ...[racially minoritized] students may arrive at PWIs [predominately White institutions] expecting student-centered support from faculty, academic advisors who are skilled in advising, career guidance, mentoring, and student support and advocacy should be available to students (p. 319).*

During Dr. Higginson’s research (2020) conducted at BSU, several students spoke to this. Two of these are quoted below:

*“Fred” is an Afro-Caribbean student from Boston who generally felt he could not trust his teachers or his advisors. About his first semester advisor, he said: “My first semester advisor honestly didn’t do much. He was way too by the book, and wasn’t someone I trusted enough to go to... I wanted to withdraw from a class, but my advisor said to wait first, but I wasn’t going to get the essay back in time before the deadline. If I had listened to him, then I would have still been in the class [and gotten a bad grade].” In contrast, when I asked about his Bottom Line advisor he said, “My Bottom Line advisor has been very good. She doesn’t work for the school, so she says it how it is. She understands where I’m coming from.”*

*“Olivia” is an African American and Cape Verdean student, who ended up registering late in her fall semester. From the AAC’s perspective, this was because Olivia didn’t attend the required advising events. But from Olivia’s perspective, she couldn’t talk with someone first to get the help she needed. “I never saw my advisor my first semester, I didn’t know who she was. Then when I tried to register, [the AAC] kept saying I had to do all these other steps first, but, like isn’t all that stuff what my advisor is supposed to help me with?” Olivia also said that she didn’t feel like she connected much with her professors or advisors, but that “It was strange, the people I was closest to were the staff at [the dining hall]. There were three workers there who were Cape Verdean, who made me feel really at home, and helped me learn the language.”*

Students receiving support from programs like Bottom Line enjoy very high graduation rates due to the level of individualized support they receive (<https://www.bottomline.org/what-we-do>). In order to scale this type of support and provide intensive wrap around care to BSU first-time, full-time students identified through predictive analytics as those that would benefit from additional retention-related support, BSU has adopted a Student Navigator model in the Division of Student Success and Diversity. Currently, 450 first-time full-time students are supported by the one Student Navigator through this program. A search is underway at present to back fill a position for a second Student Navigator; intensive effort is occurring to ensure equity-minded hiring practices are employed during this search process in the position announcement and job qualifications, recruitment processes, and applicant questions to screen for equity-minded competencies.

- IV. This Subcommittee commends BSU’s utilization of Student Navigators in the Division of Student Success and Diversity who provide wholistic support to students who would benefit from additional support in obtaining resources and in resolving barriers to their success. Student Navigators are also charged with identifying potential issues in our institutional processes, policies or practices that impede students served. It suggested that embedding a Student Navigator in LGCIE may facilitate service utilization and support of students. Offices

interviewed by this subcommittee will be key partners for this position. It is hoped external funds are sought to help increase the number of Student Navigators available to serve our students.

#### *Feasibility, Impact and Budget Associated with Recommendations*

Recommendations 5, sub-points I-III are feasible once departments are equipped with the knowledge and skills to complete equity-oriented audits and actions plans and are held accountable in completing these action items.

Sub-point IV (embed a Student Navigator in LGCIE) would require an annual budget of \$84,000 (at a salary of \$60,000 yearly including 40% fringe costs). Based on BSU's calculations that each student retained nets the institution \$8,900 in tuition and fees, it is easy to surmise that this position would not only support racial educational equity, but also be self-funded through its activities.

#### **6) Prioritize Equity-Minded Staff Hiring Practices**

While this topic will be addressed by the Workforce Subcommittee, it is important to underscore again that this issue came up in all our interviews, and in the quantitative and qualitative data. Quotations from BSU's Black and Brown students illustrate this point. As indicated in multiple qualitative reports, some students reported they had never been taught by faculty of color. One student stated, "I would say that one of the challenges would be representation so for example I have been here since my freshman year and I'm in my senior year so I've been here about 4 years and I have never had a person of color teach or professor, all of my professors have been White." Another student shared their concern,

*I think one of the hardest things is, particularly um, thinking of uh, the faculty and the number of faculty that are people of color. Uh, I was one of the lucky ones...and, got to take a math class with [a professor of color]. But to be honest, he's been the only African-American professor that I've even had the opportunity to take a class with because most of the departments that I'm taking classes in have zero representation. Even though one of my minors is in fact African American studies, and, I don't really have options to take classes with any Black or Brown professors there.*

Another student explained how lack of representation impacts their sense of welcome on campus as well as their perceived ability to get help from faculty and staff:

*I didn't feel welcomed when I came on campus and I still don't feel welcome but I think I've been able to adapt and kind of ignore those feelings of not being welcome here and I think that has to do with the lack of faculty of color and administrators of color, there's very few so that makes it hard when you're trying to get help (Marrow, et al., 2020).*

Dr. Reid Higginson's (2020) research at BSU underscores these student voices:

*The success of these efforts will require prioritizing faculty and staff of color, particularly Black and Latinx faculty and staff. Many students of color did not find their professors relatable or felt they could only connect with their one faculty member of color (if lucky enough to have one). Creating an equitable experience for all students will require having faculty, staff, upper administration, and board members who are representative of students.*

- I. The pilot workshops on Equity-Minded Staff Hiring Practices offered by the Division of Human Resources and Talent Management and the Division of Student Success and Diversity is a good initial step. This Subcommittee recommends that this type of development and support become immediately available to hiring committees for full-time, part-time employees and to the hiring

managers for student employees. We look forward to the recommendations emanating out of the Workforce Subcommittee's Report in view of the importance of equitable racial representation to the well-being, sense of belonging and success of our racially minoritized students.

- II. This Subcommittee believes that every department should actively strive for employees who are representative of the BSU students they serve. When hiring student employees for example, offices should take into consideration BSU's students' race and ethnicity, as well as language diversity and students' high school, commuter and transfer experiences. To support offices in this effort the Division of Human Resources and Talent Management should create guidance on best practices for equity-minded hiring practices for student workers.
- III. During the Amplify event a student "suggested involving students of color in the hiring, recruiting, and onboarding of faculty" (Field, et al, 2020). This Subcommittee wants to credit and amplify this student's voice and offer this strategy as a recommendation.

The MSCA contract is silent on search committee composition, and there is past practice of students participating on search committees. It is also possible that interview schedules for faculty candidates can include time to meet with students.

#### *Feasibility, Impact and Budget Associated with Recommendations*

All sub-recommendations under Recommendation 6 can be addressed by infusing them into existing hiring practices. Recommendation 6, sub-point III can be implemented by asking ALANA/BIPOC students working within the divisions/departments hiring to serve on search committees as part of their compensated duties within their student employee roles.

#### **7) Make Data Available to Inform Racial Equity and Justice Oriented Student Service Provision**

Equity-minded data is key to BSU being able to take next steps in our work for racially just student service provision (Arnold, Voight, Morales, Dancy, & Coleman, 2019; Bensimon, 2016; Brown McNair, 2020; Brown McNair, Bensimon, & Malcolm-Piqueux, 2020; Datnow & Park, 2018; Dowd, 2005; Dowd, & Bensimon, 2015; Dowd, Witham, Hanson, Ching, Liera, Castro, 2018). Readers are referred to the table on pages 21-33 that provides an overview of the data needs of the departments interviewed; this information serves as the findings for this recommendation.

- I. It is recommended that the Chief Data Officer and Vice President of Information Technology aid in the assessment of the data infrastructure and equity-oriented data availability to inform the work of student service administrative and academic departments. This information is necessary to inform decisions and drive action from an equity frame. *The Strategic Enrollment Retention and Student Success subcommittee also have a working group addressing this issue.*
- II. If additional Institutional Research staff need to be hired in order to concentrate on equity-oriented data analysis and utilization, we recommend that this position be prioritized.
- III. The staff we spoke to agreed, it will be essential the data used to assess effectiveness regarding serving ALANA/BIPOC students going forward are premised in equity-minded measures rather than relying on indicators such as number of student participants, general student satisfaction surveys, or staff impressions (Bensimon, 2016; Brown McNair, Bensimon, & Malcolm-Piqueux, 2020; Dowd & Bensimon, 2015). Establishing equity-minded measures should be prioritized as part of the equity audits and action planning. Equity-minded measures include examining the student success metrics of ALANA/BIPOC students' participation in various programs as compared to their similar peers to determine if there is a correlation between participants' success and services received. It is recommended that these measures be disaggregated by specific

racial/ethnic identities and examined through the intersection of multiple dimensions. Qualitative data could also ascertain those services ALANA/BIPOC students assess as most useful to their success. This point is further developed below in Recommendation 8, sub-point II.

It is understood by this Subcommittee that some measures that are compliance related, such as in Financial Aid, will continue to reflect the ethic of fairness rather than equity. However, as is demonstrated by Financial Aid's careful adherence to federal guidelines while also prioritizing equity, this is a balance that can be achieved.

#### *Feasibility, Impact and Budget Associated with Recommendations*

Each of these sub-recommendations are feasible and would prove essential to strengthening BSU's data-informed racial equity and justice work. It is beyond this Subcommittee's purview to know whether these recommendations can be implemented with Institutional Research's current staff. If not, it is likely that the position needed would be a staff assistant with a projected budget of \$77,000 annually (\$55,000 annual salary and 40% fringe).

#### **8) Amplify the Voices of ALANA/BIPOC Students and Make Actionable What is Learned**

*What I need is for faculty, staff, and librarians to believe me the first time. I feel like I am not being listened to and not heard. I feel like I am being tossed aside. I want you to believe in me and believe in the words that are coming out of my mouth. I am talking to you because I want something to change (MRISJ Community Forums on Racial Justice, June 2020).*

This statement exemplifies the importance of developing institutionalized strategies focused on hearing from Black, Asian, Latinx, Native American and other students of color. This should be done in several ways.

- I. First, it will be important to develop institutional resources ranging from trusted individuals to a specified office that ALANA/BIPOC students can turn to when experiencing racialized abuse at BSU. The need for this is clearly indicated in the qualitative data.

*We need a better process at BSU, something more robust than existing structures. A lot of students of color don't know how/where to help. . . Need real ways of hearing these grievances. . . what does someone do if they are mis-gendered, for example, not everything goes to the EEO office (MRISJ Community Forums, June 2020).*

Another student at the same forum stated:

*As a Black student on campus, it's hard to voice your opinion without anyone devaluing what you say. You have to speak so properly and be so careful how you put things so you will be listened to or, in a classroom, a White faculty member will shut it right down. I was so quiet in groups at first and people thought I was shy – I'm not shy. But I genuinely felt I did not have the place to speak – they would think I'm just trying to make a big deal out of nothing (MRISJ Community Forums, June 2020).*

We look forward to the recommendations that are forthcoming from the Creating a Place for Ongoing Support Subcommittee on this matter.

- II. It is also important to ensure that the experiences and expertise of ALANA/BIPOC students are privileged in the development of new programs/initiatives and the assessment of current ones. Qualitative data from ALANA/BIPOC students should be sought and utilized in a culturally

responsive and ongoing manner. This Subcommittee recommends that Institutional Research create an action plan to ensure that this type of data is obtained on a regular basis.

Without a comprehensive strategy for how to respectfully obtain the wisdom of ALANA/BIPOC students, several risks exist including: not having mechanisms for being informed by Black, Brown and other students of color; over surveying students (an ethical issue as well as an issue that goes to sustainability related to survey fatigue, analysis and action planning); and relying on a handful of student voices through committee representation and personal relationships.

It should also be said that our subcommittee spent some time discussing the disconnect between BSU's quantitative and qualitative campus climate data focused on the lived experiences of racially minoritized students attending BSU. While our quantitative measures are being re-examined, ongoing qualitative data will help the institution be guided by the realities of our students' campus experiences.

#### *Feasibility, Impact and Budget Associated with Recommendations*

The recommendations under this section serve mainly to support the importance of the future work emanating from the Safe Space Subcommittee as well as future work that will undoubtedly be led by Institutional Research.

#### **9) Develop, Implement and Assess Programming for Students Emphasizing Racial Justice Competency Development**

“Although theorizing about racial justice allies is important foundational work, institutions are really in need of ways in which they can cultivate racial justice allies from their entire student body” (Franklin, Cabrera, & Watson, 2017, p. 87). The qualitative data made clear that this is very far from our current reality. In the Student of Color Focus Group Report ALANA/BIPOC students noted their experiences with more direct, explicit discrimination and racism on campus. One student shared,

*Me and my friends we're trying to go to a party, and apparently, they don't invite Black girls to the parties. They have to have a certain amount of ratio that are White, and they just won't invite you unless like you're light skin and have curly hair. So, two of my other friends we're able to get in, but the rest of us could not get in and we were mad.*

Another student described their experience with explicit racism and discrimination,

*I feel like a lot of White kids on campus I see them make other racial comments like I've seen people dress up as Mexicans for Halloween or how they think Mexicans should dress up as and it's very derogatory so I'm just like they're really ignorant on this campus and it's shocking because where I come from I don't see that so it's like damn this is what the school allows?*

In addition, one student stated,

*I think I was a sophomore when the Black Lives Matter movement was really big but under the tunnel they posted BLM flyers and then the next time I walked by they were all torn down like all of them and another time my old roommate graduated it wasn't me personally but I guess she was walking and someone called her the N word and I think it was a White person (Marrow, et al., 2020).*

During the June 2020 Amplify event “at least four speakers talked about White students' use of the n-word (and variants, as with an “a” ending) on campus, sometimes used in a directly hostile ways and

other times casually, including with other White students. One speaker said, “I had never been called a n\*\*\*r until I came to BSU.” Another said, “BSU students use the n-slur more than any other people I have known. And I think they do it because they are never held accountable.” Two speakers reported being told to “go back to Africa, seeing “racist banners” and seeing White students tear down Black Lives Matter posters. Multiple speakers felt that their complaints about this kind of behavior have been dismissed—there is no accountability for White students who use this kind of language” (Field & Womack, 2020).

This Subcommittee looks forward to the recommendations for student racial justice learning opportunities that will emanate from the programming subcommittee. Our group supports the current offerings available to students including The Empowered Bystander and Unlearning Racism workshop series provided by the Division of Student Success and Diversity. However, these programs are voluntary in nature. The institution has rightfully mandated certain training for all students when public safety and health necessitates it. Racial inequity is a public health crisis (Vestal, 2020) and has been indicated as such by a range of towns and institutions in Massachusetts (American Public Health Association, 2020). As such, training to mitigate it should therefore be infused throughout the student experience so that all students will receive ongoing anti-racist education throughout their time at BSU.

- I. It is recommended that a strategy be launched in Fall 2021 whereby anti-racist educational opportunities are infused over the curricular and co-curricular journey of our students. A few examples are offered to illustrate this recommendation with the acknowledgement and appreciation that those listed below are key partners in this work:
  - a. It is recommended that the *Admissions Department* continue to find strategies for sharing information with applicants and incoming students regarding BSU’s values and commitment to equity and justice. The collaboration between the Division of Marketing and Communication and the Admissions Department on an “equity insert” outlining some of our equity-based resources is a good first step. The deepening collaboration between the Admissions Department and LGCIE on hosting the admissions panels featuring ALANA students is another noteworthy action step that is occurring.
  - b. *Orientation*, a series of key touch points and programs with our incoming students, already includes exposure to BSU’s values statement and the campus’ commitment to diversity. It is recommended that this good work be deepened with the addition of offering some basic skill building for students during orientation on how to interrupt racist behavior. Information from the Empowered Bystander Training focused on strategies for interrupting biased behavior should be infused throughout orientation. As the Division of Student Success and Diversity has already trained staff members in the Division of Student Affairs and Enrollment Management and the Division of Academic Affairs in facilitating this training, multiple staff are prepared to help conduct this mini-training during one of the students’ first exposure to BSU.
  - c. *Welcome Weeks* are another opportunity during which BSU’s commitment to anti-racism should be stressed. In pre-Covid campus life, multiple booths would be set up outside where students could stop, chat and learn more about BSU. It is recommended that materials on BSU’s values statement and commitment to racial justice be made available at these booths so that students would be exposed to this information at this series of events as well. Part of what should be featured in these materials is information on student groups that are engaged in anti-racism and social justice work including BSU’s

multicultural groups, Bridgewater Stands United, and the MRISJ's ongoing events focused on these issues.

The importance of ensuring that BSU's student leaders have a more comprehensive level of anti-racist education and competency development opportunities are highlighted by the quotation below.

*Everything that is important to you as a person of color is like an option so like if you want diversity training it's optional it's not like mandatory, I was an RA for 2.5 years, diversity training really only happens during in service and if it is there it's very catered to making sure the White people in the room aren't feeling uncomfortable and not really like they're learning about student of color or issues for more diverse populations (Marrow, et al., 2020).*

Anna Rice, one of our student Subcommittee members and SGA President, wrote the following -- it is shared here for its truthfully elegant actionability:

*RA training on racial bias needs to be more in depth, and more hands on. The RAs need to be able to have DEEP conversations about racial injustice in the residence halls, and the importance of these conversations need to be stressed. We see too often that BIPOC/ALANA students are not having the same residential experience as White students, which is due to the fact that racial bias is touched upon for an hour during training at the beginning of the semester, and then likely not again until the next training the next semester. The requirements to become an RA should include the understanding that an RA is there for EVERY student, and that racial bias is not a matter of personal opinion. This refers to information shared at the Amplify events, as well as my own knowledge having been an RA for two years.*

- d. *Student Leaders:* It is recommended that key student leaders (SGA members, Resident Hall Association, Resident Assistants, Orientation Leaders, Tour Guides, Rondileau Student Union (RSU) student employees, among others) be supported in their anti-racist leadership competencies by being required to complete the Empowered Bystander Workshop that offers foundational anti-racist education and competencies.
- e. *Residence Life and Housing* is a key stakeholder and partner in this work. It is recommended that in order to prepare their student staff (including Resident Assistants) and professional staff to lead more advanced anti-racist discussions and interventions that they be partnered with and complete the Unlearning Racism Workshop Series offered by the Division of Student Success and Diversity.
- f. *Commuter and Off Campus Student Services:* The majority of BSU's students are commuters. It is recommended that the Empowered Bystander Workshop be offered virtually several times a semester thereby optimizing the likelihood of their participation.

*It should be noted that members of BSU's Racial Equity and Justice Institute team are engaged in discussion and action planning focused on recommendations a-f above. Launching of many of these activities will occur in Fall 2021.*

- II. Many of BSU's student leaders are paid for their work using institutional funds or federal work study. It is recommended that student positions (federal work study as well as those paid for using institutional funds) be audited for whether racial justice training is necessary to optimally complete the job duties. If so, racial justice competencies should be added to the job descriptions. Doing so would allow us to pay students for this training. Per Laura Biechler, Director of

Financial Aid, “any employment training can be paid by federal work study if it is directly linked to the position they are going to be working” (personal communication, March 16, 2021).

- III. It is recommended that the *Office of Community Standards* infuse the restorative justice model in its work with students referred to them for acts of racism. This will serve as another source of anti-racist education and repair when racism occurs.
- IV. It is recommended that a plan be created focused on infusing *high-impact practices* across the curricular and co-curricular journey of students within a racial equity and justice framework.

*A proposal focused on infusing high-impact practices across the curricular and co-curricular journey of students has been created by Assistant Provost of High-Impact Practices Jenny Shanahan and Vice President of Student Success and Diversity Sabrina Gentlewarrior and accepted by the facilitators of the AAC&U Summer Institute on Equity, Student Success and High-Impact Practices. Eighteen faculty and staff will participate in this June 2021 institute intended to aid BSU in centralizing racial equity and justice in our high-impact practices.*

#### *Feasibility, Impact and Budget Associated with Recommendations*

The recommendations under this section will require extensive interdivisional planning and collaboration between the Division of Academic Affairs, the Division of Student Affairs and Enrollment Management and the Division of Student Success and Diversity. Point people within each division charged with coordinating that division’s work focused on developing, implementing and assessing programming for students emphasizing racial justice competency development will help make this set of activities more feasible.

The impact of BSU’s students receiving racial justice information and competencies is easy to imagine. Possibilities include fewer instances of explicit and implicit racialized abuse directed at ALANA/BIPOC students; and BSU graduates empowered with the knowledge and skills to enter their fields equipped with racial justice competencies.

#### **10) Provide Fiscal Resources Needed to Support and Incentivize the Work of Racial Equity and Justice**

Institutions signal their commitments through where they spend their fiscal resources. Due to the fact that several of the offices interviewed brought up resources as an impediment to their efforts, resource allocation and business practices at BSU should continue to create mechanisms that prioritize racial equity so that student serving offices (and the rest of the campus as well) have the resources they need to implement their work. At the MRISJ Community Forums (2020), it was contended that “the Center for Multicultural Affairs [now LGCIE] does not get the same funding as others. It shows with your actions, we get the last pieces of the cake.” While it is not factual that LGCIE has a smaller budget than similar centers, it does underscore the need for transparency and communication about how BSU infuses racial equity and justice into budgetary and related decisions.

The work of infusing racial equity into the Enterprise Risk Management is a pilot for infusing racial equity into business processes. The Division of Student Affairs and Enrollment management has also begun to examine whether new budgetary requests will advance racial equity and justice at BSU. These efforts are commended.

- I. The institution is one that values innovation. We encourage BSU to create an ongoing budget line to provide resources to aid staff and faculty/librarians in piloting evidence-based innovations focused on racial equity and justice. The pilots that show evidence for helping BSU move towards racial equity should then be provided resources to scale.

- II. This Subcommittee commends Student Affairs and Enrollment Management’s plan to re-energize their mini grants to campus members seeking to do racial justice work. The pivot from diversity to racial equity and justice will undoubtedly help to drive some innovation in this area. As this money is derived from student fees, this is an opportunity to amplify the voices, ideas and wisdom of Black, Asian, Latinx, Native American and other students of color and White accomplices in the grant proposal design and project selection process. It is suggested that student members of the RJTF might serve as exceptional initial partners in this project.

During the interviews it was often broached that there is a deep desire to bring ALANA/BIPOC students and employees into a range of projects, conversations and committees. As BSU works to ensure that the voices of Black, Latinx, Asian, Native American and other people of color inform our efforts, it is important to consider how this expertise will be compensated. In view of the finding that only 25% of our students, 19% of our faculty and librarians, and 10% of our full-time staff are Black, Latinx, Asian, Native American, and other people of color, it is conceivable that a relatively small number of ALANA/BIPOC individuals will be asked to contribute to a range of racial justice efforts in the days ahead. A BSU student shared their experience with educating White students:

*It’s really tiring because you have to find a way to educate people without hurting their feelings and their feelings get hurt so easily. You will just pinpoint actual facts of what is happening and it turns into this whole big deal, they’re hurt at the fact that there are people that have more privileges than others ... at this point I’ve reached like the end of it. Now I don’t feel like listening, I don’t feel like listening to people’s fake apologies just so that they can feel better about themselves, I want a real apology as in you actually feel for me having to teach you something that you should try to learn on your own time versus me having to do something that people get paid for (Marrow, et al., 2020).*

During the Amplify event, another student reported that “teachers are looking to me to be an unpaid teacher and tutor in the class to train the other kids’ on issues related to race” (Field & Womack, 2020).

As Givens (2016) notes:

*While it is easy to assume that [ALANA/BIPOC] students make a personal choice to shoulder the invisible tax, I aim to complicate this notion and instead focus on how these activities are survival tools for Black [and other] students [and employees of color]. The tax that Black [and other] students [and employees of color] incur is both imposed and assumed; hostile campus climates and a lack of institutional support to ameliorate the challenges Black [and other] students [and employees of color] experience has forced them to do the work of creating spaces that are inclusive of their interests and cultures (p. 63).*

While unintended, asking ALANA/BIPOC individuals to lend experience and/or expertise with racial justice issues outside of their institutional role expectations constitutes a race tax.

- III. It is understood that this is a complex issue, but we recommend that BSU encourage state-wide study, inquiry, and recommendations by the Massachusetts’ higher education public education system focused on this issue. As part of this process, it is recommended that the “‘invisible labor’” or unrecognized work that ALANA/BIPOC faculty and staff engage in to support Black and Brown students be operationalized. Due to the paucity of ALANA/BIPOC role models at predominately White institutions, Black and Brown employees often engage in more hours of mentoring and service work than White peers as they are supporting White students (like their White colleagues) as well as a higher number of Black and Brown students that seek them out for

support. If this is the case in the Massachusetts state system (as we believe it is), this should be documented, and system-wide mechanisms put into place to address this in an equitable manner.

#### *Feasibility, Impact and Budget Associated with Recommendations*

This work should be done simply because it is the right thing to do. However, by enhancing BSU's support of ALANA/BIPOC students, their persistence rates will undoubtedly increase. This will then help fund the University's racial justice efforts.

#### **11) Continue to Deepen and Inform Institutional Messaging with Racial Equity and Justice Tenets and Practices**

Qualitative data underscores that BSU's BIPOC/ALANA students want us to re-examine our communication and marketing practices from a racial equity lens. A student said:

*As a person of color your identity is more as something that is seen to sell the school rather than them actually caring about what you want and what you need, the time I really realized, I started to have the question am I on this picture because I actually deserve this? Like do they actually believe I deserve to be in this position or am I here because they just needed a face? (Marrow, et al., 2020.)*

In examining data, it became clear that there were a few instances when the impressions of BSU's Black and Brown students were not aligned with current institutional efforts (i.e., the belief that the LGCIE budget had been cut or that no attention had been placed on culturally responsive campus art). In a society rife with racial inequities "just assuming or feeling that a situation is racially motivated can have a negative impact" (Campbell, Carter-Sowell, Battle, 2019, p. 395).

- I. Sharing with BSU's Black, Latinx, Asian, Native American and other students, employees and alums of color about the progress towards racial equity and justice that is occurring-- as well as the work yet to be done -- will help restore our covenant and community with racially minoritized individuals and communities. This Subcommittee affirms the importance of utilizing a range of feedback mechanisms to communicate the progress and obstacles to racial justice at BSU. We recommend that an action plan be created to ensure that the webpage Racial Justice at BSU (found at [bridgew.edu/racial-justice](http://bridgew.edu/racial-justice)) is maintained, enhanced and utilized by members of our community.
- II. It is also recommended that the Division of Marketing and Communication create a campaign to solicit stories of students, alumni, faculty and staff engaged in racial justice work. These examples of anti-racist practice would be featured on the Racial Justice at BSU webpage and serve to deepen the ethos that this is a community committed to anti-racist praxis.
- III. The Subcommittee commends the Division of Marketing and Communication for their leadership on the webpage focused on Racial Justice at BSU. Providing this type of information in such an accessible manner is key to communicating progress and obstacles to racial equity and justice. In view of the qualitative feedback that racially minoritized students and alums stated that their lives and experiences were not fully represented by our institutional marketing and materials, it is recommended that our marketing and institutional website also be audited using a racial equity lens and an action plan be created for next steps.

#### *Feasibility, Impact and Budget Associated with Recommendations*

The recommendations in this section will contribute to the overall welcoming and racially just campus climate at BSU. The recommendations above seem feasible when considering the commitment of this

division to our students and the level of racial justice training key divisional staff have already engaged in. Other than the time it will take to engage in these activities, no additional budgetary outlay is needed to implement these recommendations.

### ***Sustainability***

As plans are created for the implementation of Task Force recommendations, this Subcommittee would like to offer two additional campus groups that are engaged in aspects of the campus' racial equity work as potential partners in the work ahead.

#### *The Strategic Enrollment Management Group's Retention and Student Success Subcommittee:*

The charge of the Strategic Enrollment Management Group's Retention and Student Success Subcommittee, comprised of faculty and staff, is to analyze, recommend and help implement strategies for retention and student success within the framework of racial equity. As part of the Strategic Enrollment work being conducted, this Subcommittee is now engaged in action planning focused on key retention priorities that have been chosen, in part, due their expected positive impact closing racial educational equity gaps at BSU.

*BSU's Leading for Change Racial Equity and Justice Institute (REJI) team:* The REJI is comprised of 30 campus teams from the region working together at both the campus level and as a consortium in order to identify, implement and assess data-informed strategies intended to close racial educational equity gaps. BSU's team, comprised of 25 staff members, has been engaged in this work for three years in order to advance data informed racial equity and justice strategies at BSU.

A proposal has been created to include faculty/librarian fellows on BSU's REJI team in AY2021-22; this will undoubtedly strengthen the work of this group. BSU's REJI team is advancing multiple racial equity and justice strategies focused on developing and implementing racial justice programming; implementing student services within a racial equity framework; enhancing institutional structures by centralizing racial equity and justice tenets and practices; and obtaining and disseminating equity-oriented data to inform BSU's work in this area. The work of BSU's REJI team is offered to the campus as additional efforts to be built upon and enhanced as the campus advances racial equity and justice through the Task Force recommendations.

### *Narrative of the Subcommittee*

The overall atmosphere of the committee was one of collegial, supportive accountability where open discussion was encouraged during weekly meetings. The type of discussions we have co-created together exemplify equity-minded inquiry during which lived experience, respect, data and the aspiration of racial equity and justice drove the dialogue. Based on the experience of this Subcommittee as well as associated literature (Brown McNair, Bensimon, & Malcolm-Piqueux, 2020), it is suggested that the following factors be encouraged by those charged with implementing the RJTF recommendations:

- I. ALANA/BIPOC students should be fully empowered members of the implementation teams. The students should be paid for their work.
- II. It is recommended that in the first and formative year of the RJTF recommendation implementation phase, membership of key implementation action teams be largely comprised of campus members that already possess not only the values but the competencies associated with racial equity and justice efforts in order to facilitate implementation of the recommendations.

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### *Acknowledgements*

This Subcommittee, and indeed Bridgewater State University as a whole, owes a debt of gratitude to the ALANA/BIPOC students, alumnix, faculty, librarians, staff and trustees who over the decades have shared the painful truths about their experiences with racial inequities and pervasive whiteness at BSU. As was underscored by racially minoritized students and alums during the Amplify event, these truths have been shared out of their love for BSU and their ardent hope and expectation that we become a campus characterized by racial equity and justice.

We also acknowledge those individuals – typically Black, Asian, Latinx, Native American, and other people of color, but also their White accomplices, who over the decades have worked for racial equity and justice at BSU. The work of this Subcommittee is built on that foundation.

We are deeply grateful to President Clark for his courageous leadership in convening the Task Force. Rather than engaging in platitudes as has been the case on too many campuses, President Clark dared to convene the Task Force, prioritize its work and pledge to implement its recommendations so that BSU could truly be the institution we aspire to become.

Finally, the Racial Justice Task Force leadership has worked tirelessly to coordinate and synthesize the hopes, work, and aspirations of the RJTF membership. You have our deep respect, admiration and gratitude.

# Exhibit E

Subcommittee:  
**Police and Public Safety**

Non-Summarized Final Report

## **RACIAL JUSTICE TASK FORCE FINAL REPORT – SUBCOMMITTEE 5**

**Section I. Executive Summary** – See RJTF Final Report, page 49.

### **Section II. Introduction – About the Subcommittee**

#### ***Co-chairs:***

- Michael King, Assistant Professor, Criminal Justice
- Sydné M. Marrow, Director, Lewis & Gaines Center for Inclusion and Equity (*Co-Chair, Spring 2021*)
- Brenda Molife, Vice President, Division of Outreach and Engagement (*Co-Chair, Fall 2020*)

#### ***Subcommittee members:***

- Mary A. Ankomah, '20, BSU Alumna
- Javaun C. Dixon, Class of 2021, BSU Undergraduate Student
- Laura Gross, Professor, Computer Science
- George Gurley, Retired Chief of Police, Bridgewater Police Department
- Tina Mullone, Assistant Professor, Dance
- Donna K. Schiavo, Clinical Director, Counseling Services
- David Tillinghast, Executive Director of Public Safety and Chief of Police, BSU Police Department
- Michael R. Walsh, Assistant Director, Lewis & Gaines Center for Inclusion and Equity

The above-named individuals are employed by BSU; are currently students at BSU; or are recent graduates of BSU and represent the Racial Justice Task Force as members of the Police and Public Safety Subcommittee. The majority of the members of the committee who serve in the roles of faculty and staff have spent several years working at the institution with the exception of one faculty member who is approaching her second year. They are invested in the community and exercise great judgment and care in regard to the charge for which they were tasked. With the guidance of the Chief of Police we were able to ask the difficult questions. We were confident that he would be transparent and assist in analyzing the situation with integrity. The undergraduate student and recent alumna are both well-known and held leadership positions in student organizations and one was a member of the Honors Program. Further, both students participated in the student forums, the Student of Color Focus Group (Fall 2019) and the Amplify event from which much of the data was gleaned for this report.

More importantly, the abovementioned professional staff members share in common many years of collaboration with the Black and Brown students who frequent the Lewis and Gaines Center for Inclusion and Equity (LGCIE). They have worked to create relationships with BSU students, especially students of color, to ensure that the safety of our students is paramount. Further, that we exhaust all efforts to guarantee that communication is open and we are available to strategize and implement initiatives to improve in areas where we may be failing as staff, faculty and administrators.

As a committee, we met weekly during the Fall and bi-weekly in the early part of the Spring. Data was shared and analyzed individually and collectively discussed during our meeting times which usually ran about an hour. As the writing commenced the co-chairs took the lead and dispersed drafts to the other members for revision. The viewpoints were diverse in nature based upon the varying experiences we shared as professionals and student members of the BSU community. Fortunately, we were able to share perspectives based upon these roles that were robust and rich with information. The students were able to highlight the student experience and that of their peers in valuable ways as we interpreted the information garnered from the focus groups and student forums that took place in the previous months prior to the creation of the RJTF.

### **Section III. The Research Question**

Stemming from the discussion, stories and concerns raised by multiple students at the Amplify event (August 4, 2020), the primary concern of the Police and Public Safety Subcommittee revolved around interactions Black students, faculty and community members have with the campus police. Starting with the concrete concerns that students raised in June, we brainstormed the scope of each issue or concern and framed our investigation through a series of simple research questions.

#### **1. Police Stops**

The central question animating the investigation of the subcommittee was:

- *Do the police engage in racial profiling or other forms of racially disparate forms of policing?*

#### **2. Police-Community Relations**

- *What has been done and could be done to improve relations between BSU's Black community and BSU police?*
- *For students reporting negative encounters with police, how do they know if they have been stopped by the campus police or Bridgewater (town) police?*

#### **3. Police Diversity, Recruitment and Training**

- *What steps have been or could be taken to increase racial diversity on the BSU police force?*
- *What training do BSU police receive relating to implicit bias?*

#### **4. Disparities in Student Administrative Discipline (OCS) and/or Referrals for Crisis Intervention/Support (CARE Team)**

- *Are there racial discrepancies in who is subject to student disciplinary proceedings and/or referred to the CARE Team?*
- *Are there trends of Black students or students of color being disproportionately reported to the student disciplinary process through the OCS by White students, faculty or staff?*
- *Are there racial discrepancies in how the CARE Team responds to people who file the reports?*
- *How are decisions made about student incidents and who makes these decisions?*

### **Section IV. Methods**

The Subcommittee met weekly during the Fall semester and bi-weekly at the start of the Spring semester. It was determined early on that this group would not be submitting an inquiry to initiate a survey to the BSU community.

Simultaneously, the American Civil Liberties Union of Massachusetts (ACLUM) was in the midst of authoring a document regarding racially just policing best practices on college campuses. Once completed, the policy will be submitted to the Department of Higher Education (DHE). The ACLUM invited Bridgewater State University to partner in its efforts to draft the aforementioned policies. Under the leadership of President Clark, the work began in the Fall of 2019 with assistance provided by Chief of Police David Tillinghast, VP for Student Success and Diversity Sabrina Gentlewarrior, and Director of the Lewis and Gaines Center for Inclusion and Equity Sydné Marrow. At the writing of this draft, the final draft of Racially Just Policing Model Policy: Statements of Principles and Best Practices for Massachusetts Colleges and Universities has been submitted to the DHE, the Council of Presidents, and other involved parties. Of particular note, BSU under the leadership of President Clark has acknowledged support of the model and its implementation going forward.

To aid in the analysis of the research questions established by the subcommittee, the following data sets were utilized. These reports stem from investigations and surveys held within the last five years, and focus groups held during the academic year of 2019-20.

- Traffic Stop Report - BSU Police Department, AY2019/20
- Student Focus Group - Fall 2019, held by SSD department staff
- Letter of Demands Affirming Black Lives at Bridgewater State University, June 2020 - recent BSU Alumni
- Amplify Report, August 2020 - public forum held August 4, 2020
- MRISJ Community Forums Report - held June 3 and 23, 2020
- CARE Team Overview - December 2020
- Community Standards Reports - March 2021

### **BSU Police**

To evaluate our questions about traffic stops we analyzed descriptive statistics of who the BSUPD stopped each year for the past five years, broken down by race.

We also evaluated public and internal documents from the BSUPD on policies and practices as well as direct input from Chief Tillinghast about police procedures and protocols, included (but not limited to) policies about bias-free policing, training and community relations.

### **Police-Community Relations**

- *What has been done and could be done to improve relations between BSU's Black community and BSU police?*

Traditionally, the BSUPD has engaged in dialogue with the students who frequent the LGCIE (formerly known as CMA) for a 1 to 1.5 hour session each semester. The conversations are informal and open to all students. With the support of the Office of Institutional Diversity, the BSUPD and the Men Integrated in Brotherhood (MIB) have co-sponsored BBQ's where the young men involved in the organization spend an afternoon becoming acquainted with BSU officers on campus in a public area. MIB is a University recognized student organization founded on the principles of academic and social skill building, networking, and support of undergraduate male students enrolled at BSU.

- *For students reporting negative encounters with police, how do they know if they have been stopped by the campus police or Bridgewater (town) police?*

An area of concern is the inability to identify BSU police from the Town police. Progress has been made in conversations related to addressing how the BSU police may be more easily recognized by the campus community. Further, there has been consideration of officers using business cards in the event of traffic stops, and other interactions, when approaching students and other members of the institution.

### **Police Diversity, Recruitment and Training**

- *What steps have been or could be taken to increase racial diversity on the BSU police force?*

BSUPD maintains that is difficult to retain officers as surrounding areas have a larger pay scale for which the University is unable to compete. Over the years, they have recruited students through specialized

programs within the department which assists in training diverse candidates. This has aided in the hiring of more people of color, but they tend to leave for better paying positions.

- *What training do BSU police receive relating to implicit bias?*

Data from the student focus group report showed that officers shared in conversations with them that training was not being done due to lack of funding and lack of personnel. The department cannot send on-duty officers during work time as there are not enough of them to fill shifts, and they couldn't pay them to attending trainings when they are off-duty. The information the officer reported is not technically correct, in that the BSU Police have incorporated anti-bias training into their curriculum at every level. This has been shown by way of a list of courses completed by BSU Police staff.

### **Office of Community Standards**

The Office of Community Standards (OCS, which is in the Division of Student Affairs and Enrollment Management) supports the development of a thriving learning environment by helping students learn the value of their rights and to realize the importance of their responsibility as members of the campus community, and in all communities of which they are a part. The OCS accomplishes this by responding to reports of violations of the Bridgewater State University Student Code of Conduct through the Community Standards process.

OCS provided our Subcommittee with data sets for the past five years relating to students who have gone through the community standards process for reported violations of Community Standards. We received Community Standards Data for a range of disciplinary practices for each year over the past five years (2015-2020). We were provided data sets regarding 29 different sanctions related to student discipline, with student demographic data on gender, major, class (freshmen, sophomore, etc.), housing (on or off campus), as well as their role (accused, victim, witness, etc.).

However, due to a programming error that resulted in the database used by OCS retrieving data from the wrong field from the Banner student information system, data regarding students' racial group was not available for our data request. A solution to this programming issue has been implemented and race/ethnicity data will be available for reports starting in April 2021.

### **CARE Team**

The CARE Team was created to address student behavioral concerns that may be negatively impacting the learning environment or causing harm to the health, welfare and safety of individual and/or the campus community. Student Affairs oversees the Crisis Assessment Referral Evaluation (CARE) Team and provided us with descriptive statistics related to who they interact with and under what circumstances, as well as data on outcomes, all categorized by race.

At a Subcommittee meeting with a CARE Team member in mid-December 2020, we were presented an overview of the work of the CARE Team, information of its mission and the evolution of that mission over time as well as the scope and nature of what the CARE Team does, the general types of circumstances through which students become connected to the CARE Team, and what student outcomes generally are. The CARE Team addresses and responds to referrals of students' physical, mental health, and well-being concerns. It assesses and evaluates situations and works to mitigate behaviors. Upon their assessment they work to coordinate the necessary support by working directly with students, their family and friends as needed, and professional faculty and staff for coordinated care. Finally, they provide an overview to all parties concerned to review policies and procedures to ensure students' ability to continue studies or leave temporarily and safely transition back to campus at a later date.

An experience with the CARE Team was shared by a Subcommittee member, a person of color, which resulted in no action or follow up referral after a classroom incident with a student. After submitting a CARE Team referral, the incident was referred to OCS. During a meeting to discuss the incident, it was revealed the student had several previous incidents in their file. It was then requested that the professor needed to find a student to corroborate their side of the incident. The student who was suggested to the OCS, who could corroborate the professor's story, did not come in to meet with the OCS counselor/ personnel. The counselor/personnel assured the professor the witness was contacted several times to no avail. Because the witness involved in the incident did not meet with the counselor/personnel and there were no other students in attendance during the incident, the Black professor's report was disregarded, the reported student's story was deemed as truthful, and no action was taken in response to the student's actions.

The meeting revealed the CARE Team divides students into 2 groups: academic difficulty (disengaged students) and mental health distress. Classroom disruptions could fall into either of these two categories and are responded by the CARE Team and in some cases, may also be reported to OCS.

### Campus Climate

Several students at the Amplify event spoke to sometimes, or often, feeling unsafe or unwelcome. As was evidenced during the event, student experiences, perceptions, and emotions are variable and complex, and not always reflected in existing narratives or data.

We have assembled selections from the Amplify report as well as interviews which offer direct insights, experiences, and feelings of Black students on campus.

### Section V. Findings

#### Findings: Traffic Stops

As with any contemporary conversation or analysis of policing in the U.S., polarization can cloud honest conversation or evaluation, and perceptions of traffic stops can be biased, complex or contradictory. In terms of individual traffic stops it can be difficult if not impossible to discern implicit, unconscious bias or proactive biased intent. The anecdotal nature of individual positive or negative interactions between BSU community members and the BSU police, coupled with the inherently discretionary nature of police patrol, and the large number of traffic stops that do not result in a citation necessitates the use of reliable comprehensive quantitative data.

The traffic stop data includes all stops made by BSU police over the past 5 years, allowing for the establishment of a clear relationship between the races, as well as cumulative proportions of those stopped and patterns over time.

#### Traffic Stops by BSUPD, 2016-2020

	Undergraduate Demographics	2016-2020 Average	2020*	2019	2018	2017	2016
White	<b>70.7%</b>	<b>67.4%</b>	65.90%	64.30%	68.60%	68.4%	68.50%
Black	<b>11.7%</b>	<b>23.6%</b>	24.30%	25.70%	22.70%	23.3%	22.60%
Latinx	<b>7.9%</b>	<b>6.9%</b>	7.50%	7.10%	6.80%	6.2%	7.30%
Asian/Pacific Islander	<b>2.3%</b>	<b>1.6%</b>	2.20%	1.80%	1.40%	1.8%	1.40%
<b>Total Stops</b>		(5865)	358	1323	1277	1410	1497

The data shows a disproportionate number of traffic stops of Black drivers on campus. Please note the lower number of stops in 2020 was due to the lack of traffic on campus because of the COVID-19 pandemic which caused a campus shutdown. While the overall undergraduate racial demographic statistics are an imperfect approximation of the drivers on campus it is the most representative population data we have. Disproportionate traffic stops of Black drivers is pervasive in American policing, several studies have established similar levels of racial imbalance in who the police stop (Epp, Maynard-Moody and Haider-Markel, 2014:61; Roh and Robinson, 2009; Engel, R.S., Calnon, J.M., Bernard, T.J., 2002). What the BSUPD have been doing to address this situation are outlined below and further suggestions for reform, investment and improvement are included in the following section.

## **Further Data**

Data that can triangulate these stops would offer valuable insights. Information on stops by individual officers may offer greater insights as to why these proportions are what they are. Data on where and when stops are made as well as the outcome of the stops would add valuable dimensions to future analyses.

Participants of the Student Focus Groups conducted by the CMA (N of 44; held in the Fall of 2019) addressed the BSU Police Department in Question 6, (pg. 17): *What is your impression of the BSU Police Department? What led to this impression?* Students who had a more negative impression felt that police tended to target students of color more than the White students. They referred to them as being more aggressive, and related that they witnessed an abundance in the number of officers who respond to traffic stops, parties and/or gatherings on campus:

*Every time someone gets pulled over there's like 3 cop cars behind them and there's no need for that. I've noticed especially if it's a person of color they will have more cops there and they're more aggressive, it's just unnecessary.*

## **Existing BSUPD Policies & Procedures**

### *1. Bias-Free Policing Policy (Effective December 10, 2019)*

The Bridgewater State University Police Department has been proactive in developing and seeking to implement policies to address biased policing. The patrol guide on Bias-Free Policing issued to officers in December 2019 is premised with a discussion of the centrality of community trust: “Actual or perceived bias by police undermines this trust and damages relationships that are at the heart of an effective community policing approach. Bias practices are unfair, ineffective, promote distrust, and perpetuate negative and harmful stereotypes.”

The policy goes on to clearly define that race, ethnicity or national origin should only be used in enforcement decisions when it is directly and specifically relevant to an open investigation where race, ethnicity or national origin has been reported. The policy concludes with instructions for supervisors to immediately respond to instances of biased policing, with instructions that “Any violations of this policy may result in disciplinary action, retraining, or other remedial intervention as appropriate to the violation.”

## **Ongoing BSUPD Work to Address Racial Equity in Policing**

### *1. Best Practices Recommendations for Avoiding Racial Profiling by Police Personnel*

1. Enact police department prohibitions against racial profiling (completed).
2. Reduce traffic stops to only those that are essential to preserve safety (ongoing).

3. Continue traffic stop data collection. [Establish a meaningful baseline or threshold for indications of “racial profiling.”; Track student data (vs. combined community data) in police databases].
4. Raise awareness of officers regarding racial profiling and provide training.
5. Ensure internal accountability for identified instances of racial profiling.
6. Ensure accountability through Title IX.

## 2. *Fair and Impartial Policing Practices*

In August of 2020 responding to both the recent national protests against police brutality and a proposed Massachusetts Police Reform Bill, the BSUPD released a statement in support of fair and impartial policing. Among the positions supported and included in the statement were diversity hiring, mandatory implicit bias training in every police department, explicitly state fair and impartial policing policies, a uniform use-of-force policy statewide, and a database system for the central reporting of use-of-force and civil rights violations by police.

## 3. *Statement in Support of the Black Lives Matter Movement*

Also released in August 2020, the BSUPD issued a statement in solidarity with the Black Lives Matter Movement: “BSUPD supports BLM because – we are committed to respect, dignity, fairness, and inclusion; we believe that it is possible to be both pro-BLM and pro-law enforcement at the same time; we embrace reform, we do not reject it.” The statement concludes, “BSUPD reaffirms its commitment – to unbiased, responsive, and just policing; to work in collaboration with the members of our community; to build and maintain trust; to earn and keep respect as guardians of constitutional and human rights.”

## **Findings: Police-Community Relations**

- *What has been done and could be done to improve relations between BSU’s Black community and BSU police?*

The BSUPD engages in regular community outreach events including BBQs, where students and campus community members can relate to campus police outside of the usual contexts of patrol. The campus police have also released several statements embracing bias-free policing and solidarity with struggles for racial justice.

- *When students or community members have a complaint how do they register it and to whom are those complaints addressed?*

Currently students are directed to contact the BSUPD with any complaints. The BSUPD is part of the President’s Division. The committee embraces the need for a community advisory board, outlined in the ACLU Racially-Just Policing Model Policy and discussed below. Please see Policing Policy Proposal #2.

- *For students reporting negative encounters with police, how do they know if they have been stopped by the BSU police or Bridgewater (town) police?*

This is a significant point of confusion and lack of clear identification. Chief Tillinghast and students have spoken to the prevalence of this confusion, due in part to the BSUPD only having sole jurisdiction over two roads on campus. The roads for which they have jurisdiction are Burrill Avenue and Hooper Street. Some straightforward ways to address this confusion would be for the campus police to issue business cards upon each interaction with the public, alongside more clearly labeled uniforms. Please see Policing Policy Proposal #3.

## Findings: Police Diversity, Recruitment and Training

- *What steps have been or could be taken to increase racial diversity on the BSU police force?*

Chief Tillinghast provided valuable data relating to officer diversity, recruitment and retention. The BSU police force currently employs 2 officers of color out of 22 total full-time authorized officers (9%). The department also has four authorized full-time, non-sworn dispatch positions - of those positions, three are filled. There are currently three White dispatchers on staff. There is also a White civilian (non-sworn), full-time budget manager; and a part-time White reserve police officer/records clerk. Chief Tillinghast reports that these percentages have basically remained stable for many years.

In terms of diversity and retention, the department has lost approximately nine officers of color to other police departments since 2015. The officers of color who left BSU took positions at the following police departments (when known) – Yarmouth, Stonehill College, Lakeville, Rhode Island State Police, Bridgewater (town), Providence, and Brockton.

Recruitment of new officers of color has basically meant recruiting officers to replace newly-departed officers of color, just to maintain an officer diversity of approximately 10%.

Increasing the staffing of the BSU Police Department to the levels suggested by the TSG Consulting Report (3:1000 or 33 police officers) would allow for more rapid diversification of the department and would decrease the effect of police staff turnover, allowing for community relationships to be preserved.

- *What training do BSU police receive relating to implicit bias?*

BSUPD Assistant Chief Froio provided our Subcommittee with a list of trainings BSU officers and staff have completed, including training from Student Success and Diversity and the Boston Police Academy. This includes trainings on fair and impartial policing, bias-free policing, anti-bias training, new perspectives on community policing, bridging the gap between law enforcement and the community, civil rights enforcement training, amongst others. Much of this training has been made mandatory by the new Massachusetts Police Reform Act of 2020.

Students who were interviewed by the CMA (now LGCIE) shared their desire for more diversity on the force and mental health training for the officers:

*I personally just wish it was more diverse, I think I've seen one Black cop on this campus since I've been here and I went up to him and I was like you're the first Black cop I've seen and he was like everyone tells me that (laughing) but he was nice though.*

*...someone had asked do you guys [BSU Police] do diversity or mental health training and one of the officers that was there said it was optional, that kind of stuff shouldn't be optional...there's a whole bunch of different people here...*

Inside Higher Ed published a piece this past Fall echoing these concerns around police force diversity, stating that University police “should make significant effort to have a proportionate number of White and non-White campus police officers. Students of color will notice the presence of non-White police officers and will be apt to perceive the campus culture to be less threatening” (2020: 3).

Some students explained that while they may not have a negative impression of the BSU police specifically, the societal dynamic of police and people of color on a national level made them feel

uncomfortable or anxious about any police interactions. They shared that the environments from which they came left them less than trusting of police and they feel that campus police do not take that into consideration.

*For students of color anything involving police departments regardless of what PD it is it's kind of like we shy away from it because we're a little worried of what comes from the interactions or what has come from interactions with other PD's.*

### **Findings: Office of Community Standards and the CARE Team**

We were not able to effectively evaluate whether there existed any patterns of racial disproportionality in either the Office of Community Standards or in the work of the CARE Team due to a lack of demographic data pertaining to race and ethnicity. The CARE Team representative referenced multiple databases and a need to update software or streamline record keeping procedures. The consensus appears to be that the Banner System has been a less than useful tool in determining the race/ethnicity of our student population. It is not mandatory that student, staff or faculty members divulge their race which is relayed to the Banner Systems thereby prohibiting the collection of same. This situation greatly impacts the ability for tracking pertinent demographical information as we attempt to analyze the race and ethnic backgrounds of subject matters.

In order for BSU to make sure that all students are being treated equitably it is essential that every division in the University, especially those pertaining to student discipline, keep track of the race of students with whom they are interacting. In contexts dealing with specific students, where demographic data is discrete and easily measurable, there is no reason not to collect this data. A designation on those types of informational forms would be an ideal place to indicate additional demographics to assist in more comprehensive data collection. This Subcommittee strongly suggests that ethnicity/race data be collected for all student disciplinary programs as well as the CARE Team.

- *Are there racial discrepancies in who is subject to student disciplinary proceedings or referred to the CARE Team?*

There is currently insufficient demographic information submitted in the reporting system of OCS or the CARE Team to make a determination.

- *Are there trends of Black students or students of color being disproportionately reported to the student disciplinary process by White students, faculty, or staff?*

There is insufficient demographic information submitted in the reporting system of OCS to make a determination.

- *How are decisions made about student incidents and who makes these decisions?*

Reports to Community Standards stem from interactions between students and BSU police, regional and local police departments, faculty, and the professional staff of Residence Life who maintain the role of Residence Directors (RDs). In some cases, the Office of Equal Opportunity (OEO) may be brought into the investigation, if it warrants their insight and overview.

The OCS Director and Assistant Director typically investigate and resolve most of the cases brought forth for student disciplinary action. There are also BSU professional staff and faculty who are trained by the OCS Director to serve as members of the ARC (Administrative Review Committee), and work in three-

person panels that are formally called together when OCS has a case that cannot be resolved informally by OCS and the student. There are typically 20-30 ARCs convened each year. During the summer months prior to the start of an academic year, ARC members are required to undergo annual trainings prior to reviewing any cases. These trainings are conducted by the Director and are held in person under normal circumstances. Last year they were held virtually due to the pandemic and state guidelines prohibiting in-person gatherings. See below for the list of the trainings provided this academic year (4.5 hours total).

- 2020-2021: Due Process Part One: Theory and History (30 minutes)
- 2020-2021: Due Process Part Two: Application (15 minutes)
- 2020-2021: Evidence in the Student Conduct Process (30 minutes)
- 2020-2021: Mock Hearing (Parts 1, 2, 3) (1 hour, 20 minutes total)
- 2020-2021: The Neurobiology of Trauma (20 minutes)
- 2020-2021: Cultural Relevance, Inclusiveness, and Responding to Sexual and Interpersonal Violence on Campus (45 minutes)
- 2020-2021: Appeals in Student Conduct Proceedings (20 minutes)
- 2020-2021: Privacy, Confidentiality, & Privilege in Disclosures of Sexual and Interpersonal Violence (30 minutes)

**Finding: Demographics of those Referred to CARE Team (Data Lacking)**

When the Subcommittee inquired into racial demographics of those referred to the CARE Team along with data on the nature of the reason for referral and measurable outcomes, they shared their difficulty in relaying data on race because it was not easily accessible within their records system. They were able to provide the number of total referrals on a calendar basis, which are presented in the table below.

	FY15	FY16	FY17	FY18	FY19	FY20 as of (6/9/20)
Fall	12	30	101	161	172	209
Spring	12	37	69	187	124	142
TOTAL	24	67	170	348	296	351

**Findings: Lack of Diversity on the CARE Team**

The members of the CARE Team are staff from the Division of Student Affairs and Enrollment Management, the BSU Police Department, and Academic Affairs. The racial/ethnic background of the CARE Team was a general concern that was shared by the Subcommittee. For many years, the racial makeup of the CARE Team has demonstrated little to no diversity in regard to the identities of its members. Hypothetically, we questioned the effectiveness of outcomes of the students of color for whom services are rendered to be equitable and just overall.

The following chart illustrates the racial makeup of the CARE Team membership during the last five academic years.

Academic Year	White	Persons of color	Female	Male
2016-2017	6	1	4	3
2017-2018	10		6	4
2018-2019	8	1	4	4
2019-2020	10	1	6	5
2020-2021	10	1	6	5

## Findings: Campus Climate

- *Do Black students feel safe and welcome at Bridgewater State University?*

In late Fall 2019 a qualitative focus group study was conducted at BSU exploring the unique experiences of undergraduate students of color. The focus group followed the Institutional Climate Report conducted by the Office of Institutional Research in 2018. Among many other factors, the climate survey assesses overall satisfaction with student experiences at BSU, leadership development, social justice experiences, environmental sustainability experiences, rating of various elements of their academic major, and plans for the immediate future. While the climate report is comprehensive and extensive in nature, it did reflect individual anecdotes related to students of color.

