

Condensed BSU Racial Justice Report: A condensed version of troubling recommendations in a public Bridgewater State University report (summary in separate document). The full document can be read here:

https://www.bridgew.edu/sites/bridgew/files/media/pdf_document/RJTF%20Final%20Report.pdf

Presidential Task Force on Racial Justice. May 2021

- Co-Chairs In Charge Of Report:
 - Carolyn Petrosino
 - § Retweeted post that smeared Bannon as White Nationalist
 - § Supports “#TheResistance”
 - § Claimed, “America is resembling Germany during the 1930s”
 - Davede Alexander
 - Mary K. Grant
 - § Has shown support for Bernie Sanders and Elizabeth Warren
 - § Attacked Trump for holding the press accountable
 - § Supported March For Our Lives
 - § Wants mass immigration through immigration reform
- Participation
 - Message From Task Force Co-Chairs:
 - § “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.”
 - § “However, it lays out many immediate and long-term steps we can take together toward becoming a more racially just, inclusive, and equitable community.”
 - Overview of the Task Force
 - § Formation, Mission, and Exceptions

- “Words alone are not enough.” This was the challenge issued by President Clark to the BSU community in 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.”

§ Statement of Guiding Values:

- Supports “racial equity.”

· Community Voices and Preliminary Calls to Action

○ BSU Community Forms on Racial Justice

§ Increase racial diversity among faculty and staff

§ Implement campus-wide professional development on antiracism

§ Improve curriculum offerings related to racial justice

§ Prioritize racial justice in planning and budgeting decisions

§ Increase support for Black students and other students of color, including BSU supported-services and student groups

§ Develop and maintain safe and welcoming spaces across campus for students of color

○ Amplify: Brown and Black Voices of BSU

§ Hire more Black and Brown people as tenure-track faculty, librarians, administrators, and staff

§ Examine and revise diversity/cultural competency training for people who supervise student workers

§ Provide training for White members of the BSU community to help them discuss race and inequality in a safe and educational space

§ Visually represent Blackness through public art, in a non-tokenizing way; solicit student input on this project

§ Consider an interdisciplinary course requirement of all freshmen on the history of race and racial oppression in the United States

§ Hold and encourage attendance at more events like Amplify, that center the lives and lived experiences of people of color and immigrants

§ Develop and advocate for changes that could be made to how we train future teachers on issues of race and racial history.

§ Provide departmental and divisional antiracism and bystander trainings, making them available to all staff, faculty, librarians and administrators.

§ Support student health services, increasing staffing and training on mental health issues of students who are suffering from PTSD from racism.

- BSU Students of Color Success Focus Group

§ Hear and believe students of color.

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

§ Audit institutional websites, physical spaces, brochures, materials, membership of working groups, etc. to ensure they are truly inclusive.

§ Emphasize the hiring of people of color across the University.

§ Continue the work of the BSU Police Department to enact racially just university policing.

- Subcommittee Discovery and Recommendations

- Summary

§ 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.

§ Support and incentivize professional development in racial justice.

§ 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.

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

§ 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.

§ 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.

§ 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.

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

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

§ Conduct a feasibility study for a graduate degree/certificate in racial equity and justice.

§ Overhaul BSU's Core Curriculum to represent the University as a racially just institution

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

§ Revise the Core Curriculum area requirement in global cultures; revise and rename the Core Curriculum area requirement in multiculturalism.

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

§ 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.

§ 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.

§ Establish a Center for Racial Justice Research, Advocacy, and Support.

- Subcommittee Executive Summary

§ Areas of inquiry:

- 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).
- Internship program

§ Forms of Data Included In Report

- 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.
- 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.
- Follow-up interviews with the 17 survey participants who requested one (an option provided in the last survey question).
- 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.

- 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.
- Individual outreach by the co-chairs to individual program leaders and staff to ask them about racial justice practices and initiatives.

§ Aim of Research:

- 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.

§ Data Conclusion:

- Several academic programs, departments, and centers/institutes have reported developing new learning outcomes, policies, and curricular changes intended to promote racial justice.
 - Department and college DEI committees are meeting regularly, hosting professional development opportunities, and proposing curricular changes.
 - 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).

- 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.
- Faculty and staff doing racial justice work report feeling inadequate support for their labor, expertise, time, and emotional energy.
- 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.
- 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.
- Models/examples from other institutions' learning outcomes, racial justice centers, curricular changes, theorizing, etc. can inform our work.
- 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.
- 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).
- 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
- 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.

- BIPOC/ALANA students have reported a variety of unwelcoming policies, practices, and classroom environments.
- Faculty, librarians, and staff members have made racist statements and assumptions about BIPOC/ ALANA students and colleagues, with impunity.
- White students have used racist words and behaved in discriminatory ways toward their peers in classroom and co-curricular settings, with impunity.
- 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.
- BSU needs a central place with expert faculty/staff for leading racial justice research and advocacy on campus and well beyond.

· Further Recommendation

- 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).
 - § 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.
- 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.

- Racial Justice Faculty Fellows

§ They will plan, carry out, and support teaching and scholarship around racial justice efforts by faculty and librarians.