Students of color comprise 28% of all undergraduate students and 13% of graduate students at Bridgewater State University (BSU). BSU has been ranked as a national leader for closing racial education gaps (The Education Trust, 2015). In addition, BSU Campus Climate Survey data indicate that students of color report feeling as welcome at BSU as their White peers (welcoming environment subscale scores, 2015 and 2018). Yet despite these institutional accomplishments, vexing educational equity gaps remain in BSU's retention, persistence, and graduation rates for students of color compared to their White peers. In addition, students of color continue to report ongoing occurrences of implicit and explicit racism on our campus. The goal of this focus group project was to listen to the voices and lived experiences of BSU's students of color in order to learn more about what the University is doing well and where we can improve in order to support our students. In the focus group the following question pertaining to the BSUPD was interrogated (Bridgewater State University, Student of Color Student Success Focus Group, June 2020).

### **Question 6: What is your impression of the BSU police department? What led to this impression?**

Some participants indicated they had a positive impression and positive experiences with BSU Police and others had more negative impressions or experiences. One student shared their positive experiences:

*I had to come to school before it even started and we met with the police and did like a whole day thing with them and I thought that was great and then when I was in the parking garage too something happened with my car and they came and helped me so personally I've had a great experience with them.*

Students who had more negative impressions of the BSU Police felt that the police tend to target students of color and are more aggressive toward the student of color population in terms of traffic stops, parties and gatherings, and their general presence on campus. One student stated:

*Every time someone gets pulled over there's like 3 cop cars behind them and there's no need for that. I've noticed especially if it's a person of color they will have more cops there and they're more aggressive, it's just unnecessary.*

Several focus group participants indicated that they wished the police force was more diverse and participated in more diversity training. One student shared:

*I personally just wish it was more diverse, I think I've seen one Black cop on this campus since I've been here and I went up to him and I was like you're the first Black cop I've seen and he was like everyone tells me that (laughing), but he was nice though.*

Another student explained how they wish more diversity and mental health training was required of BSU Police:

*...someone had asked do you guys [BSU Police] do diversity or mental health training and one of the officers that was there said it was optional, that kind of stuff shouldn't be optional...there's a whole bunch of different people here...*

Other students explained that while they may not have a negative impression of the BSU police specifically, the societal dynamic of police and people of color in general made them feel uncomfortable or anxious about any police interactions. One student shared:

*For students of color anything involving police departments regardless of what PD it is it's kind of like we shy away from it because we're a little worried of what comes from the interactions or what has come from interactions with other PD's.*

Participants shared that they hope they can more fully engage with and share with BSU Police their concerns about and experiences with policing both locally and in wider society.

### **Campus Climate (Amplify Event)**

- *Do Black students feel safe and welcome at Bridgewater State University?*

On Tuesday, August 4th, 2020, the African American Studies Program hosted Amplify: Black and Brown Voices of BSU. The event took place on Zoom and was moderated by Amaryllis Lopez, BSU class of 2020, and organized by Amaryllis Lopez; Emily Field, Associate Professor of English and Coordinator of African American Studies; Emily Cuff (class of 2022); and Michelle Arnel (class of 2023). Many other students, alumni, faculty, staff and administrators contributed ideas, advice, and assistance. The purpose of the event was simple: to provide a virtual space in which Black and Brown students and alumni could share their own experiences of race and racism at BSU. The audience heard from 22 speakers, including two whose experiences were read aloud by others, and one who was presenting not her own experiences but the result of academic research she had conducted on the experiences of Black women at BSU. Not including the speakers, the event was attended by 160 members of the BSU community, including students, alumni, faculty, staff, and administrators.

A variety of overarching themes were reflected upon at the event which was centrally focused on student lived experiences on campus. The following themes emerged as prominent areas of discussion from contributor testimony:

#### **1. Lack of accountability for White students, especially for use of racist language**

At least four speakers talked about White students' use of the n-word (and variants, as with an "a" ending) on campus, sometimes used in directly hostile ways and other times casually, including with other White students.

One speaker said, "I had never been called a n\*\*\*r until I came to BSU."

Another said, "BSU students use the n-slur more than any other people I have known. And I think they do it because they are never held accountable."

Two speakers reported being told to "go back to Africa," seeing "racist banners" and seeing White students tear down Black Lives Matter posters.

Multiple speakers felt that their complaints about this kind of behavior have been dismissed—there is no accountability for White students who use this kind of language.

## **2. Intimidation/unequal enforcement/lack of understanding from campus police**

At least four speakers talked about experiences with the campus police, some advocating to disarm the campus police and to “defund the police” to reallocate funds to work towards racial justice and also mental health.

One speaker shared a story of being stopped with a group of friends heading to Kelly Gym to play basketball; the police tried to get them to admit that they were not wearing seatbelts, though they explained they had “arrived at their destination” and had taken them off. In this incident, the student felt the campus police were “egging them on,” and that they only emerged “unscathed” from the encounter because they were able to “remain coolheaded.”

Another speaker related being pulled over on campus after having been given a ride home by a friend; this speaker felt the police were very “heavy-handed” and intimidated her and her friend.

At least two speakers raised the issue of the campus police needing to understand the relationships with police that some students of color bring with them, especially if they come from heavily policed, usually urban areas.

Young people from over-policed areas may come to BSU with trauma associated with police; as one said, “We are always pushing diversity and inclusion, so why don’t we try to understand how the guns on campus affect the students?” This speaker asks, “Are they [the campus police] here to protect me, or do they see me as a threat?”

## **3. Microaggressions and other forms of racism from professors**

Two speakers spoke who had been consistently mistaken for each other by a professor when they were the only two Black women in a large lecture class. Rather than apologizing for mistaking them for each other (which was in itself a common theme in speakers’ testimony), the professor made a running joke of his mistake, insisting they were “sisters” or “twins,” asking about the other when one was absent, and calling attention to what he saw as their resemblance when calling roll, which one of the speakers felt “erased” her identity.

Another speaker spoke of professors “suddenly using slang” when talking to her and reported that “teachers are looking to me to be an unpaid teacher and tutor in the class to train the other kids” on issues related to race.

Student Erica Devonish presented on research that she conducted with an ATP summer grant about Black women’s experiences at BSU; her and her research partner’s interviews showed similar patterns of professors relying upon Black students to educate them and also treating Black students as representatives of their race in a way they do not treat White students. She also discussed rigid enforcement of policies like attendance and grading that felt unfair to participants and the lack of support Black students encounter from professors, sometimes being urged to drop their major and change their plans to something less challenging.

Another speaker talked about herself and other Black students being ignored by a professor until she did well on an assessment, apparently underestimating her and her classmates’ intellectual potential. This recent story echoed the testimony of Jeanne Oliver-Foster, who graduated in 1977, and who told of professors assuming that Black students had “a lower IQ” and not seeing the quality in her written work.

## **Section VI. Suggested Recommendations**

### **BSU Police**

In response to growing concern about the actions of police departments nationwide and particularly on college and university campuses locally – actions that have exposed rifts between police and the communities they protect and serve – the American Civil Liberties Union of Massachusetts (ACLUM) partnered with Bridgewater State University to draft a model policy on racially-just university policing that would be applicable to all public and private college and university police departments throughout Massachusetts.

The effort began in 2019 and the model policy document is approaching the “final draft” stage. The individuals representing BSU in the crafting of the document are President Fred Clark, Police Chief David Tillinghast, Vice President of Student Success and Diversity Sabrina Gentlewarrior, and Director Sydné Marrow of the Lewis and Gaines Center for Inclusion and Equity.

The goals of the project are to address the need to build trust between citizens and their police; to ensure fair and just policing practices; and to maintain public safety in an atmosphere of mutual respect.

The Police and Public Safety Subcommittee was pleased to learn of the ongoing work between ACLUM and BSU. The Subcommittee supports the effort and looks forward with anticipation to the publication of the final draft. Further, based on an informal description of the likely contents of the final draft document, the subcommittee expresses its hope that the final draft will receive serious consideration by the BSU administration for implementation of the key recommendations offered in the model policy.

### **Policy Proposal #1: Annual Data Reporting on Traffic Stops including Racial Demographics**

Tracking of information in regard to traffic stops, parties, gatherings and miscellaneous interactions should require that police reports include race and ethnic identification markers during the submission of the reports. Placeholders should be added to intake forms of any sort to identify demographics of the parties involved. The data of any police-related interaction should be submitted annually to the President's Office in its supervisory oversight of the BSUPD, and to the campus alongside the Clery Report and/or posted to the department website.

The framework and details laid out in the Racially Just Policing Model report capture both the scope and specificity we have been discussing as a subcommittee:

#### “Best Practices:

1. As stated under recommendation no. 4, following every enforcement action or encounter—including consent encounters, stops, and searches—officers should appropriately document the incident, clearly identifying the basis for the action, including the specific articulable facts and circumstances providing reasonable suspicion or probable cause or supporting the officer’s hunch. Such documentation should note the perceived and/or actual race and sex of the individual, the location of the interaction, whether any search was conducted, and whether any contraband was recovered as a result of the search.
2. Using this documentation, departments should analyze and publish on its website demographic data on all consent encounters, stops, and uses of force. If the department does not have a website, it should notify the community—via a posting on a public-facing space normally reserved for communicating news—of the availability of the data.
3. At a minimum, such data should include the following information:
  - a. General (anonymized) description of and reason for encounter
  - b. Month and year of the encounter
  - c. Perceived race, age, and gender of the individual
  - d. Badge number of officer(s) involved
  - e. Outcome (including whether the person was frisked, whether a consensual or non-consensual search was conducted and the result thereof, and whether the incident resulted in an arrest, issuance of a citation, or warning).

4. Departments should develop a schedule for regularly publishing and updating data. Any plan should account for the department's record keeping system and staffing.
5. All releases should be limited for privacy. Because this information would be subject to the Public Records Law (G.L. c. 66, § 10), departments should refer to G.L. c. 26, § 7, which governs exemptions to the law, for guidance.
  - This recommendation is not intended to apply to any interactions between community members and community mental health services department officials, or to responses to mental health or substance-use-related incidents.” (ACLUM, 17-18)

## **Policy Proposal #2: Community Advisory Board**

This committee supports the adoption of a community advisory board to improve transparency, accountability and communication between the campus police and the campus community in accordance with the Best Practices put forward in the Racially Just Policing Model report:

Best Practices:

1. Police departments should not be independent of or operate separately from the university/college administration. Police departments exist to serve the campus community, and their effectiveness depends on the support and cooperation of that community.
2. Much like municipal officers are responsible to the town or city's governing structure, a college/university police department should report directly to the president/chancellor, or another administrator who directly reports to the president (such as a vice president of student affairs). The president/chancellor or alternate administrator should have the responsibility of overseeing the police department.
3. The police department should be advised by a formal community advisory group. The group should assist the police department in developing crime prevention strategies and departmental policies, as well as providing input on known or perceived policing issues.
4. The advisory group should develop a mechanism to solicit regular feedback from community members at large, such as surveys or town halls, about what their safety needs and concerns are, including concerns about fair and impartial policing (*see* Recommendation no. 4). This feedback should be used to inform policing priorities and to reform policy or practices.
5. The advisory group should regularly review the police department's data for issues of racial disparity in police encounters or actions. If any disparities are noted or found, the advisory group should assist in the development of solutions or recommendations when appropriate.
6. The advisory group should include the Chief of Police and representatives from each segment of the University community, including students, faculty, staff, and advocacy organizations. The advisory group should meet as regularly as possible, preferably not less than twice each academic term.” (ACLUM, 3-4)

## **Policy Proposal #3: Improved Identification of BSU Police and Individual Officers**

In addition to the Racially Just Policing Model best practices, the BSU Police Department is investigating best practices for the BSU community in regard to improving the identification of our officers and vehicles from the Town of Bridgewater law enforcement. Uniforms will distinguish the campus and the rank of the officer. Officers will carry business cards to disseminate at traffic stops, or parties and gatherings.

## Policy Proposal #4: Create a Mental Health and Support Services Department

### Community Mental Health and Support Services Department

*“Guiding Principle: To the greatest extent practicable, police should act only as protectors of physical safety; as a matter of policy, police should not be used as first responders to engage with individuals experiencing a mental or behavioral health crisis or other non-violent issues where there is no reasonable basis to conclude that the individual poses a threat of harm to another person.*

#### Best Practices:

1. The college or university’s first responder services should include a community mental health and support services team of social workers (or their equivalent), clinicians, and other (non-law-enforcement) staff advisors. This team should operate independently of the police department.
2. The community mental health and support services team should have a dedicated, separate phone line and email account that community members may use to obtain mental health and support services.
  - Communications received through the dedicated phone line and email account should neither trigger police response nor result in a police report or after-incident involvement by the police department absent specific allegations involving a risk of physical harm to another person.
3. Absent a report of violence or of a non-speculative risk of physical harm to another person, calls for service involving mental or behavioral health or substance-use issues should be referred to and handled by officials in the community mental health and support services team.
4. Absent a report of violence or of a non-speculative risk of physical harm to another person, complaints about student-life activities (such as noise complaints) should be referred to and handled by officials in the community mental health and support services team.
5. Where there is a report of violence or of a non-speculative risk of physical harm to another person, and the person exhibiting the reported behaviors has known or suspected mental or behavioral health or substance-use issues, officials in the community mental health and support services team should respond in order to support and guide police officials at the scene.
6. When responding to calls and complaints alone, community mental health and support services officials should be empowered to call in police as backup when needed but retain control of the scene even after police arrive. When called, officers should engage only when necessary to prevent imminent, physical harm to another person or, within the officer’s discretion, at the request of the responding community mental health and support services official.” (ACLUM, 2)

The BSU Police Department and the Wellness Center currently have access to a grant-funded on-call mental health practitioner for situations that occur after-hours. The funding has been in place for three years and is expected to be ongoing.

Another similar service through the Wellness Center is "Proto-Call". BSUPD and other campus partners have a direct line to ProtoCall, should anyone wish to call the service directly, in more urgent situations. Proto-Call is a clinical on-call service. This service is available to BSU students and is referred to as their “Clinician on call”. Students may call after hours or on weekends or holidays by dialing our main Wellness Center number and choosing option “2”. Students can call for support on their own, without

involving anyone else, and the clinician with whom the student speaks, is able to triage the call (routine, urgent, crisis) and direct the caller to additional resources if necessary. This can include notifying BSUPD, but also may not. In some cases, a student may be advised to contact BSU Counseling Services the next business day or notify their off-campus therapist-- or the clinician on the phone will help the student identify coping strategies, find area resources on or off campus, or simply deescalate the situation or provide validation and empathic listening. Administrators are made aware of all calls within minutes of the call being placed, and receive the information about the caller, contact information, presenting concern, and assessment. In some cases, BSU Counseling will follow up with the student. Other times, the caller does not require follow-up.

*ProtoCall offers 24/7/365 access to highly trained professionals. Our team of clinicians provide emotional support, conduct assessments, and determine what is needed for immediate intervention and stabilization. And in situations where your caller would benefit from self-help digital tools, we inform them of the ones that are available to them, like WellTrack and Togetherall. All of this work takes place within a supervised, secure, and professionally structured environment.*

ProtoCall is also seamlessly connected with two other services they offer Togetherall and Welltrack. Here's the link to ProtoCall's web site, for additional information:

<https://protocallservices.com/what-we-do/>

ProtoCall is funded out of the Counseling Services Budget, and they maintain a yearly contract. This service is likely to be funded yearly (was funded for FY'22) and they're in their 4th year utilizing this service.

### **Amplify Student Demands Concerning Policing:**

Several students at the Amplify event on August 4, 2020 spoke to sometimes, or often, feeling unsafe or unwelcome. As was evidenced in the Amplify event, student experiences, perceptions, and emotions are variable and complex, and not always reflected in existing narratives or data.

On June 3rd, a group of students identified as "recent Black graduates" submitted a List of Demands during the first Community Forum hosted by the Martin Richard Institute for Social Justice. The List was announced at the Forum and submitted to President Clark, the BSU Board of Trustees, Administration, Faculty and Staff. The first demand referenced the BSU Police Department:

*Recognizing and denouncing the racism and bigotry not only in the world but on our campus. Affirm that Black lives matter by tending to your relationship with Black students and faculty. Be transparent about our institution's and overall community's history and relationship with slavery and how that affects our world today.*

*We demand that the BSU Police Department be disarmed, and their presence reduced on campus. We believe that alternative approaches to law enforcement such as implementing conflict resolution practices and increasing mental health professionals will keep students from harm without the risk of police violence.*

We believe that the proposed police reforms put forward by this committee as well as those put forward by the ACLU report, if adopted, make significant advances in police training accountability and transparency as well as promotes effective alternative crisis intervention measures. Due to the nature of the police contract and founding mission, disarming the BSU police would necessitate more fundamental changes to the nature of policing on campus (i.e., removing formal police forces from campus altogether). We did not significantly explore reducing police staffing in any detail as a policy proposal. The

committee supports disclosure of the inventory of BSU Police weapons. The BSUPD does not accept grant funding for military-grade weapons. The BSUPD does not own military-grade weaponry; they do own riot-gear.

### **Office of Community Standards and the CARE Team:**

#### **Proposal #1: All student disciplinary and crisis intervention offices should keep track of the racial demographics of those with whom they come in contact.**

Simple descriptive statistics regarding campus administrative procedures are fundamental for the campus community to make any meaningful assessment of racial equity. Without this basic big-picture data of who is disciplined or victimized, who is making the referrals and how they are treated, the ability to assess student disciplinary procedures for potential biases may be disproportional and/or impossible. Unfortunately, this was our experience in regard to exploring potential equity and fairness issues concerning these offices.

#### **Proposal #2: Increasing the Racial Diversity of the CARE Team.**

Particularly for students in crisis who are referred to the CARE Team, but also students seeking psychological services more broadly, having someone to work with who shares your racial identity can be an important variable in student outcomes. The CARE Team has consistently only had one person of color on their staff. Staffing the CARE Team to reflect student racial demographics is foundational to racial equity and is a prerequisite for racial justice.

### **Campus Climate**

The authors of the Student of Color Student Success Focus Group Report developed the following recommendations from the focus group findings. All of them are relevant to the police and public-safety sphere. Some of these recommendations are already underway at BSU through the ongoing efforts of many individuals, offices, and divisions across campus. The work emanating out of the Special Presidential Task Force for Racial Justice (RJTF) as well as the concerted campus-wide focus on racial justice in the next academic year will help advance these recommendations, as well as many other racial justice action items identified by the BSU community, in the months ahead.

#### **1. *Improve or implement the collection of demographic data to inform data driven practices and policy execution.***

The difficulty in obtaining data from the Police Department, the CARE Team and the Office of Community Standards demonstrates the underutilization of our current technology infrastructure. In some instances, the Subcommittee's interrogation of the aforementioned areas was difficult to unattainable. The BSUPD didn't have it readily available and had to physically sort through reports, which required manpower. The CARE Team didn't collect racial demographics of the students served nor of the professional staff by whom students were referred. Due to this, the Subcommittee was unable to obtain useful comparable data in regard to race and ethnicity for:

- faculty and staff who referred students to the CARE Team for crisis intervention;
- faculty and staff who reported students to the Office Community Standards for student conduct violations;
- students referred to the CARE Team; and/or
- students facing disciplinary action, and subsequent outcomes, by the Office of Community Standards.

BSU's Office of Information Technology should offer the software and provide training for frontline staff to collect this data and make it available when necessary. In some areas the revisions may be simplified by adding designated areas on intake forms, etc. for demographic collection.

**2. *Hear and believe students of color.***

When students share about experiences of racism on and off campus, their concerns should be heard, validated and addressed by the institution as a whole. While the participants are able to point to key departments and individuals in a range of campus roles that support them, they want their voices and perspectives to help inform institutional actions. The maxim “nothing about us without us” was a theme heard throughout the focus groups. BSU needs to ensure that the voices of students of color inform the work for racial justice.

**3. *Audit institutional websites, physical spaces, brochures, materials, membership of working groups, etc. to ensure that they are truly inclusive of students, faculty, librarians and staff of color.***

This creates a sense of belonging for Black and Brown students in an overwhelmingly White institution. An increased sense of belonging will serve as a foundation for success and a higher retention rate among students overall. The sense of pride and reputation for being an institution that practices racial equity and promotes social justice will emanate to high schools in the surrounding Gateway Cities increasing the enrollment of Black and Brown students to BSU.

**4. *Emphasize the hiring of people of color across the University.***

As indicated in the report, students in the study want to see themselves represented in those teaching them and supporting their success outside of the classroom. It is recommended that the work be deepened to attract, support and retain racially diverse faculty, librarians, staff and administrators of color.

**5. *Continue the work of the BSU Police Department to enact racially just university policing.***

While several of the participants underscored their appreciation for the BSU police department staff, a number did hope that the police will engage in ongoing training focused on racially just police practices. Students also underscored their desire for the police to continue their efforts to employ officers of color. These results have already been shared with Chief Tillinghast who looks forward to continuing the ongoing training opportunities for his staff and exploring additional strategies for further diversifying the police staff. Chief Tillinghast will also continue his work along with Director of the LGCIE Sydné Marrow and Vice President Gentlewarrior to work with the Massachusetts affiliate of the ACLU on their model for racially just campus policing. President Clark looks forward to applying recommendations from the ACLU on racially just university policing now that it has become available.

**6. *Increase available resources focused on the mental health needs of students of color.***

In view of the frequency with which the participants spoke about deteriorating mental health of some students of color, it is recommended that these services continue to be prioritized at BSU. Specific requests made by the students include therapy groups for students of color, hiring more people of color as counselors, and encouraging RA's to continue to check in on their peers who appear to be struggling.

**7. *Continue to implement and expand institutional offerings/trainings focused on the enhancement of campus climate and the reduction of racism.***

A specific form of this work will re-emphasize skills related to anti-racism awareness and skill-building by students, faculty, librarians, staff, and administrators. It is the recommendation of the report authors that information about racism and ways to advance racial justice be infused throughout the student and employee life cycle.

## Section VII. Narrative of the Subcommittee

The members of Subcommittee 5 addressed Police and Public Safety in response to the statements of concern for our community that were raised by current undergraduates and alumni groups. The majority of these students, while diverse in racial and ethnic identity, were mostly people of color. Their voices were heard in on-campus, as well as virtual settings, beginning in the Fall of 2019 right up until the beginning of the pandemic, March 2020. It was very compelling to hear the discontent and disappointment that their experiences brought to bear as they were engaged in their academic journeys. Staff from multiple departments had often shared that the Campus Climate Survey of 2018 yielded misleading data regarding its findings about "a welcoming climate." It stated that students of color were equally as satisfied as White students with the climate on campus. Interactions that occurred with staff who engaged primarily with students of color were receiving feedback on many fronts that expressed just the opposite. The Amplify event conveyed Black students feeling harassed by police. Our findings revealed the need to distinguish BSU police from Town police. Data showed that Black drivers are stopped by BSU police disproportionately. The Subcommittee members also engaged in conversation regarding the interaction of BSU police and Bridgewater Town police. We were surprised to note that BSU police only have jurisdiction of two streets and all other streets/roads fall to town oversight. In addition, town police have little if any relationship, or opportunity to foster them, with our students and staff. BSU police are more engaged with our students and staff which aids in better communication and outreach efforts. We are excited that the recommendations from the ACLUM's Racially Just Policing Model Policy will promote additional improvements going forward.

BSU students of color cited lack of representation when dealing with staff about issues of mental health, conduct, academic and social support. When students have major concerns for which they need institutional response, more often than not, they are confronted by staff who do not look like them. This has been a point of contention with many of our students of color who do not feel understood or heard. There is a lack of diversity in the membership of the offices of the CARE Team and the Office of Community Standards. Neither department collects demographic data on the students which makes it difficult to analyze best practices, or lack thereof in terms of racial profiling. The committee recommends that both groups should collect racial or ethnic identity at the point of engagement. The Task Force was created to address systemic inequities that impede racial justice. Our findings show that it is imperative that the CARE Team, the OCS and the BSUPD consistently collect and analyze demographic data that will continuously identify possible disparities, inform and address best practices, and support ongoing improvement to our practices. A commitment to consistent, ongoing data collection and use of this data is essential and will strengthen and improve our campus climate.

In the reports where students of color conveyed their apprehension towards police in general, based on the current national narrative, they appreciate BSU police officers' efforts due to initiatives such as LGCIE's "SnakChats" and annual barbeques hosted by Men in Brotherhood (MIB) and BSUPD. SnakChats are hosted every semester by LGCIE staff with guests in leadership or administrative roles campus-wide. These venues provide an opportunity for dialogue and assist in building relationships to ensure that students are more comfortable at accessing resources with professional staff with whom they may never generally interact. The committee recognizes the recommendations set forth in this report and the ACLUM report will further enhance relationships between students of color and BSUPD. Simultaneously, increasing the hiring and retention of police and staff of color campus-wide will aid in addressing the aforementioned concerns. This will require BSUPD be competitive with other local agencies, and that Human Resources adjust hiring practices to attract a more diverse pool of candidates who identify as people of color.

## Section VIII. Appendices

- *Exhibit K - Racially Just Policing Model Policy: Statements of Principles and Best Practices for Massachusetts Colleges and Universities, 2021*
- *Appendix A - [Bias-Free Policing Policy](#) (Effective December 10, 2019) (BSUPD)*
- *Appendix B - [Fair and Impartial Policing Practices](#) (page 3) (BSUPD)*
- *Appendix C - [Statement in Support of the Black Lives Matter Movement](#) (pages 5-6) (BSUPD)*
- *Appendix D - Best Practices Recommendations for Avoiding Racial Profiling by Police Personnel (BSUPD)*

To aid in the analysis of the research questions established by the subcommittee, the following data sets were utilized:

- Traffic Stop Report - BSU Police Department, AY2019/20
- Student Focus Group Report - Fall 2019, held by SSD department staff
- Student Demand Letter, June 2020 - recent BSU Alumni
- Amplify Event Report, August 2020 - public forum held August 4, 2020
- Two MRISJ Community Forum Reports - held June 3 and 23, 2020
- CARE Team Overview - December 2020
- Reports from the Office of Community Standards - March 2021

## References

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## Section IX. Acknowledgements

We are grateful to the students who exhibited courage in speaking out against the systemic inequities that they have experienced over the years. The administration heard their voices and responded by charging a Task Force to address their concerns. Because of their commitment to change the status quo, future students will experience a more just BSU. A special note of gratitude to Jill Beckwith for her assistance, her leadership and commitment to keeping us on track.

## Appendix D

### **BRIDGEWATER STATE UNIVERSITY POLICE DEPARTMENT Best Practices Recommendations for Avoiding Racial Profiling by Police Personnel**

1. Enact police department prohibitions against racial profiling (completed).
2. Reduce traffic stops to only those that are essential to preserve safety (ongoing).
3. Continue traffic stop data collection.
  - Establish a meaningful baseline or threshold for indications of “racial profiling.”
  - Track student data (vs. combined community data) in police databases.
4. Raise awareness of officers regarding racial profiling and provide training.
5. Ensure internal accountability for identified instances of racial profiling.
6. Ensure accountability through Title IX.

*12/2020*

# Exhibit F

Subcommittee:  
**Creating a Place for Ongoing Support, Problem Solving,  
Reporting Resolution, and Response**

Non-Summarized Final Report

## **RACIAL JUSTICE TASK FORCE FINAL REPORT – SUBCOMMITTEE 6**

**Section I. Executive Summary** – See RJTF Final Report, page 55.

### **Section II. Introduction**

Subcommittee 6 is composed of 9 members, listed below:

- Pam Russell, Co-Chair, Associate Provost for Academic and Faculty Affairs
- Gabriella Rivera, Co-Chair, '22 BSU Undergraduate Student
- D Demers, Equal Opportunity/Title IX Investigator, Office of Equal Opportunity
- Michael DeValve, Assistant Professor, Department of Criminal Justice
- TJ Hairston, '20 BSU Undergraduate Student, Class of 2022 Graduate Student
- Mingy Penha, Maintainer III, Facilities Management
- Keri Powers, Vice President for Human Resources and Talent Management
- Jennifer Thibodeau, Director of Programs, Martin Richard Institute for Social Justice
- Peter Wiernicki, Director, Office of Community Standards

Our Subcommittee's general area of inquiry was aligned with our Subcommittee title. We sought to gather information that would allow us to make recommendations about creating a space where students, faculty, librarians, and staff could directly report racial harassment, alleged discriminatory treatment, or other sensitive issues related to racial and ethnic abuse. All of these individuals need to have a place for ongoing dialogue, listening, and participation in meaningful discussions.

Our Subcommittee work began in October of 2020 with a recap of the issues of bias and discrimination that caused our BSU community to come together over the Summer of 2020. Committee members expressed a desire to produce positive outcomes through their work to better support students and the University community at large. Members additionally expressed that their work on the Subcommittee could provide us with the opportunity to make BSU more inclusive and responsive to racial justice issues.

During our introductory meeting, the Subcommittee Co-chairs asked members to introduce themselves by name and University role, to share something committee members should know about them, and to explain their reasons for engaging in the work of the Racial Justice Task Force [RJTF]. Members communicated a readiness to collaborate and a desire to produce evidence-based recommendations for the full Task Force. Committee members were very invested in helping to make BSU a better place for every community member, regardless of their role.

After a discussion of the Subcommittee charter and our charge, we started our work by drafting specific research questions that would address our primary goal. Our first research question explored the term "gathering spaces." Co-chairs recommended dividing the work among committee members to allow everyone the opportunity to create and investigate our research questions. The division of labor allowed us to work rather quickly to gather and share information and arrive at decisions during our bi-monthly committee meetings. This approach ensured that our members were equally informed and able to contribute to group decisions.

### **Section III. The Research Question**

Given that our committee was tasked with creating something new, our research questions examined what we currently have at BSU that supports ongoing problem solving, reporting resolution, and response to racial justice concerns. We determined that to make a recommendation for a new space or place we needed more information about our current environment which led us to the following questions:

- What safe spaces and places do we currently have at BSU where racial justice issues are shared and addressed?
- How well do these safe spaces and places work and what evidence can we provide that supports how well they work?
- What safe space and/or place should we have and what value would it add?

We developed our research questions as a Subcommittee after reviewing the Task Force core values and the charge to the subcommittees, including the expected pattern of approach, exploratory tasks, and suggestions to identify barriers and strengths. We also determined that our final recommendations should consider spaces and places that allow for informal and formal reporting for all students, staff, faculty, and librarians.

Our initial conversations were driven by the concerns noted by students, staff, faculty, and librarians during the forums, *Amplify Event*, and focus groups and specific data from these reports supported our inquiry. Themes present in the student-led and centered *Amplify Event* report of August 2020 indicated a need to provide a “safe space that Black and Brown students can process issues of racism without judgement or fear of retribution” (pg. 6) and that to make BSU more racially just there is a need for “a culture shift towards accountability, transparency, and a shared responsibility for racial justice.” (*Amplify Event Report*, pg. 11). Similar themes also emerged from the *BSU Student of Color Student Success Focus Group* where students reported as feeling “like the ‘other’ in spaces other than the Center for Multicultural Affairs (now the Lewis and Gaines Center for Inclusion and Equity [LGCIE]), including BSU administrative offices, students’ leadership offices and organizations, classrooms, residence halls, and campus events” (*BSU Student of Color Student Success Focus Group*, pg. 11). Students of color in the focus group “indicated that at times they feel like their concerns are not being heard by other students, faculty, staff, and administrators.” (*BSU Student of Color Student Success Focus Group*, pg. 12). Personal experiences and conversations among our Subcommittee members also informed our process and supported our research questions.

#### **Section IV. Methods**

To make sound, practical and effective recommendations, we identified a need to understand more fully the current reporting conduits and safe spaces and places at BSU as students, staff, faculty, and librarians who experience some racioethnic-relevant harassment, discrimination or abuse might bring concerns informally to a whole host of possible audiences, not all of whom might be as ready or as effective at providing wisdom or ushering those injured to the proper formal resource or process. It became clear rather quickly that more information was needed regarding whether individuals serving in current leadership roles across the BSU community had received complaints or concerns regarding racioethnic-relevant harm.

After careful consideration, we adopted a mixed-method data gathering model. Mixed-method approaches have become increasingly common in the past two decades although multi-method approaches are far from new (e.g., Sieber, 1973). Their increasing commonness is a function of a perceived need to reap the benefits of different research modalities (i.e., the scale and efficiency of quantitative survey data and the richness and intimacy of interview data).

Mixed-methods approaches are so-called because they concatenate one or more methodological tools, strategies, or epistemological assumption sets, such as qualitative versus quantitative data collection, large versus small samples, etc. (Small, 2011). This project is a mixed-method approach for two reasons: first, it employs two distinct but linked data-gathering strategies: an online survey sent via email and individual interviews. Second, it uses two separate sampling methods for recruiting participants: subjects are selected initially via purposive sampling, and additional participants are identified via snowball sampling from initial participants.

Mixed-methods approaches are “particularly suited for research on complex organizational contexts and understudied populations and, in conjunction with an intersectional lens, have the potential to generate findings to inform institutional change” (Zambrana, Wingfield, Lapeyrouse, Davila, Hoagland & Valdez, 2017: 211). Inquiries that seek greater understanding regarding lived experiences of marginalized subgroups (e.g., Garcia & Mayorga, 2017; Pacely, Fish, Conrad & Sxhuetz, 2018), that aim to cultivate transformative capacities regarding near-intractable social problems (e.g., Mertens, 2012), that pursue a clearer sense of the topography of acceptance (e.g., Martin, 2013), or that seek insight into the lived experience of victimization (e.g., Bensimon, 2017; Riggs & Brown, 2017) would do well to integrate multiple research modalities together into a mixed-method approach. Harm done by humans in the forms of marginalization, aggression, hate or fear, can be complex and nuanced phenomena to study, even if such harms are cruelly blatant for the victims. Layers of experiences, meaning and intersectional identity shape and reshape the warp and weft of harms, like racioethnic-relevant discrimination. Pacely, et al. (2018), for example, used a mixed-method approach to great effect to examine how community size and climate together impacted the existence and utilization of gender and sexual minority specific programming resources.

The use of mixed-methods approaches has not infrequently facilitated potentially transformative insights; three specific axes of racioethnic-relevant discrimination were identified by Zambrana et al. (2017) in their study of the lived experience of under-represented minority (URM) faculty in “postracial” research heavy predominantly White institutions (PWIs): “blatant, subtle and insidious racism” (Zambrana, et al., 2017: 219); devaluation of scholarly contributions, and; the expectation of representativeness in diversity initiatives. As is the case with the current project, Zambrana et al., also employed a web-based survey along with interviews; their results revealed the breadth and depth of the noxious (and often shocking) experiences of URM faculty working at research-intensive PWIs.

The use of mixed-methods studies has been connected with a pragmatic approach to discovery in human sciences, often discovery driven by the need for social change (Scott & Briggs, 2009; see also Small, 2011). The current project is not necessarily guided by any formal theory as such, but it is without doubt that theories, like Critical Race Theory (e.g., Garcia & Mayorga, 2017; Ladson-Billings & Tate IV, 1995) or Freirean approaches to education (Friere, 1970/2000), just to begin, are *deeply* relevant. The overriding concern here, though, is the creation of effective conduits for intake of instances of racioethnic-relevant harms, the provision of informal and formal remedies, and the creation and maintenance of safe spaces for the BSU Black, Indigenous, and People of Color [BIPOC] community to discuss sensitive issues, to feel honored, supported, and nurtured.

The data that would support our inquiry could be obtained from community resources (e.g., staff in key roles, faculty as advisors, peer support, Residence Life and Housing leaders, etc. [Table 1]) as BIPOC students, staff, faculty, and librarians might share, navigate, and possibly confront racioethnic-relevant harm with the assistance of community members. If we merely took the data from reports of formal complaints or issues that came to the Office of Community Standards or the Office of Equal Opportunity (OEO), we would grossly underestimate the number of times issues were informally brought to someone in the BSU community for guidance and possible resolution. Both harm and nurturance often happen in tiny places in intimate conversations, so we felt it necessary to seek information from those who are likely to have been in those tiny places and intimate conversations. We also learned that formal complaint data from OEO can be requested, but are not disseminated to the BSU public community such as in an annual report, etc. The formal complaint data are reported by number of charges of discrimination based on race and harassment based on race [Appendix A]. (Note: since 2016 the grand total of formal complaints trended downward from 10 in 2016 to 3 in 2021.) We also learned from Director Peter Wiernicki of the Office of Community Standards that due to a programming error that resulted in the database used by OCS retrieving data from the wrong field in the Banner student information system, data regarding students’ racioethnic group was not available for our data request. A solution to this programming issue has been implemented and racioethnic data will be available for reports starting in April 2021. As both

harm and nurturance often happen in tiny places in intimate informal conversations, we felt it necessary to seek information from those who are likely to have been in those tiny places and intimate conversations.

Consequently, we discussed the existing places and spaces on the BSU campus where students, staff, faculty, and librarians could seek informal support, problem solving and resolution to their racial justice concerns. The committee collectively identified numerous spaces and places (Table 1) and the individual leaders associated with them.

**Table 1.** Potential Existing BSU Space and Places Where Racial Justice Concerns May Be Expressed

- |   |  |
|---|--|
| 1) Academic Achievement Center Staff  | 16) Internship Program   |
| 2) American Federation of State, County, and Municipal Employees (AFSCME) Grievance Officer/Chapter President                           | 17) Lewis and Gaines Center for Inclusion and Equity (LGCIE)   |
| 3) Association of Professional Administrators (APA) Grievance Officer/Chapter President   | 18) Martin Richard Institute for Social Justice  |
| 4) Associate Deans  | 19) Massachusetts State College Association (MSCA) Grievance Officer/Chapter President   |
| 5) Athletics Department   | 20) Minor Studies Coordinators (African, African American, Latin and Caribbean, Middle East and North Africa, Native American and Indigenous)                        |
| 6) BSU Mobile Application (Review Team)   | 21) Office of Equal Opportunity  |
| 7) CARE Team  | 22) Office of Teaching and Learning Fellows  |
| 8) Career Services  | 23) Outreach and External Engagement   |
| 9) Catholic Center and Campus Ministries  | 24) Residence Life and Housing (Assistants, Directors, Area Coordinators, Central Office, Leadership Team)   |
| 10) Center for Transformative Learning (Undergraduate Research and Honors Programs)   | 25) Student Success and Diversity (Pride Center, Office of Institutional Diversity, Student Success and Equity Interventions, Military and Veteran Student Services) |
| 11) Community Standards Office  | 26) Talent Development and Engagement Office   |
| 12) Deans   | 27) Wellness Center Counseling Services  |
| 13) Department Chairs   |  |
| 14) Faculty Development Coordinators (Family Advocates for Faculty and Librarians, Faculty Advocacy Network, Part-time Faculty Program) |  |
| 15) Institutes (Pedro Pires Institute for Cape Verdean Studies, Dr. Edward W. Minnock Institute for Global Engagement)                  |  |

In addition to spaces, places, and individual leadership roles, we recognized that all staff, faculty, and librarians of color may provide a safe place for colleagues of color to share their concerns. However, we elected not to sample staff, faculty, and librarians of color as no formal process had inquired about their own campus experiences. We felt strongly that this process should take place prior to our process of asking them how they supported others. (Note: The Workforce Subcommittee did ask all faculty and staff of color about their own campus experiences, however, their inquiry came after our survey was deployed.)

Our purposive survey sample was expanded using snowball sampling. Individuals in leadership roles where they may have listened to and/or addressed racial justice issues brought forward by students, staff, faculty, and librarians were all sent a survey. Snowball sampling within the survey increased the sample pool from 204 to 207 survey recipients. The survey was sent out on January 21, 2021 and closed for data reduction on February 5, 2021. That said, the survey still remains open should someone find the link and complete the survey. To date, 73 recipients have returned the survey yielding a 35.2% response rate.

The survey [Appendix B] was developed and deployed in Qualtrics. The overall objective of the survey was twofold; 1) to ascertain which campus leaders were hearing racial justice concerns, from whom (students, staff, and/or faculty), how often, what types of concerns, and what were they doing with those concerns, and 2) if there was an ideal space or place to support, resolve, and report issues regarding racial justice, what characteristics of the space or place would be important. In general, the survey asked the following questions:

- What types of concerns (e.g., who is involved; students, staff, faculty; what is its general nature) regarding racial justice are shared with you?
- How are you able to support/resolve the concerns presented to you? If you refer the concerns elsewhere, what are those spaces/places?
- What space/place practices or broader campus policies influence your response? Please share any public practices/policies that you use.
- What, if any, data do you collect on the concerns presented to you? If yes, can you share these data; what do you do with these data; how do these data inform your work? If not, what data would you collect?
- If we had an ideal space/place to support, resolve, and report issues regarding racial justice, what would it look like? What characteristics would be important?

Our question about the ideal space/place was added to the survey deployed by Subcommittee 2 investigating the BSU Workforce. Their survey opened on 2/18/21 and closed on 3/15/21. The faculty and staff responses were analyzed for recurrent themes and included in our data analysis. We also crafted two questions for a student survey, which can be offered to students in the future. These included the question about an ideal space or place and a list of possible ideal space/place characteristics and configurations created from a preliminary scan of the responses to the ideal space and place question from our survey sent to the campus leaders who were hearing racial justice concerns. The question should be adapted after review of all survey responses then vetted by a student group before any future survey deployment [Appendix C].

The interview instrument was identical to the survey instrument, but it was offered to create an opportunity for individuals to answer in a ‘face-to-face’ format as opposed to in a survey. Individuals could opt to interview before opening the survey or within the survey. Interviews allowed opportunities for probing and follow-up questions, as well as additional, richer, and more detailed information from participants. Nineteen individuals requested an interview and ten individuals followed up (52.6%). Potential interviewees were sent an original invitation, two follow-up emails, and a consent form [Appendix D]. All 10 individuals provided consent prior to the interview and we learned that all of them had also completed the survey. Two individuals of the Subcommittee served as interviewers and three different individuals served as additional notetakers so that all but one interview had the interviewer’s notes and those of the additional notetaker.

The relevance of anonymity and confidentiality issues regarding data collection and analysis were addressed within the Institutional Review Board (IRB) application. The IRB application was signed by co-investigators Pamela Russell, Jill Beckwith, Mary Grant, and Gabriella Rivera and submitted on January 15, 2021. After expedited review, the application (case #2021055) was granted approval on January 20, 2021.

As with any survey, the greatest challenge to obtaining our data was getting a meaningful number of responses. Our response rate of 35.2% is good and may represent those individuals that were more likely to hear racial justice concerns. In other words, individuals less likely to hear concerns may have opted not to respond. Regardless, more information would be helpful. Numerous reminders were sent to survey participants which did boost the sample after the first few days the survey was deployed. In addition, our main survey question about the characteristics of an ideal space/place was included in a survey distributed by the BSU Workforce Subcommittee. The Workforce survey responses to our question total 156; 52

responses from full-time faculty, part-time faculty, and librarians (6.8% response rate) and 104 responses from staff (12.2% response rate), including AFSCME, APA, non-unit, and part-time temporary members. These data are discussed only in our analysis of the ideal space/place question.

## **Section V. Findings**

In this section the findings of the survey are described in reference to the four general survey questions. In the following section on recommendations, a summary of all of these findings will inform the answers to our research questions: a) what safe spaces and places do we currently have at BSU where racial justice issues are shared and addressed; b) how well do these safe spaces and places work and what evidence can we provide that supports how well they work; and c) what safe space and/or place should we have and what value would it add? Section headers, including the general survey questions, will guide the reader through the data.

### **Demographics of Survey Respondents**

Completion of the survey indicated consent as communicated in the introductory email (Appendix E). Of the 73 campus leaders who responded to our survey 7 were students in staff roles, 50 were staff members, and 16 were faculty members. Although there was racioethnic diversity across the respondents, the majority of the sample identified their race/ethnicity as White (n=55). Seven respondents identified as Black or African American and six preferred not to answer. Three or fewer respondents identified in the remaining categories, that is, as American Indian or Alaska Native, Asian, Jewish, Cape Verdean, or Middle Eastern.

To maintain anonymity of responses, the campus spaces and places listed in Table 1 were grouped by division with the exception of the responses from Unions which were all grouped together with the Office of Equal Opportunity to include places that have formal processes.

**Table 2.** Campus Spaces and Places by Division\*

<b>Academic Affairs (AA)</b>	<b>Outreach and Engagement (O&amp;E)</b>	<b>Student Affairs and Enrollment Management (SAEM)</b>	<b>Student Success and Diversity (SSD)</b>	<b>Unions/Formal Processes</b>
Academic Achievement Center; Deans; Associate Deans; Department Chairs; Center for Transformative Learning; Faculty Development Coordinators; Minnock and Cape Verde Studies Institutes; Martin Richard Institute for Social Justice [MRISJ]; Minor Studies Coordinators; Office of Teaching and Learning	Career Services; Internship Program; Outreach and External Engagement	Athletics; CARE Team; Community Standards; Residence Life & Housing; BSU Mobile App Monitors; Wellness Center	Lewis and Gaines Center for Inclusion and Equity [LGCIE]; Office of Institutional Diversity [OID]; Pride Center; Student Success and Diversity Office; Student Success and Equity Interventions Military and Veteran Student Services	AFSCME Grievance Officer/Chapter President; APA Grievance Officer/Chapter President; Office of Equal Opportunity [OEO]; MSCA Grievance Officer/Chapter President

\***Note:** There were 5 responses with no campus role identified. See Table 1 for full names.

Table 3 indicates responses to the survey as a whole, not by question. The greatest response rate was for the O&E Division, followed by the Divisions of AA and SSD. Collectively, the total responses from these three divisions (n = 43) form 59% of the responses received. It is noteworthy, that there were responses from each division and five responses could have been from any division.

**Table 3.** Response Rate by Division

	<b>AA</b>	<b>O&amp;E</b>	<b>SAEM</b>	<b>SSD</b>	<b>Unions/Formal Processes</b>	<b>Blank</b>	<b>Total</b>
Number Sampled	83	6	98	8	8	N/A	207*
Number Responded	37	3	23	3	2	5	73
Response rate	45%	50%	24%	38%	25%	N/A	35%

\***Note:** Surveys were sent to Human Resources & Talent Management and Campus Ministries (n=4) to bring the total sample to 207, but respondents may not have identified their campus role, thus their response may be under blank.

**General Survey Question 1: What types of concerns (e.g., who is involved -students, staff, faculty; what is its general nature) regarding racial justice are shared with you?**

The greatest number of concerns were heard from students (Table 4). Our campus leaders are also hearing racial justice concerns from staff, faculty, and librarians. These data support the broadening of our committee’s work to create a space/place for students *and* for staff, faculty, and librarians. In addition, these data support our original idea that in multiple informal tiny places and intimate conversations campus leaders in varied roles are helping others navigate their racial justice concerns.

**Table 4.** Number of Respondents that Heard Racial Justice Concerns from Students, Staff, and/or Faculty/Librarians (2019 and 2020 calendar years)

<b>Student Concerns</b>	<b>Staff Concerns</b>	<b>Faculty/Librarian Concerns</b>	<b>No Concerns Heard</b>
48	38	26	11

There were 10 common themes across students, staff, and faculty/librarians indicating that these groups of our BSU campus community share racial justice concerns (Table 5). Four themes were common to all groups: 1) covert racism, microaggressions, 2) lack of diversity, representation, 3) feeling unsafe, unwelcome, alienated, and 4) lack of support or appreciation. The top three student concerns shared with campus leaders were feeling unwelcome, unsafe, and/or alienated (n = 24), covert racism or microaggressions (n = 23), and problematic interactions with faculty (n = 22). Campus leaders heard these themes less often from staff and/or faculty/librarians. The most frequent themes shared by staff were covert racism, microaggressions (n = 15) and lack of diversity, representation (n = 13) and lack of support or appreciation (n = 13). Problematic interactions with faculty and/or colleagues (n = 14) and discomfort/seeking guidance talking about race (n = 12) were the most common themes shared by faculty/librarians.

**Table 5.** Commonalities Across Themes of Concerns Brought by Students, Staff, Faculty/Librarians

Themes of Concerns	# of times theme mentioned by students	# of times theme mentioned by staff	# of times theme mentioned by faculty /librarians
Covert racism, microaggressions	23	15	11
Diversity, representation	7	13	8
Unsafe, unwelcome, alienated	24	6	3
Lack of support or appreciation	5	13	6
Curriculum	6		5
Resources, opportunities	11		9
Problematic interactions with students	15		7
Problematic interactions with faculty and/or colleagues	22		14
Raising student concerns		9	8
Discomfort/seeking guidance talking about race		9	12

Students brought forward additional concerns not heard from staff or faculty/librarians. The themes included unequal/unfair treatment (n = 11), barriers (n = 7), hate speech/imagery (n = 7), sociopolitical climate (n = 6), problematic interactions with staff (n = 6), fear of retaliation/hesitance to report (n = 5), and racial profiling/BSUPD (n = 5). Concerns heard by campus leaders that were unique to staff included promoting equity at BSU (n = 9) and feeling taken advantage of and/or tokenized (n = 7).

The data in Tables 4 and 5 indicate that students, staff, and faculty/librarians are bringing forward concerns of racial justice and that among these groups there are many common themes. There are also numerous themes unique to students and a few unique to staff.

**General Survey Question 2: How are you able to support/resolve the concerns presented to you? If you refer the concerns elsewhere, what are those spaces/places?**

Table 6 indicates the number of times a campus leader may interact with a student, a staff member, and/or a faculty member or librarian. These interactions vary in time spent, but clearly, across all divisions, the campus leaders who responded to the survey are serving as sources of support for the BSU community.

**Table 6.** Number of Times All Respondents Interacted with (met, talked, emailed) Students, Staff, and/or Faculty/Librarians (2019 and 2020 calendar years) Who Brought Racial Justice Concerns

Group	1-3 times	4-25 times	26-50 times	More than 50 times
Students	12	32	3	0
Staff	16	21	2	0
Faculty/Librarians	8	15	1	0

The most frequent action that campus leaders took to support/resolve concerns presented to them was listening (Table 7). Listening takes time. It was most frequent for leaders engaged with students, staff, and faculty/librarians. Campus leaders also invested additional time by working through solutions and suggesting strategies that students, staff, and/or faculty/librarians might use to resolve their racial justice

concerns. In 51 instances campus leaders referred the concern. It is not known if the person that expressed the concern was referred somewhere else or if the concern itself was referred. In 55 instances the concern was shared with other leaders. Some of the other things that campus leaders did included, but are not limited to, expressing zero tolerance for hate, strategic activities, changing processes of support, revising programming, and creating more spaces to learn about racial justice.

**Table 7.** Nature of Interaction Between All Respondents and Students, Staff, and Faculty/Librarians Who Brought Racial Justice Concerns

<b>Group</b>	<b>Support by Listening</b>	<b>Work Through Solution With Them</b>	<b>Suggest Strategies They Use to Resolve On Their Own</b>	<b>Refer to Another Resource</b>	<b>Share Concerns With Other Leaders</b>	<b>Other</b>
Students	44	31	27	26	24	6
Staff	23	16	16	12	14	5
Faculty/Librarians	33	23	21	13	17	6
Totals	100	70	64	51	55	17

Campus leaders referred racial justice concerns to 38 different resources and specific individuals or offices (Table 8). Student concerns were most commonly referred to the OEO (n = 14) (identified by respondents as Title IX in the table), faculty or staff colleagues (n = 11), or the LGCIE (n = 10). Staff member concerns were most often referred to Human Resources and Talent Management (n = 6), the OEO (n = 5), or a supervisor (n = 5). Faculty/librarian concerns were most frequently referred to faculty or staff colleagues (n = 11), deans (n = 6), or the OEO (n = 4). Faculty and librarians were also referred to readings (n = 4).

**Table 8. Resources and Referrals**

<b>Resources and Referrals (Bolded locations were sampled and indicate the 15 places/spaces that refer to each other)</b>	<b>Student Concerns</b>	<b>Staff Concerns</b>	<b>Faculty/Librarian Concerns</b>
<b>Academic Achievement Center</b>	1	2	2
Academic advisor	1		
Academic Affairs			2
Administration	1	3	
BIPOC person/Faculty of color	1		1
BSU Police Department	5	1	
<b>CARE Team</b>	1		
Colleagues (faculty or staff)	11	2	11
<b>Counseling Center</b>	2	1	
<b>Deans</b>	6	4	6
<b>Department Chairs</b>	7	1	2
Direct community partners		1	
<b>Human Resources and Talent Management</b>		6	3
Immigration Services		1	
<b>LGCIE</b>	10		1
<b>MRISJ</b>	1		
Off-campus counseling	2		
<b>Office of Community Standards</b>	1		
<b>Office of Institutional Diversity</b>	5	2	3
Office of Student Involvement and Leadership	1		
<b>Office of Teaching and Learning</b>			1
Online training, Podcasts, Webinars		1	2
President’s Office	3		1
<b>Pride Center</b>	1		
Professional associations			1
Program coordinator	1		
Provost’s Office	3		
Readings/Subscriptions	1	2	4
Research materials	1	1	3
<b>Residence Life and Housing</b>	2		
RJTF Co-Chairs/website	1		1
<b>Student Success and Diversity</b>	5		2
Supervisor	6	5	2
Teaching and Technology Center			1
<b>Title IX</b>	14	5	4
Vice President		3	1
Wellness Center	1		
White ally			1

Data in Tables 6, 7, and 8 indicated that campus leaders invested time in the racial justice concerns brought to them by students, staff, and faculty/librarians. Their time was invested in a range of activities from listening to supporting the concern, to working through or suggesting strategies for resolution. Campus leaders also referred those bringing concerns to numerous different resources, individuals, and offices. Some campus leaders strategized additional means to address broader BSU racial injustices.

**General Survey Question 3: What space/place practices or broader campus policies influence your response? Please share any public practices/policies that you use.**

All but one survey respondent answered the question “Does your office or program have specific policies or practices regarding how to address racial justice concerns that are brought to your attention?” Of the 72 responses, only 19% indicated that in their role or office there were policies or practices that indicated how to address racial justice concerns that were brought to them. However, numerous campus leaders described the policies and practices that they used to guide their response to racial justice concerns.

The broader campus policies and practices that influenced the responses of campus leaders included formal policies, law, and legal precedents, and less formal practices, guidelines, and statements. The formal policies used to guide responses included those from:

- Office of Equal Opportunity (n = 14 mentions)
- Student Code of Conduct and Handbook (n = 9 mentions)
- Union Grievance and Contract (n = 3 mentions)
- Residence Life & Housing Policies and Procedures (n = 2 mentions)
- Law and Legal Precedents (n = 2 mentions)
- BSU Free Speech and Demonstration Policy (n = 1 mention)
- BSU Technology Standards of Conduct (n = 1 mention)

Almost all divisions (AA, O&E, SAEM), Unions and Formal Process respondents, and those who left their campus role blank referred to policies from the OEO for a total of 14 mentions. The Division of AA mentioned that their responses were guided by policies from the OEO ten times.

Other less formal practices, guidelines, and statements that guided the responses of campus leaders included:

- MRISJ and Racial Justice Task Force [RJTF] Practices and Commitment (n = 14 mentions)
- “Reporting up the Ladder” (n = 5 mentions)
- BSU Values Statement (n = 5 mentions)
- SSD/OID Practices (n = 4 mentions)
- HRTM Guidelines (n = 2 mentions)

The most common, less formal practices mentioned were public commitments made by the MRISJ and the RJTF (n = 14 mentions). There were three or fewer mentions of being guided by BSU Police Department practices, high-impact teaching practices, LGCIE practices, and strategic plans and goals.

As this work is spread across many campus leadership roles and offices it may not be surprising that 81% of respondents indicated that in their role or office, they do not have policies to follow. They are, however, being guided by some broader formal campus policies and more informal statements, practices, and guidelines.

**General Survey Question 4: What, if any, data do you collect on the concerns presented to you? If yes, can you share these data; what do you do with these data; how do these data inform your work? If not, what data would you collect?**

Of the 68 responses to the question, “What, if any, data do you collect on the concerns presented to you?”, only 14% indicated that they did collect data. Respondents collected data on sex, race/ethnicity,

gender-identity, resident/commuter status, athletic participation, informal notes, and qualitative data from student interviews. More formal data collected included allegations of discrimination and harassment, steps an office takes, meeting notes, reports, and final resolutions. The campus leaders that collected data reported using it to inform work in the classroom, community spaces, follow-up meetings, and general meetings. Some indicated that data were used by others, not the respondent, and that some demographic data went unanalyzed. In some cases, yearly reports were created from the data which set formal precedents. No data files were uploaded to be shared with the committee, but most frequently campus leaders indicated the following six data attributes as those they would be interested in collecting for racial justice concerns that were shared with them.

- Race/Ethnicity (n = 26)
- Type of concern (n = 24)
- Resolution (n = 23)
- Gender identity (n = 19)
- Sex (n = 17)
- Resident status (n = 16)

Other data of interest, mentioned 3-4 times, included country of origin, major, frequency of concerns, sexual orientation, and student classification.

Campus leaders that hear racial justice concerns do not collect much data. Similar to the results of the previous research question, it is important to remember that this work is spread across many campus leadership roles and offices, some of which have limited resources for data collection. There is clearly an interest in collecting meaningful data, especially that related to type of concern and resolution, along with demographic indicators of those reporting the concern.

**General Survey Question 5: If we had an ideal space/place to support, resolve, and report issues regarding racial justice, what would it look like? What characteristics would be important?**

Responses to this question were completed by 92% (n = 67) of the campus leaders hearing racial justice concerns who responded to the survey. Thematic analyses were done for the AA and SAEM Divisions as the larger sample sizes permitted this approach. Unique responses of other divisions are noted below. Faculty/librarians and staff also responded to this question from the BSU Workforce survey. Of the faculty/librarians responding to the survey, 51% (n = 52) responded to this question, 51% (n = 104) of the staff also responded to this question. Thematic analyses were done for faculty and for staff. The responses for the campus leaders who hear racial justice concerns were purposely kept separate from the responses of the faculty and staff supplied by Subcommittee 2. The campus leaders were specifically identified for the Subcommittee 6 survey given their exposure and experience with listening to and helping others resolve racial justice concerns, thus their perspective could be different. The data from all three groups, campus leaders, faculty, and staff, are addressed below (see next page).

**Table 9.** Common Themes From AA and SAEM Divisions for Campus Leaders who Hear Racial Justice Concerns

Themes	# of times mentioned by AA	# of times mentioned by SAEM	Comments
Actionable	4	4	“...confidential and supportive space to make sure everyone felt welcome but also have administrative authority to collect information and follow up; .....most important aspects would be confidence in those who are positioned to receive the requests and their agency to achieve resolution if there is an action required.”
Diverse staff	10	9	“.....BIPOC/ALANA, White, male, female, and non-binary staff would be essential to help all students/staff/faculty feel comfortable; a place where no matter what one's color or ethnicity, you see someone "like you" in that office, but not everyone like you.”
Privacy, confidentiality	8	3	“...separate interview/consultation areas for private conversations and the staff to manage a database for complaints, incidents and resolution; ....the physical space would have space for private, sensitive conversations, and larger rooms for groups”
Utilization of existing resources	13	6	“...have the following offices report to the same divisional vice president and be in the same building: OEO, BSU Police, OID, Office of Community Standards, and LGCIE; a hybrid of Title IX, MRISJ, LGCIE, SSD. Combining resources available for students/staff into a web space would be useful; ....committee that connects AA to SAEM and SSD. Not a completely new office - but provide resources to better support and align existing offices; the "safe space" model used by the Pride Center to support LGBT students. We don't need anything new. Just clearer processes and support. “
Welcoming	5	7	“A safe comfortable space for everyone to be able to express themselves, without judgement; ....centrally located on campus and warmly open and inviting to students, faculty, and staff both during traditional work hours and after hours.”

The AA Division comments included a number of other themes (Table 10). Associated comments are provided to further clarify the theme.

**Table 10.** Themes Unique to AA Campus Leaders Who Hear Racial Justice Concerns

Themes	# of times mentioned by AA	Comments
Training	7	“Individuals trained in mediation/conflict resolution should be a part of this center or institute for racial justice and anti-racism; Trained and dedicated staff that could guide students, faculty, and staff through applicable policies, responses, and remedies.”
Location	7	“.....this "center," would reside in the MRISJ, particularly if it were more centrally located in our institution; A centrally located space that facilitates dialogue.”
Adequate compensation/sufficient staffing	6	“.....staffed well enough to give each concern the time/attention it deserves; how could we energize and appropriately staff and compensate people there to become the hub of this work?”
Resources	4	“.....a library and informational flyers pertaining to legal rights and racial justice organizations in the region; it would also have information about programs and events that support racial justice on campus; and it would have a list of allies/accomplices, who are willing to serve as support persons on campus; Resource list with community and campus options that is culturally and economically accessible to students.”
Student Staff	4	“..... a hotline staffed by trained students and/or staff who sign a contract of privacy/confidentiality to record incidents and seek recourse; .....students taking the lead, mentored by professionals.”
Guidance/mentorship	3	“..... a space like this to get feedback on syllabi, new course development, and honest feedback on how to approach difficult conversations or situations. This would need to be a place where faculty and staff could ask awkward questions and get help, not judgement.”
Accessibility	3	Online and In-Person opportunities to communicate; Accessible (in-person services, virtual services, extended hours -- not just 8-4 or 9-5)

In addition, there were two additional themes from the SAEM Division. The first theme was dialogue with 6 mentions. This theme is exemplified by the comment: “.....a space where there should be opportunities for 1:1 coaching, space for small group workshops: discussion, case study scenario/role play to help folks develop the skills needed to work through, process, and interrupt racial injustice when they see it.” The second theme was visibility and marketing with 3 mentions and exemplified by the comment: “Marketing of this space would be incredibly important so that all members of the community are aware of the scope and availability of services.”

There were several unique contributions from those who identified their campus role with the O&E or SSD Divisions or worked in a role with formal process, such as Unions or the OEO, or left their campus

role unidentified. These comments further informed two themes already presented by the AA Division, location and training. Additional suggested locations were the Rondileau Student Union and ‘housed out of’ the President’s Office. There were numerous suggestions for staff training, beyond inclusion of diverse staff trained in mediation, conflict resolution and fully aware of campus policies and practices. Staff should have a legal, counseling, trauma-informed and/or student affairs background and they should be culturally competent, able to remain neutral, aware of their biases, and a supportive listener. Finally, the work within the ideal space/place should be non-investigative, that is, for example, different from an OEO process where the EO/Title IX Investigator interviews individuals suggested by the person bringing the complaint.

Table 11 displays the themes from faculty and staff that responded to the BSU Workforce survey. The eight themes presented here were also shared by the campus leaders who heard racial justice concerns (Tables 9 and 10). These data from faculty and staff that responded to the BSU Workforce Committee survey reinforce the need to create spaces and places that can address numerous themes.

**Table 11.** Themes from Faculty and Staff Responding to BSU Workforce Survey Common to Themes from Campus Leaders Hearing Racial Justice Concerns

Themes	# of times mentioned by Faculty	# of times mentioned by Staff
Actionable/Solution-Focused	5	10
Diverse/Representative Staff	8	34
Confidentiality/Protection	7	18
Use of/Collaboration with Existing Offices	9	13
Welcoming	9	20
Accessibility	6	5
Student Staff	5	7
Programming/Resources	8	16

There were several unique contributions to the description of an ideal space/place from the data supplied by the BSU Workforce Committee. These tended to indicate how people want to be treated in the space or place. These themes support the dialogue and training ideas brought forward by the campus leaders that hear racial justice concerns. The faculty and staff themes included:

- Listening/Facilitated Discussion/Mediation (Faculty mentions = 13; Staff mentions = 21)
- Trust/Transparency/Non-judgmental (Faculty mentions = 5; Staff mentions = 11)
- Support/Empathy (Staff mentions = 9)
- Consultation (Staff mentions = 5)

There was one theme mentioned by faculty in the BSU Workforce survey that was not explicitly noted in the survey of campus leaders who heard racial justice concerns. The theme, noted 5 times, was hiring and retention practices. Our committee acknowledges and supports the need for change in our hiring practices to bring more racioethnic diversity to campus and trust that the BSU Workforce Subcommittee will supply recommendations that address these concerns.

In summary, the most often mentioned important characteristic of an ideal space/place as identified by campus leaders who heard racial justice concerns was a welcoming environment that also provided for privacy and confidentiality with diverse staff allowed to take action on issues brought to them. Additional data supplied by faculty and staff who completed the BSU Workforce survey reinforced these themes. The greatest number of mentions from campus leaders was for BSU to use existing resources to formulate such a space. Examples of combined spaces and a new division were included. Although not quantified thematically, there were a number of suggestions for staff training from trauma-informed practices to mediation, conflict resolution, an ability to remain neutral, and to be culturally competent. Data from the BSU Workforce survey emphasized how individuals want to be treated in such a space; they are looking for support, trust, empathy, and someone who will listen and consult with them. The location and visibility of a physical space was commented on and the idea of web spaces and hot lines were included. Finally, some respondents saw student staff, who would be led and mentored by professionals, as important to this space.

The Subcommittee Co-chairs shared access to the data at all phases of data collection, reduction, and analysis. Committee members reviewed the data individually and had ample opportunity to share ideas and address questions and concerns with Subcommittee Co-chairs. Collectively, the Subcommittee reviewed data themes to determine what was present and to create data driven recommendations.

Institutional history, interview data, and committee conversations, especially with long standing BSU employees, indicated that BSU has previously created programming to examine issues and concerns of racial equity. For example, some academic departments have diversity action plans and committees that are still in use, other departments seem less invested in this work or never had these plans or committees. Large scale programming such as the Day of Dialogue was part of improving campus-wide understanding of diversity, but it is no longer offered. Our committee conversation around institutional history acknowledged that as a campus community we need to constantly be aware and committed to racial justice, diversity, equity, and inclusion in both the small and large spaces we enter and the formal and informal conversations we have. It will take all of us, with patience, persistence, and action, to create sustainable culture change.

## **Section VI. Suggested Recommendations**

Using the aforementioned evidence as a guide, this section addresses our overall research goal, that is to recommend the creation of a space where students could directly report racial harassment, alleged discriminatory treatment, or other sensitive issues related to racioethnic abuse and could be provided with support for ongoing problem solving. The space should also enact a response to the concern and report a resolution. We asked three specific questions to arrive at our recommendations and the answers to these are foundational to our recommendations.

### **Question 1: What safe spaces and places do we currently have at BSU where racial justice issues are shared and addressed?**

Our committee collaborated to identify safe spaces and places in current existence at BSU where racial justice issues could be shared and addressed. We included spaces/places where both informal and formal sharing could occur (Table 1) and identified and sampled 207 individuals in campus leadership roles in these spaces/places. Survey and interview responses to our inquiry captured 35.2% of these campus leaders. Responses were grouped by divisions and formal process (Table 2). It was evident that racial justice concerns were being shared across all divisions responding to the survey (Table 3), that included the Divisions of Academic Affairs, Student Affairs and Enrollment Management, Student Success and Diversity, Outreach and Engagement, and through Unions and formal processes, such as the OEO.

Both the Unions and the OEO have formal processes that may differ from the informal work being done in the other divisions. OEO processes start with receiving a report from an individual in person, over the phone, over email, or through an online reporting form that is sent directly to the OEO. If the report

alleges discrimination or harassment based on a legally protected category, such as race, then OEO meets with the reporting party (Complainant) to gather preliminary information. If the allegations rise to the level of a potential policy violation, the OEO will offer options, including keeping a record of the information shared, informal resolution, or a formal investigation. If the report is made by a third party, then the OEO reaches out to the target of the behavior to see if they are willing to talk with the OEO. Typically, the OEO reaches out twice and if they do not hear back from the person who was the target of the behavior, the case closes. The OEO does not typically initiate a formal investigation without the participation of a Complainant. However, in some instances the OEO may be obligated to investigate depending on the severity of the behavior or who was involved. For example, if a supervisor were harassing a subordinate, the OEO would need to take action on behalf of the University. If the Complainant decides they would like to pursue a formal investigation, or if the OEO is obligated to investigate, the OEO serves as neutral, third-party fact finders. The OEO does not represent any party or the University in the process. Rather, the OEO's job is to gather facts and evidence which are then used to determine if there was a policy violation based on a preponderance of the evidence (i.e., was a policy more likely than not violated).

If the OEO is not obligated to investigate and the Complainant does not want to pursue a formal investigation, then the OEO can offer an informal resolution process if both parties voluntarily consent to engage in the process. In the informal OEO process, there is no fact finding and no determination of a policy violation. Instead, the OEO serves as an intermediary between the parties. Typically, the Complainant has a resolution in mind, such as an apology, a mediation, or for the other party (Respondent) to get training. The OEO meets with the Respondent and presents the concerns, allows the Respondent to respond to the allegations, and shares what the Complainant would like for a resolution. The Respondent can either agree, decline, or offer a different resolution. A resolution does not happen unless both the Complainant and Respondent agree. The OEO can also connect Complainants with informal places and resources on campus such as counseling, the Office of Institutional Diversity, the LGCIE, etc. The OEO does not have the jurisdiction or authority to handle allegations that fall outside the scope of discrimination and harassment of legally protected categories and there is no current mechanism for community members to receive a formal resolution to reports of bias. However, there is no statute of limitations on alleged discrimination or harassment and a formal investigation can be initiated at any time.

Thus, BSU currently has a cross section of diverse spaces/places where campus leaders are informally hearing racial justice concerns brought forward by students, staff, faculty, and librarians. The OEO offers both a formal investigative process, an informal process, and refers individuals to informal spaces and places.

**Question 2: How well do these safe spaces and places work and what evidence can we provide that supports how well they work?**

When reflecting upon the 2019 and 2020 calendar years, 62 of the 73 campus leaders that responded to the survey heard racial justice concerns and among those concerns were common themes. Students, staff, faculty, and librarians were all concerned about covert racism, microaggressions, feeling unsafe, unwelcome, or alienated, diversity and representation, and lack of support and appreciation (Table 5). An additional five themes overlapped between faculty/librarians and students, including problematic interactions with students and/or with faculty (Table 5) and two themes overlapped between faculty and staff, such as discomfort and seeking guidance talking about race (Table 5). Seven themes unique to students did not overlap with staff, faculty, or librarians; these were unequal or unfair treatment, barriers, hate speech or imagery, sociopolitical climate, problematic interactions with staff, fear of retaliation or hesitation to report, and racial profiling by the BSU Police Department. It is important to note that the *Amplify Report* (August 2020) and the *BSU Student of Color Student Success Focus Group Report* (June 2020) also surfaced many of these student concerns. Our data indicated that in addition to the unique

themes for student concerns, our campus leaders are also hearing common themes among the racial justice concerns from staff, faculty, and librarians.

Campus leaders invested their time in a range of activities from supporting and listening to the concern, to working through the concern with the individual or suggesting strategies for the individual to use on their own to create a resolution (Table 7). Campus leaders referred those bringing concerns to numerous different resources, individuals, and offices (Table 8) and some campus leaders strategized additional means to address broader BSU racial injustices. Nearly 80% of these campus leaders did this work by relying on broader formal campus policies and more informal statements, practices, and guidelines, as opposed to specific office policies or practices. Since the vast majority of this work was being done informally (Table 3) as opposed to formally, it is challenging to assess how well these informal spaces/places are working. In addition, 86% of the 68 campus leaders who responded to the question about data collection for their space/place, indicated that they did not collect data. Although, they were interested in data collection. The most common data points of interest were race/ethnicity, type of concern, and resolution. Given the informal nature of this work and the lack of data collected, there was little evidence to assess 'how well' these spaces and places are working.

In addition, the committee did not formally define assessment indicators to measure 'how well' these spaces/places were working as we had hoped that some data would come forth. However, the only data shared with the committee was requested from the OEO [Appendix A]. The formal complaint data showed that since 2016 harassment and discrimination based on race trended downward from 10 to 3 cases. The OEO formal complaint system may indicate fewer racial justice concerns, given the decrease in cases, yet our data, on the volume of work being done by campus leaders, and the number and variety of concerns being brought forward, suggests that our informal spaces and places are much too well utilized. That is, the decrease in formal complaints is not congruent with the number of racial justice concerns being heard in informal spaces and places. Without an assessment of how well the informal spaces/places are working and no evidence of such, this question cannot be answered directly. Our informal spaces could be working well, yet over the past two years they keep working, continually. If the informal BSU spaces/places were working really well, perhaps there would be less work. Thus, the question of BSU campus community progress in addressing racial inequities arises. We suggest that these informal spaces/places are particularly important to our community and they need substantive and sustainable help.

### **Question 3: What safe space and/or place should we have and what value would it add?**

Thematic analysis on the responses from the Divisions of Academic Affairs and Student Affairs and Enrollment Management (n = 60 responses) and unique responses from other divisions and Unions and Formal Process (n = 13) were integrated (the number of divisional-level responses prohibited thematic analysis for the latter) to describe the ideal space/place. Faculty and staff responses from the BSU Workforce survey (n = 156) were also reviewed. The most often mentioned important characteristics of an ideal space/place as identified by campus leaders who heard racial justice concerns were a welcoming environment that provided for privacy and confidentiality with diverse staff allowed to take action on issues brought to them (Table 9). In addition, there was a preference for utilization of existing resources with suggestions such as combining offices (OEO, BSU Police, OID, LGCIE, etc.), creating a committee to connect Academic Affairs with Student Affairs and Enrollment Management, creating a web-space, and modeling a space after the Pride Center's Safe Space. Responses from the BSU Workforce survey supported these recommendations.

The most challenging aspect of collectively examining these top-level preferences was the combination of private confidential spaces with larger group gathering spaces for everyone to come and feel safe to express themselves without judgement (Table 9). Truly private confidential spaces can be welcoming and large enough to bring a small group, yet few people, if any, can observe that you went into or exited the space. This concept of privacy conflicts with the idea of open spaces where individuals can gather at will

or come for consultations, trainings, discussions, and feedback without judgement. Both types of spaces have value.

Other characteristics repeatedly raised in the thematic analysis were that the diverse staff should be sufficiently and adequately trained. Training suggestions included, but were not limited to, the use of trauma-informed practices, ability to employ mediation skills and engage in conflict resolution, capacity to remain neutral, and a developed sense of cultural competency. The BSU Workforce survey respondents indicated how they wanted to be treated in the space; they are looking for support, trust, empathy, and someone who will listen and consult with them. The location and visibility of a physical space was mentioned, and the idea of web spaces and hot lines were included. Finally, some respondents saw the importance of student staff, led and mentored by professionals.

## **Recommendations**

A few things from our data are important to remember:

- a) Students, staff, faculty, and librarians are all expressing racial justice concerns and we should find resolutions that attend to all members of our community.
- b) Our data from informal spaces and places reflects very different characteristics than data from formal processes. These two types of spaces and process may differ, yet both are important.
- c) For the most part, our informal spaces do not collect data nor have their own policies for action.
- d) Students shared racial justice concerns with seven unique themes that did not overlap with staff, faculty, or librarians so perhaps there are solutions that are best suited to students. Other solutions may be better suited to staff, faculty, and librarians.
- e) There is an inherent conflict in simultaneously trying to satisfy the quality of privacy and confidentiality with the quality of an open and welcoming space where individuals can gather at will or come for consultations, trainings, etc. Satisfying both of these characteristics is important for the BSU community, but it cannot truly be done in one space.

Based upon our answers to questions above, we put forth the following recommendations.

**Bias Response Team/Process.** A bias response team or process works to promote a safe and inclusive campus environment by supporting and advocating for those who have experienced bias or discrimination and reaching out to those who were the subject of a report to offer voluntary education. A collaboration among BSU's OEO, OID, and the SSD Division has crafted a preliminary draft of a bias response process for BSU [Appendix F] which was shared with us during our data collection. A quick search of *Inside Higher Education* headlines indicated that there are some controversies to discuss, but these teams/processes have recently become very popular. The strongest evidence from our report supporting this recommendation was the desire to rely upon existing resources. In addition, intake information could be on the web, also a desired characteristic mentioned in our data, such as with the [University of Iowa's Campus Inclusion Team](#). Other aspects of our data that supported this recommendation were that the response process could maintain privacy and confidentiality, be actionable to an extent (i.e., education on the part of the person causing harm is voluntary), and the team could be composed of diverse staff who could receive training.

A bias response team/process may be the easiest recommendation to implement and sustain as it uses existing resources. A web presence may need to be developed and refined and the team would need to be selected and offered training as appropriate. Our current CARE Team model could be used as an entry level approach to this recommendation. Use of this approach could take truly little start-up time and have an immediate impact.

**Organizational Ombuds Office.** An organizational Ombuds Office is a place where complaints and concerns can be shared in an informal confidential setting with a neutral, independent individual. Individuals come to the office of their own volition and should leave the office with a better understanding of their concern and ideas for action on their part. Ombuds can act as mediators, upon

agreement of both parties, and offer trainings that may help to pre-empt conflict. At BSU having an organizational ombuds would free up time for union stewards, grievance officers, and OEO staff who listen to individuals even though their concern cannot be addressed through a contractual or equal opportunity process. Organizational ombuds can help an institution identify early warning signs of potentially unethical issues and institution-wide concerns, such as diversity, equity, and inclusion issues, promote compliance with policies, prevent recurring problems, support fair processes, and foster an ethical and trusting environment. These issues can be shared upward to the President's Office with protection of confidentiality. To fulfill their standards of practice (i.e., informal, independent, neutral/impartial, and confidential) an organizational ombuds should be designated a confidential resource as opposed to a responsible employee which gives individuals a space/place to discuss a concern privately and determine if they want to move it to a formal process. Organizational Ombuds are fairly common in higher education and their work grows and is supported by the International Ombuds Association. The University of Massachusetts at Amherst has had an Ombuds Office since the 1960s ([UMass Amherst Ombuds Office](#)). The strongest evidence from our report supporting this recommendation was the desire to have a private and confidential space where individuals could openly discuss their concerns without judgement. Other aspects of our data that supported this recommendation were that the staff could be diverse, trained in mediation, and offer virtual services. Visitors to an ombuds office should leave with actionable items that they themselves can enact. It is important to note that an Ombuds offers an informal process without investigation yet collects data and produces a public report each year. (A sample annual report: [UMass Amherst Annual Report Sample](#)).

Adopting an Organizational Ombuds Office at BSU would require an initial investment in a suitable and accessible private space with appropriately trained staff. However, after the initial investment the impact of resolved and or decreased conflict on campus could improve the working environment. Administrative support would be necessary, depending upon the level of ombuds engagement. See Appendix G to review an "Ombuds Office for BSU" in detail. This white paper was presented to the President's Cabinet in July of 2019 and updated for the current work.

**Purposely Connecting Informal Networks.** This idea capitalizes on the network of informal spaces evident in our data (Table 8). Fifteen spaces and places refer to each other and use each other as a resource (see spaces and places that have been bolded in Table 8). In addition, there is a theme around bringing student staff into this work (Table 10). This idea includes better connecting students with students, staff with staff, and faculty with faculty who are engaged in the work of informally hearing racial justice concerns and providing them with some peer-to-peer skill sets, especially around difficult conversations, mediation, and conflict resolution. As students have concerns different from faculty and staff, it might be a promising idea to start this sort of program with students. From these peer-to-peer connections and networking, other cross peer connections could grow.

Enacting this idea would require a point person to further develop, organize, and manage the peer networks and the inter-peer networks. Administrative support would also be necessary. There would always be some training costs, as individuals would come and go from the network. Training may be provided by individuals on campus with appropriate skill sets.

In summary, these recommendations address our main research inquiry, which was to create a space/place where students could directly report racial harassment, alleged discriminatory treatment, or other sensitive issues related to racioethnic abuse and in that space, they would be provided with support and ongoing problem solving. The space would also respond to and report resolutions. These recommendations would address specific student concerns about having a "safe space that Black and Brown students can process issues of racism without judgement or fear of retribution" and create "a culture shift towards accountability, transparency, and a shared responsibility for racial justice" at BSU (Amplify Event Report, pg. 11). It is hoped that adoption of these recommendations allow students to **no longer** feel that at times "their concerns are not being heard by other students, faculty, staff, and administrators" (*BSU Student of Color Student Success Focus Group*, pg. 11).

Other actions for change that were not evident from our data but raised in committee discussions include creation of a resource ‘map’, brochure, and/ or web space. Campus has grown so much over the last 10 years that it is a challenge to find who and where to go to get concerns heard and addressed. In addition, the committee suggested creation of more symbolism of being welcoming in community spaces, such as a Black Lives Matter flag, artistic pieces. We also acknowledged the need to change our hiring practices as all of our recommendations indicated the need for diverse staff. We trust that the BSU Workforce Subcommittee will address these concerns given their inquiry and recommendations. Finally, we support the need for professional development and training so that all of our BSU community members can develop a comfort level in navigating what can be difficult conversations about race and other identities.

In reference to additional data collection, there is an interest in comparing the racial justice issues reported and resolved at BSU with those of other institutions. Any data collection should be purposeful, and data should be reviewed and used to inform decision making.

The committee was asked to comment on recommendation of pop-up spaces. Some committee members felt that these were valuable to address hot topics that may be especially emotional. Certainly, these are easier to put together in a virtual versus a face-to-face environment. Questions and concerns that emerged included does the leader have an appropriate skill set to lead, manage, and follow-up on what could be an emotionally charged conversation; is all of the information available to discuss, what is the intent of the pop-up space; would these have occurred if other mechanisms of support were available on campus; and these were not mentioned in our data set. Given the last concern, it was recommended that should a student survey occur, that this question be included.

## **Section VII. Narrative of the Subcommittee**

Subcommittee members genuinely appreciated the opportunity to collaborate with students and cross-divisionally with faculty, administrators, and staff whom they might not otherwise have had the opportunity to work. Members appreciated learning new and different perspectives through conversations with their peers, and in some instances, became more aware of campus issues, the social justice climate on campus, and the lived experiences of our BIPOC students. Several members also indicated that they understood the gravity of the work before us, before the Racial Justice Task Force, and before the entire University. Some members expressed a desire to participate in an ongoing process of systemic change.

Some committee members were surprised to learn that community members do not always know where to turn for support when faced with racial injustice, and other committee members were not surprised to learn this. Through their work on the Subcommittee however, all members became more aware of the acute need for students to have a “home” to discuss how they feel they are being treated by others within their community.

The University should explore opportunities for cross-divisional collaboration to address other common issues and create new spaces such as an Ombuds Office which would bring additional value to the community by filling a perceived void between known formal and informal support mechanisms. Importantly, two members identified the need for ongoing work to create larger cultural change at the University, change that celebrates differences. Ideas involved embracing a “deeper education” at the curricular and co-curricular level, through appropriate role-modeling and workplace recognition, hiring diverse faculty and staff members, and engaging in concrete actions that support the University’s values statement ([BSU Values](#)).

## **Section IX. Acknowledgements**

- Dave de Alexander, Dr. Mary Grant, and Dr. Carolyn Petrosino, Co-Chairs of the Presidential Task Force for Racial Justice
- Dr. Jakari Griffith, Samantha Joseph, Sydné Marrow, and Anna Rice, Vice Chairs of the Racial Justice Task Force

- Jill Beckwith, Director of Operations, Martin Richard Institute for Social Justice
- Isabel Bouget, Research Assistant, Martin Richard Institute for Social Justice
- Racial Justice Task Force Members
- BSU Institutional Review Board Chair and Committee Members
- Student Participants and Organizers of the Amplify Event and Report
- Participants in the Students of Color Survey and Report
- Participants and Organizers of the June Campus Racial Justice Forums
- President Clark and Provost Ismaili

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## Appendix A

### Formal Complaints from the BSU Office of Equal Opportunity: Racial Discrimination and Racial Harassment

<i>Count of Charges</i>	<i>Charges</i> ▼		
<i>Incident Year</i> ▼	<i>Discrimination - Race</i>	<i>Harassment - Race</i>	<i>Grand Total</i>
2014	0	1	1
2015	4	2	6
2016	7	3	10
2017	4	5	9
2018	2	1	3
2019	2	3	5
2020	3	3	6
2021	0	3	3
<b>Grand Total</b>	<b>22</b>	<b>21</b>	<b>43</b>

View text version of chart.

## Appendix B

### Survey

#### RJTF Sub 6

##### Introduction

Q1.1 You have been identified by the members of the Racial Justice Task Force Subcommittee, Creating a Place for Ongoing Support, Problem Solving, Response and Reporting, and Resolution, as possibly playing a leadership role on campus that includes listening to concerns about racial justice, helping others work through these concerns, formally or informally, and/or referring individuals that express racial justice concerns to other resources, etc.

This data collection aims to verify if you do serve in this role, how much of this work you might do, and what formal practices guide your work if any. We are also interested in what you envision as a productive space/place that supports individuals with racial justice concerns and helps them find a resolution. Survey completion is voluntary, thus by completing the survey, you are giving consent to participate. All responses will be kept strictly confidential. Since we are trying to locate where this important work is taking place on campus, we do need to know your leadership role on campus. Below you will be asked to select your role from a list of places and programs. More than one person is being surveyed for each place and program, so your responses will not be directly linked to your answers. However, if you prefer to be interviewed by two of our subcommittee members, please email me directly ([prussell@bridgew.edu](mailto:prussell@bridgew.edu)).

You can also complete the survey and ask for an interview within the survey to supplement your answers.

Q1.2 During the 2019 and 2020 **calendar years**, select which of the following groups, if any, brought racial justice concerns to you? (Select all that apply.)

- Students
- Faculty and Librarians
- Staff
- None of the above

Q2.1 During the 2019 and 2020 calendar years, estimate approximately how many times you interacted with (met, talked, emailed) **students** that brought racial justice concerns to you.

- 1 to 3 times
- 4 to 25 times
- 26 to 50 times
- More than 50 times

Q2.2 Describe the general nature of the various types of racial justice concerns that **students** shared with you during the 2019 and 2020 calendar years.

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Q2.3 In response to the concerns that **students** shared with you during the 2019 and 2020 calendar years, did you ... (select all that apply.)

- support them by listening
- resolve/work through a solution with them
- suggest strategies they might use to resolve the problem on their own
- refer them to another resource - specify the resource(s):  
\_\_\_\_\_
- share their concern(s) with other leaders (describe as appropriate):  
\_\_\_\_\_
- other - describe: \_\_\_\_\_

Q3.1 During the 2019 and 2020 calendar years, estimate approximately how many times you interacted with (met, talked, emailed) **faculty/librarians** that brought racial justice concerns to you.

- 1 to 3 times
- 4 to 25 times
- 26 to 50 times
- More than 50 times

Q3.2 Describe the general nature of the various types of racial justice concerns that faculty/librarians shared with you during the 2019 and 2020 calendar years.

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Q3.3 In response to the concerns that faculty/librarians shared with you during the 2019 and 2020 calendar years, did you ... (select all that apply.)

- support them through listening
- resolve/work through a solution with them
- suggest strategies they might use to resolve the problem on their own
- refer them to another resource - specify the resource(s):  
\_\_\_\_\_
- share their concern(s) with other leaders (describe as appropriate):  
\_\_\_\_\_
- other - describe: \_\_\_\_\_

Q4.1 During the 2019 and 2020 calendar years, estimate approximately how many times you interacted with (met, emailed, talked) **staff** that brought racial justice concerns to you.

- 1 to 3 times
- 4 to 25 times
- 26 to 50 times
- More than 50 times

Q4.2 Describe the general nature of the various types of racial justice concerns that staff shared with you during the 2019 and 2020 calendar years.

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Q4.3 In response to the concerns that **staff** brought to your attention during the 2019 and 2020 calendar years, did you ... (select all that apply.)

- support them through listening
- resolve/work through a solution with them
- suggest strategies they might use to resolve the problem on their own
- refer them to another resource - specify the resource(s):  
\_\_\_\_\_
- share their concern(s) with other leaders (describe as appropriate):  
\_\_\_\_\_
- other - describe: \_\_\_\_\_

Q5.1 Does your office or program have specific policies or practices regarding how to address racial justice concerns that are brought to your attention?

- Yes
- No

Q5.2 Describe any broader campus policies or practices that influence your response to concerns regarding racial justice.

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Q5.3 Please upload the specific practices and policies that you have regarding how to address concerns regarding racial justice.

Q5.4 Do you collect data on the concerns presented to you?

- Yes
- No

Q5.5 Describe the type of data you collect, (e.g., sex, race/ethnicity, gender-identity, residential or commuter, type of concern, whether or not resolved, etc.).

If you are willing to share your data with the Racial Justice Task Force, please contact Pam Russell (co-chair of subcommittee 6 of the Racial Justice Task Force) at [prussell@bridgew.edu](mailto:prussell@bridgew.edu).

Q5.6 How do you use the data that you collect?

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Q5.7 Describe additional data, if any, you would like to collect (e.g., sex, race/ethnicity, gender-identity, residential or commuter, type of concern, whether or not resolved, etc.).

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Q5.8 Describe the type of data **you would be interested in collecting** (e.g., sex, race/ethnicity, gender-identity, residential or commuter, type of concern, whether or not resolved, etc.).

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Q6.1 If BSU had an ideal space/place that allowed for ongoing support, problem solving, resolution, and response to racial justice issues, what would it look like? What characteristics of the space and/or the staffing would be most important? Please describe.

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Q6.2 What is your **most current** leadership role on campus? [ONLY CARE Team members should check two boxes if they currently serve in two roles]

- Academic Achievement Center Staff
- AFSCME Grievance Officer/Chapter President
- APA Grievance Officer/Chapter President
- Associate Dean
- Athletics Department
- CARE Team
- Career Services
- Catholic Center and Campus Ministries
- Center for Transformative Learning (UG Research, Honors)
- Community Standards Office
- Dean
- Department Chair
- Faculty Development Coordinator (FAFL, FAN, Part-time Faculty)
- Institutes (Cape Verdean Studies, Minnock)
- Internship Program
- Lewis and Gaines Center for Inclusion and Equity
- Martin Richard Institute for Social Justice
- MSCA Grievance Officer/Chapter President
- Minor Studies Coordinators (African, African American, Latin and Caribbean, Middle East and North Africa, Native American and Indigenous)

- Office of Teaching and Learning Fellow
- Residential Life (Assistants, Directors, Area Coordinators, Central Office, Leadership Team)
- Student Success and Diversity (Pride Center, OID, Student Success, Veteran's Affairs)
- BSU Mobile Application (Review Team)
- Talent Development Office
- Title IX/Office of Equal Opportunity
- Wellness Center Counseling Services Staff

Q6.3 If there are colleagues in other offices or programs that address concerns regarding racial justice and their role was not on the previous list, please provide their name and email below if you think that we should contact them. Please **do not forward the invitation email** to them; we will do so if they haven't already received it:

- Name \_\_\_\_\_
- Email \_\_\_\_\_

Q6.4 If you are interested in a follow up interview with two members of the Racial Justice Task Force Subcommittee 6 to provide more detailed information, please provide your contact information below.

- Name \_\_\_\_\_
- Email \_\_\_\_\_

Q7.1 Are you ..

- Faculty
- Staff
- Student staff

Q7.2 Please indicate how you identify your race/ethnicity below. (Select all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Cape Verdean
- Hispanic/Latinx or Spanish origin of any race
- Middle Eastern or North African
- Native Hawaiian or Other Pacific Islander
- White
- Prefer to self-describe: \_\_\_\_\_
- Prefer not to answer

Q8.0 Please share any additional comments that you feel will be helpful to our work.

Q8.1 Thank you so much for taking the time to complete this survey. We appreciate your willingness to help Bridgewater State University improve our understanding of what others need from us to take action that provides equity for our community.

## Appendix C

### Draft of Questions for Future Student Survey

1. If BSU had an ideal space/place that allowed for ongoing support, problem solving, resolution, and response to racial justice issues, what would it look like? What characteristics of the space and/or the staffing would be most important? Please describe.
2. For the purposes of this question, an **INFORMAL PROCESS** is fully voluntary, designed to resolve an issue, with a flexible means of moving the resolution forward. A **FORMAL PROCESS** may involuntarily involve others to resolve an issue, uses a third party to make a decision, and has a number of prescribed means (such as an investigation) for finding a resolution.

Which of the following ideas are most important to you as part of a solution to providing ongoing support, problem solving, resolution, and response to racial justice issues for **students, faculty, and staff**? (Select up to 6)

- Create Black Student Union
- Ensure that staff providing support and resolving issues are diverse, welcoming, approachable **and** have an appropriate background, such as in mediation, conflict resolution, difficult conversations, challenging bias, cultural competencies, **and/or** trauma-informed practices, etc.
- Peer mediation
- Peer-to-peer support and mentoring
- Provide a list of resources, including **formal and informal places** to share and report, expected follow-up for both formal and informal processes, and a list of allies and accomplices knowledgeable about critical race theory.
- Provide a private space that operates independently of other departments and programs where individuals can share their concerns with an impartial staff member who offers potential solutions. Sharing is voluntary and all concerns are kept confidential. There are **no formal** investigations or interventions performed by the staff. The staff member has knowledge of campus practices, policies, and resources and conveys trends, systemic problems, and organizational issues to a high-level leader.
- Provide more resources and staff for the spaces we already have on campus.
- Reimagine, reorganize, and connect current campus spaces **with informal and formal processes**, such as the Lewis and Gaines Center for Inclusion and Equity (LGCIE), the Martin Richard Institute for Social Justice (MRISJ), **and/or** the Office of Institutional Diversity (OID), etc., with the Bridgewater State University Police Department, Community Standards Office, Equal Employment Opportunity/Title IX Office, **and/or** Human Resources and Talent Management, etc.
- Reimagine, reorganize, and connect current campus spaces **with informal processes**, such as the LGCIE, MRISJ, **and/or** OID, etc.
- Report bias to the Equal Opportunity Office, then when appropriate, bias concerns are moved to the Student Success and Diversity Division where a diversity worker will work with the appropriate campus partners on bias education or collaborate to create additional recommendations for the bias intervention. This process may include both **formal and informal** elements.
- Staff a hotline, with availability outside of normal business hours.

**Appendix D**  
Interview Consent Form  
**Bridgewater State University**  
**Consent Form for**

**Interview with Racial Justice Task Force Subcommittee Six: Creating a Space for Ongoing Support, Problem Solving, Reporting Resolution, and Response**

Pamela J. Russell, PhD, Jill Beckwith, MPH, Mary K. Grant, PhD, and Gabriella Rivera

You are being asked by a Bridgewater State University researcher to participate in a study. For you to be able to make an informed decision about whether you want to participate in this project, you should understand what the research is about, as well as the possible risks and benefits. This process is known as informed consent. This document describes the purpose, procedures, possible benefits, and risks of the research project. It also explains how your personal information will be used and protected. Once you have read this form and your questions about the study are answered, you will be asked to sign it. This will allow your participation in this study. You should receive a copy of this document to take with you. Your participation is voluntary. You may decide not to participate in this study. If you do participate, you may withdraw from the study at any time. Your decision not to take part or to withdraw will involve no penalty or loss of benefits to which you are otherwise entitled.

Summary of Study

The purpose of this study is to explore whether and how in your campus leadership role you serve in a listening and helping role for students, staff, faculty, and librarians that express racial justice concerns, how much of this work you might do, and what formal practices guide your work, if any. We are also interested in what you envision as a productive space/place that supports individuals with racial justice concerns and helps them find a resolution. You have requested to be interviewed. The interview will be conducted by two members of Subcommittee Six of the Racial Justice Task Force. The interview will either be held on Microsoft Teams, or it will take place over the phone.

Explanation of Study

This study is being done because we want to learn about how campus leaders listen and respond to racial justice concerns on campus and what you envision as a productive space/place that supports individuals with racial justice concerns, helping them to find a resolution. If you agree to participate, you will be asked to join a Microsoft Teams meeting or a phone call at a scheduled time to complete the interview. The interview will be conducted by two members of Subcommittee Six of the Racial Justice Task Force. One member will ask questions and both members will take notes. During the interview, you will be asked questions about who brings you racial justice concerns (students, faculty/librarians, staff), the general nature of their concerns, how often they bring the concerns, what you do with them, how your work on racial justice is guided by policies, if any, and what data you might collect. You will also be asked about what you envision as a productive space/place that supports individuals with racial justice concerns. The interview will last approximately 45 minutes.

Risks and Discomforts

No risks or discomforts are anticipated. However, interviews may contain questions that are sensitive in nature. This study does not ask question about personal topics but any questions that are uncomfortable to talk about may be skipped.

Can I stop being in the study?

You can stop being in this research study at any time. Tell the study staff if you are thinking about stopping or decide to stop. If you decide to stop, you can decide whether any of your data will be included in the study's findings.

**Benefits**

You may not personally benefit by participating in this study, however, your response will provide the researchers with important information about safe places/spaces on campus, which could potentially benefit the BSU community as a whole.

**Confidentiality: How will information about me be protected?**

Your study information will be kept confidential to the extent permitted by law and the technology being used. The notes taken during your interview will be kept separate from any contact information that you have provided. Any handwritten notes taken during the interview will be transferred to a computer format and password protected. Handwritten notes will be destroyed immediately after they are transcribed. Also, this interview is not a formal mechanism to report alleged policy violations or crimes and is for data collection for purposes only. Although results of this research may be presented at meetings or in publications, identifiable personal information about participants will not be disclosed.

While every effort will be made to keep your study-related information confidential, there may be circumstances where this information must be shared with:

- \* Federal agencies, for example the Office of Human Research Protections, whose responsibility is to protect human subjects in research;
- \* Representatives of Bridgewater State University, including the Institutional Review Board, a committee that oversees the research at BSU;

**Future Use Statement**

Identifiers might be removed from data/samples collected, and after such removal, the data/samples may be used for future research studies or distributed to another investigator for future research studies without additional informed consent from you or your legally authorized representative.

**Contact Information**

If you have any questions regarding this study, please contact the investigator, Pamela Russell, [prussell@bridgew.edu](mailto:prussell@bridgew.edu), 508-531-2059.

If you have any questions regarding your rights as a research participant, please contact BSU Institutional Review Board: Maxwell Library, Room 200 10 Shaw Road, Bridgewater, MA 02325 Tel: 508.531.1242

Contact the number above to ask general questions, to obtain information or offer input, and to express concerns or complaints about research. You may also call this number if you cannot reach the research team or if you wish to talk to someone else. General information about participation in research studies can also be found at <https://my.bridgew.edu/departments/IRB/SitePages/Home.aspx>.

Do not sign this consent form unless you have had a chance to ask questions and have received satisfactory answers to all of your questions.

By signing below, you are agreeing that:

- you have read this consent form (or it has been read to you) and have been given the opportunity to ask questions and have them answered;
- you have been informed of potential risks and they have been explained to your satisfaction;
- you understand that Bridgewater State University has no funds set aside for any injuries you might receive as a result of participating in this study;
- you are 18 years of age or older;
- your participation in this research is completely voluntary;
- you may leave the study at any time; if you decide to stop participating in the study, there will be no penalty to you and you will not lose any benefits to which you are otherwise entitled.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Printed Name \_\_\_\_\_

Version Date: *[1/15/21]*

## Appendix E

### Email to Survey Participants

Dear Colleagues:

President Clark has charged The Special Presidential Task Force on Racial Justice (RJTF) with identifying the elements of policy, practice, and culture that are impeding racial equity at Bridgewater State University [[RJTF Website](#)]. The Task Force consists of six subcommittees, each with a different focus. This subcommittee, #6, is titled Creating a Place for Ongoing Support, Problem Solving, Response and Reporting, and Resolution. The goal of this subcommittee is to create a “place” where students, staff, and faculty, including librarians, can directly report racial harassment, alleged discriminatory treatment, and other sensitive issues related to race and ethnicity. Beyond reporting, the place would include individuals and resources that assist with problem solving and finding resolutions.

You have been identified by the members of this subcommittee as possibly playing a leadership role on campus that includes listening to concerns about racial justice, helping others work through these concerns, formally or informally, and/or referring individuals that express racial justice concerns to other resources, etc. This data collection aims to verify if you do serve in this role of listening, helping, and referring, etc., how much of this work you might do, and what formal practices guide your work if any. We are also interested in what you envision as a productive space/place that supports individuals with racial justice concerns and helps them find a resolution.

We recognize that many faculty, librarians, and staff serve as listeners and helpers to those experiencing racial injustices. Our data collection is limited to those in leadership roles. Additional data collection by this or other subcommittees will garner a larger audience.

Your completion of this survey is voluntary. By completing the survey, you are giving consent to participate. All survey responses will be kept strictly to the extent permitted by law and the technology being used. Only aggregate information will be reported. Since we are trying to locate where this important work is taking place on campus, we do need to know your leadership role on campus. Within the survey, you will be asked to select your role from a list of places and programs. More than one person is being surveyed for each place and program, so your responses will not be directly linked to your answers. However, if you prefer to be interviewed by two of our subcommittee members, you can email me directly ([prussell@bridgew.edu](mailto:prussell@bridgew.edu)). You can also complete the survey and ask for an interview within the survey to supplement your answers. If there are questions, please address them to my email or leave me a voice mail at 508-531-2059.

Thank you so much for your time in completing this survey. We appreciate your input which will help Bridgewater State University improve our understanding of what others need from us to take action that provides equity for our community.

INSERT LINK TO SURVEY

## Appendix F

### BSU's Draft Bias Response Process

- 1) All incidents of bias or potential bias will be reported to the EO Office.
  - a. There is a separate reporting form that will go directly to the Director of Equal Opportunity for initial review.
  - b. These forms are access restricted to EO due to fact they may contain confidential information on employees, faculty, librarians, and students.
- 2) The EO Office will determine if incident should be referred to the police (crime), to the EO office (discrimination/harassment), or to OID (bias).
- 3) All bias incidents that do not rise to the level of being an EO complaint will be referred to VP of Student Success and Diversity who will decide who to best provide the education. The incident will be logged (using the EO log as a template) as well as the intervention and any known outcome.
- 4) If the intervention is educational, the appropriate diversity worker will work with the appropriate campus partners on the bias education.
  - a. SSD staff will record intervention details in maxient and in a de-identified intervention log that will be shared with campus partners to help determine future directions for campus (non-case specific) work.
  - b. At this juncture, the maxient case will be closed.
- 5) If the appropriate response is something other than or in addition to education, the Vice President of Student Success and Diversity or their proxy will work to create recommendations for the bias intervention. Appropriate campus partners will be contacted to collaborate on the intervention.
- 6) A small group will convene quarterly to consider the log, incidents and interventions that have occurred and discuss if any additional bias prevention work should be considered.
  - a. This group will consist of representatives from the EO Office, the BSUPD, the President's Office, Academic Affairs, Student Affairs and Enrollment Management, Human Resources and Student Success and Diversity.
- 7) For bias incidents that may affect large segments of the University or the entire campus community, a team comprised of the following would be convened in person (when possible) or by phone to discuss appropriate next steps:
  - a. The Chief of Police or his designee
  - b. The Director of EO (co-convener)
  - c. The Provost or his designee
  - d. The VP of Student Affairs or designee
  - e. VP of Student Success and Diversity (co-convener)
  - f. Chief of Staff (co-convener)
  - g. Vice President of Marketing and Communication, when appropriate
  - h. Internal or external others as situationally appropriate

## Appendix G

### Overview of an Organizational Ombuds Office

#### An Ombuds Office for BSU?

Pamela J. Russell, PhD

Associate Provost for Academic and Faculty Affairs

January 28, 2021

#### Executive Summary

It is inevitable that employees and students will experience conflict within institutions of higher education. For BSU employees, conflict can be managed by filing a formal complaint (e.g., through a union or Equal Opportunity process). Conflict management for BSU students also includes a formal complaint process through the Office of Community Standards or the EO Office. There are office directors who informally assist mostly students with their complaints and concerns, but these offices are not interconnected and target specific issues, such those related to holding veteran status, diversity and multiculturalism, or LGBTQA identities. Given the constraints of the formal systems, especially regarding the types of complaints that can be addressed, and the disconnection among the informal systems serving primarily students, BSU has the potential to benefit from the establishment of an organizational Ombuds Office where complaints and concerns can be shared in an informal confidential setting with a neutral, independent individual. An organizational ombuds would free up time for union stewards, grievance officers, and EO staff who listen to individuals even though their concern cannot be addressed from a contractual or equal opportunity process. An organizational ombuds office could also serve as the central location for triage of student complaints. Organizational ombuds can help an institution identify early warning signs of potentially unethical issues and institution-wide concerns, promote compliance with policies, prevent recurring problems, support fair processes, and foster an ethical and trusting environment. To fulfill their standards of practice (i.e., informal, independent, neutral/impartial, and confidential) an organizational ombuds should be designated a confidential resource as opposed to a responsible employee. **Preliminary decisions required** to promote the establishment of an organizational ombuds office require determining:

- who the ombuds should serve (i.e., faculty, staff, students, or any grouping of these),
- what model should be used (i.e., a full-time or part-time ombuds who is a professional ombuds, a faculty and/or staff member ombuds, or a combination of these models),
- where to locate an ombuds office,
- what salary range is competitive to best meet our ombuds needs, and
- how fast to adopt an ombuds program.

## An Ombuds Office for BSU?

Conflict is a normal, natural, and necessary part of any work environment; it is essential for creativity, human development, and social and personal change (Jones, 2017). In higher education, the level of conflict present is influenced by the complex structure of institutions, their relatively slow change processes, and divisional work that is often siloed (Jones, 2017). Employment of autonomous, educated, and opinionated employees who often operate under inflexible accountability systems and remain employed for a long time, contributes to the likelihood of conflict (Jones, 2017). In addition, higher education is more likely to have a conflict avoidance culture, bullies, and high conflict employees (Jones, 2017). In an examination of employees at one US university (n = 1185), 32% experienced bullying within the past year (Keashly and Neuman, 2010). Undoubtedly, many Bridgewater State University faculty, staff, and students have experienced conflict during their time on campus, yet there are limited resources available to facilitate conflict resolution.

Conflict resolution can be addressed through faculty and staff unions where formal work-related complaints can be filed through the grievance process. Students can formally request mediation services through the Office of Community Standards. All employees and students have access to the Office of Equal Opportunity. However, the complaints that can be addressed through a union grievance process must pertain to the union contract and the complaints that can be resolved through the Equal Opportunity Office must conform to criteria set forth in the University's affirmative action, equal opportunity, disability compliance and Title IX initiatives. Faculty and staff could address their concerns with office or departmental colleagues, but often the colleagues with the capacity to make change are in a supervisory or evaluative role for the individual bringing forth the concern. This imbalance in power can inhibit the voice of the complainant. Adding to this scenario, supervisors may not be prepared or able to enter into what can be difficult conversations.

These constraints leave a swath of employee – and perhaps student conflicts – without resources to facilitate constructive conflict management. A person's concern over communication and respect in daily office interactions, long-term bullying behavior within departments or offices, microaggressions related to race, and student concerns over grading policies and practices are unable to be heard informally in confidence by a neutral, and independent individual. An organizational ombudsperson could serve such a role. "An organizational ombuds is a confidential and informal information resource, communications channel, complaint handler, and dispute resolver", who can help an organization work for change (Rowe, 1995). The creation of an Organizational Ombuds Office at BSU could provide faculty, staff, and students with a central resource to facilitate constructive conflict resolution and serve as a critical feature of a comprehensive dispute resolution system.

### **Process of Discovery**

The idea of creating an Ombuds Office at BSU was brought to the Office of the Provost by the members of the MSCA Executive, Bridgewater Chapter, and reinforced by others across campus. A brief chronology of events follows.

- After preliminary conversations with the MSCA and the Provost about the creation of an Ombuds Office, Dr. Ann Brunjes, who was then serving as the MSCA Grievance Officer, facilitated a table discussion at a Chairs Workshop to gather information about the concerns of department chairs regarding conflict and conflict management. Results of this December 2016 discussion indicated that department chairs' concerns were around training to handle conflict, the role of Deans and Provosts in conflict, and conflict between or with staff members.
- In a Fall 2016 conversation with Erin DeBobes, JD, who was then the BSU Director of Equal Opportunity and the Title IX Coordinator, she shared that her office had seen a recent increase in the number of faculty complaints related to bullying, civility, hostility, and harassment.
- Also, in the Fall of 2016, it was clear that an academic department was in deep need of conflict resolution skill development to address longstanding departmental concerns. The college Dean

and I collaborated to explore possible consultants which resulted in the hire of Dr. Tricia S. Jones, Professor, School of Media and Communication, Temple University and CEO and Owner of Conflict Coaching Matters. Trish is a leading conflict scholar and practitioner.

- Trish consulted for this department and saw the need for the institution to consider an ombudsperson. She shared an ombuds job description with us.
- In June 2017, MSCA Chapter President Maria Hegbloom met with President Clark, Provost Ismaili, Vice President Keri Powers, and myself met to discuss the potential creation of an Ombuds Office at BSU and to review the ombuds job description. We questioned what model might work for BSU, that is, a full-time or part-time person, an internal or external hire.
- Between November 2017 and February 2018, Trish ran two 2-hour workshops for Provost's Council and two 3-hour workshops for Department Chairs regarding conflict management in higher education. She also provided individual summaries and an overall summary of conflict dynamics profile data to each Provost Council member, individual summaries and an overall summary of conflict dynamics profile data to each Department Chair, and the results of a comprehensive survey of the BSU Leadership's (Provost's Council and Department Chairs; 58% response rate) sense of conflict on campus.
  - The comprehensive survey data describe the nature of faculty-to faculty conflict on campus. Most notable are the long-term, factualized, and disruptive characteristics.
  - These data also indicate the need for skill development, clear policies, a place to go for support, training and leadership support in conflict management, and encouragement to raise conflictual issues.

The unfolding of these events made clear the need for the Office of the Provost to support meaningful exploration into the possibility of an Ombuds Office at BSU, especially since we continued to hire Trish and consultants from Conflict Coaching Matters to address conflict within four different academic departments and programs. To date, her support and recommendations have proven to be extremely valuable. To gain additional in-depth information on the possibility of an Ombuds Office at BSU, the following steps were completed.

- Attended the International Ombuds Association Conference in April 2018 where I learned from multiple sessions and talked to contacts provided by Trish Jones (Ombuds for the University of Massachusetts; Ombudsperson for Virginia Tech Graduate School). I also made some regional connections (e.g., Boston Public Schools Ombudsperson).
- Visited the University of Massachusetts with MSCA BSU Chapter Vice President, in June 2018. The ombuds spent about 3 hours with us and shared detailed answers to our questions. She also gave us access to marketing materials for their Ombuds Office and highlighted the value of the Ombuds Office to the entire University of Massachusetts community as their office serves faculty, staff, and students and has been in operation since the late 1960s.
- Spoke at length with the Ombudsperson at the University of Connecticut as he works with faculty and staff across more than one campus.
- Held a series of on-campus conversations with:
  - Peter Wiernicki, Director, Office of Community Standards and Denine Rocco, Dean of Students
  - Keri Powers, Vice President for Human Resources and Talent Management and Allison Costa, Assistant Director for Human Resources and Talent Management
  - Jocelyn Frawley, Acting Director for Equal Opportunity and Title IX and Allyson Hyland, Equal Opportunity and Title IX Assistant and Disability Resources Office Caseworker
  - Luis Paredes, Director, Office of Institutional Diversity
  - Lee Forest, Director, GLBTA Pride Center
  - Sydne Marrow, Director, Center for Multicultural Affairs

- Michael Siegel, Director, Military and Veteran Student Services
- Communicated with the most recent University Ombuds from Kennesaw State University, regarding appropriate ombuds models and ombuds' salaries.