- 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).

- 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.

- 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 Champagnie 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.

- 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.

- New Core Curriculum

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

- 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).

- 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.

- Summary of Subcommittee Recommendations

- 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.

- Incorporate equity-minded language in all job descriptions so that potential employees recognize the importance that BSU places on diversity and racial justice.

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

- 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.

- Increase the percentage of administrators (vice presidents, AVPs, deans, associate deans, directors, associate/assistant directors) of color to at least 20% by AY2025-26.

- Provide intentional professional development opportunities in the area of racial equity and social justice for all BSU employees, including student workers and graduate assistants.

- Develop a richer data set on race and diversity employment statistics
- More detailed breakdown of racial data
- Avoid grouping all races into “faculty of color”
- Redesign advertisements to lead to 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 efforts centered on diversity can be recognized.
- Subcommittee Executive Summary

§ Introduction

- “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”

§ 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

§ 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.
 - 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, HRTM).

- 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 HRTM 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

- 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.

- 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

- Strategic Alignment of Recommendations with BSU's Institutional Strengths

§ Changing Demographics in the Region:

- “Data for Plymouth and Bristol Counties suggest that the percentage of students of color will continue to increase at BSU.”

§ 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.”

- Summary of Subcommittee Recommendations

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

§ Develop further trainings in decolonizing and abolition pedagogies, policies, and institutional systems.

§ 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.

§ 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

§ 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.

§ Primary Research Questions:

- 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?
- What impact have these trainings had on faculty, librarians, staff, and students and how do we know?

§ 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.

§ Major Recommendations

- 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.
- Institute a cultural badges program.
- 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.

○ Summary of Subcommittee Recommendations

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

§ Create clear and supportive accountability structures focused on racial equity and justice.

§ Incorporate racial equity-oriented competencies into role expectations.

§ 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.

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

§ Prioritize equity-minded staff hiring processes.

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

§ Amplify the voices of Black and Brown students and make actionable what is learned.

§ Develop, implement, and assess programming for students emphasizing racial justice competency development.

§ Provide fiscal resources needed to support and incentivize the work of racial equity and justice.

§ 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.

§ Research Questions

- How can patterns of racism and whiteness be identified and changed to a racially just model of student-service provision?
- 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.

· Six interview questions were created based on the themes identified in the qualitative reports described above:

- Please share any specific goals your department has for serving Black, Brown, and other students of color.
- What does your department do to convey a welcoming environment specifically for the Black, Brown, and other students of color your department serves?
- What does your department do to foster a sense of belonging specifically for the Black, Brown, and other students of color your department serves?
- How does your department assess how effectively you serve BSU's Black, Brown, and other students of color?
- How can your department be even more effective in serving BSU's Black, Brown, and other students of color?
- 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:

- 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

- 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.

§ 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.

§ It is recommended that every division continue to utilize a racial equity and justice liaison 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.

§ 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.

- 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.

§ 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 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.

- 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.

§ 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.

§ 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.

§ 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.

§ 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.

§ 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.

§ 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.

- 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.

- Prioritize Equity-Minded Staff Hiring Practices
 - ALANA/BIPOC student qualitative data stressed the importance of BSU prioritizing equity-minded hiring practices
 - § During the Amplify event a student “suggested involving students of color in the hiring, recruiting, and onboarding of faculty” (Field, et al, 2020).
- 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. T
 - Establishing equity-minded measures should be prioritized as part of the equity audits and action planning
- Amplify the Voices of ALANA/BIPOC Students and Make Actionable What is Learned
 - This statement exemplifies the importance of developing institutionalized strategies focused on hearing from Black, Asian, Latinx, Native American and other students of color.
 - 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.
- Develop, Implement and Assess Programming for Students Emphasizing Racial Justice Competency Development
 - 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.
 - It is recommended that student positions be audited for whether racial justice training is necessary to optimally complete the job duties be audited for whether racial justice training is necessary to optimally complete the job duties
 - 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.

- 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.

- 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.

- 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

§ 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.

§ 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

- Summary of Subcommittee Recommendations

§ Hear and believe students of color.

§ 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.

§ 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 (ACLU) Racially Just Policing Model.

§ Increase available resources focused on the mental health needs of students of color.

§ 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.

§ Findings

- 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.).
- 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.

§ Final Note

- 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

○ Summary of Subcommittee Recommendations

§ Create a bias response team/process

§ Establish an organizational Ombuds Office

§ Purposely connect informal networks

○ Subcommittee Executive Summary

§ 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?

§ 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.

§ 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. 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.

· 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.

- Purposely Connecting Informal Networks

- 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.”

- Final Reflections From The Task Force Co-Chairs

§ Highlighted Recommendations

- 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.

§ “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.”

While this is the condensed version of the Executive Summary of each Committee, the full version can be read here:

https://www.bridgew.edu/sites/bridgew/files/media/pdf_document/RJTF%20Final%20Report.pdf

Additionally, an unsummarized Subcommittee continues below the Executive Summary on their report. While not formally summarized, we will be providing detail about it throughout the Press Release as well as the Twitter thread.