## Findings and Recommendations

**Definition.** According to the International Ombudsman Association [IOA] (2019), an organizational ombuds is “a designated neutral who is appointed or employed by an organization to facilitate the informal resolution of concerns of employees, managers, students and, sometimes, external clients of the organization. The primary duties of an organizational ombudsman are:

- to work with individuals and groups in an organization to explore and assist them in determining options to help resolve conflicts, problematic issues or concerns, and
- to bring systemic concerns to the attention of the organization for resolution.

An organizational ombuds operates in a manner to preserve the confidentiality of those seeking services, maintains a neutral/impartial position with respect to the concerns raised, works at an informal level of the organizational system, and is independent of formal organizational structures.”

**How does that look.** The boundaries of an organizational ombuds' work are best described by Mary Rowe, a conflict management specialist, organizational ombuds at MIT for 42 years (Rowe, 1995), and described as the doyenne of the ombuds profession. She indicates that organizational ombuds are designated as neutral within an institution and typically report to the President's Office within higher education. This structure preserves the ombuds' independence and improves their effectiveness. Organizational ombuds maintain strict privacy of everyone they speak with, sharing information only with a visitor's permission for the purpose of informal problem resolution. Ombuds do not keep case records for the employer and resist appearing in any judicial proceedings. These practices safeguard their ability to be neutral and practice confidentiality. Ombuds may not make or change or set aside a law or management policy or decision and may either agree to or not agree to help a person who contacts them. Ombuds may act on their own initiative if a problem arises that needs attention, such as a safety hazard or an administrative communication that seems indecipherable and needs to be rewritten. Likewise, if patterns of concerns arise, the ombuds may bring these to the attention of the administration. These ombuds-initiated actions take place without a violation of confidentiality. Finally, in their work with visitors to their office, ombuds look to offer multiple options for the visitor to select from to solve the problem. Among these options may be the filing of a formal complaint through the available resources such as the Office of Equal Opportunity, the Office of Community Standards for students, or the grievance processes available through faculty and staff unions. However, there may be additional and perhaps more appropriate ways of coming to problem resolution. In exceedingly rare instances an ombuds may act without the permission of a visitor, that is where a situation seems potentially catastrophic and there is an imminent risk of harm with no time or available responsible options. In many cases, the ombuds work simply continues to move visitors to options that bring about resolutions and to see that issues get raised responsibly.

**Value.** At BSU an organizational ombudsperson would serve a valuable role as the central first stop for informal communication regarding conflicts, problems, and concerns. The informal role of the ombuds can be critical to information sharing, as formal complaint filing through a grievance, EO, or community standards process requires an investigation when in fact one may not be justified. Access to an informal process also facilitates surfacing of issues, personal concerns, and situations that might impact the institution. The willingness of individuals to come forward to an ombuds office allows concerns to be addressed at their earliest stage of potential disruption (McBride & Hostetler, 2008). The informal aspect of an ombuds office can also save valuable time and resources utilized to investigate formal complaints, permitting the formal complaint channels to be more efficient (McBride & Hostetler, 2008). For example, BSU's EO Office indicates that approximately 12-20 hours/month are spent on in-person meetings that

are outside the jurisdiction of the office. EO Office staff also field a lot of phone calls that involve individuals looking for a place to file a complaint. Currently staff triage the concern and refer the individual to a resource. BSU's grievance officers/coordinators or union stewards also spend time listening to complaints that cannot move to a formal process as the contract offers no guidance for their concern. Establishing an Ombuds Office could save time and resources related to our current formal complaint processes and make it easier for individuals to surface concerns that affect them and perhaps the whole institution.

The BSU employees interviewed for this paper indicated that an ombuds office would complement their work and perhaps free up some of their time. For some employees, they foresaw that their visitors could be referred to an ombuds office which would value their issue, complaint, or concern. Parent complaints could also be referred to an ombuds office. The creation of an Ombuds Office may not only save time and resources for individuals currently handling complaints, but also provide us with a more robust dispute resolution system and serve as a complement to our current formal structures.

The cost effectiveness of an organizational ombuds is difficult to quantitatively assess given numerous traits, especially the tangible (e.g., decreasing bullying, harassment, and microaggressions within a department may decrease the cost of faculty turnover) and intangible benefits (e.g., making a workplace more respectful, surfacing safety issues that put the institution at risk) provided to an organization (Rowe, 2010). For example, an ombuds does not make decisions for an institution, works confidentiality, and keeps only generic records of categories of issues addressed. Collecting objective data in this scenario is challenging at best. Rowe (2010) indicates that initially an ombuds office could be viewed as increasing cost, if the ombuds is particularly adept at surfacing concerns that move to formal complaints. However, the ombuds could also be effective at decreasing conflict across employees, thus increasing productivity. The general benefits of organizational ombuds offices are well-documented in numerous resources (e.g., Howard, 2010 (pp 184-187); IOA, 2019; Williams & Thacker, 2014; Rowe, 2010; Ziegenfuss and O'Rourke, 2011). These include:

- identifying issues across the entire organization,
- providing early warnings about new and potentially unethical issues,
- supporting fair resolution processes,
- supporting compliance with laws, regulations, and policies,
- preventing problems from recurring, and
- fostering an ethical and trustful culture.

**Risk Management.** In developing this paper, specific concerns were raised regarding risk management. Rowe, Hedeem, and Schneider (2017) used the results of a 2016 survey to illustrate how an ombuds office can help an institution to manage risk. Depending on the question, 100-200 ombuds responded to their survey; one-third of these indicated they had high risk cases over the last year. It is worth reiterating that observers of serious concerns are more likely to report their concerns within a conflict management system that provides for an informal process and a neutral receptive individual that will keep confidences as appropriate, such as an ombuds office. This allows high-risk concerns to be surfaced earlier, before they may cost the institution. When an ombuds hears a high-risk concern, such as information relevant to criminal behavior, safety issues, and sexual and racial abuse, it is important to know that the ombuds must act within the laws and regulations of the institution. Findings from the survey indicated, that in cases that posed an imminent risk of serious harm, ombuds reported using different options to mitigate risk.

Percent of Ombuds Using an Approach	Approach Used in High Risk Cases
5%	Permission to use information and identify the source
10%	Breached confidentiality e.g., in case of potential suicide or homicide
40%	Found a way for compliance office to find information for itself
55%	Found a way to get information where it needed to go e.g., contacted trusted former employee who talked off the record with administration
65%	Got permission from the individual to transmit the information without identifying the source
70%	Helped the individual to act directly to get the information where it needed to go

Note: since ombuds checked all options used, totals are greater than 100%

Most ombuds got the information where it needed to go without breaching confidentiality, but when imminent harm was evident, there was a willingness to breach confidentiality. The management of these high-risk cases is an expectation of ombuds work.

It should also be noted that the International Ombudsman Association (IOA Blog, 2014) advocates that university ombuds be designated as confidential resources as opposed to responsible employees. This approach aligns with the ombuds standards of practice, that is independence, confidentiality, neutrality, and informality. Ombuds often hear of sexual harassment concerns that would otherwise not be brought forward (Bingham, 2017). Bingham indicates that ombuds consistently report on surveys that they save their organizations the most time and other costs through their work on sexual harassment cases. Since an ombuds operates under the tenets of independence, confidentiality, neutrality and informality, any designation of mandated reporting would put them in violation of their own code of practice and especially undermine the informal and confidential aspects of all their work. Remember, if there is imminent risk of harm and no other solution than to break confidentiality, then an ombuds will more than likely do so to protect parties from danger such as homicide or suicide.

**Logistical considerations.** Should the University support the establishment of an organizational ombuds office, several preliminary decisions would facilitate finding the best person for the role. These related questions include who should the ombuds serve; should the role be full or part-time; who should be the ombuds; where should the office be located; and what is the salary range.

**Scope of visitors.** Ombuds' offices develop a charter to define the scope of their work. The charter includes who has access to the ombuds, such as undergraduate students, graduate students, full-time staff, temporary employees, full-time faculty, and part-time faculty. Universities determine this based upon what best meets their needs and there appears to be no one best model. One ombuds at the University of Connecticut serves staff, faculty, administrators, and graduate students. Their undergraduate students are served by their Dean of Students. Three ombuds at the University of Massachusetts serve students, faculty, and staff. Other ombuds serve just graduate students, so there are numerous models.

In my conversations with BSU colleagues, I asked which groups – all students, all faculty, and/or all staff – they would include as having access to an ombuds if we had to start with less than all employees and all students. A few colleagues indicated that an ombuds office should be available first to students. Students would definitely benefit from a community of problem solvers, clearly identified as

such and co-located. The majority of colleagues indicated that they would prioritize an ombuds office for faculty or for faculty and staff. Their general sense was that students have numerous informal resources, as essentially many of these individuals serve an ombuds-like role for students; an ombuds office should be prioritized for faculty and/or staff. A decision regarding the scope of visitors that have access to an ombuds office will also influence the hire of a full-time or part-time person.

**Full-time or part-time.** In conversations with the University of Connecticut Ombuds, he indicated that if their model offered services to their entire community of undergraduate/graduate and full-time/part-time students (about 11,000), full-time/part-time faculty (about 1000), and full-time/part-time staff (about 800), that they could easily employ a full-time ombuds. Ombuds can expect to see 3.5% of their potential population, with a range of visits from 1% to 5% of their population. If we as an institution determine to serve all employees and all students, we should consider hiring a full-time ombuds. If we decide to serve a smaller subset of individuals, then we might consider a part-time ombuds. The Wesleyan University Ombuds, has served in her role part-time for almost two years. She offers face-to-face on campus appointments one day a week for Wesleyan's faculty (about 400) and staff (about 550) and is otherwise available through email and FaceTime.

**Who should serve as an ombuds?** There are several models to consider regarding who should serve as an ombuds for BSU, such as an internally hired late career faculty/staff member or retiree, an externally hired professional ombuds, or a hybrid model with 2-3 individuals serving part-time. The benefit of hiring an internal person is familiarity with the culture of the institution, however, with familiarity also comes history which for some individuals may bias any potential relationships. Hiring an external professional ombuds could help establish the neutrality and impartiality of the office. An external person would need to learn the culture of the institution. However, an external hire could also be perceived as another layer of administration, regardless of the intent of the role. Hybrid models to consider include a faculty or staff member collaborating with a professional, a staff member collaborating with a faculty member, or faculty and/or staff members collaborating with students. Locally, Worcester Polytechnical Institute uses a hybrid model with a current faculty member and a current staff member serving as ombuds for faculty, staff, and students. The selection of a model for an ombuds' office is related to our decision of who should have access to ombuds' services. Whomever is hired to serve in the role as University Ombuds, that person should have professional credentials or certification in mediation and conflict and dispute resolution, among other qualifications.

**Physical office location.** The physical location of an ombuds office is critical to the independence of the role (Ziegenfuss and O'Rourke, 2011). The office needs to be easily accessible and at the same time provide privacy so as not to create gossip around who is visiting the ombuds. In some of my campus conversations we talked about a preferred office location and the library was often mentioned as a public building that anyone could enter. The University of Connecticut has their Ombuds Office in the library and the University of Massachusetts Ombuds Office is in the student union building. Rondileau Student Union was seen as to student focused to be a space where an ombuds could serve BSU faculty and staff as well as students and Boyden Hall was seen as to staff focused to serve faculty and students. An ombuds office could also be in a building adjacent to campus if the egress points were private. My experience visiting the University of Massachusetts Ombuds Office indicated that office size should allow for the standard desk, book shelving, and comfortable seating for 2-3 individuals.

**Salary considerations.** Like other roles an ombuds salary varies with position configuration (e.g., full-time, part-time, other duties), and credentials, including experience. The US Bureau of Labor Statistics indicates that the national mean annual wage for arbitrators, mediators, and conciliators, the category most akin to ombuds, is \$72,760. In Massachusetts, the mean annual wage is \$79,880. In a conversation with the retired Kennesaw State University Ombuds, he indicated that a University Ombuds salary is often comparable with that of a University attorney. Exploration of the public data base on Massachusetts state employee salaries indicated that the University of Massachusetts Ombuds salaries range from approximately \$60,000 for their newest ombuds to \$94,000 for their most senior ombuds. It is

important to remember that we are currently spending money on conflict management activities. Between Spring 2014 and Spring 2019, BSU has spent more than \$150,000 on resolution of formal complaints and mediation and the development of communication and conflict skills. These costs are only for faculty.

## Summary

Both employees and students experience conflict within a higher education setting as conflict is normal, natural, and a necessary part of any educational environment. For BSU employees, conflict can be managed by filing a formal complaint (e.g., through a union or Equal Opportunity process). Conflict management for BSU students also includes a formal complaint process through the Office of Community Standards or the EO Office. There are office directors who informally help mostly students with their complaints and concerns, but these offices are not interconnected and target only specific issues, such as those related to holding veteran status, diversity, and racial equity, or LGBTQA identities. Given the constraints of the formal systems, especially regarding the types of complaints that can be dealt with, and the disconnection among the informal mostly student systems, BSU has the potential to benefit from the establishment of an organizational ombuds office where complaints and concerns can be shared in an informal confidential setting with a neutral, independent individual. An organizational ombuds would free up time for union stewards, grievance officers, and EO staff who listen to individuals even though their concern cannot be addressed from a contractual or equal opportunity process. An organizational ombuds office could also serve as the central location for triage of student complaints. Organizational ombuds can help an institution identify early warning signs of potentially unethical issues and institution-wide concerns, promote compliance with policies, prevent recurring problems, support fair processes, and foster an ethical and trusting environment. To fulfill their standards of practice (i.e., informal, independent, neutral/impartial, and confidential) an organizational ombuds should be designated a confidential resource as opposed to a responsible employee. Preliminary decisions required to promote the establishment of an organizational ombuds office require determining who the ombuds should serve (i.e., faculty, staff, students, or any grouping of these), what model should be used (i.e., a full-time or part-time ombuds who is a professional ombuds, a faculty and/or staff member ombuds, or a combination of these models), where to locate an ombuds office, and what salary range is competitive to best meet our ombuds needs.

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# Exhibit G

Report:  
**BSU Community Forums on Social Justice**

# BSU Community Forums on Racial Justice

June 2020

## Overview

Bridgewater State University held an online Forum on June 3, 2020 in response to local and national outcry to the murders of several Black Americans, including George Floyd, Ahmaud Arbery, Breonna Taylor, and others. At this event, racist incidents that had occurred within the BSU and surrounding campus community over the days prior to the event were also raised and discussed. Based on those incidents and what was shared at the first Forum, President Fred Clark promised a second Forum and named a Special Presidential Task Force on Racial Justice. The second forum on June 23, 2020 included introductory remarks by the three co-chairs of the Task Force.

This report reflects the topical discussions held in the online Forums in June 2020. It summarizes highlights and quotations from 14 small group sessions and 4 event debriefing sessions that were held across the two online Forums. Each group discussed different topics that were unique to their facilitators and participants (which included students, faculty, staff, recent alumni, and members of the BSU Board of Trustees). This summary reflects the voices of forum participants.

**\*The voices of participants (students, faculty, staff, alumni) are italicized and/or marked with quotations throughout this report, reflecting the discussion within the small groups as well as reflections shared during the debriefing sessions.**

### Community Forum on Racial Justice #1

Forum #1 was held on Wednesday, June 3 from 12:15-1:45 pm via Microsoft Teams.

Forum #1 was moderated by Senior Administrative Fellow for Civics and Social Justice Dr. Mary Grant, and featured opening remarks by President Fred Clark, Provost Karim Ismaili, Dean Dr. Jeanean Davis-Street, Dr. Kevin McGowan, MRISJ Faculty Associate and Faculty in Elementary and Early Childhood Department, College of Education and Health Sciences, and Tyler Czyras, Vice President, BSU Student Government Association.

The 207 attendees (out of 250 registrants) participated in 6 small discussion groups, one each on Student Leadership for Racial Justice, Activism, Allyship, Navigating the Emotional Impact of Racial and Other Injustices, BSU as a Learning Community, and an Open Forum. Each group was supported by co-facilitators, a chat moderator, and a note taker.

#### Forum #1 Participation

	<b>Registered</b>	<b>Attended</b>
<i>Faculty</i>	60	53
<i>Staff</i>	109	97
<i>Students</i>	64	43
<i>Alumni</i>	12	11
<i>Librarians</i>	1	1
<i>Other</i>	2	2
<b>Total:</b>	<b>248</b>	<b>207</b>

## Community Forum on Racial Justice #2

Forum #2 was held on Tuesday, June 23 from 5:00-6:30 pm via Zoom.

Forum #2 was moderated by Senior Administrative Fellow for Civics and Social Justice and Co-Chair of BSU's Special Presidential Task Force Dr. Mary Grant, and featured opening remarks by President Fred Clark, Provost Karim Ismaili, Dean Dr. Jeanean Davis-Street, Dr. Kevin McGowan, MRISJ Faculty Associate and Faculty in Elementary and Early Childhood Department, College of Education and Health Sciences, Anna Rice, President BSU Student Government Association; Dr. Carolyn Petrosino, Professor Emerita of Criminal Justice, Co-Chair of BSU's Special Presidential Task Force on Racial Justice, and Davede Alexander, BSU Trustee, Co-Chair of BSU's Special Presidential Task Force on Racial Justice

The 164 attendees (of 205 registrants) participated in 8 small discussion groups, supported by co-facilitators, a chat moderator, and a note taker. There were 2 groups focused on Student Leadership for Racial Justice, 1 group on Activism, 2 groups on Allyship, 1 group on Navigating the Emotional Impact of Racial and Other Injustices, 1 group on BSU as a Learning Community, and 1 group that was an Open Forum.

*Forum #2 Participation*

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	<b>Registered</b>	<b>Attended</b>
<i>Faculty</i>	35	28
<i>Staff</i>	112	98
<i>Students</i>	38	25
<i>Alumni</i>	9	5
<i>Librarians</i>	1	1
<i>Other</i>	10	7
<b>Total:</b>	<b>205</b>	<b>164</b>

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## Experiences of Discrimination, Racial Injustice and Inequity

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Many of the students and/or alumni of color who participated in the Forums expressed disappointment and outrage because of microaggressions and discrimination they encountered from faculty, staff and students at BSU.

- ❖ *"I've been struggling a lot with the same issue because the only words that come out are "I'm tired" you know what I mean? Tired of explaining, saying why it's important, why it's not a black vs, white issue. ...It feels like we are not allowed to breathe outside of our home. There are no words because it's inhumane. It's disbelief. It's too much."*
- ❖ *"It concerned me when I heard that students say they feel unsafe. And they want action. A lot of hurt and anger and 'what are you going to do.' Something clearly needs to be done – I'm glad for it. Safety and action. It was loud and clear that they want action."*

### Lack of Racial Diversity Among BSU Faculty and Staff

Students shared a concern about the lack of diversity among BSU administration, staff and faculty. This has been a factor in students not seeking out help in certain spaces/offices and being unsatisfied with diversity in BSU leadership. Questions were also raised regarding RA's (Resident Assistants) and SSO's (Student Safety Officers) lack diversity as well as cultural competency.

- ❖ *"I look around at BSU wondering where faculty and staff of color are. I'm tired of being the one singled out to represent race and am torn between responding as a staff assistant that students look to or as an African American individual."*
- ❖ *"I think one of the most important actions that BSU and other MSCA schools (the faculty union) in Massachusetts public higher education is to advocate for hiring criteria that will allow for a more diverse and inclusive faculty which represents the fullness of who are students are. Our current faculty hiring guidelines for tenure track faculty is in my opinion an example of structural and institutional racism."*

### Lack of Adequate/Sufficient Response and Resources and Ongoing Training and Education necessary to address Incidents

There was a great deal of discussion and concern regarding the need for places to go for sharing complaints/concerns, problem solving, action and resolution of issues as well as training and education for all members of the BSU community. Students were detailed in their descriptions of offenses and expressed concern that conversations with supervisors or offices charged with responsibility to resolve problems did not go anywhere. One student who was an RA described being racially bullied by a white RA, but nothing was done.

RA's undergo diversity training offered by staff on campus - there was discussion that it should be done by a third party to ensure that RAs are properly trained. *"BSU is predominantly white they are not exposed to my experience we need them to understand what I go through on a daily basis"*

There was a great deal of discussion about the need for education and training within, and outside of the classroom. A student described that she does not feel like she belongs in her major, although she spoke up about how she was treated and how she felt, no one responded. She has not found a place on campus where she can have her voice be heard. There was discussion that we don't need a pandemic or protests, when this passes over, where is the action – there is not justice right now.

- ❖ *"What I need is for faculty, staff, and librarians to believe me the first time. I feel like I am not being listened to and not heard. I feel like I am being tossed aside. I want you to believe in me and believe in the words that are coming out of my mouth. I am talking to you because I want something to change. I love BSU but sometimes I feel like BSU does not love me back."*

- ❖ *“As a student of color, it is frustrating thing to constantly see things happening, and no response from campus leadership followed by an “investigation” and then no response, and then not hearing what happened. I want to hear immediate action! They need to face the repercussions. If they are being an ignorant racist, then they need to go. We are at a point in 2020, then we need to get that person out of here.”*
- ❖ *“Me and my friends of color have had this conversation of how Bridgewater has never felt safe and comfortable for us. Not fostering safety for us. A lot of BSU is made up of white people saying that we’re not seeing things right. Our voices taken away from us telling us how things are. We’re not heard or understood. It’s just unfair. It’s not hypothetical black and white. There’s a lot of nuance. Not just a conversation anymore. Things being taken and used. Us being able to take back what is ours and using it to the greater good.”*
- ❖ *The CMA is the only place to feel safe – it should not be the only safe place. We need BSU to take a stand! ... BSU needs to say Black Lives matter and it shouldn’t take other colleges to take a stand first. Be the first. Be the best.*
- ❖ *“We need a better process at BSU, something more robust than existing structures. A lot of students of color don’t know how/where to help –I go to CMA when a student does something–mediation training, not everyone is going to get expelled or fired, need real ways of hearing these grievances (about a lot of identities and communities) – what does someone do if they are mis-gendered, for example, not everything goes to the EEO office”*
- ❖ *“As a black woman in the U.S. and student who is a minority at her college, it is very frustrating, very annoying, to have to talk to so many people who are white and have white privilege and still say racism doesn’t exist. Racism is very real at BSU and protection of minorities is limited. Lack of talk by professors with students, summer courses – 2 white and 1 Asian, haven’t mentioned anything that is going on. Not about racial justice or the protests. I’ve participated in Boston and Brockton protests. I’m flustered. I pay to come here like everyone else. And my needs are ignored. What is happening across the globe is very annoying. So many mixed feelings. I’m very active in my community.”*

### White Fragility/Covert Racism/Minimizing/Ignoring

Participants discussed that there is more to be done, and that white students, faculty, and staff have to actively work to undo racism – it goes a lot deeper than just saying let’s have a conversation, then saying I’ll do better. It’s actually taking the action and doing better.

- ❖ *“As a black student on campus, it’s hard to voice your opinion without anyone devaluing what you say. You have to speak so properly and be so careful how you put things so you will be listened to or, in a classroom, a white faculty member will shut it right down. I was so quiet in groups at first and people thought I was shy – I’m not shy. But I genuinely felt I did not have the place to speak – they would think I’m just trying to make a big deal out of nothing.”*
- ❖ *Feels like so much of this stuff is not being heard by white people, when we call out ignorance, what needs to change, they get defensive. White fragility is built upon hearing white voices and not hearing black voices, trans voices. It needs to be action. Listening to be heard.*
- ❖ *Racism is so much more than outward action. It’s manipulation of statistics and statements that can be made and backed up one way or another. It’s insidious the ways racism has crept into our institution. It makes me so mad because people won’t do anything. Those most affected by this need to be heard most.*
- ❖ *My personal experience at BSU and in academia, is that, in a sense we’ve been compliant and that faculty and administrators can behave in covert racism....Microaggressions can be as harmful as the violence we have witnessed in the videos. These might not be brought up because they are afraid.”*

- ❖ *Being a recipient of covert racism doesn't make less painful or shocking but we have a rule that we keep pushing on and pushing it off to the side but then we go home and process 'wow this really happened to me at work, or in class, or on the football fields.' There's a perception that we have at Bridgewater that it doesn't exist on our campus. There has to be a calling out and recognition of it because it's still felt by the targets of it.*
- ❖ *Hope that there is a voice and outrage that we need to help them see that it's okay to say something that you've been assaulted or had a microaggressions, it's giving me hope that this isn't yet fading into the background. Have had students have to leave things they loved because of what happened to them.*

### Student Experiences with Faculty and in Classrooms

- ❖ *"... An example is that I am not a strong writer, but I am working on it. As a sociology major, we do a lot of writing. I went to a professor and shared a story about being in 11th grade and my teacher told me I was never going to be a good writer; you might as well go to community college to fix your writing. I didn't listen and I'm about to graduate from BSU. I went to my professor at BSU and shared this story and she told me that all students have that experience (of struggling with writing). The professor said they are sick of hearing students give excuses of why they aren't good at writing."*
- ❖ *"I had a professor who mistook me for the only other black woman – he said we looked like sisters and he didn't even apologize."*
- ❖ *A student participant described being the only black person and/or the only woman in the room and did not feel that she would be supported if she needed to be. She described a scholarly conversation, that turned into a personal attack "couldn't ground the conversation in the text we were reading. Couldn't get past it – it was a teachable moment that passed. The Professor just skipped over something that was said and I had to mediate it after class and go directly to the person that was the offender to explain how they marginalized and took my voice away. Mission and values statements get reaffirmed but if we are not making it a daily practice the words just aren't enough. We need places of action and affirming everyone on campus especially the black students. This is a Black issue - do not water it down to water it down to people of color. There's harm being done here.*
- ❖ *An alum expressed being so tired of having this conversation over and over. Constantly pleading for help and feeling like our diversity and inclusion is all talk right now. She has given a lot to BSU and to see that she is constantly neglected by the school and does not see action just conversation – even in the curriculum. People turn their cheek away. *There is so much we can solve as a nation – why can't we solve this! As a university, our curriculum should take in to regard customs, culture, how has this affected black people – I'm always educating people – faculty do not want to talk about it because it is too fragile? This is my life every single day!**
- ❖ *"As supportive as this community is, let's remember some, including our students, would not define themselves as racist but still have some stereotypes. Discussion some groups favored through affirmative action, had it easy, handouts. Attitude not so rare. In our classes we need systematic reminders too."*
- ❖ *Specific curriculum comments and questions included that the majority of history courses relate to European History, *Why is African History only offered every two years?* And that there has been difficulty with getting native and indigenous programming passed.*

### Student Experiences with Administration/Staff in Administrative Offices

- ❖ *An example was shared of a student who described that he was the only black person in the workplace – *where do students go to get that piece of training – getting into environments about how to be 'the only' (of a particular group).**

- ❖ Customer Service offices/spaces across the campus need training – offices/departments that support students, such as Financial Aid, Registrar, Dining Hall, Athletics, Student Activities, need anti-racist and cultural bias trainings. Students of color expressed concerns about how differently they feel treated when entering these spaces, i.e., how they are ‘talked at’ not ‘talked with,’ rushed out of the way, impatiently moved along or sent off to other places for answers and sometimes just covertly or overtly dismissed.
- ❖ Racial sensitivity and cultural competency trainings that are embedded throughout the year and all aspects of student support are much needed and should be required. Tutors receive some cultural competency, but not racial identity training, in the beginning of each semester. These trainings are not sustained and broadened through the year and do not include all professional staff.

### Interactions Among Students

- ❖ Students lack of cultural and self-sensitivity to race, culture, and diversity created several issues during national and international study abroad/away programs and other learning trips. Sharing a learning and living space with a student who is black or brown or of a different sexual orientation has been an issue for some students - causing tensions and conflicts that can hinder the learning experiences.
- ❖ The lack of self-awareness to racial and ethnic diversity among students is a major concern and a source of multiple conflicts and racial tensions in residential life.
- ❖ Lack of awareness that expressions of opinions (e.g., Trump flags on campus) are dehumanizing.
- ❖ One student shared that the “n word” was frequently used and they heard it often at BSU.
- ❖ White student participants raised serious concerns about the lack of racial competency and sensitivity they witness coming from some of their friends and peers in the classrooms, and in living and dining spaces. This sometimes leads to online posts and graffiti that create serious racial conflicts and tensions among students.

### Unfair and Disproportionate Treatment/Racial Profiling on Campus

Concern was raised that SSO’s (Student Safety Officers) and Community Standards do not treat the students of color the same way when addressing conflicts. There was also discussion regarding differences in funding levels/support for different organizations - such as Greek Life and OSIL versus CMA or cultural groups, that the CMA and the cultural groups don’t have that same backing or funding.

*“I have heard from many of my peers of color, that they are treated differently than whites by security, they are reprimanded more strongly than white students for drug and alcohol offenses.”*

*“It’s frustrating to see how fellow black peers didn’t have the same opportunities.”*

*“We have heard multiple times that there is inequitable funding for student groups of color.”*

Students shared the observation that some clubs take as long as they want to submit forms and still get funds allocated to them. In December, made plans for February Black History month – always a problem. And that black students get in trouble but for the same offense, a white student doesn’t.

An alum reflected that events that used to rally the black community like socials, fashion shows and dances have dissipated – *we would like them to return. We want our people to have parties and safe places. The safe places should not have metal detectors and police at the door – we should not feel like criminals.*

Students expressed frustration that the Center for Multicultural Affairs does not get the same funding as others. *It shows with your actions, we get the last pieces of the cake – when will something finally happen ... When BSU was called out, then action was taken – when black students speak up then action is taken.*

- ❖ *“Keep pushing for black organizations. Took 14 years to get black sorority on campus. Our sorority can bring these conversations to CMA, AfroAm, Greek life, etc.”*

- ❖ *“...A BSU police officer pulled me over and told my friend to get out of the car – did a test for sobriety and gave us a \$100 citation after we spoke up for ourselves. When it comes to Black History month, when it’s time to celebrate Pride, there’s a flag that hangs from campus, but no African flag.*

There was discussion regarding a BSU student posting a photo of herself in blackface and a separate post of a Bridgewater High School student threatening to run down BLM protestors - both were raised during the forums as these specific incidents occurred the weekend prior to Forum #1. There was also discussion regarding a confederate flag hung in residence hall and how MAGA makes students of color uncomfortable – concerns were expressed about President Trump being racist.

- ❖ *“We can’t just take President Clark’s statement of solidarity at face value about blackface incident, there needs to be action behind the words. The administration and faculty should encourage students to attend peaceful protests, and the blackface student should be removed.”*
- ❖ *“Very concerned about what happened on the BSU mobile app, we are concerned that new BSU students are concerned that “we” are racist or that they are coming into a racist environment. We are interested to see how BSU will handle this event.”*
- ❖ *“...I can’t tell you how many students are racist. So many blackface. BSU said there was nothing they can do because the student was not affiliated with BSU - saying that, it is ok to blackface and say N word. The City of Bridgewater is saying it’s ok and no action is taken.. Reported that and directed black person to white woman at BSU is not getting anything done. We don’t matter. All these things happening all over and it can happen in Bridgewater. And people don’t seem to understand that.”*

### Additional Concerns

- ❖ Students have had to seek out mentors who are persons of color on their own in order to feel heard, understood, and supported. There was a concern that this was a difficult thing to navigate and should not be the responsibility of a student.
- ❖ Concern was expressed about tokenism on Bridgewater social media, black students need recognition without it being a photo-op.
- ❖ *“There’s a lot of trauma with black students in the school. I spent time in CMA and had a lot of conversations of frustration and trauma and what students of color experience here. These conversations were had in the CMA, and only students of color come to the CMA. We watched someone get killed and it’s normal to us. There’s a lot of trauma and it’s normal. Our country is at war with us. The military is in our home where we sleep at night. How the military is fighting for our freedom in other countries is the same way they’re fighting their own people right now. There needs to be a way at BSU to process that trauma.”*
- ❖ Would like more clarification on the role of the Racial Justice Task Force (which was announced after the first Forum and for which Co-Chairs and Vice Chairs were named prior to the second Forum), and what exactly will be coming out of it, there were some negative feelings expressed, as students felt that their concerns have been dismissed by faculty (and others) in the past and that they will be again. Forum participants would like the task force to look at *how to change hiring practices, curriculum structures, and what message our curriculum gives to our students.*

## Suggestions and Calls to Action

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### Increased **representation of POC** across the board at BSU (students, faculty, and staff).

- ❖ BSU should change its hiring criteria to allow for a more diverse and inclusive faculty that is representative of the BSU student body. One participant asserted that BSU's current hiring guidelines for tenure track faculty are an example of structural and institutional racism.
- ❖ The internship office should advertise specific internships for students of color.
- ❖ BSU should implement a Persons of Color (POC) advisory board that would hear concerns of students of color and would take these concerns to the administration.

### BSU should gain and utilize **student feedback**.

- ❖ One student participant expressed hope for student representation in the task force on racial equity and social justice.
- ❖ Examine how BSU's mobile app – could be used as a “connector” for staff and faculty to engage with students.
- ❖ One participant explained that some students are not involved in any official way at BSU but are influential within their own groups – suggestion to give students a platform that doesn't require “*full-time or official involvement.*”
- ❖ Formalize process to request feedback from students–use demand letter shared at the first forum as starting point.
- ❖ Implement a Community Standards Survey to gather students' thoughts on how SSOs and RAs treat and respond to students of color.
- ❖ The Task Force should be used as a place for students to directly submit complaints.

### BSU should get involved in efforts to promote/engage in **police reform**.

- ❖ BSU police department should undergo implicit bias training, de-escalation training, and mental health training.
- ❖ One individual suggested that BSU connect with the (town of) Bridgewater police department to “*do police reforms and hold police accountable.*”
- ❖ DICE (a community group in Bridgewater/Raynham working on racial justice issues) should be part of police training.

### Support and sustain **campus and community groups** - participants expressed worry and concern that these groups may “phase out,” and expressed the **need for something consistent**.

- ❖ One participant explained the “*need to keep creating more student groups for both white students and students of color, especially for white students who have a voice but don't want to come across as they know everything, but want to be activists and really want to support the racial justice cause.*”
- ❖ Reengage/re-vamp Bridgewater Stands United group. “*These conversations tend to happen in the moment, process in that moment, and die in that moment. It needs to be consistent and not just when something happens.*”
- ❖ “*We have the CMA office, but something like a group that stays around and doesn't phase out... We need something consistent.*”
- ❖ Multiple participants called for increased funding for the CMA and asserted that the CMA “*does not get the same funding as others.*”
- ❖ Utilize CMA more to engage and educate individuals.

### **Institutional transparency and accountability** was a common theme.

- ❖ Racial and social justice should be integrated throughout any and all strategic planning and budgetary decisions and priorities.
- ❖ Increased transparency when a racist/discriminatory act is committed by a member of the BSU community – *“I think the key is for the university to be as transparent as possible about the process, understanding that there are legal reasons that BSU cannot release, but to be as transparent as legally possible is very important.”*
- ❖ *“There’s a perception that we have at Bridgewater that it [racism] doesn’t exist on our campus. There has to be a calling out and recognition of it because it’s still felt by the targets of it.”*
- ❖ Anti-racist practices should be shared with and expected by all students, not just ‘student leaders’ or students who are part of student organizations or clubs.
- ❖ *“We have to call it racism. We have to hold people accountable who say or do racist things. BSU need to say Black Lives Matter.”*

### **Ways BSU could engage in anti-racism and activism....**

- ❖ Swiftly firing/expelling individuals who act in a racist/discriminatory way.
- ❖ Flying the BLM and/or African flag.
- ❖ Encouraging students to attend peaceful protests.
- ❖ Erecting a statue of a POC – *“their body, faces, and names are important ways to mark bearing witness”*
- ❖ Having a march, or a speaker in front of Boyden hall to bring attention to entire community.
- ❖ Creating an organized list of things we can do now, things that will take longer but are committed, things that we can’t tackle/commit to right now.
- ❖ Promoting faculty involvement in having a conversation about racism in class and on campus.
- ❖ Providing clear direction for responding to racism in the classrooms and on campus.
- ❖ Vocally condemning acts of racism on campus.
- ❖ Finding a way to connect everything that everyone is doing and promote it together
- ❖ Offering mediation training or restorative justice practices in response to grievances.
- ❖ Be mindful of how funds support racial justice teaching and learning.
- ❖ Revising our language.
- ❖ In light of COVID-19 changes, making sure those policies don’t adversely affect faculty of color, for example by canceling their classes.

### **Increased training and education on campus, including these suggestions:**

- ❖ Bi-monthly or quarterly diversity seminars to discuss current issues and events.
- ❖ Diversity trainings to be conducted by a third party, not BSU.
- ❖ Make social justice training part of the hiring process.
- ❖ Make social justice training mandatory for first-year students, possibly tied to account holds (similar to existing sexual assault and alcohol trainings).
- ❖ Social justice/diversity trainings to be available to all faculty, staff, and students.
- ❖ Implement two ‘tiers’ of training – the first tier is mandatory, the second is optional for those who want to be known and sought out as an ally.
- ❖ Host a conference/academic meeting to showcase research to the campus community.
- ❖ Implement workshops on allyship.
- ❖ Increased training of faculty/advisors/RAs.
- ❖ Develop a summer reading list.

- ❖ Have main BSU webpage or other heavily frequented web venues feature links to resources or information on internal or external workshops?
- ❖ One Book One Community should be related to racial/social justice.

### Updating course curricula was a common suggestion throughout the forums.

- ❖ Increased curriculum on bias in all aspects of learning.
- ❖ *"Deliberate curriculum with a focus on how to address hidden racism and aggressions."*
- ❖ Curricula on systemic racism.
- ❖ History courses should focus more on "history of color."
- ❖ Increase the frequency of African History (currently only offered every two years).
- ❖ Incorporate a course similar to MSW Grad level course (SCWK 502: Dynamics of Diversity and Oppression); make it part of BSU's Core Curriculum.
- ❖ Increase visibility of interdisciplinary minors
- ❖ Make African American Studies a major at BSU

### Develop and maintain safe and welcoming spaces across campus.

- ❖ Faculty should *"reach out to students of color in their classes...Students of color are scared because they are afraid they will be rejected if they ask someone to be their mentor so reach out to them first."*
- ❖ Find ways to help/enable Black students to process their trauma.
- ❖ *"The safe places should not have metal detectors and police at the door—you are making us feel like criminals."*
- ❖ Be mindful of re-traumatizing students of color by asking for them to share their stories for free.
- ❖ Take a few minutes in future spaces to identify and acknowledge how to avoid re-traumatization.
- ❖ Use of a sign or placard to identify safe spaces and allies.
- ❖ Develop a Faculty, Staff, and Administrative Listening Center.
- ❖ Organized process of dialogue-building (Community Student Circles).

## Major Themes

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1. Increase Racial Diversity Among Faculty and Staff (Professional staff and Student Staff)
2. Implement Campus-Wide Professional Development on Antiracism. Resounding call for increased training/education, with need to ensure specific training and development programs for BSU police.
3. Improve Curriculum Offerings Relating to Racial Justice
4. Listening / Dialogue (looking for continued, sustained opportunities for listening and engagement)
5. Prioritize Racial Justice in Planning and Budgeting Decisions
6. Increase Supports for Black Students and Other Students of Color, including BSU-Supported Services and Student Groups
7. BSU Should Intentionally Seek and Regularly Utilize Student Feedback
8. Proactively Protect Black Students and Other Students of Color
9. Develop and Maintain Safe and Welcoming Spaces Across Campus for Students of Color
10. BSU Needs to Improve its Institutional Response to Specific Incidents

***This report was prepared by the Martin Richard Institute for Social Justice at Bridgewater State University using notes from the 14 discussion groups that were held during the June 2020 online Community Forums.***

# Exhibit H

Report:  
**Amplify: Black and Brown Voices of BSU**

**Report on  
Amplify: Black and Brown Voices of BSU**

**Tuesday, August 4, 2020**

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Report by Emily Field and Catherine Womack, September 4, 2020

with notes contributed by Joyce Rain Anderson, Diane Bell, Amy MacMannis Freeland, Jakari Griffith, Laura Gross, Ward Heilman, Mike King, T. Kevin McGowan, Tina Mullone, Jenny Shanahan, Lisa Troy, Melissa Winchell, and Catherine Womack.

Note: for the sake of readability, we have omitted titles and honorifics.

## **I. Event Overview**

On Tuesday, August 4<sup>th</sup>, 2020, the African American Studies Program hosted Amplify: Black and Brown Voices of BSU. The event took place on Zoom and was moderated by Amaryllis Lopez, BSU class of 2020, and organized by Amaryllis Lopez; Emily Field, Assoc. Prof. of English and Coordinator of African American Studies; Emily Cuff (class of 2022); and Michelle Arnel (class of 2023). Many other students, alumni, faculty, staff and administrators contributed ideas, advice, and assistance. The purpose of the event was simple: to provide a virtual space in which Black and brown students and alumni could share their own experiences of race and racism at BSU. The audience heard from 22 speakers, including two whose experiences were read aloud by others, and one who was presenting not her own experiences but the result of academic research she had conducted on the experiences of Black women at BSU.

Not including the speakers, the event was attended by 160 members of the BSU community, including students, alumni, faculty, staff, and administrators. The evening of the event, a storm cut power for many event registrants, so it is likely that even more would have attended if they had been able.

Here is a quick sketch of the parts of the event:

- The event began shortly after 6:00 pm with a welcome from Amaryllis Lopez, a land acknowledgment given by Joyce Rain Anderson, and some opening remarks from Emily Field.
- Speakers spoke in turn, with the audience muted and the chat feature turned off. There was no formal speaking order; each speaker had 3:30 minutes to speak, though some exceeded that.
- At 8:21, participants were split into 10 breakout sessions/debriefing groups. The speakers were in one group, led by Allyson Ferrante and supported by Davede Alexander, Sydné Marrow, and Michael Walsh. The audience members comprised the remaining 9 groups, which were facilitated by Joyce Rain Anderson, Diane Bell, Mike King, T. Kevin McGowan, Tina Mullone, Luis Paredes (who stepped in when the facilitator assigned to his group was accidentally placed in another group), Jenny Shanahan, Melissa Winchell, and Catherine Womack. The latest of the groups dispersed at 9:41.
- After the event, a survey was sent to all speakers and all participants; at the time of the writing of this report, 71 audience members/facilitators and 14 speakers had completed the survey.

## **II. Purpose and Scope of This Report**

The organizers intended the event to mimic a live, in-person, open-mic format, and it was not recorded in order to protect the speakers from possible misuse of their testimony or images/words. But we also wanted to honor the time, emotional energy, and personal risk taken by the speakers. Their telling us their stories was a form of placing trust in the community that we would respond to their experiences in order to make our community more racially just; in order to do that, we felt it was important to issue a written report of the event.

This report does not contain minutes or a play-by-play of each speaker's talk or each breakout group; rather, it reports on themes that emerged from the speakers' testimony, from the breakout sessions, and from the feedback gathered after the event. Neither individual speakers nor

individuals in breakout groups are identified by name, except in the case of a student who presented academic research for which she should receive credit and except where speakers requested to be named. Offices and departments sometimes *are* identified by name; it might create discomfort to read one's own area mentioned, but it was not possible to do justice to the speakers' experiences without mentioning institutional areas specifically. No attempt has been made to "fact check" the speakers' testimony or the responses of audience members in the breakout sessions: this report is meant to be a relatively neutral reflection and summary of rather than a commentary on what was said.

### **III. Themes/Issues from the Speakers' Testimony**

Note: the order here does not indicate order of importance.

#### **1. Lack of accountability for white students, especially for use of racist language**

At least four speakers talked about white students' use of the n-word (and variants, as with an "a" ending) on campus, sometimes used in a directly hostile ways and other times casually, including with other white students. One speaker said, "I had never been called a n\*\*\*r until I came to BSU." Another said, "BSU students use the n-slur more than any other people I have known. And I think they do it because they are never held accountable." Two speakers reported being told to "go back to Africa," seeing "racist banners" and seeing white students tear down Black Lives Matter posters. Multiple speakers felt that their complaints about this kind of behavior have been dismissed—there is no accountability for white students who use this kind of language.

#### **2. Intimidation/unequal enforcement/lack of understanding from campus police**

At least four speakers talked about experiences with the campus police, some advocating to disarm the campus police and to "defund the police" to reallocate funds to work towards racial justice and also mental health. One speaker shared a story of being stopped with a group of friends heading to Kelly Gym to play basketball; the police tried to get them to admit that they were not wearing seatbelts, though they explained they had "arrived at their destination" and had taken them off. In this incident, the student felt the campus police were "egging them on," and that they only emerged "unscathed" from the encounter because they were able to "remain coolheaded." Another speaker related being pulled over on campus after having been given a ride home by a friend; this speaker felt the police were very "heavy-handed" and intimidated her and her friend.

At least two speakers raised the issue of the campus police needing to understand the relationships with police that some students of color bring with them, especially if they come from heavily policed, usually urban areas. Young people from overpoliced areas may come to BSU with trauma associated with police; as one said, "We are always pushing diversity and inclusion, so why don't we try to understand how the guns on campus affect the students?" This speaker asks, "Are they [the campus police] here to protect me, or do they see me as a threat?"

#### **3. Microaggressions and other forms of racism from professors**

Two speakers spoke who had been consistently mistaken for each other by a professor when they were the only two Black women in a large lecture class. Rather than

apologizing for mistaking them for each other (which was in itself a common theme in speakers' testimony), the professor made a running joke of his mistake, insisting they were "sisters" or "twins," asking about the other when one was absent, and calling attention to what he saw as their resemblance when calling roll, which one of the speakers felt "erased" her identity.

Another speaker spoke of professors "suddenly using slang" when talking to her and reported that "teachers are looking to me to be an unpaid teacher and tutor in the class to train the other kids" on issues related to race.

Student Erica Devonish presented on research that she conducted with an ATP summer grant about Black women's experiences at BSU; her and her research partner's interviews showed similar patterns of professors relying upon Black students to educate them and also treating Black students as representatives of their race in a way they do not treat white students. She also discussed rigid enforcement of policies like attendance and grading that felt unfair to participants and the lack of support Black students encounter from professors, sometimes being urged to drop their major and change their plans to something less challenging.

Another speaker talked about herself and other Black students being ignored by a professor until she did well on an assessment, apparently underestimating her and her classmates' intellectual potential. This recent story echoed the testimony of Jeanne Oliver-Foster, who graduated in 1977, and who told of professors assuming that Black students had "a lower IQ" and not seeing the quality in her written work.

#### **4. Need for more diverse and anti-racist curriculum**

Many speakers called for trainings for faculty and for more accessible and required anti-racist courses for students. One explained that the current curriculum "leaves out our experience and history" and called for a "Black history/race relations/issues class" to give all students background and context to understand where the Black Lives Matter movement has come from. Others talked about courses that were formative for them, like a sociology course on race, class, and gender, and suggested these courses be mandatory or more accessible.

#### **5. Prejudice/prejudgment/bias**

Multiple speakers spoke about classmates making assumptions about them based on race. One said, "Skin color is the first thing people see when they meet me"; another spoke of wanting to come "out of his shell" here but finding that fellow students made assumptions about him, like that his tattoos meant he must be in a gang. One said that "Black students at BSU are on an island by ourselves."

#### **6. Lack of equity and other issues with Student Engagement/OSIL**

Many of the students and alumni who spoke discussed problems with clubs and university events not being equally supported and the bureaucratic processes being seemingly impossible to comply with; the feeling was expressed that multicultural clubs were being purposefully kept out of full inclusion and receiving the benefits of being a

student organization, like money for events, recognition, etc. This also echoed the experience of the alum from the 1970s who said it was very difficult to get money from SGA for Afro-American Society events.

Just like individual Black students, majority-Black clubs are confused with each other. One student said, “There was always something blocking our events.” Another discussed the metal detectors and other security that was only present at parties and events hosted by Black-identified clubs and not other student organizations, especially fraternities and sororities. Another said that such multicultural parties had been “phased out.” One speaker urged BSU to have chapters of the whole Divine Nine on campus (the nine historically Black Greek organizations that comprise the National Pan-Hellenic Council). One speaker referenced cuts to the Center for Multicultural Affairs budget and urged BSU to stop reducing their budget; another explained that Black students need their own space for events and that subsuming them under the Martin Richard Institute for Social Justice “diminished” them.

**7. Lack of representation in the student body and especially in tenure-track faculty**

Many speakers talked about the experience of being very outnumbered in the classroom and the effects of that; for example, one speaker talked about looking forward to coming to BSU but then falling silent in her classes, not wanting to “speak her mind” with so few Black classmates and instructors.

The lack of Black faculty and faculty of color more generally was touched on by multiple speakers as an issue of primary importance; one speaker talked about how being a Black elementary school teacher has shown him how important his presence is to his young students. Another said there are “barely any faculty of color at BSU.” Another said there were only “five Black tenured faculty. Why so few?”

**8. Unequal enforcement and treatment by Residence Assistants**

One speaker told a story of feeling unfairly treated by an RA who seemed quick to write up her and her roommate, who were the only students of color on the floor, but reluctant to write up white students for similar infractions.

**9. How the university represents itself**

Speakers mentioned the lack of representation of Black and Indigenous People of Color on campus except as marketing tools. One said, “on campus we have colorful Bears all over the place but not one statue of a Native American and not one statute of a Black person.” Another questioned why the food bank, a valuable resource to him in times of food insecurity, was not able to be marketed by the university’s Marketing and Communications and was instead left to do its own, separate marketing. He asked, “Why does BSU cherry-pick certain topics to broadcast?”

**10. Love for BSU/holding BSU accountable**

It was important to multiple speakers to say explicitly that they love BSU and that their complaints were offered as a way of “holding BSU accountable” and making things better for future generations of Black and brown BSU students. Dominique Durden, class

of 2019, also reminded listeners that “only the survivors can tell war stories,” indicating that the students present were those who are *most* engaged and successful here, and that we were likely not hearing from the ones who have had the most trouble.

**IV. Suggestions/Recommendations from the Speakers for Racial Justice at BSU**

**a) Suggestions/recommendations gleaned from the event itself:**

- Many speakers expressed the need for concrete actions beyond events, speakers, etc.
- Defund the BSU police: put money toward training, mental health programs, and making African American Studies a major, and bringing more diverse speakers/events/programs to campus.
- BSU needs to do more to hire Black faculty; one speaker suggested involving students of color in the hiring, recruiting, and onboarding of faculty.
- Training for faculty, other employees, and for students, in the form of an “anti-bias course”; white faculty can be trained to be powerful allies.
- Courses that educate about race, racism, and anti-racism should be more accessible and/or required for all students.
- Need to address diversity issues at Orientation. There could be a required online training similar to sexual harassment requirement.
- We should celebrate Black history and other minoritized histories and cultures all year long, not just at certain times/months.

**b) Answers from the post-event survey to this question: “What are your own personal suggestions for what BSU needs to do/focus on to be a truly racially just institution?”**

Note: I have included all of the speakers’ words here—these are directly from the survey and not paraphrased, summarized, or excerpted.

Curriculum changes, defunding the police on campus, and hiring more black and brown professors to teach the appropriate courses
Racial discrimination screening as part of requirement when recruiting faculty and staff. Investigate ALL incidents of racial discrimination thoroughly with recorded outcome and follow-up. Committee that vets classroom activities, and literature to ensure diversity and inclusivity. Safe space that Black and Brown students can process issues of racism without judgment and fear of retribution.
Work on campus police safety- less campus police presence
Stop ignoring Black voices and Black students and hold White students accountable.
More staff of color. Bigger space for the CMA. Certain classes need to be apart of the CORE for everyone!! Example: the Social work class “diversity and oppression” the anthropology class on race (I forgot the name of the class) but more classes that have a focus on oppression, white privilege, other cultures, race, systemic racism etc needs to be TAKEN BY EVERYONE. Especially within the FIRST year!!
Listen to black brown at ilúdenos [students?] and put money into resources for black and brown students
The Student Government Association and the OSO need to be much more reflective of the minority cultures on campus, reserving several seats to be representative of Black cultures, Latino/Caribbean, Asian, Middle Eastern,

and other minority groups. Perhaps a separate Student Cultural Council could be established, with 3 or 4 seats on the general SGA Board. The OSO is the newest group I have heard of.
Listen to the experiences of your students and make positive changes to ensure no other students feel the same.
I believe that students need to be educated on such matter. There people from different backgrounds and maybe this is the first time that have to live in a multiracial community. Hence, power speaks and the minorities get to be affected. The idea of having a course to tackle that branch of societal conflict is needed at BSU.
Say Black Lives Matter
Get the cops off campus. Continue to listen to the stories of Black/Brown folk that attend this school, and actually put policies in place that protect us instead of leaving us out to dry.
Getting the notes of the first racial justice meeting and adding another 'face of racial justice' in addition to the Martin Richard statue (George Floyd, Brianna Taylor)
If it were not for the support received from the Center for Multicultural Affairs, these students color would not succeed, which means that this office, more than any other, needs to be expanded in staff and resources.

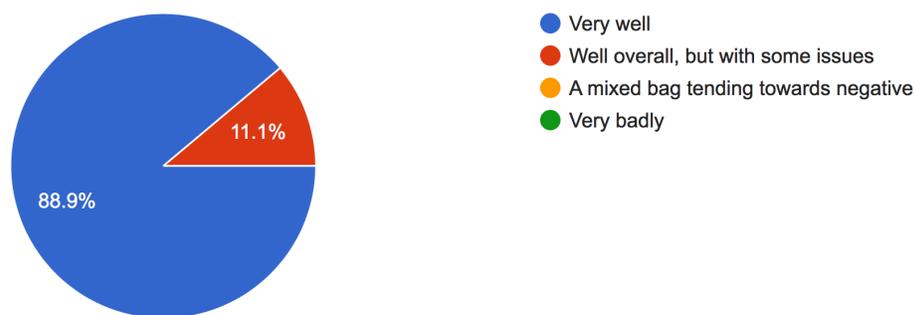
## V. Feedback on the Event

### a) Speaker feedback

At the time of this writing, 14 speakers had submitted feedback forms via Google Forms (note: the chart below only shows 9 responses because 5 speakers filled out the general feedback form instead). Feedback on the event itself was generally very positive, with 13 of 14 saying the event went “very well.”

3. Overall, how did you feel the event went?

9 responses



Speakers cited as **important and successful** the format of the event, expressed in this answer to the question, “What went well about the event?”: “All of the speakers sharing our experiences and having not one person interrupt us or try to belittle our experiences.” Another said, “I loved the structure of the event, very organized but it also allowed for an organic flow of testimony. The zoom set up was crucial and I believe is what allowed for the event to flow so well.”

When asked for **suggestions about how the event could be improved**, some people suggested making the event a regular occurrence—“annual or biannual event”—while others had suggestions for fellow speakers, such as keeping to the time limit. Some people favored more interaction in the breakout session, an opportunity for the audience to ask questions and interact with the speakers (though the students and recent alumni helping to plan the event had made the choice not to have this kind of interaction this time).

Some speakers suggested making it mandatory that audience members have their video on and expressed disappointment at the number of audience members who did not “show their faces.” Another expressed anger at the fact that the invitation was not sent from the Office of the President and that organizers were not allowed to send an email to all students to alert the whole community to the event.

When asked **what they personally took away from the event**, some focused on the presence and reactions of the listeners, as in this response: “That bsu community listens.” Others focused on what they gained from the other speakers, as in this response: “That everyone was supportive of each other when a speaker was talking. No judgment at all just peace” and “How amazing the students of color are at BSU. Going to school, working a job, internships, running an organization isn’t easy especially when you add ‘being black’ or ‘being of color’ on top of it and we are all still shining.”

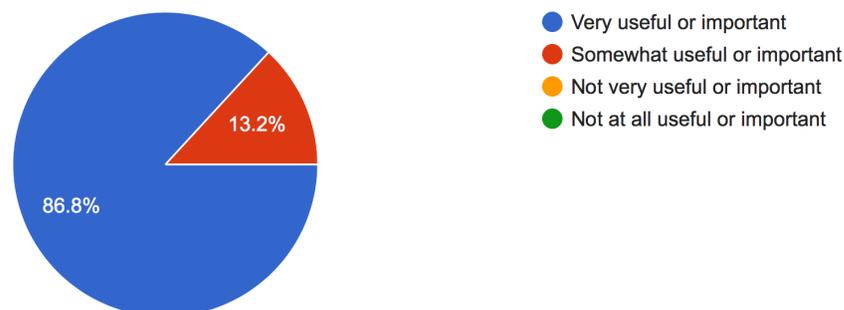
Jeanne Oliver-Foster, class of 1977, expressed dismay that students of color still face so many difficulties: “It broke my heart that 50 years after Paul Gaines Sr. began the Progress Program, recruiting and supporting students of color at BSU, that the same discrimination and harassment of students of color is still occurring from both students and faculty. The attitudes and prejudices of many white students who attend BSU has not changed.”

## **b) Audience feedback**

71 audience members/participants filled out a survey with feedback on the event. The results were overwhelmingly positive, with 86.8% rating the event “very useful or important” and 76.3% rating it “very well run.”

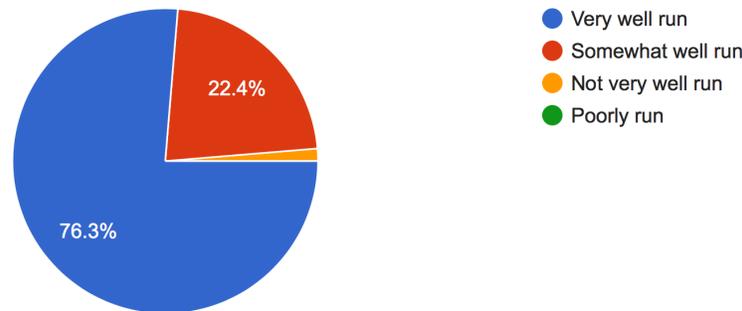
5. Overall, how useful or important did the event feel to you?

76 responses



6. Overall, how well did you feel the event was run, including technical issues and event moderation/facilitation?

76 responses



Note on the above charts: these include the 5 responses from speakers who filled out this form.

Asked **“what was the most impactful or useful aspect of the event,”** respondents most often cited the opportunity to hear firsthand the experiences of Black and brown students, as in this response: “The students and other alumni sharing their stories. Hearing what actually happened rather than hearing there is racism at our school definitely opened up my eyes.” Many cited the power of the students’ voices and personal stories. One respondent pointed out that the individual stories added up to a powerful collective testimony: “Being able to hear the patterns of injustice that formed a throughline in many of the speakers' experiences. While individual experiences were powerful, the collective voice demonstrated how dire the need for improvement is.”

Some focused on the debrief sessions, as in this response: “Most important hearing the student voices, but the most useful was the debrief sessions to process and discuss next steps”; others pointed to the power of the community building collective understanding in order to take concrete action, “to help foster a deeper sense of collective knowledge of problems at BSU, to build solidarity and support, and to think about concrete actions for change.”

Again, as did the speakers, audience members cited the importance of the format, which allowed them to “be[] quiet and still, listening to the students and alumni”; another complimented the “speaking only format. Thought it was important to eliminate the chat and questions...great job.”

Asked **what they “took away” from the event,** audience members most often cited the following:

- Surprise from white audience members at how much racism exists at BSU, as in these responses: “I was stunned at how many different forms racism can take. This was very impactful to me”; “I learned that I am not as aware as I should be about how often Black and Brown students experience racism from the BSU community.”
- In particular, respondents cited the feelings about and experiences with the campus police as impactful and surprising to them: “As a white student, I was made very aware of the

things that don't even cross my mind while my Black and Brown peers have to think about these things daily. For example, the campus police. Stories involve the police were very eye-opening to me.”

- Recognition that “we have a lot of work to do” and resolve from those in all roles—students, faculty, staff, etc.—to be more aware of, more courageous in, and more active in countering racism.
- Admiration for the speakers and appreciation of their strength, courage, and love for BSU, as in this comment, “We have a beautiful community of Black and Brown students and BSU needs to start celebrating, loving, and honoring our Black and brownness.”
- Awareness of a need to “dismantle” bias and to change “policies and procedures” to make BSU more truly welcoming for students of color.

Audience members had many suggestions for **how to improve the event or to build on it**, including these:

- To hold such events more frequently.
- To have a “part 2” for faculty, staff, and administrators only to plan next steps.
- To require audience members to have their video on.
- To publicize the timing of the event more effectively (some were surprised at how long it was and wished they had known so they could have planned to attend the whole thing).
- To hear from faculty/staff of color as well.

When asked, the vast majority of respondents said they **plan to take personal steps** to make BSU more racially just after attending this event, and their planned responses range from working on themselves and their own individual interactions to broader activities meant to enact systemic change in their own departments/areas and beyond. Here were some of the ways people plan to work towards racial justice here:

- “Personally, I plan to speak up when I hear or see something that isn't right. I will not just sit back and let it happen, I will actually doing something about it.”
- “Attending more black clubs/ organizations.”
- “Dismantling my own bias.”
- “I plan to continue to educate myself by reading anti-racist books (e.g., White Fragility, How to be Anti-Racist, The New Jim Crow).”
- “being more cognizant of things that students interpret as racist that I might not understand as racist.”
- “Let more students know that I too have had unjust experiences.”
- “Looking carefully at literature I use in my classes.”
- “Advocate for inclusion of people of color in search process.”
- “I have called a meeting in my department . . . to begin dissecting racism in our departmental operations.”
- “Joining group of faculty designing professional development on anti-racist pedagogies.”
- “I think a primary thing that I plan to hold BSU accountable for is reimagining police presence on campus. Too often I feel like the steps toward racial justice on our campus lack substance. I don't know how a campus can be just while such a demonstrably racist system is present on campus. I am interested in pushing for structural change, not performative claims.”

But others expressed that they need help in figuring out how to advance this work, as in this straightforward comment, “Still searching for opportunities,” and this one, “I’d also like to know what I could do to further the cause more broadly.”

Asked **what would help them personally to engage in racial justice work at BSU**, the most respondents checked off “help connecting to other people who are already engaged in or interested in racial justice projects” (53) and “more information on specific actions I could take” (49); 20 people said more resources in the form of books, articles, etc., would be useful (though one respondent pointed out that time to read is in short supply for parents with no childcare these days).

Below, you will find all of the **suggestions people offered for what the university needs to do to make BSU more racially just**. These suggestions generally fall into a few categories:

- Trainings for faculty and staff on microaggressions and for faculty on anti-racist pedagogy.
- Courses for all students on racial justice.
- Changes to the way we imagine policing on this campus.
- Examination and change to policies and procedures that create unnecessary barriers for students of color to interact with the university, including those that govern student organizations.
- Accountability of some form for students, RAs, staff, faculty, administrators who cause harm, through racist language or otherwise.
- Changes to hiring practices and procedures to recruit, hire, and retain more faculty of color, specifically Black faculty.
- A cultural shift towards accountability, transparency, and shared responsibility for racial justice.

Beyond your personal plans as stated in your answer to question 11, what do you think BSU should prioritize in working towards racial justice? What do you think we need to do?

Also including other racial backgrounds such as Asian Americans, dont cut budgets on clubs that students of color rely on, include a mandatory racial bias course for first semester students, open up more inclusivity for Masters Programs such as relieving money needed to take MTEL & GRE.
I honestly think we are doing a good job with our curriculum across most departments, but anti-racist pedagogy should be a priority for all departments to research this year. But it's the social arena that needs most improvement--student-to-student racism, intimidation of police, staff dealings with student organizations, etc.
Dissecting institutional racism at BSU, developing an action plan, and being held accountable.
We could start by decreasing the police force & Immediately create and make mandatory a training for all police officers to attend that covers bias, diversity, attitudes - "getting to know" the students here at BSU as one student speaker noted.
Based on the event, a lot of speakers discussed Residence Life and issues in the classroom. I think professors need to take more action and be held accountable when they mistreat a Black or Brown student. Resident Assistants should face sanctions if they are found to be unfair and biased. More efforts should also be focused on BSU PD, starting with reducing their presence around campus when not needed, as well as not having them be right outside of events unless specifically requested.
Amend the Student Conduct Code to address a consequence for usage of racially unjust language; make African American Studies a major; work on the curriculum to include courses that support racial justice teachings, history, etc. Conduct anti-racist trainings/workshop for student staff, faculty, staff and administrators.

Address issues of representation in faculty and staff ranks; address requests from students for racial justice in curriculum; deepen training on campus so campus members can confront implicit and explicit racism.
In the fall, it would be nice to have a vigil for all of the black and brown lives lost now and even before 2020. It is important that the incoming freshman attend this event so that they are prepared for what our university stands for so that they are not caught off guard when they begin their first semester.
I think that every student needs to take a class on racism in America. I understand that there is a multicultural requirement for students to graduate, however that clearly is not enough. I would like to believe that some college freshman are unaware of their biases or how their words/actions may be harmful. For those students, an anti racism course would be beneficial.
Hire more people of color at all levels. Include people of color in decision-making about what their needs are and how best to meet them. Train/educate faculty, staff and students about African-American experience and how best to be an ally.
I really do believe it needs to be trainings. Both required trainings for our faculty/staff/administration and then also our students. We must best educate and prepare our staff to be allies and advocates, to then be able to hold students accountable and intervene with inappropriate behavior and/or language. For our students, maybe something embedded in a First Year Experience program that could be mandated as a required for all students coming into BSU. Maybe gearing a program more towards the in's and outs of BSU, and naturally including it in there- so it can showcase that Bridgewater is making it a priority for it's students to know this information right from the start of their experience on campus, and what is known as acceptable and unacceptable behavior.
Keep the demands letter at the forefront, prioritize collaboration, lay out concrete action items
I am white. I am listening, not giving advice. I think addressing racial justice will serve our entire community, not only black and brown students.
Be more direct in speaking about racism as opposed to skirting around the issue. Spend money on improving issues by bringing in professional equity & inclusion training sessions-not those in the BSU community.
I think that every student needs to take a class on racism in America. I understand that there is a multicultural requirement for students to graduate, however that clearly is not enough. I would like to believe that some college freshman are unaware of their biases or how their words/actions may be harmful. For those students, an anti racism course would be beneficial.
I restate from above: it seems like the priority needs to be police reform. Radical restructuring is needed; I think we need to reimagine what a safe campus looks like, how laws and safety are enforced, and what emergency response looks like.
FACULTY TRAINING for all new and current faculty.
Provide resources for curriculum innovation and to increase the number of for students of color who participate in HIP - esp. undergraduate research.
Action. Accountability. Transparency.
I think there needs to be a heavier emphasis on educating teachers on microaggressions and what it means to be racist in 2020. Things are not the same as many of our older professors who are less in-touch with how to properly treat people. BSU should prioritize giving black and brown students a safe way to report hate speech and aggressive actions towards them, and there to be proper actions. This can not be tolerated, there must be education on WHY the n word is bad. WHY we must listen why black and brown people tell white people how to address them, as black and brown people.
More teachers of color, a space where students can be heard by staff about these issues, and more action being taken to make BSU a safe space and recognition for the multicultural students on campus.
It is clear that our students are looking for accountability for actions and words and that BSU does not have a system in place for this currently. They do not feel like they are heard and that racism on campus is taking seriously and so there needs to be a formal reporting system for students, staff and faculty, and it needs to be public knowledge what happens to students, staff, faculty, after acts of racism are committed and/or repeated. We also need to show them that tangible action items are happening, steps to improve the campus are happening, and that the university is committing to racial justice both in it's hiring practices of staff, faculty administrators, inclusion (and welcoming environments) of BIPOC throughout various campus offices and in programs and clubs, and integration and updates to the curriculum.
Anti-racist pedagogies faculty development; anti-racist student affairs practices (whole-scale overhaul of policies and procedures)

A way to ask questions and communicate for deeper understanding that doesn't feel like it will be punitive to your career.
I was shocked to hear that non-BIPOC students use the N word as much as they do. Help them learn to stop that.
I would need to think about it and to be honest we should sit down and discuss it as a group, not only Black and Brown people
First and foremost, I think that Black and brown students that are doing this work need to be fairly compensated for their time. We need to listen to their stories and experiences and allow them to share their opinions (what do they think we need to prioritize? The letter of demands is a good place to start). Students, staff, and faculty need to be required to participate in implicit bias/diversity trainings. Each program/office should be required to evaluate their processes, procedures, and policies and report on how they are being adapted to better serve students.
Three major areas of concern stood out for me (there are others) - the BSU police, the residence halls, and the interactions with other students
Afro-Am major, Center for Students of Color, direct funding from the university for Black student organizing, speaker series, curricular changes, more faculty and student diversity, end to police profiling on campus.
I think that the first step is having conversations with students, peers, and administration about injustice and using the Task Force to its full extent. Also making sure that BSU is aware that this conversation is not going to go away, it is only the beginning of it. Something else that BSU can do is changing their course curriculum, especially in history classes that are catered to covering the white history of America.
Providing more support for retention efforts. Diversifying divisions that work closely with students to look more like the student body.
Keep it in the forefront. Educate the people who work on campus so those who don't understand the history and complexity of the current situation are more likely to actively support students of color. Make a strong effort to hire people of color. Highlight the accomplishments of black and brown students and alumni.
Big question. Require courses on the history of systemic racism and white privilege in the U.S.A. as part of a BSU degree. Actively court and hire more non-white faculty and staff. Require anti-racism and white privilege training for faculty and staff. Hold all community members fully accountable for infractions of behavioral conduct standards.
Let's increase awareness regarding microaggressions in the classroom.
Defund the BSU police and reallocate funding to support expanded mental health services and multicultural centers.
Work needs to be done with the unions on campus to help encourage/implement/mandate trainings on microaggressions, anti-racist methodologies, and empowered bystander trainings focused on racism.
I think we need to focus more on how the students can be treated better by staff and other students and not pushing out an comments or complaints that the students have.
Defund police!
increased campus police training on their interactions with students
Break white fragility head-on and teach our students to fight against white supremacy, especially our white students.
Hiring black and brown faculty and staff
Listen to black students and staff! Hear them out and actually make a change on things they are saying.
Examine our office procedures, policies, and personal behaviors to acknowledge, and change, implicit bias.
Having all staff and faculty attend trainings around racial injustice/cultural diversity and how they can be more sensitive to these topics.
adding a course that surrounds racial injustice into the required courses for students
Based on what most people were saying. I think BSU should require a short webinar to educate faculty and staff at the beginning of every semester or school year
Educate. To let more and more think about racial justice and work towards racial justice around education.
Listen to students, stop hiring white people to run social justice offices, actually prioritize justice issues
Still thinking about this
Focus on the needs of students.

We really need to address the issue of our campus police being armed during routine patrols/investigations. It's both unnecessary and cruel and I'd really like to see [name omitted] work with students to dig deep on this and make changes. I've also heard a lot of negative talk from students about SGA, both in this forum and elsewhere - there must be something to that or I wouldn't be hearing so much about the intentional or unintentional discrimination and the needless roadblocks to programming for Black students. (Honestly, it seems like there are roadblocks to all but the most conventional (or STEM-connected) student groups). Finally, while avoiding the perils of "cancel culture," I want us to identify racist, hostile, ignorant practices and attitudes wherever they exist on campus and educate, develop, and embrace with joy our diverse community. We must remember that we're an educational institution; our job is not to punish, but to teach and enable growth.
Making it easier for black and brown students to feel heard and supported, especially with how they are treated by faculty and staff in authority positions.
I think we should really push for less campus police. Those stories really made me think and I can't believe what some of our students have to go through off BSU campus. So, the best we can do is make things easier for them ON our campus.
education staff and faculty of their implicit biases and build relationships with new students on campus
Examine our hierarchical culture and take steps to undo white supremacy in our thinking, communicating, and selection of committee members/hiring/promoting, etc
Prioritize student feedback and make change, address hiring of staff and faculty to increase people of color on campus.
It is important to hear also from not only from blacks and the so called people of color. How do whites in the academic community feel about racial issues? Can they share their views?
Clearly, the "N"-word must go! Work needs to be done about how students feel in the classroom. It appears that work must be done in OSIL when it comes to multicultural students clubs and organizations. Focus on equity.
Follow up on systemic inequities voiced by students to make BSU a more equitable space for students, fac/lib and staff.
Allowing more events like this put on by students of color to be marketed better through emails, flyers, posts, etc. It's really important!

## VI. Breakout Sessions, Condensed Notes (prepared by Catherine Womack)

The following summarizes the nine breakout sessions the audience members took part in after the speakers finished. The sessions were facilitated by faculty, staff, and administrators: Joyce Rain Anderson, Diane Bell, Mike King, T. Kevin McGowan, Tina Mullone, Luis Paredes, Jenny Shanahan, Melissa Winchell, and Catherine Womack.

### Themes the audience heard from the speakers:

- Fed up with the status quo
- Not enough being done to address their concerns
- No follow up after events like these (e.g. MRISJ events earlier in summer)
- Not enough accountability (for faculty, staff, supervisors, RAs, other students, police)
- Strong emotions (feeling let down, unheard, unsafe, targeted, denied opportunities)
- Anger
- Racial insensitivity (slurs, “color-blindness”, All Lives Matter, etc.)

### Examples of ways those themes and patterns emerged in stories of racial injustice/harm/violence:

- N\*\*\*r/n\*\*\*a use on campus
- Curriculum violence (ignoring/deforming/misleading history and contexts of oppression)
- Police confrontations—the trauma caused by policing/over-policing
- Dorm life micro- and macroaggressions from RAs and staff
- Unequal and denial of resources for diversity-focused BSU organizations

- Students singled out as all-knowing spokesperson for the entire minoritized race
- Transparency—lack thereof everywhere
- Ineffective ongoing professional development (administrators, faculty, staff)
- Lack of representation (need more BIPOC administrators, faculty, staff)

### **Audience reactions to what they heard from speakers:**

Feeling unsurprised; sharing similar experiences of racism:

- I was not surprised by what the students said after all my years here
- Faculty and staff face the same discrimination as the students
- As a staff member, I have been pulled over by the cops
- I see the police pulled someone over, think, “It’s a student of color again,” and it is
- It breaks your heart when students have these experiences in higher education, which should do better

Feeling surprised that these experiences are the norm for students of color:

- The stories were eye-opening
- As an informed person, I feel like I should have known this before, but didn’t
- As a student leader, I didn’t know these things, and now I will take them into account
- I realized this is happening right in front of us, not just on the news
- The multiple stories about use of the n-word were shocking
- Black and white students have different views on the campus police

### **Quotes from Amplify breakout groups**

#### **Pain and sadness**

“A lot of our students are not getting enough human confirmation from people who work at BSU. They are not feeling important. We need to be clear to our students that their safety and success matter to us. We need to be very clear that they matter to us.”

“This event showed our institutional failures.”

“The stories were told out of love for BSU – and, out of our love for BSU, we need to correct things that are wrong.”

“Someone who works in the new Center for Student Engagement (formerly OSIL and New Student Programs) said ‘we aren’t a multicultural staff’. It’s awful that the processes [e.g., for planning events] have too much red tape. I want to say I’m sorry to these students and groups.”

“[I] encouraged a cousin from out of state to attend BSU because of a lot of events” for Black and brown students,” but the cousin said nothing was going on and left BSU. “I’m not sure what shifted, but what my cousin described was completely different from what I experienced.”

#### **Anger**

“...angry that students were pulling down BLM signs... bothered that no one stood up for these things.”

### **Discomfort**

“uncomfortable that the stories were about professors [I] knew and [I] was bothered that things like this happen with people who [I] works with.”

“... the institution was not supportive of events or activities. The institute for social justice was called out and that was concerning.”

“I felt a need to unmute and immediately wanted to apologize for the entire White race.”

### **Fear**

“For faculty of color there is always the fear of being terminated especially for all untenured faculty. How do you confront racism and how do you not worry about your job at the same time.”

“Why do the campus police need to carry weapons? We need them to understand how scary their presence and their guns are to students.”

### **White defensiveness/confusion/resistance**

One of the prompts facilitators developed for the breakout sessions asked participants to note and discuss where they themselves felt discomfort or defensiveness in listening to the speakers’ testimony. This question prompted some responses and language some facilitators perceived as racist, which they then tried to address or redirect.

“As a White person, I wanted to share my experiences related to my own perceived oppression.”

“to be honest... the conversation has changed... I feel silenced. At some point certain things were normal and fine and now not. It would be great if there is way to talk in a way that isn’t punitive. Fear that [my] language is not okay. We want to learn and it’s overwhelming.”

“Shouldn’t we treat people the same? I thought we’re supposed to be color-blind.”

“So you’re saying I should treat Blacks differently? Why should they get different treatment? Am I supposed to cut Blacks more slack because they grew up in bad neighborhoods or didn’t have white advantages? Am I supposed to have different grading policies for Blacks and whites? What about brown and yellow students? Are they disadvantaged too?”

### **Action items: What the university can do to work for racial justice**

- Overhaul procedures for recruitment and hiring to address and reduce racial bias; implement training and procedures to oversee the process for accountability.
- Examine and revise diversity/cultural competency training for people who supervise student workers.
- Provide programming and training for white members of the BSU community to help them discuss race and inequality and white supremacy in a safe and educational space.

- Increase faculty mentoring of students of color in pre-professional and departmental clubs, especially in departments that are overwhelmingly white.
- Invite and highlight Black and brown people on campus, from speaker series to recruiting in all sectors of the university.
- Increase mentoring of people of color across sectors of BSU to help them expand their own horizons, move out of their comfort zones, help them feel safe and supported.
- Hold and encourage attendance at more events like Amplify, that center the lives and lived experience of people of color and immigrants, led by those groups/communities.
- Administration should follow up and respond to all events like Amplify and the MRISJ Racial Justice Forums, providing clear and timely evidence of uptake and action on information gathered.
- Visually represent Blackness through public art, in a non-tokenizing way. BSU should solicit student input on this project.
- Consider an interdisciplinary course required of all freshmen on the history of race and racial oppression in the US. This is a big ask, but coordination with faculty/student-led groups can incrementally produce some pilot projects.
- Develop and advocate for changes that could be made to how we train future teachers on issues of race and of racial history.
- Hold administrators accountable and require transparency and timeliness in response to incidents of racism or participatory democratic actions of protest (example of lack of response to alumni demands letter).
- Consider an African American studies major with departments contributing classes to the major, adding new courses as needed.
- Support Student Health services, increasing staffing and training on mental health issues of students who are suffering from PTSD from racism
- Review CARE Team procedures and give greater support for student mental health in a more timely and effective way
- Provide departmental and division anti-racism and bystander trainings, making them available to all staff, faculty, librarians and administrators.
- Once again: hire more Black people as tenure track faculty, librarians, administration and staff.

# Exhibit I

Report:  
**BSU Student of Color Student Success Focus Group**

**BRIDGEWATER STATE UNIVERSITY**  
**STUDENT OF COLOR STUDENT SUCCESS FOCUS GROUP REPORT**

June 2020

*Sydné Marrow – Director, Center for Multicultural Affairs*

*Kate McLaren-Poole – Director, Office of Institutional Research*

*Luis Paredes – Director, Office of Institutional Diversity*

*Sabrina Gentlewarrior – Vice President, Division of Student Success & Diversity*

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*Morgan Hawes – Assistant Director, Office of Institutional Research*

*Sophie Petters – Research Analyst, Office of Institutional Research*

## **INTRODUCTION**

Students of color comprise 28% of all undergraduate students and 13% of graduate students at Bridgewater State University (BSU). BSU has been ranked as a national leader for closing racial education gaps (The Education Trust, 2015). In addition, BSU Campus Climate Survey data indicate that students of color report feeling as welcome at BSU as their white peers (welcoming environment subscale scores, 2015 and 2018). Yet despite these institutional accomplishments, vexing educational equity gaps remain in BSU's retention, persistence, and graduation rates for students of color compared to their white peers. In addition, students of color continue to report ongoing occurrences of implicit and explicit racism on our campus. The goal of this focus group project was to listen to the voices and lived experiences of BSU's students of color in order to learn more about what the University is doing well and where we can improve in order to support our students.

This report provides a review of scholarly literature focused on factors impacting the success of students of color at predominantly white institutions and an analysis of BSU student of color data, followed by the results of the late fall 2019 qualitative focus group study conducted at BSU exploring the unique experiences of undergraduate students of color. Lastly, the authors provide recommendations for next steps based on the literature, student success data, and focus group analysis with progress to date on these recommendations.

## **LITERATURE REVIEW**

A predominantly white institution (PWI) is defined as a college or university whose student enrollment is comprised of 50% or more white students (Brown & Dancy, 2010). Though the percentage of students of color at BSU has increased over the past 10 years (from 10% in 2009 to 25% in 2019), BSU very much remains a PWI. Many researchers have studied the experiences, successes, and challenges of students of color attending PWI's. A 2010 focus group study by Zanolini examined why students of color made the decision to attend a PWI and what their experience was like entering and acclimating to the institution. Many students of color chose to attend the PWI because the institution was close to home and therefore close to their support systems. Students reported mixed experiences in terms of their entry to the institution, with some

being satisfied with their early experience at the institution and others experiencing frustration. More specifically, students with darker skin tones felt frustrated and out of place while students with lighter or medium skin tones felt satisfied with how they were accepted into the community. Implications of this study suggest the importance of having space for students of color to gather for support, a more multicultural curriculum and the voices of students of color to be heard and appreciated.

Similarly, Harwood, Mendenhall, Lee, Riopelle, and Hunt (2018) studied the experiences of students of color at an PWI that was in the process of becoming increasingly diverse. The results of a focus group study found that 81% of the respondents believed that the campus is informally segregated, 63% reported feeling excluded by others because of their race, and 46% reported experiencing some form of verbal, emotional, or physical harassment based on race. Three types of campus spaces were also discussed: fortified spaces (places students of color avoid), contradictory spaces (where students of color feel uncomfortable), and counterspaces (where students of color feel supported). Students identified historically white fraternities and specific bars and night clubs as fortified spaces. Classrooms, academic offices, student service buildings, and campus events were identified by students of color as contradictory spaces, and multicultural centers as counterspaces. Overall, the results of this study indicate that though universities may present themselves as being diverse and inclusive, this is not always the case as spatial inequalities and the perpetuation of racial segregation and exclusion continues both implicitly and explicitly on campus.

The classroom experiences of students of color at PWI's has also been studied. Booker (2007) studied African American student perceptions of connection and classroom belongingness using an open-ended qualitative survey. The survey focused on the ways African American students experience a sense of community in the classroom and the ways interactions between African American students and their instructors and white classmates influence their sense of connection. The results indicate that in terms of instructional style, African American students felt a stronger sense of belonging when actively engaged in classes. In terms of interpersonal interactions with faculty, African American students preferred when instructors provided a safe, respectful space in which students were heard and respected as a part of the classroom community. African American student's sense of community also depended on whether they felt their opinions were valued by classmates (rather than being put down or censored). Lastly, in terms of peer relationships, African American students felt that when all students engaged in positive relationships, the sense of community in the classroom was stronger but when they perceived prejudice, it negatively affected sense of belonging. Overall, the results of this study reflect the importance of positive faculty and peer interactions on African American students in a PWI.

Museus and Ravello (2010) studied the impact of academic advising on the success of minoritized students at PWIs. In terms of humanized academic advising, minoritized students found the advising relationship to be helpful when it resembled a mentorship in which caring commitment to student success is clear. In terms of holistic academic advising, minoritized students felt a stronger relationship with advisors who understood that student problems are multi-faceted. In terms of proactive academic advising, minoritized students felt they could

achieve more success when academic advisors actively assumed responsibility for connecting them to campus resources. Overall, the results of this study provide support for the importance of students of color receiving wholistic student success-oriented support from academic advisors and other key staff.

Several researchers have also studied support networks for students of color at PWIs. Boettcher, Earnest, Eason, and Lewis (2019) focused on support networks for students of color in residence hall settings. Results of the focus group study indicated the importance of support networks within residential communities to prepare students of color for the larger campus experience. Establishing friendships with other students of color was more impactful than relationships with roommates. Residential aides or community advisors of color played a significant role in students of color feeling represented on campus. Additionally, relationships with custodial staff in residential settings (though these staff were predominantly white), allowed for students of color to promote self-efficiency and feel a sense of safety. This research highlights the importance of implementing diverse training programs and educating white students, staff, and faculty about social issues within and outside of residential settings. Grier-Reed, Arcinue, and Inmal (2016) also studied support networks for students of color. These researchers found that students who participated in an African American student network intervention retained at a higher rate than non-participants. Overall, students involved in the network were retained one semester longer than non-involved students.

The experiences of male and female students of color at PWIs has also been studied. Britt (2014) examined male student success and institutional strategies that foster academic success amongst this population. The results indicate that male students of color initially felt included and welcome at their institution upon entry. Over time, students became more aware of separation between various racial groups and the desire to fit in was a struggle. Most male students of color in the study either personally experienced or were aware of instances of racial bias occurring on campus. For example, participants perceived that institutional administrators and police officers showed preferential treatment to white Greek organizations over black Greek organizations. In addition, students felt that the campus alerts released campus-wide when crimes were committed locally consistently contained suspect descriptions that seemed to target African American men. Many participants in the study stated that they depended more on each other rather than the university for support. Students expressed building strong support systems with solid individuals who aided in personal and academic growth and success. In addition, students shared that being involved helped form valuable relationships with administrators. On another note, student-athletes that participated in the study shared how they perceived apathy from athletic program staff and observed lack of support from the school which causes stress which eventually takes its toll on young and black student athletes at predominantly white institutions of higher learning.

In contrast, Esposito (2011) studied the experiences of female students of color at a PWI. Results of this study found that the women students of color felt as they stood out in predominantly white institutions and would often be viewed by professors and students through a stereotypical lens. Female students of color experienced microaggressions based on their gender as well as their race or ethnicity. Despite these experiences, participants gained skills and knowledge

required in order for successful navigation of education and their setting. The findings indicate that institutions should continue to increase the recruitment and retention of students of color. In addition, the author states that female students of color may benefit from formal and informal supports and friendships across racial boundaries through social events and curriculum.

While much research has been conducted on students of color as a whole and African American students, some researchers have studied the success of Latinx, Asian American, and American Indian students at PWIs. Cerezo and Chang (2013) examined cultural fit and achievement of Latinx students. The results of the study found that connection with ethnic minority peers was a significant, positive predictor of college GPA. In addition, cultural congruity (a match of one's person values with those of the university) was positively associated with persistence and academic achievement for Latinx college students. These findings suggest that campus professionals should develop academic support programs that also foster ethnically similar peer communities and/or mentorship with students and staff.

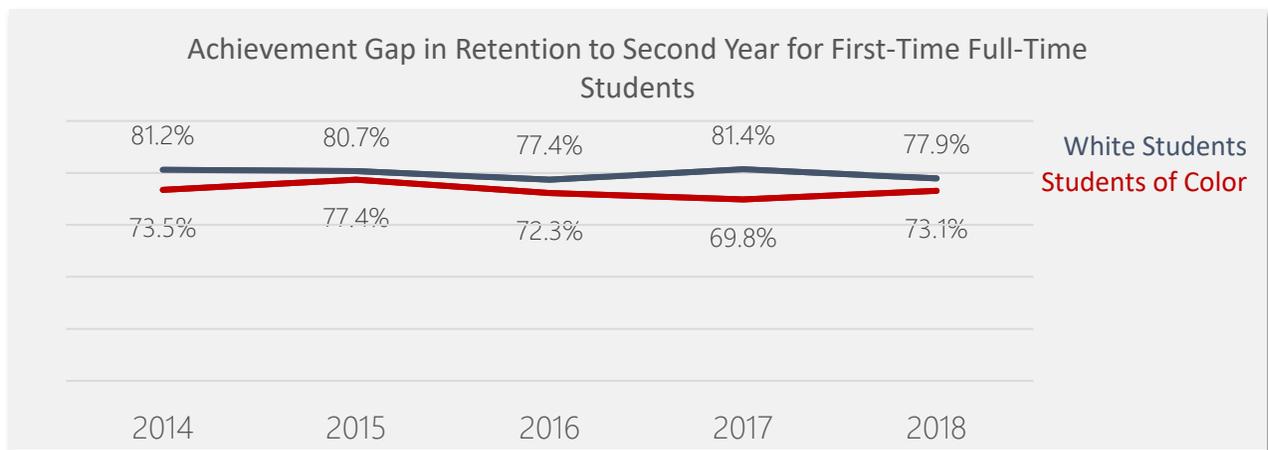
Similarly, Sanchez, Adams, Arango, and Flannigan (2018) studied the impact of microaggressions on self-esteem for Latinx and Asian American students. The researchers found that Black, Latinx, Multiracial, and Asian American participants experienced significantly more microaggressions than Caucasians but found a similar number of microaggressions between the various ethnic and racial groups within the students of color. The results of the study found that the more racial microaggressions participants experienced, the lower their reported self-esteem. Lastly, Makomenaw (2012) studied the experiences of American Indian students at a PWI. In terms of engagement with departments and resources on campus, participants kept their interaction with non-native faculty, departments, and students to a minimum but used financial aid services and academic advising the most (although their experiences with these offices were often lacking). On the other hand, native departments and faculty provided the participants with a sense of belonging and understanding. In terms of overcoming ignorance and stereotypes, participants felt as if it was their duty to educate others on their inaccurate views of their American Indian cultures. Overall, participants felt uncomfortable in classroom settings but were able to overcome racial ignorance and stereotypes. Future implications of this study suggest that PWIs could benefit American Indian students by having Native American faculty and staff available as resources and by providing training on assumptions and bias toward American Indian students and cultures.

When viewing BSU through the lens of comparing our institution to those described in the literature above, the progress made by BSU becomes clear (i.e. BSU's national standing in closing gaps and positive campus climate results in 2015 and 2018 as reported by students of color on the Welcoming Environment sub-scale). However, it is also clear that BSU shares similar obstacles to student of color success with other PWIs that need to be addressed. These focus groups with students of color and their white allies were conducted in order to continue BSU's efforts on behalf of the success of students of color attending our institution.

## SUCCESS OF STUDENTS OF COLOR AT BSU

BSU annually collects, analyzes, and reviews the enrollment and retention and graduation rates of various groups of students as part of the University's continuous improvement and student success measures. In fall 2019, 28% of undergraduate students were students of color. Of this group, 10% were Black or African American, 8% were Hispanic/Latinx, 5% were two or more races, 2% were Cape Verdean, 2% were Asian, and less than 1% were American Indian/Alaska Native or Native Hawaiian/Pacific Islander.

Approximately 28% of the 2019 first-time full-time student cohort were students of color. This percentage has doubled over the past 10 years from 14% for the 2009 cohort. Along with most institutions nationwide, BSU has an achievement gap in retention between students of color and white students. Over the past five years this gap has been as narrow as 3% and as wide as 12%.

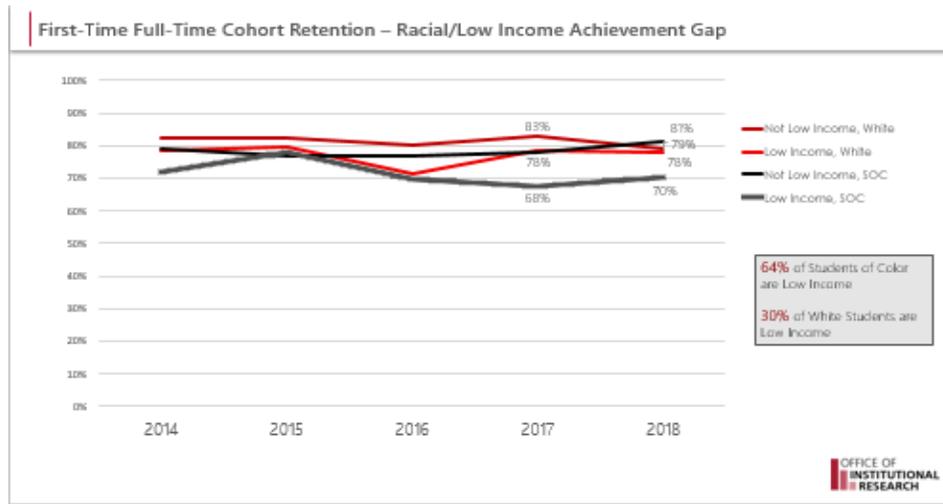


Six-year graduation rates for students of color increased by 21 percentage points from 2001 (34%) to 2013 (55%). Though graduation rates continue to improve, achievement gaps in 6-year graduation rates still exist. For the 2013 first-time full-time cohort there was an 8% gap between 6-year graduation rates for white students (63%) compared to students of color (55%).

Achievement gaps also exist for full-time transfer students at BSU, while the population of students of color continues to grow. Approximately 29% of the 2019 entering full-time transfer cohort were students of color compared to 12% for the 2009 cohort. The achievement gap between transfer students of color and white students was eliminated for the fall 2015 cohort but has increased since then. For the 2018 full-time transfer cohort, white students retained at a rate 6.4% higher than students of color (81.6% vs 75.2%). This gap increases when looking at 6-year graduation rates, with white students in the 2013 cohort graduating at a rate nearly 10% higher than students of color.

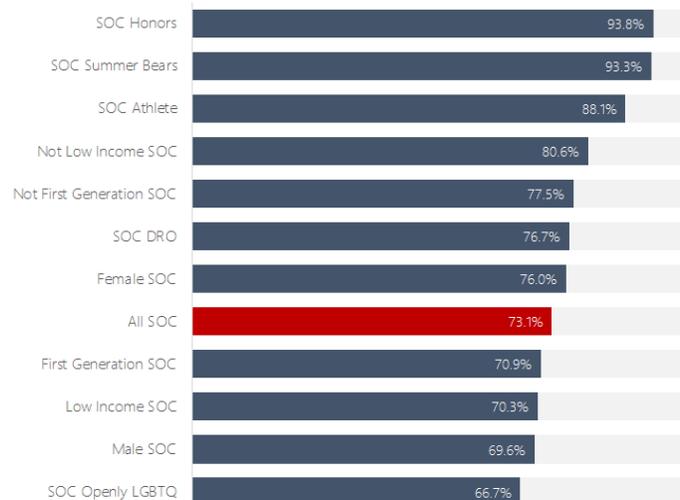
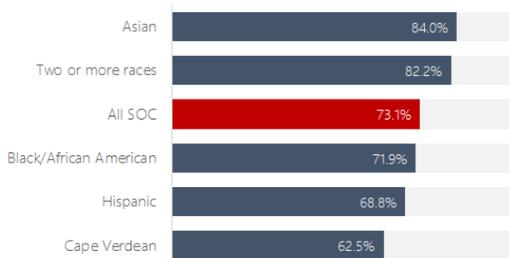
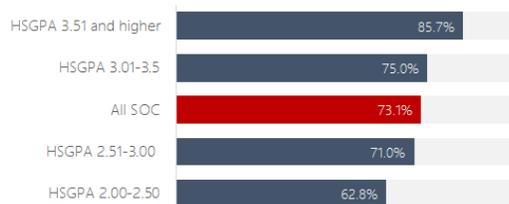
Intersectionality also plays a major role in student success. Various socio-economic and demographic variables and experiences can serve as protective or risk factors for retention. For example, when looking at the intersection of sex and race, BSU data show that white female

students retain at the highest rates, while female students of color and white male students retain at similar rates (yet lower than female white students), and male students of color retain at the lowest rates. In addition, when looking at race and income status, BSU data indicate that students of color and white students who are not low income retain at the highest rates, followed by white low-income students. Low-income students of color retain at the lowest rates. It is also important to note that only 30% of white students are low-income compared to 64% of students of color.



Protective and risk factors for retention and persistence exist within the student of color population as well. The charts below highlight first to second year retention rates for various sub-populations of students of color in the fall 2018 first-time full-time cohort. Protective factors for retention amongst students of color include higher high school GPA, being Asian or two or more races, and participating in the Honors program, Bears Summer Scholars program, and NCAA athletics program. Students of color who are not low income, not first generation, and who register with the Disability Resource Office (DRO) also retain at higher rates than their counterparts. Male students of color, openly LGBTQ+ students of color, Hispanic and Cape Verdean students, and students of color with lower high school GPA's retain at the lowest rates.

### Protective and Risk Factors Exist within the Student of Color Population



\*First to Second Year Retention Rates for First-Time Full-Time Students of Color Entering Fall 2018

## **METHODS**

Forty-four undergraduate students of color attending Bridgewater State University in fall 2019 participated in one of five focus groups held in November and December 2019 on the BSU main campus. Participants were recruited through postings on Student Announcements, invitations to multicultural student groups, flyers posted in residence halls, and through requests for student-facing offices to share flyers with students who might be interested. The focus group interviews were comprised of 8-10 participants and lasted approximately 90 minutes. To encourage their involvement, students were provided with dinner valued at \$15.

During the focus groups, participants were asked to sign an informed consent document that outlined the purpose of the study and provided information on confidentiality. After consent was provided, participants completed a brief survey which asked students about their various social identities, specific information about their current living situation, academic indicators (GPA, credits, major), work status, caretaking responsibilities, and campus involvement. Students then answered questions about their experiences in focus groups facilitated by Sydné Marrow, Michael Walsh, Luis Paredes, Jessica Birthisel and Mary Ellis. Questions were informed by student success literature and the questions used in the 2015 BSU Male Student Success focus groups and 2017 Commuter Student Success focus groups to the extent appropriate. The questions related to reasons for choosing BSU, definitions and experiences of student success, positive and negative experiences as students of color, perceptions of the BSU campus police, utilization of campus resources, students intersectional experiences as students of color and other student identities, student responsibilities outside of academics, and suggestions for improving student success at BSU. Due to the national conversation regarding the importance of police personnel to receive the training and support they need to serve communities of color, questions were created for this focus group around the student participants' impressions of BSU's police staff in their success.

Each focus group session was audio recorded and later transcribed by Megan Keif and Guerschom Jean-Louis, Graduate Assistants in the Division of Student Success and Diversity. Transcriptions of each session were analyzed by a team of staff including Sydné Marrow, Luis Paredes, Sabrina Gentlewarrior, Kate McLaren-Poole, Morgan Hawes, and Sophie Petters. After analysis, the team met to debrief and discuss the results. This report summarizes the team's findings using the focus group questions as the framework for analysis.

Limitations of this focus group study are typical of qualitative research generally and include the sample size (n=44) as compared with the overall population of undergraduate students of color at BSU (n=2,569) as well as self-selection bias of student participants (students were not randomly selected). While the sample may not be representative of the overall population of undergraduate students of color, the themes that emerged from the focus group discussions provide important insights into student circumstances at BSU and are useful to informing our student success efforts. Lastly, some of the students knew the focus group facilitators through their staff roles. A potential positive impact for these relationships is that students may have felt more comfortable and trusting of facilitators. A potential negative impact is that students may have felt reluctant to share feedback they perceive as negative. The importance of honest feedback was stressed in the informed consent form and verbally at the beginning of each focus group.

## DEMOGRAPHIC SUMMARY

Participants ranged in age from 18 to 24 years old. Of the 44 participants, 61% were female, 39% were male, and 61% were first generation college students. Six students indicated that their ethnicity was Hispanic/Latinx, 20 students indicated their race was black or African American, 7 students were Asian, 6 were two or more races, five were Cape Verdean, and four were white (students could select as many races that apply). Fourteen students (32% of participants) indicated that their first language was not English; first languages other than English included Spanish (3), Cape Verde Creole (2), a language not disclosed (2), Yoruba (1), Urahobo (1), Arabic (1), Haitian Creole (1), Urdu (1), Korean (1), and Chinese (1). Ten students were born in a country other than the United States; countries of birth included Vietnam, Cape Verde, Puerto Rico, Nigeria, United Arab Emirates, Dominican Republic, and Haiti. Thirty-three percent of students ( $n=11$ ) indicated that they are living with a disability, four students reported that they were currently or had previously worked with the Disability Resource Office (DRO). Seventy-three percent ( $n=32$ ) of students came to BSU as first-time first-year students, six transferred from 2-year institutions and six students transferred from 4-year institutions.

Based on participants' anticipated date of graduation, focus groups were comprised of six freshmen, five sophomores, twenty juniors, and thirteen seniors. Ninety percent of participants were full-time students in fall 2019. Participant GPAs ranged from 1.9 to 4.0, 53% of participants had a cumulative GPA of 3.0 or higher. Twenty-eight students (64%) had a major in the College of Humanities and Social Sciences, ten (23%) had a major in the Bartlett College of Science and Mathematics, four (10%) had a major in the College of Education and Health Sciences, one (2%) had a major in the Ricciardi College of Business, one (2%) had not declared a major, and six students (14%) did not report their major.

Sixty-six percent ( $n=29$ ) of participants were living on campus in residence halls at the time of the focus groups. Thirteen students lived at home with parents or guardians, one student lived independently off-campus, and one student did not respond to this question.

Thirty-five participants (85%) reported being employed. Of those with jobs, 34% worked less than ten hours per week, 43% worked between 10 and 19 hours per week, 8% worked 20 to 29 hours per week, 8% worked 30-39 hours per week, 3% worked 40+ hours per week, and 3% did not report hours worked. Thirteen students worked on campus, 14 students worked off-campus, and six students worked both on and off campus. Twenty-eight percent of participants reported having caretaking responsibilities for family members. When asked "What BSU-related campus programs, initiatives, groups, or out-of-class activities are you involved in?" five students stated no involvement. For those involved on campus, activities ranged from participation in student associations and clubs, Fam for Change, community service, Bridge Partnership, residence life/Residence Hall Association, Center for Multicultural Affairs (CMA), orientation leaders, and program council. Many participants noted holding leadership positions in these organizations.

## THEMES FROM FOCUS GROUP DISCUSSIONS

Questions from the survey are provided below, followed by detailed analysis of answers to each.

### **Question 2: What factors went into your decision to be a student at BSU?**

The most frequently cited reason for choosing BSU was affordability. One student stated, “the cost, as we know a lot of institutions their tuition is very high so Bridgewater was one of the schools that alleviated some of the stress cost-wise so that was one of the major factors”. Participants also indicated that they chose BSU due to its proximity to their hometown and their ability to commute to campus. Some students indicated they chose BSU for academic program offerings, specifically, Social Work was mentioned several times.

### **Question 3: How do you define success as a student? What does it mean to be successful at BSU?**

Focus group participants defined success as being multi-faceted in terms of academic, personal, and social aspects of student life. Common themes from participants included achieving academic goals such as graduating with a college degree and earning good grades. In addition, students indicated that personal growth and improvement such as working hard and achieving personal goals was important. One student explained, “I’d say success is being able to look upon the person you are now compared to the person you began as with pride.”

Some participants indicated that success meant achieving goals beyond those set by their parents or even defying what their parents want them to do. For example, some participants indicated their parents were pushing them towards high paying fields instead of their field of interest and others indicated that their parents did not want them to attend college but to work full-time instead. Lastly, respondents indicated that being involved on campus through clubs and organizations, taking advantage of resources and opportunities available, and making connections with students, faculty, and staff were all elements of student success. One student stated, “I think one way to define success as a student is obviously by grades or GPA, but I think one way is building relationships and having a social network and a support system.” Another student spoke about the importance of balancing school, work, and other responsibilities,

*I think that success is having balance with everything with school work and outside life as well, I feel like everyone has their own responsibilities that they have to deal with whether it’s good or bad so I feel like having that balance while being able to pursue your degree is success to me.*

These definitions are reflective of responses to BSU’s 2015 Student Success Micro Survey, in which students described success as achieving educational, personal, and community engagement goals.

### **Question 4: What are your beliefs about your ability to succeed at BSU? What unique talents, perspectives, and strengths do you feel you bring to the BSU community as a person of color?**

Students indicated they bring a variety of strengths to the BSU community. The mostly highly cited strength was contributing to the sense of community amongst students of color on campus. One student explained,

*I definitely like how whenever we are with each other we have a common form of understanding, it’s like even when were in a class together or in an office together we*

*just know that a majority of us are on the same page, sometimes we don't even have to have conversations before you just know.*

Another student noted how they experience a sense of community amongst students of color with whom they have never met before,

*We just have a click, it just happens, we don't expect it, we automatically, I don't even know it happens like in every class, every semester whenever there are any people of color, it's usually like 4 probably in our classes, we all sit together, we all like literally stick together, sometimes we don't even know each other's names, it's like we give each other the look across the room and we're like I know who I'm going to work with.*

Also mentioned frequently was students' ability to bring diverse perspectives to campus, views that are different and unique based on the students' own experiences. One student stated,

*...we have our own kind of perspective of things that no one else really can understand other than students of color like we bring something to the table that not many other people know about like our experiences from back home and the way we kind of have to adapt when we go to different places but we can still be ourselves.*

Participants also felt that being connected and involved on campus was a strength, including the ability to make personal connections and develop relationships with faculty and staff and involvement in various organizations and campus opportunities. Some participants indicated that their ability to serve as an educator to other students about the experiences and perspectives of students of color is a strength they bring to the BSU community. Serving as an educator to white students, faculty, and staff was a positive experience for some students but others felt negatively about the pressure and responsibility to continuously educate or correct microaggressions and implicit or explicit biases.

Several students indicated that their commitment to education and achieving goals and resiliency in the face of challenges was a major strength. One student stated,

*For me personally, I think I bring a lot of resilience and consistency because throughout my time at Bridgewater I've had an up and down situation but I kind of just never gave up on myself, I kind of just put my head down and did what I had to do and now I'm graduating this year so that's a big thing for me.*

Lastly, some students indicated that they bring an overall "positive vibe" to the campus community, "I think what I bring to the community is an unapologetic desire to be myself. And in doing so, giving other people permission to do the same."

**Question 5: Describe your experience being a student of color (or white ally to students of color) at BSU. What are some of the best things about being a student of color at BSU? Is there anything that is challenging? From day one, did you feel welcome? And no matter the response, has that changed?**

Participants most frequently indicated that the best thing about being a student of color at BSU is developing relationships with other students, faculty, and staff of color. Students of color also

noted that being able to learn about others' cultures and experiences was one of the best things about being a student of color on campus. One student explained, "I feel like one of the best things is meeting other students of color because like there's not many of us so we all get to know each other at some point and when we all get together it's always so much fun".

Students enjoy meeting others through the Center for Multicultural Affairs (CMA) and other campus clubs and organizations. CMA was mentioned as the most welcoming space for students of color at BSU. One student said,

*CMA played a large role in my ability to connect as well as joining a club, I also helped join a club through the CMA. I would say finding an office or place that you can network and connect with people on campus is the cornerstone to figuring out what's on campus and how to succeed on campus.*

Conversely, students of color discussed numerous challenges they face at BSU. Participants mentioned a few areas where BSU could improve that would impact the success of all students (e.g., more widely promoting campus events, being engaged on campus, and better marketing of various resources like laptop rentals), however, the vast majority focused on challenges unique to students of color. The most frequently cited challenges are further described in the sections below and include unwelcoming campus climate, ongoing marginalization, lack of representation, tokenism, implicit and explicit discrimination, and a sense of burden due to needing to teach white people about racism.

### **Unwelcoming Campus Climate**

Though BSU's Campus Climate Survey data from 2015 and 2018 indicate that students of color and white students feel equally welcome based on the Welcoming Environment subscale scores, students of color in these focus groups were given a chance to speak more in-depth about their experiences and the ways they feel welcome and unwelcome on campus. Many participants indicated that they came from high schools with very few white students. These students noted that going from a school comprised predominantly of students of color to a University with only 28% undergraduate students of color made them feel further minoritized. One student said,

*Yeah, I um, for me, when I first came it was welcoming. Like we said, the resources, like everyone's so nice. But, um, I usually spent all the time in CMA cuz I just gravitate to it. And, I'm from Florida, and I lived in Miami. So, I'm so used to more Hispanics and just people of color. So, coming up here was already a big flip for me. And, the high school I went to for one year when I lived here was mostly Dominicans. So that's where I, like I just hang out with them. When I came to BSU, um, for like the first week before I knew CMA, I didn't really talk to many people.*

Specifically, participants often felt like the 'other' in spaces other than the CMA, including BSU administrative offices, student leadership offices and organizations, classrooms, residence halls, and campus events. One student explained how they feel differently in student of color spaces like CMA compared to other student spaces where they can sometimes feel unwelcome,

*We can talk about trying to get people of color into these spaces but if they are not trying to get people of color into those spaces it is a waste of your time because all your doing is mentally stressing yourself to go to a space that doesn't want you and I feel like we can only do so much and then when we create spaces for ourselves it becomes an issue because it's like oh well all of the people of color are focused in one space but it's like that's the only space that actually does diversity that's the only space where kids who are white or tan or whatever can come into this space and feel welcome because we're going to talk to them, acknowledge their presence, bring them into any type of activity we're doing and not having them feel left out but when you walk into [some] offices... there are not a lot of people of color and they look at you like you're crazy.*

Some participants indicated that they did feel welcome when they first started at BSU but over the first several weeks and months on campus they felt less welcome and that other students were nice and accepting at first but then began to show increasing bias toward students of color. One student explained,

*I feel like for me when I came here it was kind of hard for me like challenging wise because I was never around so much like American or white people I guess and it was hard to like cause I never thought I would be friends with them or kind of like talk to them as in the way I would talk to my friends or my culture people, like I remember the first day of move in everyone was so nice but that's because it was the first day of move in but like after a few weeks or so I got to see the true colors of people like around me like my roommates they were raised stereotypical and like they always judged me in a different way and I never felt accepted in my room and being able to come here [CMA] and making friends here is what helped me get through freshman year and create that friend group that makes me feel much more accepted now.*

### **Ongoing Marginalization**

Participants also indicated that a challenge they face is feeling that they are not as important as white students on campus, especially when racial issues arise in classrooms or residence halls. Students of color spoke about wanting to be broadly heard and believed when they share about experiences of on and off campus racism. The participants indicated that at times they feel like their concerns are not being heard by other students, faculty, staff, and administrators. One student explained,

*I feel like a lot of our issues are put on the back burner compared to other issues but it's like we're just as important as every other student here and when we have issues we should be taken seriously, this shouldn't be like oh you feel this way ok moving on type of thing, it sucks.*

Another student shared their experience feeling marginalized and unheard after the 2016 presidential election,

*... I really started feeling that way after the election, I started to see when there were more flags shown around I know that everyone has freedom of speech but the way that*

*Trump flags were shown in public spaces out for everyone to see how there wasn't as much work done in making the students of color feel welcome in these places, there wasn't much done for us to feel like they really care about our feelings...I started thinking about this campus way differently than I used to, I used to think about it like more happier but after that I started to take into account they really don't care about how we feel, our comfort, it's more about the comfort of the majority of this campus which is the white students.*

Some participants also indicated that at times they perceive that white students think that they don't belong at BSU. One student stated, "we have to work harder than white students to make them feel comfortable with our presence...and we have to prove that we belong here like we're just some affirmative action to fill in a quota."

### **Lack of representation**

A major theme throughout the focus groups was concern about a lack of representation of people of color amongst faculty and staff as well as lack of representation of students of color in key organizations and leadership positions on campus. One student explained,

*In some of the organizations and clubs on campus I feel like there's definitely a community and a presence but I don't see it in non-ethnic or racial organizations like organizations that don't have to do with being of a certain nationality or something, of course there's Haitian American student association, you'll find plenty of people of color there or in African American society you'll find plenty of people of color there but no organizations like program council like maybe there's a few but I don't see a lot.*

Several students indicated the importance of making connections with faculty of color, however, some students indicated they had never been taught by faculty of color. One student stated, "I would say that one of the challenges would be representation so for example I have been here since my freshman year and I'm in my senior year so I've been here about 4 years and I have never had a person of color teach or professor, all of my professors have been white." Another student shared their concern,

*I think one of the hardest things is, particularly um, thinking of uh, the faculty and the number of faculty that are people of color. Uh, I was one of the lucky ones...and, got to take a math class with [a professor of color] But, to be honest, he's been the only African-American professor that I've even had the opportunity to take a class with because most of the departments that I'm taking classes in have zero representation. Even though one of my minors is in fact African American studies, and, I don't really have options to take classes with any black or brown professors there.*

Lastly, one student explained how lack of representation impacts their sense of welcome on campus as well as their perceived ability to get help from faculty and staff,

*I didn't feel welcomed when I came on campus and I still don't feel welcome but I think I've been able to adapt and kind of ignore those feelings of not being welcome here and I*

*think that has to do with the lack of faculty of color and administrators of color, there's very few so that makes it hard when you're trying to get help.*

### **Tokenism**

Mills (2020) qualitative study of Black students' experiences at a PWI underscored the theme of tokenism and defined it as students of color feeling "undervalued by the university" and being exploited "for the appearance of a more racially diverse campus (p. 51).

Several students in this study echoed this theme, indicating that a challenge they face at BSU is feeling like students of color are being used for advertising or marketing solely to give the appearance that BSU values diversity at a surface level. One student shared,

*As a person of color your identity is more as something that is seen to sell the school rather than them actually caring about what you want and what you need, the time I really realized, I started to have the question am I on this picture because I actually deserve this? Like do they actually believe I deserve to be in this position or am I here because they just needed a face? ... I'm just thinking did I get this because I deserve it and they thought I was fit for the role or did I get it because they needed someone to represent their office in a better way?*

Similarly, some students indicated that they feel they need to prove that they belong at BSU and that they have not been accepted here simply to fill a racial quota. In addition, based on lack of representation, students are often asked to represent their entire race or culture by students or faculty in classroom settings. One student explained,

*One of the most challenging things is definitely that factor of walking into a class and you may be the only ethnic one there when it's like even if it's just a few of you it's like alright there's 4 of us and 20 others, not us against them but when a conversation pops up we have to play like the representative of like a culture or specific cultural background and represent it like to the highest denominator because if we don't it's like those microaggressions or ideas people have in their head spunk up even more.*

### **Implicit and Explicit Prejudice/Discrimination**

Focus group participants shared several experiences with implicit and explicit prejudice and discrimination at BSU. Explicit prejudice refers to the confirmed and negative biases people are aware of and that they agree with and endorse consciously. On the other hand, implicit prejudice is unconsciously formed negative and usually unconfirmed ideas about people outside of their social or cultural circles (Hardin & Banaji, 2010).

Student experiences with implicit and explicit discrimination took many different forms and happened in many different spaces on campus, including in classrooms, residence halls, and social gatherings. One student described implicit discrimination and racism, "racism is no longer just loud things where you call someone a derogatory word, it's more about the subtle things like what they say, and how they look at you, little off hand comments." Another student described their experience with implicit discrimination,

*... you get the stares, the whispers, the comments if you start talking, like sometimes I'll start speaking in Spanish with my friend in the middle of class and I'll get the look like what the hell are you doing, you don't belong here, it's very weird a feeling. Like damn you have to go through this every day? And I'm just tired of it at this point, I don't want to be the person that has to sit there and just know that I am being looked at different just by walking into the room.*

One student shared their experience with implicit discrimination in the classroom and as part of the course curriculum,

*I know for me personally as criminal justice major, I am 99.9% the only student of color in the classroom...when they bring up crack statistics and it's like African Americans have this much % and people kind of look like you and it's like just because that it is a statistic doesn't mean that I am a criminal...what I've realized is that they don't talk about white collar crimes which are predominantly white people so it's all about like lower level communities type of thing and it's like this is awkward because I can't represent this population even though it's how I identify, I don't do this type of stuff, a lot of people their first reaction is black and Hispanic people commit crimes and it's like really, we're not the only ones, that's been an issue for me in classes.*

Other students noted their experiences with more direct, explicit discrimination and racism on campus. One student shared,

*Me and my friends we're trying to go to a party, and apparently, they don't invite black girls to the parties. They have to have a certain amount of ratio that are white, and they just won't invite you unless like you're light skin and have curly hair. So, two of my other friends we're able to get in, but the rest of us could not get in and we were mad.*

Another student described their experience with explicit racism and discrimination,

*I feel like a lot of white kids on campus I see them make other racial comments like I've seen people dress up as Mexicans for Halloween or how they think Mexicans should dress up as and it's very derogatory so I'm just like they're really ignorant on this campus and it's shocking because where I come from I don't see that so it's like damn this is what the school allows?*

In addition, one student stated,

*I think I was a sophomore when the Black Lives Matter movement was really big but under the tunnel they posted BLM flyers and then the next time I walked by they were all torn down like all of them and another time my old roommate graduated it wasn't me personally but I guess she was walking and someone called her the N word and I think it was a white person.*

Several students indicated that they feel that incidents of prejudice and discrimination are increased on campus after the 2016 presidential election. Oftentimes, students of color do not

feel supported by faculty, staff, or other students when they experience incidents of implicit or explicit discrimination. One student described their experience,

*It feels like sometimes because we're not a majority it's not seen as an issue so that's, even small things like that like the Trump flag which is still up every once in a while, it's always that subtle notion to feel like you don't belong here or by the way this is what we believe in so stay out of our way kind of thing.*

Another student shared their frustration,

*My freshman year was the 2016 elections so I felt like a lot of the white students felt empowered by all of the rhetoric at that time and still do but they were very visual about it, they would hang the Trump flag like Trump banner things like that with his slogans or whatever and when a lot of students, I wouldn't even say just students of color, I think it was a collective students in general didn't feel very comfortable and went to the resident housing and all the different departments about it, they were told like 'oh well there's nothing we can do, we can report it' and then we got a general email addressing it. I'm not sure if it was directly from the president's office or someone in his office but the response was basically like 'oh it's freedom of speech these students have the right to hang these up' ...that year in general like white students were empowered to be bigoted to be racist to be even more homophobic on like extreme levels. I feel like it died down but not because of any of the work of the administration, I feel like it was a lot of the students doing that overhaul and rejecting that.*

### **The Burden of Teaching White People About Racism, Prejudice, and Discrimination**

Many focus group participants shared that a challenge at BSU is the ongoing pressure to serve as educators to white students on prejudice, discrimination, and racism. When white students make comments inside and outside the classroom that are derogatory, many students of color feel they need to correct these students and educate them on why what they said is not acceptable. Participants reported this happening frequently and several indicated they feel worn down by the constant need to intervene.

Sometimes white students become offended when confronted about their words or actions. This phenomenon has been called 'white fragility' by researchers and theorists. According to author Robin De'Angelo, "white fragility" is the emotional behaviors white people exhibit "... such as argumentation, silence, and withdrawal from the stress-inducing situation" (2018), for example, conversations about race, racism, or equality since white people tend to live in insular or isolated communities. One student shared their experience with educating white students and white fragility,

*It's really tiring because you have to find a way to educate people without hurting their feelings and their feelings get hurt so easily. You will just pinpoint actual facts of what is happening and it turns into this whole big deal, they're hurt at the fact that there are people that have more privileges than others ... at this point I've reached like the end of it. Now I don't feel like listening, I don't feel like listening to people's fake apologies just*

*so that they can feel better about themselves, I want a real apology as in you actually feel for me having to teach you something that you should try to learn on your own time versus me having to do something that people get paid for.*

Another student shared their frustration,

*Everything that is important to you as a person of color is like an option so like if you want diversity training it's optional it's not like mandatory, I was an RA for 2.5 years, diversity training really only happens during in service and if it is there it's very catered to making sure the white people in the room aren't feeling uncomfortable and not really like they're learning about student of color or issues for more diverse populations.*

**Question 6: What is your impression of the BSU police department? What led to this impression?**

Some participants indicated they had a positive impression and positive experiences with BSU Police and others had more negative impressions or experiences. One student shared their positive experiences,

*I had to come to school before it even started and we met with the police and did like a whole day thing with them and I thought that was great and then when I was in the parking garage too something happened with my car and they came and helped me so personally I've had a great experience with them.*

Students who had more negative impressions of the BSU Police felt that the police tend to target students of color and are more aggressive toward the student of color population in terms of traffic stops, parties and gatherings, and their general presence on campus. One student stated,

*Every time someone gets pulled over there's like 3 cop cars behind them and there's no need for that. I've noticed especially if it's a person of color they will have more cops there and they're more aggressive, it's just unnecessary.*

Several focus group participants indicated that they wished the police force was more diverse and participated in more diversity training. One student shared,

*I personally just wish it was more diverse, I think I've seen one black cop on this campus since I've been here and I went up to him and I was like you're the first black cop I've seen and he was like everyone tells me that (laughing) but he was nice though.*

Another student explained how they wish more diversity and mental health training was required of BSU Police,

*...someone had asked do you guys [BSU Police] do diversity or mental health training and one of the officers that was there said it was optional, that kind of stuff shouldn't be optional...there's a whole bunch of different people here...*

Other students explained that while they may not have a negative impression of the BSU police specifically, that the societal dynamic of police and people of color in general made them feel uncomfortable or anxious about any police interactions. One student shared,

*For students of color anything involving police departments regardless of what PD it is it's kind of like we shy away from it because we're a little worried of what comes from the interactions or what has come from interactions with other PD's.*

Participants shared that they hope they can more fully engage with and share with BSU Police their concerns about and experiences with policing both locally and in wider society.

**Question 7: What services and resources do you use on campus? What made you decide to use these campus resources? What has been your experiences with these services and resources? What has helped? What hasn't? If you have not used any resources on campus, why not?**

The most frequently cited resource utilized by focus group participants was the CMA. Students indicated that they felt welcome comfortable, and safe in the CMA. They also shared that the sense of community amongst students in the CMA was very important to their BSU experience.

*I have used a lot of resources on campus, one of being the biggest part of my life right now in college is the CMA because I started working there through friends and then I started hanging out with those friends here and meeting more people, great bosses and I just really love the vibe, everyone's so comfortable there*

Students also indicated that the Wellness Center and specifically Counseling services was also one of the top resources used. Several students utilized counseling services but wished that the counselors were more diverse and that there was more availability for appointments. Another top-cited resource used by participants was the Academic Achievement Center (AAC). Participants reported utilizing the AAC for academic help and tutoring services as well as writing services.

The Internship Office was also mentioned as a frequently used resource by participants. Also mentioned were the Library, Career Services, Student Government Association (SGA), Professor's office hours, and the gym. Some students indicated that they do not typically use any campus resources and others noted that they didn't realize certain resources were available.

*I haven't used any services here, one because I'm a commuter so I like to take off, get here and get out, but I also find this campus very overwhelming because I come from a super small school where everything is in one building.*

**Question 8: You aren't just a student of color, or white ally --you also have other important identities based on socio-economic status, where your family is from, your sexual orientation, if you are a veteran, your ability status and your faith background, among other identities. This is a big question, but we also want to ask: what is it like to be you – all of you – on this campus? Maybe this is a conversation about being a student of color who is also a commuter or an immigrant student or a student with a disability.**

Participants shared their experiences and challenges with a variety of intersectional identities. Being a student of color and a first-generation student was identified by several participants. Many first-generation students of color felt pressure from their parents, whether that was

pressure to work and earn money or pressure to do well in school and major in a high paying field. First-generation students of color also indicated that it was challenging to have a lack of guidance and support in navigating the college process. One student shared their experience,

*It's hard because no one in my family has gone to college so it's kind of on me, it's making me emotional but I just really want to succeed [crying], I've had a rough week but I really want to succeed and make my parents proud and my sisters proud and my grandparents and you kind of have a lot of people relying on you to be successful.*

Other participants spoke about challenges of being a student of color living with mental health challenges, being a student of color and a woman (dealing with cultural stereotypes of being loud or argumentative), being LGBTQ+ (experiencing microaggressions or safety issues) and being an immigrant or having immigrant parents. One student shared their experience as an African American woman,

*As an African American woman on campus I feel like we constantly have to prove ourselves even though we shouldn't, we shouldn't have to but I feel like in class I'm always the person raising my hand constantly just to show my peers that we are intelligent and we are powerful in everything we say and that's the legacy I want to leave.*

Another student shared the pressure they experience coming from an immigrant family,

*I feel like when you have parents that come from another country its 100 times more hard because now you not only have to do this for yourself but you have to do this for your family so I feel like there should be more support around that.*

A few students indicated that they felt more privileged compared to other students of color in the focus groups based on their experiences.

**Question 9: What responsibilities do you manage on a daily or weekly basis besides being a student? How do these responsibilities affect your student experience?**

The most frequently cited responsibility that focus group participants shared was work. Approximately 85% of focus group participants indicated that they work on or off campus and 19% of those work more than 20 hours per week. BSU's 2017 National Survey of Student Engagement (NSSE) data indicate that an even higher proportion of students work 20+ hours per week off campus, including 32% of student of color respondents and 39% of white respondents.

Several focus group participants indicated that they work multiple jobs to help support their families and to help finance college. One student shared, "I work 6 days a week, I have to pay all my bills, I'm pretty much independent for the most part just I live with my parents and I pay rent". Another student explained their experience,

*I have no driver's license and I work 10 hours a week in Boston, so traveling back and forth is expensive. I am an Alumni ambassador and CMA work-study. I have to find ways*

*to make extra money to help my parents with rent. Their rent is subsidized and will go up when I graduate so I have to make sure I keep a job.*

Some participants indicated they have family caretaking responsibilities as well, often caring for younger siblings. In addition, some participants indicated that other responsibilities were centered around campus activities and student involvement in extracurriculars and clubs. One student shared their responsibilities outside of being a student,

*Work, being a sibling, or like the emergency sibling so I have a younger brother so if something happens I'm the first person to get the text message the call can you go home can you do this or that so I feel like with that I already am eternally tired and think I will be tired until I reach the other side.*

Another student shared their struggle with balancing responsibilities and student engagement,

*Being a student you're juggling work to make some money for yourself you're juggling all of your extracurricular activities the school has a real focus on you know get involved get involved get involved but there's a thing about being too involved where you're not really focusing on your academics that much.*

**Question 10: In addition to what you may have mentioned above, what does BSU do well to support students of color? How could BSU do a better job of supporting our students of color and encouraging them to succeed?**

Participants suggested that BSU could do a better job of supporting students of color by further promoting resources for students of color and increasing funding and space allocation for these resources (specifically CMA was mentioned). One student shared,

*I feel like Bridgewater should do something like more on influencing or emphasizing that these cultural clubs are there because I feel like a lot of people don't know that these cultural clubs exist or that the CMA exists.*

Students also indicated additional support groups for students of color and proactive advising would be helpful. Participants also thought it would be helpful for students, faculty, administrators, and staff to better understand the difference between CMA and the various multicultural club offerings available through the Office of Student Involvement and Leadership (OSIL).

In addition, focus group participants suggested that BSU employ more faculty, staff, and administrators of color, particularly in key leadership positions. Participants also suggested further developing racial diversity amongst students and staff. The students named the offices and organizations that they hope prioritize racial diversity in staffing in the future; the president and appropriate divisional vice presidents have been informed of this student feedback. Discussions will occur over the summer of 2020 about potential next steps that can be considered in view of this student data. One student explained the importance of representation,

*What I think the school can help by that is being a role model because we're all young so we're looking at faculty and students and the people who work in Boyden and we're looking up to them so if they can first make change for example more people of color who are professors or just more faculty that are people of color.*

Beyond racial diversity amongst faculty, staff, and administrators, participants indicated that further enhancing and building relationships between students of color and faculty and staff would aid in the success of students of color. Participants suggested more faculty and staff involvement in events and activities hosted by or marketed toward students of color on campus would help to build these relationships.

Focus group participants thought it would also be helpful if there were more mental health resources on campus, including more appointments available in the counseling center and required mental health training for students, faculty, staff, and BSU police. One student suggested offering group therapy sessions,

*I think for people of color there needs to be support groups and group therapy especially because people who come from families of color grow up with a traditional mindset of mental illness doesn't exist.*

In addition to mental health training, students suggested further developing cultural competencies of students, faculty, and staff and expanding bias trainings. Students also suggested bias trainings that would help empower white people to hold other white people accountable around implicit and explicit prejudice, discrimination, and racism. Participants shared that they want to feel that BSU genuinely cares about diversity rather than just “talking the talk” for appearance sake. This could include helping students of color truly feel their issues and concerns are being addressed. One student shared,

*I really think educating themselves about what diversity means and really understanding the perspectives of a colored student so even like for example a focus group like this seeing more of the white officials that really run the school seeing them here at a meeting to let them know from our own mouth like this is how I feel.*

### **Question 11: What wisdom would you share with future students of color to help them succeed at BSU?**

Focus group participants shared many helpful and inspiring suggestions for future students of color to help them succeed. Several students focused on the importance of getting involved on campus and developing relationships with students, faculty, and staff. Specific suggestions included frequenting the CMA and using its resources as soon as possible, finding faculty and staff that will support you, and trying new things and new experiences. One student shared,

*Don't be scared to try stuff even if like it doesn't seem like a person of color thing because there are student organizations, like resources, on campus that just seem like it's*

*predominantly not for people of color but if we really want to show that BSU is diverse school just really go for it.*

Other students mentioned specific knowledge or skills that might be helpful to future students, including time management skills, learning how to balance responsibilities, self-advocacy skills, and practicing self-care to help manage stress and anxiety. One student explained,

*A lot of the time students of color end up leaving the school or not finishing their degree because they don't know how to manage the stress that comes not only from academics but from their real life.... early on like experimenting, finding out what relieves stress from you, ways to manage your health better so that way you can be better prepared to tackle on anything that comes your way.*

Lastly, participants also emphasized the importance of being yourself, following your passion and purpose, and remember to focus on why you are here. One student imparted,

*Take it one day at a time, there will be days that you do want to drop out but that's even more reason to stay and continue and finish your degree, learn to be unapologetically you, stay true to yourself, it's not a race just take your time and do what you have to do.*

**Question 12: In closing, what one person, resource, service, or personal characteristic do you want to acknowledge for how they have helped you succeed at BSU?**

A wide variety of employees and offices were mentioned. Below are those who were mentioned more than once.

- *Center for Multicultural Affairs*
  - Sydné Marrow
  - Anthony Ervin
  - Michael Walsh
- *Student Success & Diversity*
  - Luis Paredes
  - Cecilia DeOliveira
- *Internship Office*
  - Diane Bell
- *Office of Student Involvement & Leadership*
- Marino Fernandes
- President Clark

## **RECOMMENDATIONS AND ACTION ITEMS**

The authors of this report developed the following recommendations from the focus group findings. Some of these recommendations are already underway at BSU through the ongoing efforts of many individuals, offices and divisions across campus. The work emanating out of the

Special Presidential Task Force for Racial Justice as well as the concerted campus-wide focus on racial justice in the next academic year will help advance these recommendations, as well as many other racial justice action items identified by the BSU community, in the months ahead.

1. ***Hear and believe students of color.*** When students share about experiences of racism on and off campus, their concerns should be heard, validated and addressed by the institution as a whole. While the participants are able to point to key departments and individuals in a range of campus roles that support them, they want their voices and perspectives to help inform institutional actions. The maxim “nothing about us without us” was a theme heard throughout the focus groups. BSU needs to ensure that the voices of students of color inform the work for racial justice.
2. ***Continue to implement and expand institutional offerings/trainings focused on the enhancement of campus climate and the reduction of racism.*** A specific form of this work will re-emphasize skills related to anti-racism awareness and skill-building by students, faculty, librarians, staff, and administrators. It is the recommendation of the report authors that information about racism and ways to advance racial justice be infused throughout the student and employee life cycle.
3. ***Audit institutional websites, physical spaces, brochures, materials, membership of working groups, etc to ensure that they are truly inclusive of students, faculty, librarians and staff of color.***
4. ***Emphasize the hiring of people of color across the university.*** As indicated in the report, students in the study want to see themselves represented in those teaching them and supporting their success outside of the classroom. It is recommended that the work be deepened to attract, support and retain racially diverse faculty, librarians, staff and administrators of color.
5. ***Continue the work of the BSU Police Department to enact racially just university policing.*** While several of the participants underscored their appreciation for the BSU police department staff, a number did hope that the police will engage in ongoing training focused on racially just police practices. Students also underscored their desire for the police to continue their efforts to employ officers of color. These results have already been shared with Chief Tillinghast who looks forward to continuing the ongoing training opportunities for his staff and exploring additional strategies for further diversifying the police staff. Chief Tillinghast will also continue his work along with Director of the CMA Sydné Marrow and Vice President Gentlewarrior to work with the Massachusetts affiliate of the ACLU on their model for racially just campus policing. BSU looks forward to applying recommendations from the ACLU on racially just university policing as it becomes available to the commonwealth.
6. ***Increase resources available focused on the mental health needs of students of color.*** In view of the frequency with which the participants spoke about deteriorating mental health of some students of color, it is recommended that these services continue to be prioritized at BSU. Specific requests made by the students included therapy groups for students of color, hiring more people of color as counselors and encouraging RA’s to continue to check in on their peers that appear to be struggling.

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# Exhibit J

Correspondence:  
**A Letter to BSU from Recent Black Alumni**

**Dear President Frederick Clark, Board of Trustees, Bridgewater State University Administration, and our Faculty and Staff,**

**Say the names of George Floyd, Breonna Taylor, Tony McDade, and Ahmaud Arbery. The university's response to the ongoing resistance and uprisings against racism and White supremacy in our country has left many Black and non-Black students disappointed. In failing to explicitly affirm that Black lives matter, the university has chosen to remain neutral in a time where solidarity and community are critically needed. The health and safety of Black people in this country are threatened daily and the list of Black people whose lives this country fails to protect grows larger by each passing hour. Today, we write to you listing a series of demands collaboratively drafted by recent Black graduates that work to ensure Black lives are affirmed on campus:**

**Our demands include:**

- **Recognizing and denouncing the racism and bigotry not only in the world but on our campus. Affirm that Black lives matter by tending to your relationship with Black students and faculty. Be transparent about our institution's and overall community's history and relationship with slavery and how that affects our world today.**
- **We demand that the BSU Police Department be disarmed and their presence reduced on campus. We believe that alternative approaches to law enforcement such as implementing conflict resolution practices and increasing mental health professionals will keep students from harm without the risk of police violence.**
- **Review study abroad and service-learning trips to deter from White-saviorship models and reduce harm and ensure a mutually beneficial trip for both BSU students and the communities they are entering as outsiders. Implement mandatory classes prior to departure, to educate outgoing students about the culture, history, and customs of the locations they will be going to and the history of United States intervention, influence, and colonialism in these countries.**
- **In 2018, we celebrated the historic establishment of the African American Studies Minor on campus, with over 60 students who've declared it as their minor. Since then, Dr. Fields has shared with us that over 61 students have declared the minor. We call for the institutionalization of a Black Studies department. Scholarship centering the diversities of ethnic and racial groups, cultures, sexual orientations, and gender studies are currently only offered as interdisciplinary minors relegating their importance as addenda**

**to students' academic careers limiting the possibilities of devoted inquiry. It is long overdue for our campus to invest in a comprehensive and inclusive Black Studies Department that highlights and makes tangible the diverse histories, scholarship, and experiences of Black people, politics, and cultures both locally and globally.**

- As former Resident Assistants, diversity training is often catered to not harming the fragility of white students and to encourage the promotion of residential living to increase the bottom line. We ask that Resident Life take steps to involve third party organizations led by BIPOC to lead diversity training that actively seeks to challenge and improve the cultural competency of Resident Assistants. We also ask that the university assists the Martin Richard Institute of Social Justice in reinstating the Social Justice RLC.**
- We ask that you support our current full-time and part-time faculty members, especially those of color, by fulfilling your promises to uphold fair contracts with a commitment to hiring more full-time faculty and pay increases for part-time faculty.**

**Our goal with these demands is to hold BSU accountable for their neutrality and complicity in issues dealing with race and Black lives on campus as well as to further diversify and establish a safe campus for the next generation of Black and non-Black students of color.**

# Exhibit K

Draft:  
**American Civil Liberties Union of Massachusetts (ACLUM)  
Racially Just Policing Model**

# Racially Just Policing Model Policy:

## Statements of Principles and Best Practices for Massachusetts Colleges and Universities

**ACLU Foundation of Massachusetts, Inc.**  
Carol Rose, Executive Director  
Rahsaan Hall, Racial Justice Program Director  
Matthew Segal, Legal Director  
Jessica Lewis, Staff Attorney

**Bridgewater State University**  
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Sabrina Gentlewarrior, PhD, Vice President of  
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Sydné M. Marrow, MEd, Director, Lewis & Gaines  
Center for Inclusion and Equity (LGCIE)

*With special thanks to . . .*

**Massachusetts Department of Higher Education**

Commissioner Carlos Santiago and Chief of Staff Elena Quiroz- Livanis

**Sidley Austin LLP**

Doreen M. Rachal with Brian Earl, Eunice Kim, and Marcela Schaefer

**Bunker Hill Community College**  
President Pam Eddinger

**Cape Cod Community College**  
President John Cox

**Greenfield Community College**  
President Yves Salomon-Fernandez

**Holyoke Community College**  
President Christina Royal

**Massasoit Community College**  
President Gena Glickman

**Middlesex Community College**  
President James C. Mabry

**Mount Wachusett Community College**  
President James L. Vander Hoovan

**Springfield Technical Community College**  
President John B. Cook

**Fitchburg State University**  
President Richard S. Lapidus

**Framingham State University**  
President F. Javier Cevallos

**Massachusetts College of Art and Design**  
President David P. Nelson

**Massachusetts College of Liberal Arts**  
President James F. Birge

**Salem State University**  
President John D. Keenan

**Westfield State University**  
President Ramon S. Torrecilha

**Worcester State University**  
President Barry M. Maloney

**University of Massachusetts Boston**  
Chancellor Marcelo Suárez-Orozco *and*  
Interim Chancellor Katherine Newman (2019)

**Beacon Research, LLC**

Chris Anderson, Founder and President, and Terry Classen, Analyst

**Jerry Clayton**, Sheriff of Washtenaw County, Ann Arbor, Mich.

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## *Executive Summary*

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This model policy is designed to help colleges and universities reduce incidents of biased policing, including racial profiling, on their campuses. It was developed over a period of two years in close collaboration with stakeholders at higher education institutions in Massachusetts. The policy proposes statements of principles and recommendations, coupled with guidance on best practices to implement each recommendation. It seeks to encourage institutions to determine, in conversation with community members, what circumstances warrant police presence, intervention, and action.

### *Summary of Recommendations*

*“College and University Support for Police Reform Initiatives.”* Colleges and universities should structure their first responder services in a manner that enables the police to limit resources to instances or risks of physical harm to another and to operate in a manner that is directly responsive to the needs and expectations of the community.

- 1. Establish a Community Mental Health and Support Services Department** to provide first responder services for calls about individuals experiencing mental or behavioral health or substance-use issues.
- 2. Establish a Community Advisory Commission** with the authority to solicit community input, review police records and data (*e.g.*, concerning racial disparities), investigate issues, and recommend changes to police policies and practices.

*“Building Trust & Legitimacy.”* College and university police departments should adopt policies and procedures that are designed specifically to eliminate instances—whether actual or perceived—of biased policing, including racial profiling, and to address the diverse and dynamic needs of their campus community.

- 3. Adopt and publish a police mission statement** that guides the practices of the police department, focuses those practices on protecting community members’ physical, emotional, and psychological safety in an anti-bias and equitable manner, and acknowledges the historical role of and tensions with policing in communities of color.
- 4. Limit undue encounters and undue escalation** by requiring police to have and to articulate specific bases for initiating encounters, ensuring that encounters are properly documented and reviewed, giving individuals the information necessary to follow up after an encounter, and using specific descriptors instead of generic categorizations when identifying people suspected of crimes.
- 5. Respond to “suspicious persons or activities” calls only if there is an objective, reasonable basis to believe that the deployment of police services is needed**, and develop protocols for department personnel on how to collect sufficient information from callers to ensure that officers can objectively assess the situation prior to engaging with an individual.
- 6. Develop a community engagement plan** sufficient to ensure that the police department operates in a manner that is responsive to the stated needs of the community, including by evaluating officers on community engagement goals and indicators, and that the community is regularly invited to receive and discuss updates on the department’s work through live forums.

*“Training & Education.”* College and university police departments should provide regular and continuous training to department personnel on bias detection and inclusivity, designed to help such persons minimize and self-correct both perceived and actual biases.

**7. Ensure that officers receive regular training on topics that prepare them to navigate and respect issues of race, gender, sexual orientation, mental health, disabilities,** and other factors that may influence a person’s perception of, or reception to, police. Officers should be evaluated based on their implementation of this training.

*“Transparency & Oversight.”* College and university police departments should strive to keep the community informed about their actions, providing regular opportunities for review to ensure that policies and practices meet the expectations, norms, and values of the community.

**8. Regularly disclose and analyze data** on officers’ encounters with community members in order to help the department and the community identify and address any racial or other disparities or the lack thereof.

**9. Develop and implement an interactive communications plan** that openly relays information in real time to the community, that ensures the department responds to concerns about specific practices, events, or issues, and that provides a means for the community to review policies, practices, certain contracts, and other pertinent subjects.

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## *Introduction*

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Every year, at colleges and universities in the Commonwealth and across the country, students, staff, and guests of color are singled out for suspicion. After these incidents, the affected campus community members sometimes reach out to civil rights organizations like the American Civil Liberties Union of Massachusetts (“ACLUM”). At ACLUM, we have responded to an incident in which police cordoned off a university building for half an hour to question someone whom an anonymous caller identified as an “agitated Black male” with “a heavy backpack;” in fact, he was a university employee returning from the recreation center. We have responded to an incident in which police questioned a young Black woman after receiving a call that she was sitting on a dormitory couch and seemed “out of place;” in fact, she was a student. We have responded to an incident in which police stopped, questioned, and ultimately arrested a Black man while he was walking toward the campus gym; in fact, he was a basketball coach. These incidents, and countless others, unjustly required Black people to rebut a suspicion of criminality, instead of requiring the caller, dispatcher, or officer to justify the suspicion. Crucially, by the time affected parties contact ACLUM, they have likely already suffered irreparable harm.

ACLUM, in partnership with Bridgewater State University (“BSU”), drafted this model policy to suggest a different approach, intended to prevent these injustices from happening in the first place. The policy is based on a recognition that not only do students and staff of color wish to prevent these incidents, and not only does ACLUM wish to prevent them, but so too do colleges and universities themselves. We have all come to recognize that the status quo has caused people of color to suffer repeat racial injustices at our institutions and that maintaining it will allow those harms to continue. We all need and want proactive solutions that can help stymie racial profiling and provide a starting point for real change. Racism is a public health issue that affects the emotional and mental health of those directly and indirectly impacted – and as with all health issues, prevention and early intervention are worth more than any cure.

### *Methodology*

ACLUM and BSU started with the premise that racial profiling and other instances of racial injustice will continue to occur on campuses unless colleges and universities identify the problem and work toward structural solutions. To help identify problems and solutions, we surveyed 27 Massachusetts public colleges and universities in September 2019 about their current anti-bias policies and practices. Eighteen schools responded either in writing or through informal meetings. ACLUM also received input from the State University Council of Presidents and the Massachusetts Association of Community Colleges.

The responses demonstrated that colleges and universities are trying to provide a safe and supportive environment for all members of their communities through identifiable policies and practices. Responding institutions included diversity goals in their strategic plans and created committees and advisory groups to realize those goals, created non-sworn staff positions within police departments to respond to community needs, and administered implicit bias training to all faculty and staff members (though there was no uniformity to these trainings or information available about their effectiveness).

While these responses were buoying, they also revealed opportunities for improvement. Many responding institutions had difficulty defining, articulating, or even acknowledging that people of color on campuses are too often treated as if they are “others” who do not belong. Some institutions, while recognizing feelings of alienation among people of color, seemed to attribute these feelings to characteristics of individuals of color, to stereotypes, or to the national dialogues around race—rather than to institutional policies or practices that do not account for the experiences of people of color. As a result, some respondents regarded the work of

creating a culture of belonging as one of reinforcing group similarities and deconstructing barriers (*e.g.*, explaining existing services and programs to students of color), rather than creating positive policies and practices aimed at recognizing and embracing unique experiences and rendering services in a manner that addresses those differences.

To understand how identified policies and practices work and affect student experience, ACLUM met with undergraduate, graduate, and professional-level students at Harvard University, Greenfield Community College, and Bunker Hill Community College, among other institutions. Unfortunately, the coronavirus pandemic halted meetings with additional students.

These conversations with students, the college and university survey responses, the aid of police reform experts, and independent research (*see* “Selected Sources”) helped inform our policy recommendations. These recommendations also drew upon the institutional expertise of the ACLU, ACLUM, and Bridgewater State University. Subsequently, the recommendations were revised during the national conversations around policing that occurred in the wake of the police killing of George Floyd.

### *Approach for Adopting Recommendations*

This model policy proposes statements of principles and recommendations, coupled with guidance on best practices to implement each recommendation.<sup>1</sup> We encourage institutions to adopt these recommendations with the understanding that there is no “one-size-fits-all” solution to these issues. We recognize that differences in setting (*e.g.*, residential versus non-residential campuses), location (*e.g.*, urban versus remote), and other factors may make wholesale adoption impossible. It is up to each institution to determine how best to adjust and adopt this model to fit their own structure and needs.<sup>2</sup> The recommendations offer a framework on which to build a racially just policing model. The “best practices” go one step further; they provide a roadmap for implementing each recommendation and should form part of the policies and procedures of each institution’s campus safety plan.

Our recommendations center on the following themes:

- *Community-driven policing.* The needs of the community must inform how public safety departments operate on campuses. This can only be achieved through continuous, open dialogue with community members. At colleges and universities, the need for community-driven policing is especially acute because those communities will continue to change with each new generation that matriculates through the institution. Institutions must establish systems to ensure that policing addresses current community members’ needs and expectations.
- *Establishing community expectations.* University and college police departments must clearly articulate their purpose/mission to the campus community. Police should not aim to monitor or intervene in every dispute; their services should be limited to situations involving risks of physical harm to other person(s). This must be effectively communicated to the community, who should likewise be informed about what steps the police will take when activated—from the information that dispatch will solicit from a caller, to the department’s post-encounter reporting systems.

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<sup>1</sup> Although some colleges and universities have their own police departments, others do not. As explored below, this document is not intended to encourage or affirm the creation of police departments nor the stationing of police officers on college and university campuses.

<sup>2</sup> This model of adapting the policy recommendations to fit individual institutional needs follows the approach taken by, and accordingly borrows language from, the Mass. Board of Higher Education in its 2016 report “Securing Our Future: Best Practice Recommendation for Campus Safety and Violence Prevention.”

- *Transparency.* A lack of information about the operation of police departments allows dis-information and mistrust of police to fester. Community members must have access to the information necessary to determine whether police are working in a racially just manner. Police must also evaluate their own actions to be able to identify issues as they arise and appropriately address them. This internal evaluation should consist of regularly collecting and reviewing relevant data, as well as providing bias training. This training should establish expectations that will, in turn, be incorporated into performance reviews. Further, police should not be expected to police themselves but rather should establish a commission made up of students, staff with subject-area expertise, and administrators to receive input from the community.
- *Reckoning with the history of policing.* Police must reckon with the history of how modern policing was formed (*i.e.*, an outgrowth of ‘slave patrols’ and a mechanism to control new immigrant populations) and the discriminatory manner in which police have operated in communities of color from slavery to mass incarceration. That history and that reality affects the success of policing on campuses; it should not be ignored. Police should work towards establishing professional relationships with community members, remaining open and providing answers to questions about stops and other actions.

We hope that institutions—especially those that may not be able to adopt fully the recommendations—will use these themes, as well as the principles articulated throughout the report, as guideposts on their path to change. We hope aspects of this report will inform agreements (including contracts, mutual aid agreements, and memoranda of understanding) that institutions enter into with any municipal or private police forces that provide services to their campus, including by having any such agreements informed by, evaluated, and discussed with community members. Specific proposals notwithstanding, this policy ultimately aims to point institutions in the right direction: achieving more welcoming and supportive campus communities, and lessening the occurrence and impact of biased incidents such as racial profiling.

These recommendations require varying levels of effort to implement. Some will demand additional funding, such as the development of a mental health services department or the restructuring of existing mental health services to operate as a first responder team. Some will require policy changes or program enhancements, such as training and awareness, that will rely on leadership, coordination, and nominal financial resources. Most, however, should not require increased funding. Instead, the recommendations are intended to take advantage of the college and university setting, drawing on the availability of faculty experts or relevant courses. Moreover, creative solutions and budget re-prioritization may go a longer way towards implementing the policies than increased funding. What this report strives to do by presenting the recommendations in this manner is outline options, reiterating that one size does not fit all; it does not fit all campus needs, institutional structures, or budgets and resources.

Importantly, ACLUM re-emphasizes that before enacting these recommendations, institutions should determine—in collaboration with their community members—what form campus public safety should take, and whether the maintenance of a police department, or the stationing of officers on their campus, is appropriate for their community. If an institution and its community decide to have police on campus, these recommendations offer a way forward for administrators to maximize a safe living and learning environment.

Sincerely,

American Civil Liberties Union  
Foundation of Massachusetts, Inc.

***THIS DOCUMENT RENDERS NEITHER LEGAL ADVICE NOR LEGAL GUIDANCE.***

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## *College and University Support for Police Reform Initiatives*

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### **Overarching Principles for College and University Support for Police Reform Initiatives**

The university or college should commit to the following principles:

1. The purpose of the police department is, fundamentally, to ensure the physical safety of all community members equally and to respond where there exists a risk of violence or physical harm to members of the campus community; the engagement of police services should be limited to its purpose.
2. Colleges and universities should prioritize and protect the mental and emotional health of their students and other members of their community. The use of police officers to respond to mental and behavioral health crises and persons dealing with substance-use issues is generally inappropriate.
  - a. Police are not mental health counselors, and despite best intentions, few police officers have the comprehensive training and skills needed to provide an ideal response to mental and behavioral health and substance-use related crises. Institutions should refrain from burdening the individual suffering the crisis with having to effectively communicate with, work with, and navigate help from an armed law enforcement officer.
  - b. Universities and colleges have obligations under the U.S. and Massachusetts Constitutions, as well as the Americans with Disabilities Act, to take into account a person's physical and mental disabilities when setting policy, when effecting arrests, and during other police encounters.<sup>3</sup> This obligation extends to the police that the institution employs or whose services it contracts.
  - c. Universities and colleges should develop support services and allocate resources, as needed, to proactively address the conditions that give rise to public safety issues such as widespread mental health problems on campuses.
3. Due to officers' unique role as first responders to violent or dangerous activity, the use of officers to arbitrate trivial disputes or disagreements over university resources (*e.g.* disputes over room reservations, noise complaints, lunchroom etiquette, or annoying behavior) or to settle other non-violent disputes may be inappropriate. Those calls for service would be best handled by professionals specifically and specially trained to de-escalate, negotiate, and resolve the behavior in question.
4. Universities and colleges should understand and continuously monitor how their police department interacts with students and other members of the community through the collection and analysis of data. They should also monitor how the department is perceived by students and other community members.

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<sup>3</sup> See, *e.g.*, *Gray v. Cummings*, 917 F.3d 1 (1st Cir. 2019).

## **Recommendation #1: Community Mental Health and Support Services Department**

*Guiding Principle: To the greatest extent practicable, police should act only as protectors of physical safety; as a matter of policy, police should not be used as first responders to engage with individuals experiencing a mental or behavioral health crisis or other non-violent issues where there is no reasonable basis to conclude that the individual poses a threat of harm to another person.*

### **Best Practices:**

1. The college or university's first responder services should include a community mental health and support services team of social workers (or their equivalent), clinicians, and other (non-law-enforcement) staff advisors. This team should operate independently of the police department.
2. The community mental health and support services team should have a dedicated, separate phone line and email account that community members may use to obtain mental health and support services.
  - Communications received through the dedicated phone line and email account should neither trigger police response nor result in a police report or after-incident involvement by the police department absent specific allegations involving a risk of physical harm to another person.
3. Absent a report of violence or of a non-speculative risk of physical harm to another person, calls for service involving mental or behavioral health or substance-use issues should be referred to and handled by officials in the community mental health and support services team.
4. Absent a report of violence or of a non-speculative risk of physical harm to another person, complaints about student-life activities (such as noise complaints) should be referred to and handled by officials in the community mental health and support services team.
5. Where there is a report of violence or of a non-speculative risk of physical harm to another person, and the person exhibiting the reported behaviors has known or suspected mental or behavioral health or substance-use issues, officials in the community mental health and support services team should respond in order to support and guide police officials at the scene.
6. When responding to calls and complaints alone, community mental health and support services officials should be empowered to call in police as backup when needed but retain control of the scene even after police arrive. When called, officers should engage only when necessary to prevent imminent, physical harm to another person or, within the officer's discretion, at the request of the responding community mental health and support services official.

## **Recommendation #2: Community Advisory Commissions**

*Guiding Principle: While acknowledging their own expertise, experience, and dedication to the equitable administration of its services, police departments should be accountable to, learn from, collaborate with, and respond to the needs of the constantly changing and diverse campus community.*

NOTE: ACLUM understands and acknowledges varying opinions about the college or university administration's role in the daily operation of the police department. Some experts and scholars believe that administration should actively monitor and oversee the department's operation because a department should not be expected to police itself and should be held to account by a neutral, external party. But some experts and scholars believe that the department should act independently in order to alleviate the risks and appearance of police acting as a force of social control or to enforce certain standards of behavior. In recognition of these different views, we present two alternative best practices for implementing this policy recommendation. These approaches are not contradictory; both affirm the need for community input and a regular review of data for disparities with the aid of a third party. They differ as to who convenes the group, and what powers the group possesses to investigate allegations or patterns of misconduct. ACLUM recommends that universities and colleges implement Option 1. However, we recognize that, in addition to the aforementioned concerns, certain structural or contractual obligations may make Option 2 more feasible.

### **Option 1: Oversight Committee**

#### Best Practices:

1. Police departments should not be independent of or operate separately from the university/college administration. Police departments exist to serve the campus community, and their effectiveness depends on the support and cooperation of that community.
2. Much as municipal officers are responsible to the town or city's governing structure, a college/university administrator who directly reports to the president/chancellor (such as a vice-president of student affairs) should have the responsibility of acting as an external force of accountability for the police department and monitoring its behavior.
3. Whichever administrator has charge of maintaining the external accountability of the department should establish a formal community oversight commission to assist the police department in developing crime prevention strategies and policies as well as identifying and addressing known or perceived policing issues.
4. The commission should develop a mechanism to solicit regular feedback from community members at large, such as surveys or town halls, about what their safety needs and concerns are, including concerns about fair and impartial policing (*see* Recommendation no. 4). This feedback should be used to inform policing priorities and to reform policy or practices.
5. The commission should regularly and independently review the police department's data for issues of racial disparity in police encounters or actions, as well as received complaints (including the manner of their disposition) for common allegations or serious charges, including but not limited to racial bias or profiling. If any disparities or issues are found, the commission should conduct an investigation and develop solutions or recommendations, including revisions and/or modifications to existing policies or proposing new policies, for review by the department chief and administrator in charge of maintaining the external accountability of the department. Any findings and recommendations should be made publicly available and published on a website maintained by the department.
6. The commission should—at a minimum—include the chief of police, the university official in charge of maintaining the external accountability of the department, at least two students, two members of faculty with expertise in criminal justice or related topics, and two staff members. The university or college should consider adding a representative of advocacy organizations active on their campus. The commission should meet regularly, not less than twice each academic term.

### **Option 2: Advisory Group**

#### Best Practices:

1. Police departments should not be independent of or operate separately from the university/college administration. Police departments exist to serve the campus community, and their effectiveness depends on the support and cooperation of that community.
2. Much like municipal officers are responsible to the town or city's governing structure, a college/university police department should report directly to the president/chancellor, or another administrator who directly reports to the president (such as a vice-president of student affairs). The president/chancellor or alternate administrator should have the responsibility of overseeing the police department.
3. The police department should be advised by a formal community advisory group. The group should assist the police department in developing crime prevention strategies and departmental policies, as well as providing input on known or perceived policing issues.

4. The advisory group should develop a mechanism to solicit regular feedback from community members at large, such as surveys or town halls, about what their safety needs and concerns are, including concerns about fair and impartial policing (*see* Recommendation no. 4). This feedback should be used to inform policing priorities and to reform policy or practices.
5. The advisory group should regularly review the police department's data for issues of racial disparity in police encounters or actions. If any disparities are noted or found, the advisory group should assist in the development of solutions or recommendations when appropriate.
6. The advisory group should include the chief of police and representatives from each segment of the university community, including students, faculty, staff, and advocacy organizations. The advisory group should meet as regularly as possible, preferably not less than twice each academic term.

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## *Building Trust & Legitimacy*

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### **Overarching Principles for Building Trust and Legitimacy within the Campus Community**

The police department should commit to:

1. Being rooted in just and equitable practices for the good of everyone in the community.
2. Understanding and continuously evaluating its impact on the community in order to eliminate racial and other biases—whether perceived or actual—and ensuring that the department is meeting the community’s needs and expectations.
3. Providing accountability and fostering integrity among officers in their dealings with colleagues and the college or university community in order to, in part, establish social trust with the community.
4. Eliminating discrimination in policing.
  - a. Departments should adopt and enforce policies explicitly prohibiting racial profiling and discrimination based on an individual’s or community’s actual or perceived race, color, ethnicity, gender identity or expression, sex, sexual orientation, disability, age, national origin, socioeconomic background, immigration or citizenship status, and/or other immutable characteristic(s) or physical trait(s). Profiling may be intentional or evidenced by statistically-significant data showing disparate treatment.
    - Any departmental activity undertaken for the purpose of investigating or deterring unlawful conduct, or for rendering aid, should be justified by a legitimate public safety objective, *e.g.*, prevention of violence or physical harm.
    - No police action may be justified on the basis of a person’s or community’s actual or perceived race, color, ethnicity, gender identity or expression, sex, sexual orientation, disability, age, national origin, socioeconomic background, immigration or citizenship status, and/or other immutable characteristic(s).
    - Race or ethnicity may appear in a timely, reliable, and detailed physical description of a person suspected to have committed a particular crime and may—in combination with other factors—inform an officer’s analysis of which individual(s) matches the detailed physical description obtained. However, these characteristics may not be the only factors leading to the enforcement action or engagement.
  - b. Racial profiling has placed communities of color in fear of unjustified or harmful police actions and has created barriers between police departments and the communities and individuals they serve.
    - Racial profiling and discrimination alienate communities from law enforcement and cause law enforcement to lose credibility and trust with people they are sworn to protect and serve. Lack of trust can lead to the underreporting of crime and reduced cooperation with investigations.
    - Even where such barriers to trust, legitimacy, and effective policing are historically rooted and not necessarily due to the actions or inactions of a particular college or university’s police department, that department must still work to overcome these barriers if they are to equitably serve all within their community.
    - People must be able to rely on the police to protect them from harm and should expect officers to promote fairness and justice.
5. Providing service with objectivity and in an equitable manner that respects and addresses the diverse and dynamic needs of members of the campus community. This service should be conducted with honesty,

integrity, transparency, and fairness, fulfilling commitments in good faith and with the highest level of responsibility and accountability.

- Law enforcement officers should strive to learn from and adapt their practices to best serve the broad range of races, genders, sexual orientations, languages, disabilities, life experiences, and cultural backgrounds present in the campus communities they serve. That goal can be achieved, in part, through the activation of community-driven policing principles, such as meeting with student groups, establishing advisory committees, and soliciting regular feedback from community members through surveys, complaint procedures, or other processes.

### **Recommendation #3: Mission or values statement(s)**

*Guiding Principle: The department should adopt a mission statement that guides the practices of its officers and department, focusing those practices on protecting community members' physical, emotional, and psychological safety in an anti-bias and equitable manner.*

#### **Best Practices:**

1. The mission or value statement should emphasize every officer's responsibility to conduct themselves in a manner that safeguards and prioritizes the well-being of the students, staff, faculty, and guests.
  - As the Massachusetts Supreme Judicial Court has recognized, police officers occupy positions of special public trust. *Bos. Globe Media Partners, LLC v. Dep't of Criminal Justice Info. Servs.*, 484 Mass. 279, 292 (2020). "By assuming their unique position of power and authority in our communities, police officers must comport themselves in accordance with the laws that they are sworn to enforce and behave in a manner that brings honor and respect for rather than public distrust of law enforcement personnel." *Id.* (quoting *Police Comm'r of Boston v. Civil Serv. Comm'n*, 22 Mass. App. Ct. 364, 372 (1986)). "In accepting employment by the public, they implicitly agree that they will not engage in conduct which calls into question their ability and fitness to perform their official responsibilities." *Id.*
2. The mission or value statement should commit the department to providing anti-biased, high-quality service to every community member without reliance on an individual's or community's actual or perceived race, color, ethnicity, gender identity or expression, sex, sexual orientation, disability, age, socioeconomic background, national origin, immigration or citizenship status, and/or other personal characteristics non-determinative of criminal activity to justify or determine the appropriateness of the policing action.
3. Officers should understand how police encounters can affect individual community members' emotional and psychological well-being, particularly those persons from communities of color and historically underrepresented and over-policed groups.
  - Officers and department personnel should seek to understand how the historical roots and evolution of policing in America (and particularly the history of violence against communities of color) has left many individuals in fear of, or with a mistrust towards, police officials.
  - Officers should not try to overcome these tensions and mistrust through the use of force or oppressive tactics but through equitable policing practices, perseverance, and patience. Racism is a public health issue that affects a person's sense of well-being and safety within a community and may impact their interactions with certain authorities. Officers have an obligation to account for a person's mental health in their interactions/encounters.
4. The mission or value statement should balance officers' role to protect people and conduct investigations with their role as community partners and public servants.
  - By recognizing the need to serve as community partners, departments are not choosing equity over effectiveness; rather, departments are choosing to achieve effectiveness through equity. Policing objectives are more easily obtained through collaboration with the community which can only be achieved through transparency and the trust created by the equitable administration of police services.
  - Officers should be empowered to act in their role as community partners by being encouraged and trained to resolve conflict without resorting to force or arrest.

**Examples:**

- The mission of the [name of College or University] Police Department is to work collaboratively with the [name of College or University] community to (1) facilitate a safe, welcoming, and supportive educational environment for all students, faculty, staff, and visitors to the campus, (2) protect public safety in a manner respectful and best-suited for the protection of the physical, emotional, and psychological well-being of all whom we serve and which acknowledges the historically rooted tensions between police forces and communities of color, and (3) provide quality service to all. Our officers and staff are expected to treat all whom they serve with equal courtesy, professionalism, dignity, and respect while providing the highest quality of service in their daily interactions with members of the [college/university] community and the broader community.
- The [name of College or University] Police Department is dedicated to working collaboratively with the campus community in order to create an environment that offers physical, emotional, and psychological safety, a welcoming and supportive culture, and a climate of equity and belonging for people of all backgrounds while acknowledging the historically rooted tensions between police forces and communities of color.

**Recommendation #4: Fair and impartial policing**

*Guiding Principle: Law enforcement agencies cannot form productive relationships with the communities they serve if community members do not believe that the agency is working fairly and equitably to protect their civil rights and civil liberties.*

**Best Practices:****(A) Consensual Encounters and Individualized Suspicion**

1. Before an officer initiates an encounter with an individual, the officer should ask themselves the following:
  - a. Setting aside the individual's physical appearance, what specific *behaviors* is the individual exhibiting that rouse my suspicion?
  - b. If a member of my family or a close friend exhibited those same behaviors, would those behaviors similarly rouse my suspicion?
  - c. Do those behaviors make me believe that this human being poses a risk of violence or physical harm?
  - d. Who, specifically, would be physically harmed by this behavior? How?
  - e. Are other individuals in the immediate vicinity exhibiting those same behaviors such that the behaviors are indicative not of crime but of a shared activity, such as dancing, or community norm?
2. In almost all circumstances, an officer should not initiate an encounter with an individual or group when the hunch or suspicion is based upon that individual's or group's actual or perceived race, color, ethnicity, gender identity or expression, sex, sexual orientation, disability, age, socioeconomic background, national origin, immigration or citizenship status, and/or other immutable characteristic(s) or physical trait(s).
  - When evaluating whether to engage with an individual, officers should be wary of the impression that a person seems "out of place," "sketchy," "off," or as if they "do not belong." Reflexive judgments such as these are often influenced by implicit views about race, and do not refer to an individual's behavior. As such, these judgements alone should not determine whether an officer initiates an encounter.

**(B) Probable Cause or Reasonable Suspicion**

3. As required by law, enforcement actions (such as detentions, traffic and other stops, arrests, searches and seizures, etc.) should be based on reasonable suspicion or probable cause as supported by articulable facts, circumstances, and conclusions, and based upon an individual's behaviors.
4. Absent a timely, reliable, individualized, and detailed physical description of a person suspected to have committed a particularized crime, a person's race or ethnicity is never a relevant factor in determining whether there is probable cause or reasonable suspicion that a crime has been or is being committed.

5. Police officers may take into account reported race or ethnicity only when:
  - a. based on credible, reliable, locally relevant, temporally specific information
  - b. that links a person of specific description to a particular criminal incident or incidents and
  - c. is combined with other identifying information.
6. Race or ethnicity should not be used in a suspect description in most circumstances.
  - a. Suspect descriptions, especially (but not exclusively) when broadcast to the campus community, should contain specific, physical descriptions of a person suspected of a crime where relevant. Police departments should not broadcast or use non-descript descriptions such as “Black male in a white t-shirt.” Those types of descriptions do not contain enough information to be helpful in identifying an individual, and they also have the adverse effect of casting suspicion on an entire group as almost any group member may fit generalized descriptions.
  - b. When creating suspect descriptions, departments should ask themselves whether the description could be used to isolate a specific individual or a small group of distinguishable individuals.
  - c. Outdated and/or offensive racial terminology should *never* be used in a suspect description.
  - d. To the extent possible, descriptions such as “male with light/dark brown skin tones” should be favored over “Black male.”
7. “Black,” “African American,” “Hispanic,” and other racial or ethnic classifications are non-descriptive, generic terms applied to a wide array of skin tones; these terms do not describe a person’s physical characteristics. Thus, if a caller uses (or an incident is otherwise reported using) one or more of these generic terms to describe a person, further details, such as complexion or the caller’s reason for ascribing the person that particular race, should be sought.
  - Dispatchers, or the person taking the description, should consider asking the reporter/caller questions like “I heard you describe the individual as ‘Hispanic,’ could you explain why you think the individual is Hispanic?” or “I understand that you believe the individual was Middle Eastern, could you tell me why? What specifically did the individual look like?”

### (C) Police Encounters

8. Whenever possible, officers should prioritize de-escalating a situation and ensuring the physical and emotional safety of the individual with whom they engage. This could mean using effective communication techniques to establish a rapport with individuals, like asking questions and providing answers to questions when posed.
9. When initiating an encounter, officers should identify themselves, whenever possible, by their name, rank, and command (as applicable). When concluding the encounter, officers should, whenever feasible, provide that information in writing to individuals they have stopped, along with an incident number and the reason for the stop.
  - For example, law enforcement officers could carry business cards containing their name, rank, command, and appropriate contact information. This would allow individuals to offer suggestions or commendations, or to file complaints with the appropriate individual, office, or board. These cards would be easily distributed in all encounters.
10. If it is safe to do so, officers should, during an encounter, tell the individual in question why they were stopped and/or searched.
11. Officers should not react negatively to questions regarding the legitimacy of a stop or interaction. If an individual expresses nonviolent discontent or dissatisfaction, officers should not attempt to quash that expression through shows of force. Officers should be polite and courteous above all, and should de-escalate situations peacefully and respectfully.

12. The use of force—including frisks, searches, and arrests—is never justified by an individual’s engagement in protected speech, including speech perceived as disrespectful, discourteous, or provocative. Use of force is only appropriate where necessary to (i) effect the lawful arrest of a person; (ii) prevent a person’s escape from lawful custody; or (iii) prevent imminent physical harm to a person.
13. Similarly, the show of force is not justified by an individual’s engagement in protected speech and is appropriate only where necessary to (i) effect the lawful arrest of a person; (ii) prevent a person’s escape from lawful custody; (iii) prevent imminent physical harm to a person; or (iv) proportionately respond to or deter a credible risk of violence assessed without regard to the race of those engaging in protected speech.

#### (D) Post-Encounter Reports

14. Following every officer enforcement action or encounter—including consent encounters, stops, and searches—the officer should appropriately document the incident, clearly identifying the basis for the action including the specific articulable facts and circumstances providing reasonable suspicion or probable cause or supporting the officer’s hunch. Such documentation should notate the perceived and/or actual race and sex of the individual, the location of the interaction, whether any search was conducted, and whether any contraband was recovered as a result of the search.
  - Note: Under Chapter 228 of the Acts of 2000, most public colleges and universities created systems by which to record traffic stop data. Any record of other police-community interactions can build on these systems and gather the same or similar information as what is or was collected during traffic stops.
15. The police department should regularly (ideally, once per semester) conduct a review of each officer’s encounter documentation to ensure compliance with the prohibition on racial profiling (which has been defined to include a statistically-significant showing of disparate treatment as evidenced by relevant data) and reporting requirements. Those findings, together with the raw data, should be reported to the community advisory commission and the university administration.
16. At least annually, the police department should review and analyze the entire department’s encounter documentation to look for any racial disparities. Those findings, together with the raw data, should be made public and reported to the community advisory commission and the university administration.

#### **Recommendation #5: “Suspicious” activity or person calls**

*Guiding Principle: Police should strive not to act as arbiters of non-violent disputes between individuals or groups. In those situations, community mental health and support services officials should be deployed as appropriate to the situation. Accordingly, police should respond to calls about suspicious persons or activities only if a need for the deployment of police services is identified.*

#### Best Practices:

##### (A) Informing the community when to contact police

1. A policy should be available on the department’s website and in other prominent places, providing guidance (including examples) about when individuals should contact the police, and when they should contact other first responder services, such as community mental health and support services. Departments should strive to communicate this policy (in-person or via written material) during every first interaction between the university or college and its students, faculty, or staff (e.g., new student or staff orientation).
  - Community members should have the information necessary to not only access emergency services but also understand what type of response they may expect. To the extent possible, departments should inform the community about what actions the service department will take to resolve the issue, including practices employed when an individual poses a threat to the safety of themselves or others. Any policy should also include information about what students can expect when police receive reports of an off-campus incident involving a student or other community member.

- The policy should provide clear guidance as to what behaviors or activities are considered “suspicious” (or indicators of a risk of physical harm to another) and thus warrant police intervention.

Example:

“What is Suspicious Behavior?”

The police department receives numerous complaints about suspicious activity. Sometimes, callers are unable to identify what is suspicious about a person. Without more, it is our general policy not to respond to such calls because often the person about whom a concern is filed is perhaps walking late at night alone on campus and is here for legitimate purposes like visiting a friend or attending an event.

However, there are specific actions someone might be taking that could be an indicator that the person is about to commit a crime or harm another person. If you see something like the behaviors listed below, please call the college/university police:

- Anyone randomly trying doors to see if they are locked
- Unusual noises like screaming, yelling, gunshots or glass breaking
- Leaving packages, bags, or other items behind

2. Whenever possible, calls or reports about non-violent activities (or activities for which there is no reasonable basis to believe the activity poses a threat to the physical safety of another person) should be forwarded to other applicable university departments, such as residence life, community standards, or community mental health and support services.

(B) Dispatchers (or their equivalent)

3. Dispatchers must gather sufficient information from callers to ensure that police response, if warranted, is based on reports of an individual’s behavior, rather than their appearance.
  - It is important that dispatchers be trained to, and know how to, question callers in order to obtain detailed information about the suspected crime witnessed as well as about any individuals suspected of being connected.
  - For example, as part of an investigation into an incident in which police were called on a Black student, dispatchers reportedly informed investigators that they understood that they were not meant to “ask ‘what’s suspicious’ or ‘grill’ a caller on ‘particulars’” for fear that the caller would feel “uncomfortable” or “offended.” This mentality places the burden of proof on the targeted individual, who should enjoy a presumption of innocence and the free exercise of their liberty without undue government interference.
  - As provided below, there should be protocols dictating the level of inquiry expected of dispatchers in “suspicious person” or “suspicious activity” calls.
4. Dispatch procedures should include the following steps:
  - Use a recorded line, if available, so that the information gathered can be accessed at a later time, if needed.
  - Obtain the location of suspicious activity. Determine whether the location is in a building or area that is closed, locked, after hours, or otherwise not intended to be occupied. Such a determination may aid in the assessment of whether the activity reported is suspicious and whether an officer response is warranted.
    - For example, a report of a person sleeping at a library desk during the library’s open hours is not in and of itself suspicious; nor is a report of a person innocuously eating lunch in a dormitory which requires ID access when there is no evidence of lock tampering.

- Determine from the caller the specific *behaviors* that are considered suspicious. Dispatchers should ask questions designed to elicit information about whether the caller believes that the individual poses a risk of physical harm to another person and, if so, why. Gathering sufficient details will also help aid the officer’s independent assessment of a situation when responding.
  - o Without more, the caller’s judgement, or their labeling of a person or unspecified behavior as “suspicious,” is insufficient justification for dispatching an officer to a scene.
  - o Use of phrases such as “out of place,” “looks sketchy,” “seems off,” or “does not belong” may involve judgments that are influenced by the caller’s explicit or implicit views about race. These kinds of phrases do not, by themselves, indicate that the person in question, or their behavior, is actually suspicious.
- Obtain a full description of the involved parties, including apparent gender, height, weight, clothing, physical characteristics, such as skin tone or complexion, and description of features.
  - o If a caller describes an individual as “Black,” “Hispanic,” “Latino,” or other generic racial terms, dispatch should ask follow-up questions such as “Could you describe the individual’s skin complexion?” The response to such questions should not factor into the assessment of whether police response is warranted.
- Once sufficient details are collected from the caller, the following responses are recommended:
  - o If the behavior is threatening or violent to others, notify officers immediately.
  - o If the behavior is not threatening or violent, ask the caller to explain why the activity appears to be suspicious. If warranted, report the behavior to the community mental health and support services team.
  - o If, after further questioning, the caller offers no information that provides an objective, reasonable basis to believe that a crime has been or is being committed and the dispatcher believes—based on objective information—that there is no risk of harm to others, and thus no immediate need for a law enforcement presence or inquiry into the situation, the caller will: (1) be advised to call later if something else occurs; (2) be provided with examples of scenarios that constitute suspicious behavior; (3) be informed that a shift supervisor will be in contact at the first opportunity. If however, the caller insists that a police presence is needed after being provided this additional information, officers should be notified. In any case, the shift supervisor should be immediately informed of this interaction and outcome and be expected to participate in the decision-making.\*\*
- In all situations, dispatch should attempt to obtain the caller’s name and callback number for follow-up by officers or other officials.
- Dispatchers should also enter the call into the dispatch log, with all known and relevant information, to be subsequently updated with the officer’s response and findings.

\*\*NOTE: Police departments should consider the circumstances under which a legal obligation to respond to calls or tips of suspicious activity may arise. The Massachusetts Supreme Judicial Court (SJC) recently reaffirmed that the special relationship between a university/college and its resident students may, in certain circumstances, create a legal duty to protect students from the criminal acts of third parties. *Helpman v. Ne. Univ.*, 485 Mass. 308, 316 (2020) (quoting *Mullins v. Pine Manor College*, 389 Mass. 47, 52-53 (1983)) (university’s duty to protect their resident students is “grounded both on the ‘reasonable expectation, fostered in part by colleges themselves, that reasonable care will be exercised to protect resident students from foreseeable harm’ and the observation that universities ‘generally undertake voluntarily to provide their students with protection from the criminal acts of third parties’”).

While this document renders neither legal advice nor legal guidance, ACLUM notes that in delineating the scope of this duty to protect, the SJC wrote that the “foremost” consideration “is whether a [college/university] reasonably could foresee that [it] would be expected to take affirmative action to protect the [student] and could anticipate harm to the [student] from the failure to do so.” *Helpman*, 485 Mass. at 319 (quoting *Irwin v. Ware*, 392

Mass. 745, 756 (1984)). “[I]his duty hinges on foreseeability.” *Nguyen v. Massachusetts Inst. of Tech.*, 479 Mass. 436, 455 (2018); *see also Helfman*, 485 Mass. at 321 (quoting *Mullins*, 389 Mass. at 56) (“A university’s duty to protect its students extends only to those harms which, based on ‘an examination of all the circumstances’, were reasonably foreseeable at the time.”). The Court further wrote, analyzing the duty in the context of a danger created (at least in part) by students’ alcohol consumption, “This duty is limited in several important respects. It applies only when a university is already aware that a student is at imminent risk of harm. . . . Equipped with such knowledge, a college or university merely must act reasonably under the circumstances. In some cases . . . , a reasonable response will include doing little or nothing at all, while in others, calling for medical or other forms of assistance might be warranted.” *Helfman*, 485 Mass. at 321. This document was drafted with consideration of these legal obligations, *see Nguyen*, 479 Mass. at 456 (“[r]easonable measures by the university to satisfy a triggered duty will include initiating its . . . protocol”), but ACLUM cannot represent that following this recommendation will be sufficient to satisfy the duty.

Departments should note, however, that liability for initiating encounters based on an individual’s race, ethnicity, national origin, or other protected characteristics is clearly established. *See, e.g., Commonwealth v. Long*, 485 Mass. 711, 717 (2020).

### (C) Officers

5. When responding to calls about “suspicious” persons or activities, officers should:
  - Ensure that all the information needed to be able to investigate the matter appropriately has been obtained (*e.g.*, full descriptions, vehicle involved, and what behavior is creating concern). Request additional information as necessary.
  - Exercise independent judgment and investigate whether the caller’s understanding of the situation was accurate. Officers should consider the following when determining whether a response is appropriate:
    - o Does the person match the specific and individualized description given by the caller?
    - o Does the person appear to be creating a safety hazard, exhibiting violent behavior, or carrying a weapon? Would my engagement be reasonable under the circumstances and based upon my own observations?
    - o Is the person exhibiting suspicious behavior?
    - o Is the person authorized to be in that space at that time?
  - If the caller does not or did not indicate that violent behavior or a weapon is involved:
    - o Consider approaching the area from a distance to observe the situation and determine what response, if any, is necessary. Officers, however, should be aware that being seen observing a group or person may heighten tensions or fear or give rise to claims of profiling or bias; sufficient information should have been gathered by dispatch to justify this observation. In these circumstances, an officer should determine whether direct engagement is preferable over observation.
    - o After careful observation and consideration of the totality of circumstances, the supervisor or officer, depending on department policy, may choose not to engage. Officers should consult a shift supervisor as necessary or report the decision to the shift supervisor as required by department policy.
  - If an officer independently decides that engagement is necessary, the officer should not rush to approach, unless it is determined that the person’s behavior poses an immediate safety concern. The officer should approach in a respectful, non-accusatory manner by:
    - o Respectfully greeting the person and calmly letting them know that the officer is responding to a report of suspicious activity.
    - o Politely asking for the person’s identity, and if the individual refuses, explain why the request for identity is being made.

- (If the complaint is determined to be unfounded and an officer has engaged with the person who is the subject of the report) expressing appreciation for the person's cooperation and respectfully explain that no further action is necessary.
  - a. After engaging with a person, officers should be sure to provide their name, rank, and command (as applicable). Whenever feasible, they should also provide that information in writing, along with an incident number and the reason for the stop.
  - b. Officers should, if reasonable, include in their post-encounter report or report to their supervisor what, if any, additional information could have been collected by the dispatcher prior to the deployment of the officer.
- If any aspect of the encounter suggests to the officer the possibility that the caller reported the individual due to the individual's race, ethnicity, religion, or other status (even if the caller did not reference race or other status), the officer should notify their appropriate supervisor(s) to determine appropriate next steps. Next steps may include, for example, notifying the college or university's senior administration, or re-evaluating dispatch protocols.

### **Recommendation #6 Proactive engagement**

*Guiding Principle: To emphasize its role as community partners and public servants, officers should seek to learn from community members and thereby be responsive to their policing needs and preferences. Officers should not impose upon communities, but rather work with them to create a safe and supportive learning environment.*

#### Best Practices:

1. Departments should make community engagement a core feature and element of their operational philosophy. This means that the department must establish an expectation that all staff behave in a manner, and engage in activities, that support community engagement.
  - Operational philosophy is defined as “the basic fundamental beliefs, concepts and principles that, when operationalized, guide staff behavior and organizational performance.”
  - The ‘goal’ of community engagement is to create a sense of trust between officers and community members. However, departments should be mindful that the best way to build trust is for departments to operate in a nonbiased manner.
2. Community engagement should be carried out across every segment of the college or university community, including people of diverse faiths, races, ethnicities, cultural identities, national origins, gender identities or expressions, sexual orientations, disabilities, and socio-economic backgrounds. Departments should brainstorm and work with the college and university's office of diversity and/or student affairs to address any barriers to community engagement.
3. Departments should make available police interaction surveys on their website (or notify the community via a posting in a prominent place) and provide a form in the department's office that allow the public to provide feedback on officer interactions. Such surveys should be regularly reviewed and findings addressed with identified officers.
  - The surveys should allow the submitting individual to elect whether they want to receive information about the resolution or outcome of their survey/form and, where elected, such outcome information should be promptly provided to the individual by the department.
4. Departments should set measurable goals and performance indicators for community engagement and track the outcome.
  - All officers' performance should be evaluated in part based on their efforts to engage community members, the partnerships the officer builds, and student evaluations/complaints/commendations.
  - All officer job descriptions should establish an expectation that they carry out racially just policies such as these. The descriptions should convey that officers will be evaluated based on their adherence to these policies.

- Departments should conduct surveys with the community at the end of each academic year that focus on the department's community engagement and outcome goals. Recording outcomes allows a department to assess what is and is not working in its engagement model. Departments should consider using student groups and other community organizations to distribute and collect the surveys.
5. Department personnel should have, as a command-level position, a dedicated full-time community engagement officer or specialized community engagement team. Their responsibilities should include being responsive to community needs, engaging with members of the community to explore and create new program opportunities and awareness campaigns, and being a direct, dedicated liaison to the community.
- The goal of this position or team is to learn the policing needs of the diverse range of campus community members in order to ensure that the operation of the police department is responsive to (and not averse to) those needs.
  - The position of community engagement officer should be filled by someone with plans to remain employed by the department long-term.
  - Those filling this/these positions should have a demonstrated commitment to and expertise (as opposed to general or broad support of values) in serving members of diverse groups.
  - Officers in this role should be clear that they are not acting as a surveillance or intelligence gathering unit to aid in the prosecution or investigation of a community, group, or specific persons. Any intelligence gathering done by these officers should focus on learning the needs of a community or group in order to aid the operations or performance of the department in responding to those needs. Community members should be able to trust that these officers' only motive is improving relationships between the community and the department, thereby improving quality of life at the campus.
  - The goals of community engagement should be clearly communicated and transparency prioritized. This means announcing to the community the creation of any program or designation of an officer for the purposes of community engagement.

NOTE: Officers should strive to positively engage with the community as members themselves of that community; however, the presence of a uniformed officer will not be appropriate or wanted at every event. In those situations, the officer's uniform will act as a barrier to positive engagement, and students may choose not to invite officers into those spaces as a result. Such exclusion decreases the effectiveness of policing, and departments should assess whether the community engagement officer should be a non-sworn position. This is not to imply that officers should be ashamed of wearing the badge or uniform, but it is to say that the needs of the community should be placed in front of that pride. And due to the historic role of and tensions with policing in communities of color, departments should not expect that community members can or will set aside their fears and mistrust.

6. Community engagement works best when officers maintain their professional relationship with students and do not operate as, or refer to themselves as, "friends" or "best friends." Such labeling can be seen as minimizing or ignoring the historic problems with policing in communities of color. Examples of positive engagement include:
- Allowing students to join in opportunities offered by the police, including ride-alongs, problem-solving teams, community action teams, and quality of life teams.
  - Inviting all student groups to meet with the department, including the chief, at the beginning of each academic year in order to foster a positive relationship with students and set the tone for future collaboration.
    - o Departments should try to meet with student groups, including affinity groups, as frequently as possible and as needed in order to maintain open lines of communication and to remain responsive to any known concerns.

- Hosting talkback sessions, either independently or in conjunction with a student organization, throughout the year that allow community members to voice concerns and for the department to provide answers or promise follow-up to those concerns.
  - o Departments should strive not to take a defensive posture during these meetings but rather be receptive to criticism and input, ensuring that community members are heard and respected.
  - o Departments should have the capacity to engage in conversations about hard topics, with respect for others and without judgment. This is important not only for building an inclusive community but for enabling the department to learn from its community and to fulfill its mission statement and the mission of the university or college.
- The chief of police holding regular community lectures and updates, which could include spotlights on the work of individual officers.

Confidential Draft

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## *Training & Education*

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### **Overarching Principle on Training and Education**

The police department should commit to:

1. Regularly and continuously training officers on bias detection and inclusivity, in order to ensure their practices reflect the expectations and generational and cultural norms of all students.
2. Teaching officers how to minimize perceived and actual discrimination or bias.

### **Recommendation #7 Regular, continuous, and relevant training**

*Guiding Principle: Officers should receive regular training on topics that prepare them to navigate and respect issues of race, gender, sexual orientation, mental health, disabilities, and other factors that may influence a person's perception of, or reception to, police.*

#### Best Practices:

1. All officers—and department personnel regularly interacting with students—should receive on-boarding and training consistent with state requirements for certification.
2. All officers should receive in-depth training each academic year and continuous training throughout the year that, at a minimum, is designed to detect and eliminate group-based bias(es) and promote understanding of, and responsiveness towards, identities and cultures.
  - a. Departments should integrate the following into their field training officer (FTO) program: bias awareness, community problem-solving, procedural justice, de-escalation and situational decision-making, language & cultural competency, managing mental health crisis, intellectual or developmental disabilities (IDD), autism spectrum disorder (ASD), and substance use disorder (SUD).
  - b. Because offensive or harsh language can escalate a minor situation, departments should underscore the importance of language used, train on what is and how to use inclusive and respectful language, and adopt policies directing officers to use inclusive and respectful language, including language respectful of transgender and gender non-conforming individuals.
  - c. Departments should work with their universities or colleges to provide officers with free access to Spanish and other language courses.
  - d. Given the nature of the campus environment, officers should receive training on how to de-escalate situations where one or more persons are under the influence of alcohol or other intoxicating substances.
  - e. Officers should regularly receive personal mental health training (at least annually), and be given tools to manage job-related stress and how to manage some community members' potential opposition.
3. Key lessons from trainings should be reinforced through performance evaluations (e.g., does the officer use gender-appropriate and culturally sensitive language?).
4. Departments should, to the extent possible and practicable, frequently evaluate the effectiveness of training programs in order to help ensure that the training is achieving its goals. Departments should also, where possible, work with academics at their institution who have relevant experience.
5. Where appropriate, members of the community should be allowed to attend and observe officer training sessions. Departments should consider inviting community members, including students, to speak during trainings on a voluntary basis and based on the expressed desires of the students or community.

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## Transparency & Oversight

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### Overarching Principles on Transparency and Oversight

The police department should commit to:

1. Ensuring that its practices align with the expectations, norms, and values of the community. Every campus community is different, and with each new generation of students, the climate, culture, and expectations will change.
2. Transparency, which promotes accountability, as well as trust within a community.

### Recommendation #8 Analyzing and disclosing encounter data

*Guiding Principle: Without regular assessment of its encounter and arrest data, a department cannot know (and community members cannot be confident) that it is engaged in fair and impartial policing.*

NOTE: There are several sources of publicly available, but incomplete, data. For example, recommendation no. 4 suggests that departments collect certain information about each encounter its officers have with community members—information that would be subject to the Public Records Law (G.L. c. 66, § 10). Under G.L. c. 41, § 98F, “each college or university to which officers have been appointed pursuant to section 63 of chapter 22C” is already under obligation to “make, keep and maintain a daily log . . . recording, in chronological order, all responses to valid complaints received, crimes reported, the names, addresses of persons arrested and the charges against such persons arrested” with exceptions. These daily logs tend to provide information about the type, date, location, and resolution of suspected or actual criminal activity on campus. Moreover, the Department of Criminal Justice Information Services (CJIS) publishes each college and university’s arrest data and breaks the data down by race, gender, offense type, and other categories. Certain crime statistics would also be available under the Clery Act, 20 U.S.C. § 1092(f) and Clery Act Reports.

This recommendation (no. 8) suggests that departments—in a manner designed to alleviate fears about or help identify racial bias in their policing and responses—aggregate, widely publish, and regularly and consistently update data on its encounters with community members. This recommendation also notes that the data should be anonymized to the extent necessary to protect student privacy. However, universities should be aware that such disclosures could be challenged on privacy grounds based on the fact that campus communities can be small and thus persons more easily identifiable based on the level of specificity in the data. *But see Student Press Law Ctr. v. Alexander*, 778 F. Supp. 1227, 1234 (D.D.C. 1991) (enjoining government from restricting university’s ability to release students’ personally identifiable information in law enforcement records under Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g). Accordingly, this recommendation attempts to respect a student’s right to privacy, which is an important but not absolute right that must be balanced against the university’s legitimate interests. *See Bratt v. Int’l Bus. Machs. Corp.*, 467 N.E.2d 126, 133-34 (Mass. 1984) (holding that, under Massachusetts General Privacy Law, G.L. c. 214, § 1B, disclosure of private facts about an individual is proscribed under Massachusetts law only where “there exists no legitimate, countervailing interest”).

### Best Practices:

1. As stated under recommendation no. 4, following every enforcement action or encounter—including consent encounters, stops, and searches—officers should appropriately document the incident, clearly identifying the basis for the action, including the specific articulable facts and circumstances providing reasonable suspicion or probable cause or supporting the officer’s hunch. Such documentation should

notate the perceived and/or actual race and sex of the individual, the location of the interaction, whether any search was conducted, and whether any contraband was recovered as a result of the search.

2. Using this documentation, departments should analyze and publish on its website demographic data on all consent encounters, stops, and uses of force. If the department does not have a website, it should notify the community—via a posting on a public-facing space normally reserved for communicating news—of the availability of the data.
3. At a minimum, such data should include the following information:
  - a. General (anonymized) description of and reason for encounter
  - b. Month and year of the encounter
  - c. Perceived<sup>4</sup> race, age, and gender of the individual
  - d. Badge number of officer(s) involved
  - e. Outcome (including whether the person was frisked, whether a consensual or non-consensual search was conducted and the result thereof, and whether the incident resulted in an arrest, issuance of a citation, or warning).
4. Departments should develop a schedule for regularly publishing and updating data. Any plan should account for the department’s record keeping system and staffing.
5. All releases should be limited for privacy. Because this information would be subject to the Public Records Law (G.L. c. 66, § 10), departments should refer to G.L. c. 26, § 7, which governs exemptions to the law, for guidance.
  - This recommendation is not intended to apply to any interactions between community members and community mental health services department officials, or to responses to mental health or substance-use-related incidents.

### **Recommendation #9 Open communication with the community**

*Guiding Principle: Police departments are accountable to their communities; accordingly, it is important that community members remain informed about and confident in the operations of the department.*

#### **Best Practices:**

1. Departments should report, and make available to the community, census data regarding the composition of their departments, including officers’ race, ethnicity, and gender.
2. Departments should publish a public communication schedule that establishes (1) guidelines about how and in what situations the department will communicate about incidents and (2) a general timeline detailing the process and timing for sharing public information following critical incidents.
  - Such a schedule should include a plan to communicate swiftly, openly, and neutrally (respecting areas where the law requires confidentiality) the occurrence of serious incidents, including those involving alleged police misconduct, with community members.
  - Departments should strive to inform community members—immediately and in real time—about any incident that results in three or more officers present at a scene and about the presence of outside law enforcement agencies.
3. Departments should make their procedures and policies easily accessible and available on their website, including racially just policing policies, discipline procedures and policies, and use of force policies and reporting procedures. (If the department does not have a website, it should notify the community—via a posting in a public-facing space normally reserved for communicating news—of the right to request these policies.)

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<sup>4</sup> “Perceived” is used here intentionally. In gathering information about racial disparities, it is important for departments to analyze the facts, and the officer’s perceptions of those facts, as they occurred in the moment. Therefore, the officer’s judgement as to an individual’s race is relevant for assessing disparity.

4. Departments should post on their website all policies or agreements—including memoranda of understanding (MOUs)—governing or describing any information sharing between the department and any outside law enforcement agencies, including local fusion centers or personnel. (If the department does not have a website, it should notify the community—via a posting in a public-facing space normally reserved for communicating news—of the right to request these policies.)
5. Departments are discouraged from acquiring and using biometric and remote surveillance technology. If and when police determine that the need for such technology outweighs its myriad privacy and racial justice concerns, departments should inform the community prior to any acquisition of the technology, and allow community members at least one month to provide input in writing about this proposed acquisition. The college, university, or department should respond to each submitted comment and, without revealing identifying information about the submitter, make such responses public. The decision whether to acquire any new technology should take into account this community input.
  - When informing the community, departments should provide information about how the technology works, who will use it, in what circumstances it will be used, as well as information about who will have access to the data it produces, under what circumstances, and for what purposes.
  - Community members should be informed that their submitted comments are subject to the Public Records Law and will also be anonymized and made public together with the institution's response.
  - Departments should post the information about the technology and the comment period on their website, through a social media post with a link to the relevant information, and by a notice posted at an easily-accessible location.
6. Departments should inform the community about its use of any technology that has the ability to invade personal privacy. They should do so through a posting on their website and a notice posted at an easily accessible location.
7. In order to help build community trust, departments should publish case studies on their websites when a large or controversial policing incident occurs on campus. The goal of the case studies is to provide answers to the community in cases where (1) perceived injustices occurred that were (2) either publicly acknowledged, discussed, or otherwise known, and (3) where community members are demanding or have demanded accountability.
  - Published case studies should identify (a) the incident, (b) the investigation process, (c) the response, and (d) lessons learned from the incident, including any changes to department policies and procedures that resulted from the incident or an explanation for the lack thereof. They should not contain the name(s) of any involved student(s).
  - Case studies should be redacted for privacy and be anonymized, including by eliminating any identifying characteristics. To the extent possible, or as required by the level of specificity contained in any report, the concerned individual should be made aware of the publication prior to its posting.
  - Incidents involving sexual assault, mental health incidences such as suicide, overdose incidents, or other highly-sensitive incidents may not be appropriate for a case study. In incidents involving highly sensitive issues where public accountability is demanded, departments should inform the community about what policy changes have been enacted to address or prevent further issues of the same kind.
  - Notwithstanding student names and other personally identifiable information that must be omitted, the type of information to be included in any such case study will depend upon the circumstances and facts of the police encounter and public response/demands. However, if an encounter has resulted in criminal charges, publishing information about the encounter may not be appropriate. Departments should consult their legal counsel prior to the publication of any case study.

NOTE: Community members usually know when instances of racial profiling or other biased policing incidents occur. Choosing not to address a public incident de-legitimizes a department and fosters mistrust among community members. While we recognize the student privacy interests at issue here, we also recognize that, on balance, the public interests in disclosure and transparency in policing may outweigh the privacy concerns in this instance.

- Although it occurred off campus, the following is an example of the kind of public incident for which departments should publish an incident response and case study: In 2018, Harvard University issued public statements following an incident involving an unarmed Black man who was tackled by Cambridge Police Department officers after HUPD declined to respond.
  - o The university's statements can be found here:  
<https://www.harvard.edu/president/news/2018/statement-from-president-faust>
  - o The Harvard Black Law Student Association's statement can be found here:  
<https://orgs.law.harvard.edu/blsa/media-gallery/police-brutality-at-harvard-april-13-2018/>

Confidential Draft

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# Exhibit L

## Glossary of Terms

## Glossary of Terms Used by the RJTF

### Acronyms

**ALANA** – Acronym used for “African, Latinx, Asian, and Native American” people. This term has limitations as it does not include all minoritized racial identities (i.e., there are Black people who are not African; some Native Americans prefer the terms Indigenous or their tribal names).

**ALANA/BIPOC** – This combination acronym was used by the RJTF for maximum representation of all groups.

**BIPOC** – Acronym used for “Black, Indigenous, and People of Color.” It is intended to acknowledge that people of color face varying types of discrimination and prejudice. It emphasizes that systemic racism continues to oppress, invalidate, and deeply affect the lives of Black and Indigenous people in ways specific to them. Lastly and significantly, Black and Indigenous individuals and communities still bear the impact of slavery and genocide. BIPOC aims to bring to center stage the specific violence, cultural erasure, and discrimination experienced by Black and Indigenous people. It reinforces the fact that not all people of color have the same experience, particularly when it comes to legislation and systemic oppression. This term has limitations as it does not include all minoritized racial identities (i.e., Asian and Latinx people are not specifically included).

**POC** – Acronym used for “People of Color,” a general term that collectively refers to *all* people of color — anyone who isn’t white. Some reports include the acronyms SOC for “Students of Color” and FOC for “Faculty of Color.”

**Capitalization of Black, Brown, and White** in this report – The RJTF made an editorial and political decision to capitalize the terms Black, Brown, and White throughout this report. There are a variety of differing recommendations from professional associates and journalism outlets as to whether and when to capitalize these terms. The RJTF chose to show equal respect to all of the racial categories with which members of the BSU community identify by capitalizing all groups throughout (with the exception of instances where a source document did not).

**Anti-bias training** – An approach designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge negative bias, stereotyping, and all forms of discrimination.

**Anti-racism** – The work of actively opposing racism by advocating for changes in political, economic, and social life, at the individual, interpersonal, institutional, and structural levels.

**Anti-racist** – Any person who is supporting an antiracist policy through their actions or expressing antiracist ideas. When a person chooses to be antiracist, they become actively conscious about race and racism *and* take actions to end racial inequities in our daily lives. Being antiracist is believing that racism is everyone’s problem, and we all have a role to play in stopping it.

**Bias-free policing** – An approach that posits that persons having contact with members of a law enforcement agency should be treated in a fair, impartial, equitable, and objective manner, in accordance with law, and without consideration of their individual demographics.

**Decoloniality** critiques the perceived universality of Western knowledge and the superiority of Western culture and also examines the persisting legacies of colonialism in curriculum and pedagogy.

**Diversity** – The presence of differences that may include, among others, race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective.

**Equal Opportunity** – Equal Opportunity is the right of all persons to enter, study, and advance in academic programs on the basis of merit, ability, and potential without regard to race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, religion, disability, or status as a veteran.

**Equity** – The state, quality or ideal of being just, impartial, and fair. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept. Racial equity, specifically, is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. Racial equity can be just one part of racial justice, and include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or that fail to eliminate them. When applied in a higher education setting, equity can mean achieving parity in student educational or employee outcomes.

**Equity-Mindedness** – The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student and employee outcomes. These practitioners are willing to take personal and institutional responsibility for the success of ALANA/BIPOC students and employees, and critically reassess their own practices. It also requires that practitioners be race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

**Gateway Cities** – Gateway Cities is a term given to midsize urban centers that anchor regional economies in Massachusetts. For generations, these communities were home to industry that offered residents good jobs and a “gateway” to the American Dream. Over the past several decades, manufacturing jobs slowly disappeared. Lacking resources and capacity to rebuild and reposition, Gateway Cities have been slow to draw new economy investment. While Gateway Cities face stubborn social and economic challenges as a result, they retain many assets with unrealized potential. These include existing infrastructure and strong connections to transportation networks, museums, hospitals, universities and other major institutions, disproportionately young and underutilized workers, and perhaps above all, authentic urban fabric. The Massachusetts State Legislature defines 26 Gateway Cities in the Commonwealth: *Attleboro*, *Barnstable*, *Brockton*, Chelsea, Chicopee, Everett, *Fall River*, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, *New Bedford*, Peabody, Pittsfield, Quincy, Revere, Salem, Springfield, *Taunton*, Westfield, and Worcester. The six Gateway Cities in italics are located in the Southeastern Massachusetts region. (MassINC)

**Inclusion** – The action or state of including or of being included within a group or structure. More than simply diversity and numerical representation, inclusion involves authentic and empowered participation and a true sense of belonging. Inclusion requires authentically bringing traditionally excluded individuals and/or groups into processes, activities, and policy and other decision-making in a way that shares power. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all.

**Low-income/Pell-eligible** – In higher education analyses, students are considered “low-income” if they meet the family income guidelines for Federal Pell Grants. Federal Pell Grants are awarded to students who demonstrate exceptional financial need. There is not one set income-level that qualifies for a Pell Grant. Financial need is determined by subtracting student’s Expected Family Contribution (EFC) from their Cost of Attendance (COA). Cost of Attendance includes (1) tuition and fees, (2) room and board (or

living expenses for students who do not contract with the school for room and board), (3) the cost of books, supplies, transportation, loan fees, and miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), (4) an allowance for childcare or other dependent care, (4) costs related to a disability, and (5) reasonable costs for eligible study abroad programs. Expected Family Contribution is calculated according to a formula established by law. Students' family's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) could all be considered in the formula. Student's family size and the number of family members who will attend college or career school during the year are also considered.

**Racial Justice** – The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice requires the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

*Additional definitions and resources are available from:*

RacialEquityTools.org Glossary - <https://www.racialequitytools.org/glossary>

Center for Urban Education - <https://www.cue-tools.usc.edu/>

Talking About Race, the National Museum of African History and Culture - <https://nmaahc.si.edu/learn/talking-about-race>

# Exhibit M

## Racial Justice Events at BSU (AY2020-21)

**Racial Justice Events at Bridgewater State University**  
**Academic Year 2020-2021**  
**List compiled by the Martin Richard Institute for Social Justice**  
*Last updated 5/6/21*

**Unlearning Racism—Becoming an Active Racial Justice Ally**

May 18 and June 1, 15, 29, 2021 | All from 1:00-3:00 p.m. (4 Tuesdays)  
Sponsored by the Office of Institutional Diversity

This 4-session training will provide you additional tools for becoming active anti-racist allies and a supportive environment in which to practice these strategies.

Contact: Luis Paredes, Director, Office of Institutional Diversity

**Reflective Dialogue**

Monday, May 17, 2021  
Sponsored by the Office of Institutional Diversity

Open to all community members to learn about and discuss issues critical to cultural humility, equity, diversity, and inclusion. With this series, the Office of Institutional Diversity (OID) strives toward building more robust and organic relationships through increased understanding and trust, which ultimately nurtures an inclusive workplace. Bring your candor, your experiences, and your willingness to continue creating a welcoming BSU for all.

Contact: Luis Paredes, Director, Office of Institutional Diversity

**Empowered Bystander Training**

Wednesday, May 12, 2021  
Sponsored by the Office of Institutional Diversity

The Empowered Bystander Training is designed to provide the BSU community with tools and competencies to take action when witnessing acts of bias and prejudice. An Empowered Bystander is someone who sees behaviors in themselves or others that exhibit bias or prejudice, and who takes action/intervenes to address them.

Participants in this training will:

- Explore socialization through a Racial Justice and Equity lens to acknowledge bias and prejudice;
- Learn ways to interrupt biased or prejudicial thoughts and behaviors;
- Practice selecting and implementing a variety of instances of bias and prejudice to determine the best response.

Contact: Luis Paredes, Director, Office of Institutional Diversity

**Asian Americans: History, Memories, and Social Justice (2 Part Series)**

**Discussions of the past, present and future of the Asian American community in Massachusetts**

May 10 and May 24, 2021 | Both from 6:00-7:30 p.m.

Sponsored by Bridgewater State University, Bridgewater Council on Aging/Cole-Yeaton Senior Center, and Bridgewater Communities for Civil Rights

**Part 1: Asian immigration over the past 200 years: Monday, May 10, 6-7:30 pm**

Opening Remarks: Tackey Chan, State Representative, 2nd Suffolk District

Speakers:

- Wing-kai To, Ph.D. Assistant Provost for Global Engagement and Professor of History, Bridgewater State University (Author of Chinese in Boston, 1870-1965)
- Jean Wu, Ph.D. Professor Emeritus in American Studies, Tufts University (2019 Asian American Commission Lifetime Achievement Award Recipient, Co-Editor of Asian American Studies Now: A Critical Reader)

**Part II: How has the world changed? Oral history told by older Asian Americans: Monday, May 24, 6-7:30 pm**

Speakers:

- Stephanie Fan, Retired educator, community leader, and consultant (Organizer of the group Greater Boston Asian American Seniors for Peace and Justice)
- Michael Liu, Ph.D., Research Fellow, Institute of Asian American Studies, UMass Boston. (Author of Forever Struggle: Activism, Identity and Survival in Boston's Chinatown)

**Community Listening Session Part II: Bridgewater Raynham Lived Experiences**

Wednesday, May 5, 2021 | 4:00-5:30 p.m. (4 Tuesdays)

Sponsored by Bridgewater Communities for Civil Rights (BCCR) and Diversity and Inclusion for Community Empowerment (DICE)

Over the past two months, BCCR (Bridgewater Communities for Civil Rights) and DICE (Diversity and Inclusion for Community Empowerment) partnered with two professors Dr. Jibril Solomon and Dr. Taylor Hall, from Bridgewater State University's School of Social Work.

Efforts were made to analyze and summarize the data results from the surveys completed by the Bridgewater and Raynham community. Findings were then turned into an official report, along with a PowerPoint presentation to explain the results and set the stage for future actions in the quest for greater equity and inclusion in our communities.

A commitment to sharing the eye-opening findings with Bridgewater and Raynham town officials, BRRSD Administrators, and all community members who are seeking protection and or support change for the greater good was expressed.

Participants were invited to join on May 5th at 4:00-5:30 for this virtual event to gain further insight into the lives of marginalized communities in Bridgewater and Raynham and explore possible solutions.

Event organizers expressed the importance of this presentation as the WHY and key drivers behind this collaborative project continue to grow with importance. In the wake of increasing numbers of national and local hate crimes, inclusive of systemic brutality against people of color, it behooves all Bridgewater and Raynham community residents to come together to figure out how to bring our own towns forward.

Participants were invited to continue the conversation that was started a few months ago and were encouraged to invite other leaders, town stakeholders, residents, and individuals who work in our towns to attend and become part of these efforts to build more inclusive and equitable Bridgewater and Raynham communities.

### **Asian Americans: Film Series**

Friday, April 30, and Thursday, May 6, 2021 | Both from 1:00-2:30 p.m.

Sponsored by the Minnock Institute for Global Engagement, Division of Student Success and Diversity, Martin Richard Institute for Social Justice, and Asian Studies Program.

Two episodes of a five-episode PBS series that casts a new lens on U.S. history and the ongoing role that Asian Americans have played in shaping the nation's history. Episode 3: Good Americans was shown on April 30<sup>th</sup>, and Episode 5: Breaking Through was shown on May 6<sup>th</sup>.

Told through individual lives and personal histories, the five-hour film series delivers "a bold, fresh perspective on a history that matters today, more than ever. As America becomes more diverse, and more divided, while facing unimaginable challenges, how do we move forward together? ...The series casts a new lens on U.S. history and the ongoing role that Asian Americans have played in shaping the nation's story."

At the turn of the new millennium, the national conversation turns to immigration, race, and economic disparity. As the U.S. becomes more diverse, yet more divided, a new generation of Asian Americans tackle the question, how do we as a nation move forward together?

Dr. Alice Cheng, Associate Professor of Psychology, and Dr. Yongjun Shin, Associate Professor of Communication Studies, will lead the discussion.

ASIAN AMERICANS is a production of WETA Washington, DC and the Center for Asian American Media (CAAM) for PBS, in association with the Independent Television Service (ITVS), Flash Cuts and Tajima-Peña Productions.

The screenings/discussions were open to the BSU community and the public.

### **Missing and Murdered Indigenous Women and Girls (MMIWG) Action Week TEACH-IN**

Thursday, April 29–Wednesday, May 5, 2021

**FILMS** that the Maxwell Library has streamed for the BSU Community. If you plan to use one for a specific class please let the library know with a simple email including class name and number (NYODER@bridgew.edu).

***Sisters Rising*** is the story of six Native American women fighting to restore personal and tribal sovereignty in the face of ongoing sexual violence against Indigenous women in the United States. Native American women are 2.5 times more likely to experience sexual assault than all other American women. 1 in 3 Native women report having been raped during her lifetime and 86% of the offenses are committed by non-Native men. These perpetrators exploit gaps in tribal jurisdictional authority and target Native women as 'safe victims' with near-impunity. Sisters rising is an urgent call to action, a gorgeous portrait of powerful women acting in solidarity, and a demand for tribal sovereignty and self-determination as the necessary step to ending violence against Native women.

Sisters Rising: <https://tinyurl.com/4zhs4yxk>

***Wind River*** A rookie FBI agent teams with a town's veteran game tracker with deep community ties and a haunted past to investigate the mysterious killing of a local girl on a remote Native American reservation.

Wind River: <https://tinyurl.com/5xm8cmmf>

**RESOURCES:**

“Indigenous Women Keep Going Missing in Montana”

<https://www.youtube.com/watch?v=ib0GDAPEymo>

“Running for MMIWG” Rosalie Fish TedTalk

<https://www.youtube.com/watch?v=X8bFL7WC4iE>

The Search for Missing and Murdered Indigenous Women—The Atlantic

<https://www.youtube.com/watch?v=XXZkdCaKSTA>

Our Sisters in Spirit

<https://www.youtube.com/watch?v=zdzM6krfaKY>

We are more than murdered and missing. | Tamara Bernard | TEDxThunderBay

<https://www.youtube.com/watch?v=fyILSRQ5kx8>

Secretary Haaland creates new unit for MMIW

<https://www.doi.gov/news/secretary-haaland-creates-new-missing-murdered-unit-pursue-justice-missing-or-murdered-american?fbclid=IwAR1ycI9tvsTOrLgHsMvP52iliAd5nNyPqiA67eKDC7-Y745PI4UCumEf7Nc>

Contact: Joyce Rain Anderson, Coordinator Ethnic and Indigenous Studies

**MRISJ’s Civic Speaker Series: A Conversation with Suffolk County District Attorney Rachael Rollins**

Thursday, April 22, 2021 | 4:00-5:00 pm

Sponsored by the Martin Richard Institute for Social Justice, the Department of Criminal Justice, and African American Studies

District Attorney Rachael Rollins is the chief law enforcement officer for Boston, Chelsea, Revere, and Winthrop Massachusetts. She is the first woman ever elected as District Attorney in Suffolk County and the first woman of color ever elected to serve in this role in Massachusetts. Her story serves as an inspiration to those seeking to make a difference through public service.

Dr. Mia Ortiz, Associate Professor of Criminal Justice at Bridgewater State University, moderated the conversation, in which they discussed DA Rollins’ experience running for office, her impressive work as an advocate for criminal justice reform and racial equity through her position in public leadership.

Contact: Martin Richard Institute for Social Justice

**Anti-Asian Violence and the Atlanta Spa Killings: Racism, Misogyny, Xenophobia and Colonialism in Asian America**

Thursday, April 22, 2021 | 12:30 to 1:45 pm

Co-sponsored by: Minnock Institute for Global Engagement, Student Success and Diversity, Women’s and Gender Studies, Anthropology

Introduction by Wing-kai To, Assistant Provost for Global Engagement, Bridgewater State University

Panelists: Miliann Kang, Associate Professor in Sociology and Asian American Studies, UMass Amherst and Genevieve Clutario, Andrew W. Mellon Assistant Professor in American Studies, Wellesley College  
Moderated by Diana Fox, Professor of Anthropology, Bridgewater State University

Contact: Wing-kai To and Diana Fox

### **Empowered Bystander Training**

Wednesday, April 21, 2021 | 10:00 am-12:00 pm  
Sponsored by the Office of Institutional Diversity

The Empowered Bystander Training is designed to provide the BSU community with tools and competencies to take action when witnessing acts of bias and prejudice. An Empowered Bystander is someone who sees behaviors in themselves or others that exhibit bias or prejudice, and who takes action/intervenes to address them.

Participants in this training will:

- Explore socialization through a Racial Justice and Equity lens to acknowledge bias and prejudice;
- Learn ways to interrupt biased or prejudicial thoughts and behaviors;
- Practice selecting and implementing a variety of instances of bias and prejudice to determine the best response.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Reflective Dialogue**

Tuesday, April 13, 2021 | 11:00 am-12:00 pm  
Sponsored by the Office of Institutional Diversity

Open to all community members to learn about and discuss issues critical to cultural humility, equity, diversity, and inclusion. With this series, the Office of Institutional Diversity (OID) strives toward building more robust and organic relationships through increased understanding and trust, which ultimately nurtures an inclusive workplace. Bring your candor, your experiences, and your willingness to continue creating a welcoming BSU for all.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Art & Racial Justice: The Region and the Nation**

Monday, April 12, 2021 | 6:00-8:00 pm  
Sponsored by Art History Program in the Department of Art & Art History

The BSU Art History Program in the Department of Art & Art History is pleased to invite you to our annual symposium. This year, our event explores the roles art and artists play in the pursuit of racial justice and equality both in our region and nationally. We have been able to assemble a wonderful group of 6 speakers to talk about the roles art and artists can play in pursuit of racial justice initiatives with a particular focus on our region. They include the Director of Education at the African American Museum in Boston and the Director of the Museum of the National Center of Afro-American Artists in Roxbury.

Contact: Jonathan Shirland

### **Environmental Justice Webinar**

Monday, April 12, 2021 | 3:20 pm-4:35 pm

Sponsored by the Sustainability Program

The Sustainability Program cordially invites you a Sustainability Month event, featuring:

Deneen M. Simpson, Director of Environmental Justice at Massachusetts Department of Environmental Protection: will discuss the 2017 EEA EJ Policy, EJ activities at MassDEP and community engagement/public involvement with EJ populations.

Sara Wylie, PhD, is an Associate Professor Sociology/Anthropology and Health Science in Northeastern University's Social Science Environmental Health Research Institute (SSEHRI). Dr. Wylie will discuss on enacting environmental data justice. Dr. Wylie will speak: Premature births, unexplained human and livestock sicknesses, flammable water faucets, toxic wells and the onset of hundreds of earthquakes, the impacts of fracking in the United States are far-reaching and deeply felt. In this talk Dr. Wylie explores how extractive resource systems, like natural gas extraction through fracking, are proceeded and supported by extractive data systems that create asymmetric access to information. Drawing together the fields of Environmental Justice and Data Justice, Wylie explores how we can build community centered information systems that help create accountability for corporations and state agencies. Based on her work building tools for community monitoring of the oil and gas industry and co-developing the watchdog organization the Environmental Data and Governance Initiative (EDGI) Dr. Wylie reflects on how we can create community centered research and data systems that move beyond mapping exposure disparities to address the drivers of toxic contamination and make corporations responsible for their environmental harms. This precious present moment of rebuilding the U.S. Environmental Protection Agency, provides an opportunity to jointly create *sustainable* and *just* systems. Now is the time, Wylie argues to organize and collectively theorize, develop, and enact environmental data justice.

Contact: Inkyoung Kim

### **Diversity, Equity, Inclusion, and Social Justice in Africa: An Afternoon with the Mandela Washington Fellows, Part II**

Friday, April 9, 2021 | 12:00-1:45 pm

Hosted by the BSU African Studies Program and the Minnock Center for Global Engagement, as part of Africa Week 2021.

Meet six amazing alumni from the prestigious Mandela Washington Fellowship for Young African Leaders, discussing their careers in legal and development fields in Botswana, Ethiopia, Nigeria, and Uganda, and their contributions to advancing social justice in their countries. Learn more about BSU's work with the Mandela Washington Fellowship, and ask questions about connections between struggles for social justice in Africa and the United States.

Contact: Meghan Healy-Clancy, African Studies Program Coordinator

### **New England Conference for Multicultural Education**

Friday, April 9, 2021 | 9:00 am-1:00 pm

Co-sponsored by the National Association for Multicultural Education Region 1, Bridgewater State University, the Martin Richard Institute for Social Justice, Eastern Connecticut State University, and Fairfield University.

“Living Multicultural Education - #BlackLivesMatter in the Classroom & Beyond”

Keynote – Why Black People Tend to Shout!: #BlackLivesMatter in the Classroom & Beyond,” by Dr. Earl Wright, II, Rhodes College

Workshops:

- Finding & Evaluating Inclusive & Diverse Children's and Young Adult Literature
- Evaluating Racial Climate in an Academic Department
- Antiracism in Practice: Auditing Our Syllabi for Equity
- Preparing to Talk about Race & Racial Justice with Elementary Students
- Alternative Approaches to End the School-to-Prison Pipeline
- Implementing Antiracist Curriculum & Policies in a Public High School
- Using Digital Walks to Enhance Multicultural Understanding
- Creating a Culture of Conversations about Race in Schools

Contact: Melissa Winchell and Sarah Thomas, CEHS

**Voices Across the Border #3: Panel Discussion on Decolonization - “Decolonization: where we are and where we are going”**

Thursday, April 8, 2021 | 1:30-2:50 pm

Sponsored by the Canadian Studies Program

This is the third and final panel in the Voices Across the Border discussion series organized by Bridgewater State, Niagara, and Brock Universities this semester.

The panel is moderated by Brock University's Dr. Robyn Bourgeois and features our very own Dr. Joyce Rain Anderson (BSU English department and Director, Indigenous Studies Program).

In North America, decolonization is an essential part of reconciliation between non-Indigenous and Indigenous peoples. How do we reckon with the past and build a world where colonial ideologies are dismantled and Indigenous ways of knowing are valued and reinforced? This panel addresses three questions about the present and future of decolonization: Where are we? Where do we want to be? How do we get there?

Contact: Andy Holman

**A Dream Deferred: 50 Years of Blacks in Mathematics - Class of '42 Lecture Series**

Thursday, April 8, 2021 | 4:00-5:00 pm

Sponsored by Academic Affairs

Keynote speaker Dr. Edray Herber Goins from Pomona College will give a talk entitled "A Dream Deferred: 50 years of Blacks in Mathematics." Dr. Goins will walk us through the extraordinary contributions of several African and African American Mathematicians, including Dr. Walter Richard Talbot, the founder of National Association of Mathematicians (NMA). Dr. Goins is a well-known Mathematician whose work is in the field of number theory and algebraic geometry. He is also known for his incredible work in improving racial equity and promoting the success of underrepresented minorities in Mathematics.

Contact: Dean Kristen Porter-Utley

### **Holocaust Day of Remembrance**

Thursday, April 8, 2021 | 12:00-1:30 pm

Sponsored by the Office of Institutional Diversity, the Martin Richard Institute for Social Justice, and the Department of Global Languages and Literatures

Alice Eichenbaum, of Providence, survived the Holocaust in a ghetto near the Turkish border. Her late husband was a survivor of the Auschwitz concentration camp, where his family perished. Eichenbaum said she speaks about the Holocaust so “it should never happen again.”

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Social Justice, Law, and Development: An Afternoon with the Mandela Washington Young African Leaders, Part 1**

Tuesday, April 6, 2021 | 12:00-1:45 pm

Hosted by the BSU African Studies Program and the Minnock Center for Global Engagement, as part of Africa Week 2021.

Meet six amazing alumni from the prestigious Mandela Washington Fellowship for Young African Leaders, discussing their careers in legal and development fields in Botswana, Ethiopia, Nigeria, and Uganda, and their contributions to advancing social justice in their countries. Learn more about BSU's work with the Mandela Washington Fellowship, and ask questions about connections between struggles for social justice in Africa and the United States.

Contact: Meghan Healy-Clancy, African Studies Program Coordinator

### **Intersectionality in the Classroom and Beyond**

Wednesday, March 31, 2021 | 12:00-1:00 p.m.

Facilitated by Diana Fox, Sheena Manuel, Michele Meek, and Cynthia Svoboda

### **Decolonization and Higher Education Forum**

Tuesday, March 30, 2021 | 12:30-2:00 pm

Sponsored by Native American and Indigenous Studies, Martin Richard Institute for Social Justice, and MIGE Global Programs

At BSU, we have held several internal forums to address racial and social injustices, and we have established the President’s Racial Justice Task Force. However, there is concern about the ways in which decolonial pedagogies and decolonization are being applied (or not). This forum took a deeper look at colonial legacies and how intertwined the university is with colonial ideologies. We will not move far in our efforts for racial justice unless we are willing to untangle ourselves from these embedded practices.

#### Speakers:

-Dr. Leigh Patel, Professor of Educational Foundations, Organizations, and Policy at the University of Pittsburgh, also affiliated with Education for Liberation.

-Dr. Nitana Hicks Greendeer (Mashpee Wampanoag), teacher, researcher, and curriculum developer with Wôpanâak Language Reclamation Project and Head of School for the Wôpanâak Language immersion school, Weetumuw Katnuhtôhtakamuq

-Linda Jeffers Coombs (Aquinnah Wampanoag), museum educator (Boston Children's Museum, Wampanoag Indigenous Program at Plimoth Plantation, and Aquinnah Cultural Center), interpreter, artisan, researcher, educator, writer, and more.

Contact: Joyce Rain Anderson, Jabbar Al-Obiadi

### **Unlearning Racism: Becoming a Racial Justice Ally Workshop Series (For Students)**

4-part series: March 30, April 13 & 27, and May 11, 2021 (all Tuesdays) | 2:00-4:00 pm  
Sponsored by the Office of Institutional Diversity

College-aged activists are leading the United States in our national work to become more racially just. This four-session workshop series builds on your passion and skills as you help do racial justice work. We are engaging in honest reflective dialogue during the four workshops and exploring how we learned racial bias and ways we can help create racial equity and justice.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Aging & Social Justice: A Three-Part Zoom Series on Aging and Social Justice in Bridgewater as spoken by its older residents of color - Sheila & Paul Bracy, Doris Campbell, & Shereley Phillips**

March 16, March 30, April 13, 2021 | 2:00-3:30 pm  
Sponsored by Bridgewater Senior Center, Bridgewater Communities for Civil Rights, and Bridgewater State University

-Part I Tuesday, March 16, 2021, 2:00pm - Oral history panel discussion with Bridgewater older residents of color, Moderator, Gloria Stanton, C.A.G.S.

-Part II Tuesday, March 30, 2021, 2:00pm - Reflecting on the Civil Rights Movement, Moderator, Jeanne Oliver-Foster, MA

-Part III Tuesday, April 13, 2021, 2:00pm - Mobilize & Call to Action for all ages Moderator, Sydné Marrow, M.Ed

Contact: Karen Aicher

### **Homemade Citizenship: Black Success in the Face of White Violence**

Thursday, March 25, 2021 | 12:30-1:45 pm  
Co-sponsored by African American Studies, the Office of the Provost, the College of Humanities and Social Sciences, and the Martin Richard Institute for Social Justice

Dr. Koritha Mitchell's talk demonstrated how African American culture has marched toward success rather than being driven by protect, as is commonly thought. In her talk drawn from her recent book *From Slave Cabins to the White House*, Dr. Mitchell explained how African Americans have consistently pursued achievement, crafting from scratch their sense of belonging in a hostile nation. Dr. Mitchell's research into African American women's literature and Michelle Obama's public performance as First Lady shows how Black success and achievement have drawn violence rather than praise from white Americans.

Contact: Dr. Mia Ortiz, Interim Coordinator of African American Studies

### **Empowered Bystander Training**

Thursday, March 25, 2021

Sponsored by the Office of Institutional Diversity

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Participants in this training:

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- Practiced selecting and implementing a variety of instances of bias and prejudice to determine the best response.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Everyday Sexism: A Panel Discussion**

Thursday, March 25, 2021

Sponsored by the Office of Institutional Diversity and the Sexual Violence Advocacy and Support Center

Participants joined for a conversation about the pervasiveness of everyday sexism women experience in different spaces and how we can support women's experiences and activism to challenge the dominant narratives and expectations associated with gender and equality. Participants discussed ways to empower and dismantle the silent expectations of social norms imposed on women.

Panelists: Dr. Jamie Huff - Criminal Justice, Dr. Meghan Murphy - Sociology, and Dr. Luis Paredes - OID, and Christy Osborne, Outreach Coordinator as the moderator.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Reflective Dialogue**

Tuesday, March 23, 2021

Sponsored by the Office of Institutional Diversity

This event was open to all community members to learn about and discuss issues critical to cultural humility, equity, diversity, and inclusion. With this series, the Office of Institutional Diversity (OID) strives toward building more robust and organic relationships through increased understanding and trust, which ultimately nurtures an inclusive workplace. Bring your candor, your experiences, and your willingness to continue creating a welcoming BSU for all.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Standing as Allies with the Asian American Pacific Islander (AAPI) Communities**

Friday, March 19, 2021 | 12:00-1:00 pm

Sponsored by the Office of Institutional Diversity

One-hour conversation entitled “Standing as Allies with the Asian American Pacific Islander (AAPI) Communities” that allowed us to think together about how we can act as allies to the AAPI communities.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **The Battle to Reveal Women’s HERstory**

Tuesday, March 16, 2021

Sponsored by the Office of Institutional Diversity, Anthropology, Women’s and Gender Studies, and Global Languages and Literatures

Why women's history month? What is gender mainstreaming? What are the contributions of feminisms to academia? This panel will explore the different approaches and experiences women embark on to survive social norms' expectations. Our panel's goal is to share how women's role in society informs the work logic and the worlds/spaces around them and us. Join us for a discussion to amplify various perspectives of how women's herstories have impacted or informed pedagogical approaches, cultural changes, and inclusive practices over time.

Panelists: Dr. Diana Fox - Anthropology, Dr. Alba Aragón - Global Languages and Literatures, Dr. Erin O'Connor - Women's and Gender Studies, and Dr. Luis Paredes, moderator.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Broadening Access and Equity in Undergraduate Research at BSU**

Thursday, March 11, 2021 | 3:00-5:00 pm

Sponsored by the Division of Academic Affairs

Curriculum-Based Approaches to Authentic “Research-like” Experiences

Workshop 2 in the Bartlett College of Science and Mathematics (BCoSM) series. One opportunity to broaden our students’ access to scholarly inquiry is to build authentic “research-like” experiences into our normal curricula. “Research-like classroom experiences” may include Project- and Problem-Based Learning (PBL), creative scholarship, service learning, international collaborations, research-based inquiry learning, and other student-centered inquiry experiences. In this workshop, we discussed how hands-on experience, critical thinking skills, and professional mentorship can be scaffolded throughout undergraduate coursework. Faculty reflected on their own courses and shared ideas for incorporating real-world problems and faculty-led scholarship into a variety of classrooms.

Facilitators: Dr. Ed Brush (Chemical Sciences), Dr. Alyssa Deline (Chemical Sciences), Dr. Saritha Nellutla (Chemical Sciences), and Kacey O’Donnell (Undergraduate Research)

### **BSU Faculty Roundtable Discussion: Capitol Insurrection & Impeachment**

Tuesday, March 2, 2021 | 3:00-4:30 pm

Sponsored by the Division of Academic Affairs

Participants joined us for an interdisciplinary roundtable discussion on the events and aftermath of the attack at the U.S. Capitol and the impeachment and acquittal of former President Trump. Bridgewater State University faculty with diverse disciplinary perspectives discussed the ideologies and rhetoric that

led up to the violence in our nation's capital on January 6, as well as the widespread implications of the insurrection and the ongoing threats.

Discussants: Dr. Jackie Boivin (Elementary & Early Childhood Education), Dr. Diana Fox (Anthropology), Dr. Brian Frederick (Political Science), Dr. Mark Kemper (Political Science), Dr. Maggie Lowe (History), Dr. Kevin McGowan (Elementary & Early Childhood Education), Dr. Thomas Nester (History), Dr. Mia Ortiz (Criminal Justice), and Dr. Ian Saxine (History)

### **Expressing Solidarity with Asian Americans as they Encounter Violence and Hate Crimes**

Tuesday, March 2, 2021 | 12:00-1:00 pm

Sponsored by the Division of Academic Affairs

In response to regional and national intolerance, bigotry, and acts of violence, the Bridgewater State University community has always come together to reaffirm its own values of social justice, diversity, inclusion and equality for all. This virtual assembly protested the recent violence and hate crime against Asian Americans and Asian immigrants.

Contact: Jabbar Al-Obiadi

### **American Studies & African American Studies Guest Lecture**

Monday, March 1, 2021 | 2:00-3:00 pm

Sponsored by the Division of Academic Affairs

Dr. Karen Woods Weierman, Professor of English at Worcester State University, delivered a talk based on her latest book, *The Case of the Slave-Child, Med: Free Soil in Antislavery Boston*. Dr. Weierman broadened her remarks to include the lessons and legacy of the 1836 case of 6-year-old Med for the fraught social relations in the U.S. today.

### **Black History Month Virtual Celebration**

#### **Movie and Discussion**

Thursday, February 25, 2021 | 6:00-8:30 pm

Sponsored by the Martin Richard Institute for Social Justice

#### **Vision Board & Chill**

Thursday, February 25, 2021 | 4:30 pm

Sponsored by the African American Society

#### **Cultivating Black Family: Redefining Our Community**

Wednesday, February 24, 2021 | 6:00-7:30 pm

Sponsored by the Lewis and Gaines Center for Inclusion and Equity

Panel presentation featuring Corey Bowdre, Moderator (Internship Office), Laura Gross (Mathematics), Reid Higginson (Academic Achievement), Kevin McGowan (ELED & ECED), Tina Mullone (Dance), and Carolyn Petrosino (Professor Emeritus, Criminal Justice)  
Musical performance by Sabrina Victor

### **Immigration Policy in the Biden Administration**

Wednesday, February 24, 2021 | 12:00-1:30 pm

Sponsored by the Division of Academic Affairs

#### Speakers and Topics:

Dr. Wing-kai To, Assistant Provost for Global Engagement Immigration Reforms and International Education

Dr. Rachel Navarre, Political Science, Public Opinion on Immigration and the Likelihood of Reform

Dr. Navid Fozi, Anthropology, Repealing of Trump's "Muslim Ban"

Dr. Feodor Gostjev, Criminal Justice, Root Causes of Migration

Moderator: Dr. Jabbar Al-Obaidi, Academic Director of Global Programs

### **QPOC 101**

February 22, March 1, March 8 and March 15, 2021

Sponsored by the Pride Center

Participants in the workshop learn about the experiences of queer people of color, recognize implicit and explicit bias, think critically about dominant cultural narratives, and identify actions they can take to support racial equity in education.

Contact: Lee Forest, Director, Pride Center

### **Mental Health Supports for BSU Students from a Racial Justice Lens**

Monday, February 22, 2021 | 4:00-5:00 pm

Sponsored by the Division of Academic Affairs

Faculty, librarians, and staff who wanted to learn more about the mental health supports available to our students, especially with regard to racial justice, were invited to this discussion with BSU Wellness Center staff.

Speakers: Dr. Chris Frazer, Executive Director of the Wellness Center, and Donna Schiavo, Clinical Director of Counseling Services

### **Developing Practical Skill Sets for Creating a More Anti-Racist, Decolonizing Classroom**

Monday, February 22, 2021 | 1:00-2:00 pm

Sponsored by the Division of Academic Affairs

BSU's mission for social justice and racial equality is stated clearly in its Strategic Plan: "Bridgewater will continue to be a leader in diversity and social justice, providing a pathway to college access, guiding community-based action and developing models for best practice." However, despite this mission, and the creation of a Values Statement, the Racial Justice Task Force, and other initiatives, the report from BSU's Amplify: Black and Brown Voices of BSU event of August 4, 2020, shows that these values and this mission are frequently not reflected in classroom practice and pedagogy. BSU's BIPOC students have experienced microaggressions from instructors and fellow students; a lack of awareness among instructors of the emotional labor involved in discussing personal experiences surrounding race and racism; and varying levels of prejudice and bias both in and out of the classroom. This report indicates that BSU faculty must develop practical skill sets for anti-racist and decolonizing practice in the classroom, and

embody these skill sets not just in select classes, but throughout the curriculum. This forum was designed, in part, to discuss ideas of how best to develop these skills, and how to implement them in such a way as to positively affect the lives of all BSU students across all classroom environments.

Facilitators: Dr. Joyce Rain Anderson (English), Dr. Diana Fox (Anthropology), Dr. Aseem Hasnain (Sociology), and Dr. Michael Zimmerman (Anthropology and OTL)

### **Empowered Bystander Training**

Friday, February 12, 2021

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- Practiced selecting and implementing a variety of instances of bias and prejudice to determine the best response.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Black History Month Virtual Celebration**

#### **Black History Bingo**

Thursday, February 18, 2021 | 4:30 pm

Sponsored by the African American Society

#### **Queer Students of Color Peer Support Group (every third Thursday of the month)**

Thursday, February 18, 2021 | 12:30 – 1:30 pm

Sponsored by the LGBTQ Pride Center

Led by students who identify as queer people of color. Our monthly meetings are an inclusive space for LGBTQ plus students of color to share their experiences and support one another.

#### **Hair Love**

Tuesday, February 16, 2021 | 10:00 am

Sponsored by the Martin Richard Institute for Social Justice

Participants joined Jumpstart for a children's virtual story time reading of *Hair Love* by Matthew Cherry and Vashti Harrison.

#### **The Newlywed Game**

Thursday, February 11, 2021 | 4:30 pm

Sponsored by the African American Society

### **Black Jeopardy**

Thursday, February 4, 2021 | 4:30 pm

Sponsored by the African American Society

### **Decoloniality Concepts in Course Content and Pedagogy, Part 1**

Tuesday, February 2, 2021 | 1:00-2:00 p.m.

Facilitated by Michael Zimmerman, Aseem Hasnain, and Diana Fox

### **Reflective Conversation about the January 6 Attack at the Capitol**

Friday, January 29, 2021 | 3:00-4:00 p.m.

Facilitated by Jabbar Al-Obaidi, Michael DeValve, Diana Fox, Maggie Lowe, Kevin McGowan, Tina Mullone

Participants were invited to participate in a reflective conversation about the January 6th attack at the Capitol. Questions were explored including: How are you managing? How will you talk to your students? This event created a space to gather with each other as colleagues, building community around difficult topics and our own vulnerabilities, underscoring the importance of being connected.

### **2021 MLK Virtual Engagement Series**

Monday, January 18 – Friday, January 29, 2021

Sponsored by the Martin Richard Institute for Social Justice

The series celebrated Dr. Martin Luther King, Jr.'s legacy and explored transformational change in our lives and communities. The MLK Virtual Engagement Series offered a range of programming including activist artwork, panel discussions, small group dialogues and youth-focused racial justice storytelling.

- Friday, January 29, 2021 | 1:00-2:30 pm  
**MLK Community Reflection Panel**
- Tuesday, January 26, 2021 | 11:30 am–1:00 pm  
**MLK Community Discussion**
- Thursday, January 21, 2021 | 2:00-3:00 pm  
**MLK Virtual Story Time**
- Wednesday, January 20, 2021 | 11:30 am  
**Presidential Inauguration Virtual Watch Party**
- Tuesday, January 19, 2021 | 11:30 am-1:00 pm  
**National Day of Racial Healing Workshop**
- Monday, January 18, 2021 | 11:30 am-1:00 pm  
**MLK Community Celebration**
- Monday, January 18, 2021 | 10:00-11:00 am  
**MLK Virtual Story Time**

- Monday, January 4, 2021– Friday, January 29, 2021  
**MLK Creative Expression Competition**

To celebrate MLK’s legacy and to explore transformational change in our lives and communities, BSU launched a regional art competition for all ages. Community members were invited to create and submit artwork of all forms that represented and depicted MLK’s “I have a dream speech,” reimagined to meet the social context of 2021. Age-appropriate prompts and guidelines for the competition could be found in the document titled “*MLK Creative Expression Competition*.” The artwork was on display virtually and voted upon by all community members. Winners were presented during the MLK Virtual Engagement Series finale event on Friday, January 29<sup>th</sup>. Prizes were awarded in each age bracket, within each artwork format.

### **OTL Teaching and Learning Conference**

December 2020 - Racial Justice teaching track included the following presentations:

- *Antiracism in Practice: Auditing our Syllabi for Equity*, presented by Melissa Winchell
- *Dropping the Lowest: An Anti-Racist Case for Grading Differently*, presented by Matt Salomone and Lee Torda
- *Making Math Multicultural: How Faculty Can Integrate Multicultural Understandings into Any Discipline*, presented by Jackie Boivin
- *Recruiting and Supporting BIPOC Students in Undergraduate Research at BSU*, presented by Jenny Shanahan
- *Increasing Equitable Learning Environments: Social Justice Book Club*, presented by Sheena Manuel, Melissa LaBelle, and Sarah Thomas
- *Rewriting an Inclusive Film History*, presented by Michele Meek
- *Perceptions of Being a Social Justice Practitioner: Self-Reflection among College Graduates and Implications for Teaching and Learning*, presented by Jibril Solomon and Castagna Lacet
- *Teaching Equity and Social Justice in an Introduction Class*, presented by Seth Meyer
- *ZOOMing in on Privilege: Facilitating Virtual Privilege and Cultural Wealth Walks*, presented by Kevin Duquette

### **Reflective Dialogue**

Thursday, December 17, 2020

Sponsored by the Office of Institutional Diversity

This event was open to all community members to learn about and discuss issues critical to cultural humility, equity, diversity, and inclusion. With this series, the Office of Institutional Diversity (OID) strives toward building more robust and organic relationships through increased understanding and trust, which ultimately nurtures an inclusive workplace. Bring your candor, your experiences, and your willingness to continue creating a welcoming BSU for all.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Empowered Bystander Training**

Wednesday, December 16, 2020

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Voices for Black Lives: African American Literature of the 19<sup>th</sup> Century**

Monday, December 14, 2020 | 11:00 am-12:30 pm

Sponsored by African American Studies

Participants came and supported the students in Dr. Emily Field's ENGL 317: African American Literature I class and heard excerpts from African American authors of the 1800s, including some you know, like Frederick Douglass, and others you may not, like Frances Ellen Watkins Harper, the most prolific Black woman writer of the century. The still-relevant words of these brilliant authors as read by BSU students informed, inspired, and empowered participants! To borrow the words of Alicia Garza, co-founder of Black Lives Matter, these authors "created space for the celebration and humanization of Black lives," and this event aimed to do the same.

### **Brian Banks Movie Discussion**

Monday, December 7, 2020 | 7:00 pm (Virtual Event)

Sponsored by Raising Multicultural Kids in Easton (RMK), MRISJ, and a BSU student working as an MRISJ racial justice fellow with RMK

Participants joined RMK and Justin Brooks, Co-Founder and Director of the California Innocence Project, to discuss how he helped prove Brian Banks' innocence. He was there to answer any questions about the documentary, but also his work in general.

Brian Banks' movie tells the story of this former National Football League star, who served five years in jail for an alleged rape that he did not commit. Banks reached out to Justin Brooks from prison, claiming that he had been wrongly convicted. Brooks, working through the California Innocence Project, was able to get Banks' conviction reversed in 2012. Participants watched the movie for free on Hulu prior to the event.

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Wednesday, December 2, 2020

Sponsored by the Office of Institutional Diversity

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- Practiced selecting and implementing a variety of instances of bias and prejudice to determine the best response.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **The Troubling History of Whiteness – A Virtual Faculty Panel**

Tuesday, December 1, 2020 | 12:30-1:45 pm

Sponsored by the Departments of English & History and the African American Studies Program.

This faculty panel treated a range of topics examining historical constructions of whiteness and their effects. Dr. Maggie Lowe addressed the role of white women in American slavery; Dr. Allyson Ferrante explored the construction of whiteness in the Caribbean; Dr. Brian Payne discussed how U.S. law defined whiteness in the early twentieth century; and Dr. Emily Field discussed the changing constructions of whiteness in the U.S. at the turn into the twentieth century and shared her own family's personal history of becoming white Americans.

### **A Conversation with Dr. Beverly Tatum: Why Are All the Black Kids Sitting Together in the Cafeteria?**

Thursday, November 19, 2020 | 4:30-6:00 pm

Sponsored by the Martin Richard Institute for Social Justice in partnership with the College of Education and Health Sciences at Bridgewater State University.

Participants were invited to a virtual conversation with award-winning author Dr. Beverly Daniel Tatum who discussed her compelling, award-winning book *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race*. This conversation took a critical look at the dynamics of racial identity in America and the importance of holding productive conversations surrounding race across racial and ethnic divides.

Dr. Tatum, president emerita of Spelman College, is a clinical psychologist widely known for both her expertise on race relations and as a thought leader in higher education. Over the course of her career, she has served as a faculty member at the University of California, Santa Barbara, Westfield State University, and Mount Holyoke College. Prior to her 2002 appointment as president of Spelman, she served as dean and acting president at Mount Holyoke College.

Dr. Tatum has long-standing roots in Bridgewater. Her father, the late Dr. Robert Daniel, was the first full-time African American faculty member at BSU, where he taught for 30 years. Dr. Tatum and her father both received honorary degrees from Bridgewater State University in January 2003.

### **Reflective Dialogue**

Thursday, November 19, 2020

Sponsored by the Office of Institutional Diversity

This event was open to all community members to learn about and discuss issues critical to cultural humility, equity, diversity, and inclusion. With this series, the Office of Institutional Diversity (OID) strives toward building more robust and organic relationships through increased understanding and trust, which ultimately nurtures an inclusive workplace. Bring your candor, your experiences, and your willingness to continue creating a welcoming BSU for all.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Techquity: Online Learning, Technology, Diversity, and the Post-Traditional Student**

Tuesday, November 17, 2020 | 3:00-4:30 pm

Sponsored by the College of Graduate Studies, College of Continuing Studies, the Post-Traditional Learners Committee, Office of Teaching and Learning, and the Division of Academic Affairs

A faculty-led panel discussion on diversity, equity, inclusion, and online technology.

### **The Forgotten Slavery of Our Ancestors**

Tuesday, November 17, 2020 | 12:30-1:45 pm

Co-hosted by the Office of Institutional Diversity and the Lewis and Gaines Center for Inclusion and Equity with a discussion led by Dr. Joyce Rain Anderson

A short-documentary screening and discussion of “The Forgotten Slavery of Our Ancestors” offered an introduction to the history of Indigenous enslavement on land that is now the United States. As the featured historians point out, the enslavement of Indigenous peoples stretched from Alaska into South America. It predated and helped shape the system of African enslavement in New England, and it lasted throughout the 19<sup>th</sup> century in the West. “This,” explains historian Andrés Reséndez, “is our shared history.”

### **Paying off Higher Education’s Racial Debt: Infusing Racial Equity Across the Academy – A Keynote address by Dr. Estela Bensimon**

Thursday, November 12, 2020 | 12:15-2:30 pm

Sponsored by the Leading for Change Racial Equity and Justice Institute, funded by the Lumina Foundation

This keynote focused on ten obstacles to racial equity in higher education and strategies for advancing racial equity and justice on our campuses. Dr. Estela Mara Bensimon is a professor of higher education at USC and the founder and director of the Center for Urban Education, which merged in 2020 with the USC Race and Equity Center. To increase equity in higher education outcomes for students of color, Dr. Bensimon developed the Equity Scorecard, a process for using inquiry to drive changes in institutional practice and culture. She has published extensively about racial equity, organizational learning, practitioner inquiry and change. Her most recent book, *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (2020) is co-authored with Tia Brown McNair and Lindsey Malcom-Piqueux.

### **Affecting Change within Traditional Models of Mentored Student Scholarship**

Tuesday, November 10, 2020 | 3:00-4:00 pm

Hosted by the Bartlett College of Science and Mathematics

Workshop 1 in the Bartlett College of Science and Mathematics (BCoSM) series on “Broadening Access to Undergraduate Research.” The goal of these workshops was to provide BCoSM faculty and staff with a space for learning, conversation, and reflection on how we can improve the accessibility and climate of undergraduate research in our College. Together, we applied a racial equity lens toward understanding how our recruitment and mentorship practices can be transformed to achieve empowering research experiences for all students.

The series began by considering our current recruitment and mentoring practices for long-term undergraduate research. We reflected on who is most likely to benefit from these models, discussed some best practices for inclusive recruitment and culturally-responsive mentoring, and invited faculty to share ideas and experience on what has worked best within their research groups.

### **Reflective Dialogue**

Wednesday, November 4, 2020

Sponsored by the Office of Institutional Diversity

This event was open to all community members to learn about and discuss issues critical to cultural humility, equity, diversity, and inclusion. With this series, the Office of Institutional Diversity (OID) strives toward building more robust and organic relationships through increased understanding and trust, which ultimately nurtures an inclusive workplace. Bring your candor, your experiences, and your willingness to continue creating a welcoming BSU for all.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Anti-Racist Grading/Assessment of Student Work**

Thursday, October 29, 2020 | 3:00-4:00 pm

Hosted by BSU Writing Program, Department of Mathematics, Center for Transformative Learning

Assessment of student work is one of the places where systemic, institutionalized racism can most profoundly affect what a student learns in a classroom – both in terms of the content in the class and also, more globally, about what it means to “do well in school” and “be a good student.” Sometimes the inherent racism in our practices go largely undetected – even in the classrooms of very well-intentioned, dedicated, faculty.

Participants joined Matt Salomone (Mathematics) and Lee Torda (English) for an overview of what antiracist assessment can look like in any classroom. We covered a range of assessment practices we use in our own classes, including labor-based grading, spec grading, and contract grading and talked about exactly why we see these practices as antiracist as well as how they engage students in authentic learning. Antiracist assessment practices increase the transparency of our classroom practices and objectives, contribute to the creation of a trusting community of learners, and, not for nothing, actually make our teaching lives easier.

### **Queer People of Color 101 (QPOC 101)**

Thursday, October 29, 2020-Thursday, November 19, 2021 | 3:30-5:00pm

Hosted by: GLBTA Pride Center / Student Interns at the Pride Center

This 4-part series used an intersectional lens to better understand the experiences of queer people of color and how allies can take action against individual and systemic oppression. The training also included queer faculty and students of color who shared their stories, followed by a brief Q&A period. The workshops were limited to 15 participants, with the request that they commit to all 4 sessions in the series. This series will be offered several times; dates/times to change with new rollouts. Participants in the workshop had the opportunity to achieve the following learning outcomes:

- Develop greater understanding of the experiences of queer people of color.
- Identify manifestations of and harms resulting from implicit and explicit bias on individual and systems levels.
- Think critically about dominant cultural narratives and recognize signs of resistance or defensiveness in oneself and others.
- Examine and unpack aspects of systemic racism in education and identify strategies to support racial equity in education.

### **Empowered Bystander Training**

Wednesday, October 28, 2020 | 10:00 am-12:00 pm

Sponsored by the Office of Institutional Diversity

The Empowered Bystander Training was designed to provide the BSU community with tools and competencies to take action when witnessing acts of bias and prejudice. An Empowered Bystander is someone who sees behaviors in themselves or others that exhibit bias or prejudice, and who takes action/intervenes to address them.

Participants in this training:

- Explored socialization through a Racial Justice and Equity lens to acknowledge bias and prejudice;
- Learned ways to interrupt biased or prejudicial thoughts and behaviors;
- Practiced selecting and implementing a variety of instances of bias and prejudice to determine the best response.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Beyond Good Intentions: Taking Steps to End Racism**

Wednesday, October 28, 2020 | 3:30-5:00 pm

Sponsored by United Way of Greater Plymouth County and the Martin Richard Institute for Social Justice at Bridgewater State University

Presenters:

-Geniro T. Dingle, Manager, Diversity, Equity and Inclusion, United Way Worldwide

-Dr. Mary K. Grant, Senior Administrative Fellow for Civics and Social Justice, Martin Richard Institute for Social Justice, Bridgewater State University

-Linda Spears, Commissioner, Massachusetts Department of Children and Families

-Christopher Oddleifson, Chief Executive Officer, Rockland Trust

### **Poet Danez Smith: Virtual Reading and Q&A**

Thursday, October 22, 2020 | 5:00-6:30 pm

Sponsored by Visiting Authors Series / African American Studies

BSU's Visiting Authors Series and African American Studies Program hosted poet Danez Smith for a virtual reading and Q&A. Preregistration for the event was required. Danez Smith is a Black, Queer, Poet, writer & performer from St. Paul, MN. They are author of *Don't Call Us Dead* (Graywolf Press, 2017), winner of the Forward Prize for Best Collection, the Midwest Booksellers Choice Award, and a finalist for the National Book Award; and *boy* (YesYes Books, 2014), winner of the Kate Tufts Discovery Award and the Lambda Literary Award for Gay Poetry. Smith is a member of the Dark Noise Collective and is the co-host of VS with Franny Choi, a podcast sponsored by the Poetry Foundation and Postloudness. Their third collection, *Homie*, was published by Graywolf in January 2020.

### **Empowered Bystander Training**

Thursday, October 22, 2020

Sponsored by the Office of Institutional Diversity

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Mentoring Students of Color in Undergraduate Research in Science and Mathematics**

Monday, October 19, 2020 | 4:00-5:00 pm

Sponsored by the Bartlett College of Science and Mathematics and the Center for Transformative Learning

Faculty in the Bartlett College of Science and Mathematics discussed BSU Assistant Provost Jenny Shanahan's 2018 article "Mentoring Strategies that Support Students from Underserved Groups in Undergraduate Research" with the author. The article, based on research with BSU students, reports that particular forms of social-emotional support from faculty increased rates of participation and persistence in undergraduate research of students of color and low-income students. The results illustrate how heightened attentiveness to equity can ensure that inclusion is core to undergraduate research, one of the most consequential opportunities in higher education.

### **Schooling for Critical Consciousness: A Discussion with Scott Seider and Daren Graves**

Thursday, October 19, 2020 | 2:00-3:30 pm

Sponsored by the College of Education and Health Sciences and the Martin Richard Institute for Social Justice

Participants joined us for a discussion with the co-authors of “Schooling for Critical Consciousness: Engaging Black and Latinx Youth in Analyzing, Navigating and Challenging Racial Justice,” Scott Seider and Daren Graves. Education students, faculty and others interested in learning about the notion of critical consciousness as a pedagogical strategy were welcomed!

### **The Squad: A Documentary Play on Women in Power**

Monday, October 19, 2020 | 2:00-3:00 pm

Sponsored by the American Studies Program, African American Studies Program, the Women’s and Gender Studies Program, and the Department of Political Science

This event focused on the roles and experiences of women, particularly women of color, in the current U.S. political system. Here is a brief description: “*The Squad* is a documentary play about the experiences of four recently-elected Congresswomen of color who, through their powerful actions and words, offer points to reflect on the changing role of gender and race in the current U.S. political system. The script was created verbatim from speeches, interviews, and news sources from and about Representatives Alexandria Ocasio-Cortez, Ilhan Omar, Ayanna Pressley, and Rashida Tlaib. A 30-minute excerpt, featuring cast members from the BSU community, was followed by a talk-back with the playwright and director Lisa Rafferty, who teaches in the Theatre Department.”

### **De-centering Whiteness Webinar Series**

Wednesday, October 14 – Wednesday, November 4, 2020 | 3:00-5:00 pm (4 virtual sessions)

Sponsored by the Division of Student Success and Diversity

Workshop facilitators: Dr. Barbara Bond, Associate Professor of Social Work Emeritus and Dr. Sabrina Gentlewarrior, VP of Student Success and Diversity.

This four-session commitment of virtual conversations emphasized how people who are white at BSU can stand—and act—for racial justice. These sessions featured readings, videos, and discussions focused on ways that people who are white can educate themselves, hold accountable themselves, and activate themselves to help dismantle racism.

Participants were limited to 12 with the request to commit to all four sessions in the series scheduled on Wednesdays October 14, 21, 28, and November 4, 2020 from 3:00-5:00 pm

Participants could count on:

- Having an opportunity to explore the ways whiteness informs society as well as higher education practices, which in turn perpetuates systemic racism
- Developing additional strategies in our work as white anti-racists
- Applying some of these strategies to our current work

### **Taking White Supremacy to Court: The Charlottesville Case**

Tuesday, October 13, 2020 | 7:00 pm

Sponsored by Integrity First for America (IFA), Facing History, and other partners

Integrity First for America (IFA), in partnership with a world-class legal team, is uniquely taking on the neo-Nazis, white supremacists, and hate groups at the center of this violent movement, holding them accountable in federal court for the violence they brought to Charlottesville in 2017. Participants joined Integrity First for America, Facing History and other partners for a webinar, “*Taking White Supremacy to Court: The Charlottesville Case.*”

### **Empowered Bystander Training**

Saturday, October 10, 2020

Sponsored by the Office of Institutional Diversity

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Indigenous Peoples Week (Monday, October 5 – Saturday, October 10, 2020)**

#### **Saturday, October 10<sup>th</sup>, 2020 – Indigenous Peoples Week**

##### **Indigenous People’s Day Event**

10:00 am–12:00 pm

Hosted by STAND UP for JUSTICE Bridgewater

Social Distanced Outdoor Event at the BSU Common with COVID precautions. Open Mic session as well as scheduled speakers and performers. Participants were instructed to bring a mask, a sign, their ears, and an open heart.

#### **Friday, October 9<sup>th</sup>, 2020 – Indigenous Peoples Week**

##### **Final Day of the Teach-In**

##### **Voting and Social Justice: At the Intersection of Native and LGBTQI+ rights**

2:30-4:00 pm

Participants joined the Martin Richard Institute for Social Justice and the BSU Trans Working group to explore voting challenges facing Native and especially Native LGBTQI+/Two-Spirits, organizing initiatives and post-election coping strategies.

#### **Thursday, October 8, 2020 – Indigenous Peoples Week**

##### **Issues on the Legislative Agenda**

3:30-4:30 pm

Participants joined us for a discussion with MA Representative Jack Lewis, 7th Middlesex District (Ashland & Framingham, He/Him/His) on MA legislation in support of Indigenous peoples along with Rob Allen, Tlingit Native Alaskan community from Sitka and part-time MA resident who discussed Native Alaskan concerns in the upcoming elections and beyond. Moderators: Drs. Margaret Boyd and Diana Fox.

**Live Panel Discussion: Ending Indigenous Sports Mascots with Dr. Maura Rosenthal and students.**

2:00-3:15 pm

They addressed the name change of the Washington Football Team and the psycho-social impact of Indigenous mascots on youth. They discussed the film “More than a Word.”

**Sustainability Program Webinar: Environmental Justice: Black/Indigenous Intersection in Environmental Racism**

9:30-10:45 am

Participants joined local community organizers and faculty experts to discuss global, national, and local environmental inequalities.

**Wednesday, October 7, 2020 – Indigenous Peoples Week**

**Workshop: Decolonizing Research Methodologies**

10:00 am-12:05 pm

Participants joined us for a live workshop with faculty researchers on decoloniality – what it is, how it’s incorporated into research methodologies, theoretical approaches, collaborations, etc. Moderated by Dr. Diana J. Fox, Anthropology.

**Tuesday, October 6, 2020 – Indigenous Peoples Week**

**Panel: Global Indigenous Peoples: Decolonial Perspectives**

12:30-1:45 pm

Participants joined us for a live panel discussion (sponsored by the Minnock Center for Global Engagement, and moderated by Dr. Jabbar Al-Obaidi) with Drs. Joyce Rain Anderson, Margaret Boyd, Diana J. Fox, Luis Parades, Walter Carroll, Allyson Ferrante, Navid Fozi, Emily Field

**Monday, October 5, 2020 – Indigenous Peoples Week**

**In Our Own Backyard: Honoring Indigenous Peoples Day at BSU**

BSU President Fred Clark welcomed the campus community to the Inaugural Indigenous Peoples Day at BSU.

**Why Indigenous Peoples Day?**

Amy Goodman of Democracy Now interviewed Lakowi:he’ne Oakes from the Mohawk Haudenosaune Confederacy, Snipes Clan and Director of American Indian Community House in NYC in this Democracy Now video.

**InFocus Panel**

Dr. Jabbar Al-Obaidi was joined by Drs. Joyce Rain Anderson and Margaret Boyd who discuss the importance of Indigenous Peoples Day and how BSU is teaming up with Plymouth to mark their 400<sup>th</sup> anniversary.

***Here it Began: 2020 Hindsight or Foresight  
Indigenous History Conference, A Plymouth 400 Signature Event***

Saturday, October 3 – Sunday, November 22, 2020 (9 virtual sessions)

Sponsored by BSU, North Easton Savings Bank, Plymouth 400 (1620-2020), and the Wampanoag Advisory Committee

Participants learned about creation histories and traditional life, colonization and its aftermath, and the continued resilience and life of New England Natives today.

Contact: Joyce Rain Anderson, Coordinator Ethnic and Indigenous Studies

**Environmental Justice Webinar**

Thursday, October 8, 2020 | 9:30-10:45 am

Sponsored by BSU's Sustainability Program and Ethnic and Indigenous Studies, with assistance from the Martin Richard Institute for Social Justice and the Center for Transformative Learning

This webinar aimed to broaden BSU's support for Black Lives Matter and other racial justice movements adding a focus on systematic environmental discrimination. This webinar also introduced BSU students to various research topics on environmental justice to help them build their own research projects on social justice. Participants met the scholars and activists on environmental justice and asked questions to develop their own research on environmental justice.

- Kristen Wyman is from the Nipmuc tribe and the co-founder of the Eastern Woodlands Rematriation Collective. She also works with WhyHunger and Move to End Violence. She has done a lot of work with other Indigenous women and with rematriation of land.
- Dr. Daniel Faber is Director of Northeastern Environmental Justice Research Collaborative as well as a faculty of Department of Sociology and Anthropology at Northeastern University.

Contact: Inkyoung Kim

**“Let the People Decide” Discussion Panel**

Wednesday, October 7, 2020 | 7:00 pm

Sponsored by the Andrew Goodman Foundation

The Andrew Goodman Foundation (AGF) hosted a panel discussion on the film, *Let the People Decide*. AGF offered a free link to view “Let the People Decide,” a film that explores the history of the voting rights struggle from the 1960s to today. Participants watched the film separately (link shared upon event registration) and then tuned in at 7:00 pm ET on October 7th for a panel moderated by *Puffin Democracy Fellow Eva-Marie Quinones*—including *David Goodman*, *Clarence Jones*, and *Dave Dennis*, who are featured in the film, and *Gavin Guerra*, the film's producer—discussing the film's major themes of voter suppression, racial injustice, and the significance of youth-led movements. <https://votereducationweek.org/event/panel-let-the-people-decide-discussion-panel/>

**Facing History Now: Conversations on Equity and Justice – The Struggle for Racial Justice and Voting**

Wednesday, October 7, 2020 | 7:00-8:00 pm

Sponsored by Facing History and Ourselves <https://www.facinghistory.org/>

Free and fair elections are the foundation of all democracies. The US Voting Rights Act of 1965 established protections for all Americans, especially for Black Americans. However, the 2013 Supreme Court decision *Shelby County v Holder* dismantled key elements of the Voting Rights Act and voter suppression efforts are ongoing across the country.

Participants joined us on Wednesday, October 7 for a dialogue with Dr. Carol Anderson; professor, historian, and National Book Critics Circle Award winner, exploring the history of the fight for African Americans' voting rights as part of the struggle for racial justice in the United States.

### **Anti-Racist Teaching and Learning: A Workshop for Faculty**

Wednesday, October 7, 2020 | 3:00-4:30 pm (note: a recording will be available)

Sponsored by the Faculty Advocacy Network [FAN] and the Part Time Faculty Program

Led by Dr. Kevin McGowan and Dr. Melissa Winchell.

### **Teaching Race in the Wake of the Alleged Murder of George Floyd**

Wednesday, September 30, 2020 | 1:00-2:30 pm

Sponsored by Global Programs at the Minnock Institute for Global Engagement, the Office of Institutional Diversity, and African American Studies at Bridgewater State University

Featuring Dr. Pamela E. Barnett, Dean, School of Arts & Sciences, La Salle University

Dr. Pamela Barnett currently serves as Dean of the School of Arts & Sciences, La Salle University in Philadelphia. Dean Barnett's research in higher education have focused on advancing diverse student bodies, faculties, and curricula. She served most recently as Dean of the College of Arts and Sciences and Distinguished Professor of English at Trinity Washington University in Washington DC. One of the few remaining women's colleges, Trinity enrolls a student body that is majority Pell grant eligible, first generation to college and underrepresented minority.

### **Empowered Bystander Training**

Monday, August 31, 2020

Sponsored by the Office of Institutional Diversity

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Empowered Bystander Training**

Tuesday, August 25, 2020

Sponsored by the Office of Institutional Diversity

The Empowered Bystander Training was designed to provide the BSU community with tools and competencies to take action when witnessing acts of bias and prejudice. An Empowered Bystander is someone who sees behaviors in themselves or others that exhibit bias or prejudice, and who takes action/intervenes to address them.

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **ThinkPosium**

Thursday, August 13, 2020

Sponsored by the Office of Institutional Diversity

OID offered a THINKposium - a community virtual learning session - to engage in dialogue regarding the social challenges of our time. Luis Paredes welcomed participants to join him in much-needed conversations. Participants created new and old connections with colleagues and friends; felt valued, respected, and part of a learning community. As participants processed our thoughts, our socialization, and new learnings through dialogue-based conversations, Luis hoped that these personal experiences and materials would positively influence our long-term actions, behaviors, and decisions. Together, we can reflect and create an equitable and an anti-racist society.

OBJECTIVES:

- Recognize the breadth of differences on campus
- Recognize that we all have many group memberships
- Understand that privileged and marginalized groups exist
- Recognize privileged and marginalized groups dynamics
- Engage in authentic dialogue about typical privileged and marginalized group dynamics on campus.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Virtual Lunch**

Wednesday, August 12, 2020

Sponsored by the Office of Institutional Diversity

Each week, a different topic/theme was be presented.

Beginning Summer 2020, as the Director of the Office of Institutional Diversity, and inspired by the power we all have to resist injustices and oppression, Luis Paredes welcomed participants to join him in a

series of competency-building workshops and trainings. The goal was to create a collective of ideas and experiences to EDUCATE, ACTIVATE, and ORGANIZE transformative relationships and engage in actionable change.

We all have different ways of understanding, narrating, and responding to diversity issues in our country, yet, we must continue to value human dignity and respect. A divide exists between people's understanding of racism, sexism, classism, ableism, religious imperialism, nativism, cisgenderism, to name a few systematic social issues. However, we exist and are valued based on power dynamics and inequitable societal structures. In that effort, Luis invited participants to join him at the OID Community Learning Luncheons, to come together to think about and practice strategies we can each use to deepen the conversations around these critical topics and ultimately activate change.

Contact: Luis Paredes, Director, Office of Institutional Diversity

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **ThinkPosium**

Thursday, August 6, 2020

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Virtual Lunch**

Wednesday, August 5, 2020

Sponsored by the Office of Institutional Diversity

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Contact: Luis Paredes, Director, Office of Institutional Diversity

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Empowered Bystander Training**

Tuesday, August 4, 2020

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- Practiced selecting and implementing a variety of instances of bias and prejudice to determine the best response.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Amplify: Black and Brown Voices of BSU**

Tuesday, August 4, 2020 | 6:00-8:30 pm

The purpose of *Amplify: Black and Brown Voices of BSU* was simple: for Black and brown BSU students and alumni to share their experiences of being who they are on our campus and for the rest of us to listen so that we may better understand these lived realities and inform our efforts to improve those realities.

During the event, which was moderated by students/recent alums, speakers shared their voices with the audience, but they may have chosen to withhold their names and/or faces. Audience members were there to listen, but they did not respond directly via voice or written chat to the speakers during the event. This choice was made by the students who have collaborated to plan the event, and it helped the speakers to be able to share without having to manage the responses of the audience. For audience members, it was intended to relieve the pressure we often feel to offer an immediate response when we are told about racialized or racist experiences. The audience did not need to defend, explain, or comfort. Just listen.

Contact: Emily Field

### **ThinkPosium**

Monday, August 3, 2020

Sponsored by the Office of Institutional Diversity

OID offered a THINKposium - a community virtual learning session - to engage in dialogue regarding the social challenges of our time. Luis Paredes welcomed participants to join him in much-needed conversations. Participants created new and old connections with colleagues and friends; felt valued, respected, and part of a learning community. As participants processed our thoughts, our socialization,

and new learnings through dialogue-based conversations, Luis hoped that these personal experiences and materials would positively influence our long-term actions, behaviors, and decisions. Together, we can reflect and create an equitable and an anti-racist society.

**OBJECTIVES:**

- Recognize the breadth of differences on campus
- Recognize that we all have many group memberships
- Understand that privileged and marginalized groups exist
- Recognize privileged and marginalized groups dynamics
- Engage in authentic dialogue about typical privileged and marginalized group dynamics on campus.

Contact: Luis Paredes, Director, Office of Institutional Diversity

**Virtual Lunch**

Wednesday, July 29, 2020

Sponsored by the Office of Institutional Diversity

Each week, a different topic/theme was be presented.

Beginning Summer 2020, as the Director of the Office of Institutional Diversity, and inspired by the power we all have to resist injustices and oppression, Luis Paredes welcomed participants to join him in a series of competency-building workshops and trainings. The goal was to create a collective of ideas and experiences to EDUCATE, ACTIVATE, and ORGANIZE transformative relationships and engage in actionable change.

We all have different ways of understanding, narrating, and responding to diversity issues in our country, yet, we must continue to value human dignity and respect. A divide exists between people's understanding of racism, sexism, classism, ableism, religious imperialism, nativism, cisgenderism, to name a few systematic social issues. However, we exist and are valued based on power dynamics and inequitable societal structures. In that effort, Luis invited participants to join him at the OID Community Learning Luncheons, to come together to think about and practice strategies we can each use to deepen the conversations around these critical topics and ultimately activate change.

Contact: Luis Paredes, Director, Office of Institutional Diversity

**ThinkPosium**

Monday, July 27, 2020

Sponsored by the Office of Institutional Diversity

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **ThinkPosium**

Thursday, July 23, 2020

Sponsored by the Office of Institutional Diversity

OID offered a THINKposium - a community virtual learning session - to engage in dialogue regarding the social challenges of our time. Luis Paredes welcomed participants to join him in much-needed conversations. Participants created new and old connections with colleagues and friends; felt valued, respected, and part of a learning community. As participants processed our thoughts, our socialization, and new learnings through dialogue-based conversations, Luis hoped that these personal experiences and materials would positively influence our long-term actions, behaviors, and decisions. Together, we can reflect and create an equitable and an anti-racist society.

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Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Virtual Lunch**

Wednesday, July 12, 2020

Sponsored by the Office of Institutional Diversity

Each week, a different topic/theme was be presented.

Beginning Summer 2020, as the Director of the Office of Institutional Diversity, and inspired by the power we all have to resist injustices and oppression, Luis Paredes welcomed participants to join him in a series of competency-building workshops and trainings. The goal was to create a collective of ideas and experiences to EDUCATE, ACTIVATE, and ORGANIZE transformative relationships and engage in actionable change.

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Luncheons, to come together to think about and practice strategies we can each use to deepen the conversations around these critical topics and ultimately activate change.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **ThinkPosium**

Monday, July 20, 2020

Sponsored by the Office of Institutional Diversity

OID offered a THINKposium - a community virtual learning session - to engage in dialogue regarding the social challenges of our time. Luis Paredes welcomed participants to join him in much-needed conversations. Participants created new and old connections with colleagues and friends; felt valued, respected, and part of a learning community. As participants processed our thoughts, our socialization, and new learnings through dialogue-based conversations, Luis hoped that these personal experiences and materials would positively influence our long-term actions, behaviors, and decisions. Together, we can reflect and create an equitable and an anti-racist society.

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- Engage in authentic dialogue about typical privileged and marginalized group dynamics on campus.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **ThinkPosium**

Thursday, July 16, 2020

Sponsored by the Office of Institutional Diversity

OID offered a THINKposium - a community virtual learning session - to engage in dialogue regarding the social challenges of our time. Luis Paredes welcomed participants to join him in much-needed conversations. Participants created new and old connections with colleagues and friends; felt valued, respected, and part of a learning community. As participants processed our thoughts, our socialization, and new learnings through dialogue-based conversations, Luis hoped that these personal experiences and materials would positively influence our long-term actions, behaviors, and decisions. Together, we can reflect and create an equitable and an anti-racist society.

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- Recognize privileged and marginalized groups dynamics
- Engage in authentic dialogue about typical privileged and marginalized group dynamics on campus.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Virtual Lunch**

Wednesday, July 15, 2020  
Sponsored by the Office of Institutional Diversity

Each week, a different topic/theme was be presented.

Beginning Summer 2020, as the Director of the Office of Institutional Diversity, and inspired by the power we all have to resist injustices and oppression, Luis Paredes welcomed participants to join him in a series of competency-building workshops and trainings. The goal was to create a collective of ideas and experiences to EDUCATE, ACTIVATE, and ORGANIZE transformative relationships and engage in actionable change.

We all have different ways of understanding, narrating, and responding to diversity issues in our country, yet, we must continue to value human dignity and respect. A divide exists between people's understanding of racism, sexism, classism, ableism, religious imperialism, nativism, cisgenderism, to name a few systematic social issues. However, we exist and are valued based on power dynamics and inequitable societal structures. In that effort, Luis invited participants to join him at the OID Community Learning Luncheons, to come together to think about and practice strategies we can each use to deepen the conversations around these critical topics and ultimately activate change.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **ThinkPosium**

Thursday, July 9, 2020  
Sponsored by the Office of Institutional Diversity

OID offered a THINKposium - a community virtual learning session - to engage in dialogue regarding the social challenges of our time. Luis Paredes welcomed participants to join him in much-needed conversations. Participants created new and old connections with colleagues and friends; felt valued, respected, and part of a learning community. As participants processed our thoughts, our socialization, and new learnings through dialogue-based conversations, Luis hoped that these personal experiences and materials would positively influence our long-term actions, behaviors, and decisions. Together, we can reflect and create an equitable and an anti-racist society.

OBJECTIVES:

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- Recognize privileged and marginalized groups dynamics
- Engage in authentic dialogue about typical privileged and marginalized group dynamics on campus.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **Virtual Lunch**

Tuesday, July 7, 2020  
Sponsored by the Office of Institutional Diversity

Each week, a different topic/theme was be presented.

Beginning Summer 2020, as the Director of the Office of Institutional Diversity, and inspired by the power we all have to resist injustices and oppression, Luis Paredes welcomed participants to join him in a series of competency-building workshops and trainings. The goal was to create a collective of ideas and experiences to EDUCATE, ACTIVATE, and ORGANIZE transformative relationships and engage in actionable change.

We all have different ways of understanding, narrating, and responding to diversity issues in our country, yet, we must continue to value human dignity and respect. A divide exists between people's understanding of racism, sexism, classism, ableism, religious imperialism, nativism, cisgenderism, to name a few systematic social issues. However, we exist and are valued based on power dynamics and inequitable societal structures. In that effort, Luis invited participants to join him at the OID Community Learning Luncheons, to come together to think about and practice strategies we can each use to deepen the conversations around these critical topics and ultimately activate change.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **ThinkPosium**

Monday, July 6, 2020

Sponsored by the Office of Institutional Diversity

OID offered a THINKposium - a community virtual learning session - to engage in dialogue regarding the social challenges of our time. Luis Paredes welcomed participants to join him in much-needed conversations. Participants created new and old connections with colleagues and friends; felt valued, respected, and part of a learning community. As participants processed our thoughts, our socialization, and new learnings through dialogue-based conversations, Luis hoped that these personal experiences and materials would positively influence our long-term actions, behaviors, and decisions. Together, we can reflect and create an equitable and an anti-racist society.

#### OBJECTIVES:

- Recognize the breadth of differences on campus
- Recognize that we all have many group memberships
- Understand that privileged and marginalized groups exist
- Recognize privileged and marginalized groups dynamics
- Engage in authentic dialogue about typical privileged and marginalized group dynamics on campus.

Contact: Luis Paredes, Director, Office of Institutional Diversity

### **BSU Community Forum #2 on Racial Justice**

Tuesday, June 23, 2020 | 5:00-6:30 pm via Zoom

Coordinated by the Martin Richard Institute for Social Justice

Forum #2 was moderated by Senior Administrative Fellow for Civics and Social Justice and Co-Chair of BSU's Special Presidential Task Force Dr. Mary Grant, and featured opening remarks by President Fred Clark, Provost Karim Ismaili, Dean Dr. Jeanean Davis-Street, Dr. Kevin McGowan, MRISJ Faculty Associate and Faculty in Elementary and Early Childhood Department, College of Education and Health Sciences, Anna Rice, President BSU Student Government Association; Dr. Carolyn Petrosino, Professor Emerita of Criminal Justice, Co-Chair of BSU's Special Presidential Task Force on Racial Justice, and Dave Alexander, BSU Trustee, Co-Chair of BSU's Special Presidential Task Force on Racial Justice

The 164 attendees (of 205 registrants) participated in 8 small discussion groups. There were 2 groups focused on Student Leadership for Racial Justice, 1 group on Activism, 2 groups on Allyship, 1 group on Navigating the Emotional Impact of Racial and Other Injustices, 1 group on BSU as a Learning Community, and 1 group that was an Open Forum.

Contact: Martin Richard Institute for Social Justice

### **BSU Community Forum #1 on Racial Justice**

Wednesday, June 3, 2020 | 12:15-1:45 pm via Microsoft Teams

Coordinated by the Martin Richard Institute for Social Justice

Forum #1 was moderated by Senior Administrative Fellow for Civics and Social Justice Dr. Mary Grant, and featured opening remarks by President Fred Clark, Provost Karim Ismaili, Dean Dr. Jeanean Davis-Street, Dr. Kevin McGowan, MRISJ Faculty Associate and Faculty in Elementary and Early Childhood Department, College of Education and Health Sciences, and Tyler Czyras, Vice President, BSU Student Government Association.

The 207 attendees (out of 250 registrants) participated in 6 small discussion groups, one each on Student Leadership for Racial Justice, Activism, Allyship, Navigating the Emotional Impact of Racial and Other Injustices, BSU as a Learning Community, and an Open Forum.

Contact: Martin Richard Institute for Social Justice

RJTF Report  
Accessibility  
Chart Descriptions

There are two circles with an overlapping area in the middle. Both circles have outward facing arrows to the broader community and external partners.

In the left circle, denoting the focus of the Curriculum area, are listed:

- Education and Health Sciences
- Graduate Studies
- Business
- Humanities and Social Sciences
- Science and Math
- Continuing Studies
- Interdisciplinary Minors

In the right circle, denoting the focus of the Co-Curriculum area are listed:

Student programs, opportunities and learning in SAEM and other areas of the University beyond the classroom

In the overlapping area between Curriculum and Co-Curriculum are listed:

- Internships & Practice
- Honors Program
- Community Engagement & Service Learning
- Research & Scholarship
- Global Engagement (including Study Abroad)

And a continuum indicating applying theory to practice and reflecting on learning.

Page 129 Pie Chart – Have You Experienced or Observed Racial Injustice at BSU?

This pie chart denotes the findings of an employee survey in which 79% of the 330 respondents responded they had not experienced or observed racial injustice at BSU, 15% responded that they had experienced or observed racial injustice at BSU, and 6% had responded that they were unsure if they had experienced or observed racial injustice at BSU.

Page 201 Retention of First-Time Students since 2006 (top chart)

This trend line depicts retention of first-time students at BSU between 2006 and 2019. It shows retention rates for all first-time students, compared with first-time students of color and first-time students who have low-incomes. There are a few years in which the retention rates were the same for all groups, but the gap between all students and the two subsets of students of color and low-income students has grown since 2015. First-time students of color and first-time students who are low-income are retaining at lower rates at BSU.

## Page 202 – First-Time Full-Time Cohort Retention – Intersectional Race & Sex Equity Gap

This trend line depicts the retention of four groups of first-time full-time students at BSU between 2014 and 2019. The four groups are female white students, female students of color, male white students, and male students of color. Female white students have the highest retention rates in each year. During the most recent year (2019), female white students at BSU retained at 80%, female students of color and male white students retained at 76%, and male students of color retained at 61%.

## Page 202 – First-Time Full-Time Cohort Retention – Racial / Low Income Equity Gap

This trend line depicts the retention of four groups of first-time full-time students at BSU between 2014 and 2019. The four groups are not low income white students, low-income white students, not low income students of color, and low income students of color. Not low income white students have the highest retention rates in each year. During the most recent year (2019), not low income white students at BSU retained at 80%, low income white students retained at 75%, not low income students retained at 74%, and low income students retained at 70%.

This series of six trend lines, created using data available at the Massachusetts Department of Higher Education Data Center, shows that African American students at Bridgewater State University (shown in the top three trendlines) and at all Massachusetts Public Universities (shown in the bottom three trendlines) consistently have lower rates of attainment of early milestones associated with achieving college success than do White students.

Data from 2010 through 2019 show that White and African American students at BSU have higher rates of “Timely Completion of Gateway Courses” compared with all public universities in Massachusetts, but White Students attain at higher rates than African American students.

Data from 2011 through 2019 show that both White and African American students at BSU have lower rates of “On-Time Credit Accumulation” compared with students at all public universities in Massachusetts, and African American students at BSU have lower rates than White students at BSU.

Data from 2011 through 2019 show that White students at BSU have similar rates of “Retention After First Year” compared with White students at all public universities in Massachusetts. While there are several instances of nearly the same retention rates, African American students at BSU have had lower rates of retention for latter few years, and African American students at BSU have lower rates of retention than do African American students at public Universities in Massachusetts.

This series of six trend lines, created using data available at the Massachusetts Department of Higher Education Data Center, shows that Latinx students at Bridgewater State University (shown in the top three trendlines) and at all Massachusetts Public Universities (shown in the bottom three trendlines) consistently have lower rates of attainment of early milestones associated with achieving college success than do White students.

Data from 2010 through 2019 show that White and Latinx students at BSU have higher rates of “Timely Completion of Gateway Courses” compared with all public universities in Massachusetts, but White Students attain at higher rates than Latinx students.

Data from 2011 through 2019 show that both White and Latinx students at BSU have lower rates of “On-Time Credit Accumulation” compared with students at all public universities in Massachusetts, and Latinx students at BSU have lower rates than White students at BSU.

Data from 2011 through 2019 show that White students at BSU have similar rates of “Retention After First Year” compared with White students at all public universities in Massachusetts. While there are several instances of nearly the same retention rates in the early years in the trend, Latinx students at BSU have had lower rates of retention for latter few years, and Latinx students at BSU have slightly lower rates of retention than do Latinx students at public Universities in Massachusetts.

## Page 205 BSU Students of Color – 10 Year Trend

This chart depicts the trends for the enrollment of Native American, Asian, Black/Cape Verdean, Hispanic, Native Hawaiian students, and students who identify as two or more races, at BSU between Fall 2011 and Fall 2020. Enrollment among Black/Cape Verdean students has increased from 6% in Fall 2011 to 11% of total enrollment in Fall 2020, and enrollment among Hispanic students has increased from 4% to 8%, and students who identify as two or more races has increased from 2% to 5% during that same time period. Enrollment among Asian students has stayed steady at 2% and Native American and Native Hawaiian has been steady at less than 1%.

## Page 205 BSU Staff of Color – 10 Year Trend

This chart depicts the trends for the percentage of Native American, Asian, Black/Cape Verdean, Hispanic, Native Hawaiian full-time staff members, and full-time staff members who identify as two or more races, who are employed by BSU between Fall 2011 and Fall 2020. The percentage of Black/Cape Verdean full-time staff has fluctuated between 5% and 6% between Fall 2011 and Fall 2020, and staff members of all other racial and ethnic groups are no more than 2% of all full-time staff members at BSU during that time period.

Formal Complaints from the BSU Office of Equal Opportunity:  
Racial Discrimination and Racial Harassment

Count of Charges

Incident Year	Charge Discrimination-Race	Charge Harassment-Race	Grand Total
2014	0	1	1
2015	4	2	6
2016	7	3	10
2017	4	5	9
2018	2	1	3
2019	2	3	5
2020	3	3	6
2021	0	3	3
Grand Total	22	21	43