Focus on the Future Diversity and Inclusion Task Force Report

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Acknowledgments

Executive Summary

Following President Rogers' charge to the Focus on the Future Task Force on Diversity and Inclusion, the Task Force reviewed the current state of BGSU's diversity and inclusion efforts and assessed evidence on the effectiveness of those diversity and inclusion efforts implemented. Based on our work, the Task Force makes the following recommendations:

1. Recommended for Organizational Structure
    1.1. Either a separate division led by a new Vice President with co-authority over diversity and inclusion efforts in other divisions or a unit led by a Chief Diversity Officer who reports to the President
    1.2. The preferred title for the division or unit is Equity, Diversity, and Inclusion or Diversity, Inclusion, and Belonging
    1.3. LGBTQ+ Programs should become an office separate from the Office of Multicultural Affairs

2. Recommended Areas of Responsibility/Collaboration Related to Diversity and Inclusion
    2.1. Inclusive pedagogy professional development for instructors
    2.2. Faculty and staff training (e.g., implicit bias, prejudice, racism, and harassment)
    2.3. Curricular, co-curricular and extra-curricular programming
    2.4. Recruitment and retention of students, faculty, staff, and administrators from marginalized groups
    2.5. Implementation and evaluation of strategic goals
    2.6. Monitoring and accountability
    2.7. Accessibility

3. Recommended Adoption of Standard Definitions of Diversity, Equity, and Inclusion Proposed by Task Force

4. Recommended Increases in Support and Accountability
    4.1. Required inclusive pedagogy professional development for all faculty
    4.2. Utilization of diversity and inclusion data and metrics for accountability (e.g., an "Inclusive Excellence Scorecard" developed with input from relevant constituents)
    4.3. Diverse representation (e.g., race, ethnicity, gender) on all hiring committees and committees granting funding from any source (e.g., scholarship committees)
    4.4. Mandatory diversity and inclusion training for all students, faculty, staff, and administrators to increase multicultural competence (i.e., awareness, knowledge, and skills) and the addition of cultural competence and commitment to diversity in employee performance evaluations

5. Recommended Resource (Re)Allocation to Support Task Force Recommendations
    5.1. Intentional reallocation of existing faculty, staff, and administrators
    5.2. Earmarked investments of new resources and resource savings from improvements in efficiency

6. <u>Recommended Changes to Current Diversity and Inclusion Committees</u>
    6.1. President's Advisory Council on Diversity and Inclusion (PACODI): Implement improvements based on review/assessment of current structure and charge
    6.2. Students' Advisory Council on Diversity and Inclusion (SACODI): Continue current charge and structure
    6.3. Dean's Advisory Council on Diversity and Inclusion (DACODI): Each college should implement DACODI or a similar committee
    6.4. Not In Our Town (NIOT): Single committee chair from the Bowling Green community with continued formal involvement by the university

Introduction

On December 5, 2018, President Rogers charged the Focus on the Future Diversity and Inclusion Task Force ("Task Force") to:

- Review the current state of BGSUs diversity and inclusion efforts through a review of surveys, reports, and plans;
- Determine what has worked and what has not worked;
- Recommend an organizational structure for diversity and inclusion moving forward;
- Review and recommend additional areas for BGSU to provide increased support, research, and measures of effectiveness for a more robust BGSU diversity and inclusion program; and
- Recommend whether any longer-term adjustments to current diversity committees such as PACODI, SACODI, DACODI, and Not in Our Town are needed.

The Task Force included university faculty, student, administrator, and classified staff representatives from across different areas and campuses. The charge to the Task Force followed Objective 3, Initiative 1 of the Focus on the Future strategic plan:

Empowering and supporting people to achieve excellence.
Objective 3: Support all individuals to build a quality learning community that fosters diversity and inclusion, collaboration, creativity, and excellence. Initiative 1: We will enhance and support a culture that values diversity and inclusion by developing and implementing a comprehensive (detailed and outcomes-oriented), strategic diversity plan that increases the recruitment, retention, and success of a diverse student body, faculty, staff, and administration.

(Focus on the future advancing BGSU's strategic plan 2018-2023, pg. 4)

Definition of Diversity, Equity, and Inclusion

The Task Force on Diversity and Inclusion began with discovery work to determine how BGSU has expressed a commitment to diversity and inclusion, including how the university historically has chosen to define the parameters around which discussions of diversity and inclusion take place. While the Task Force was unable to identify a university standard definition of diversity, the Task Force found a statement on diversity in a 1999 resolution passed by the Board of Trustees (see Appendix A):

> *Bowling Green State University embraces, as an important educational value, the ideal of a diverse institution. The University fosters an environment, which reflects and celebrates diversity, promotes tolerance and civility, encourages inclusion, embraces healthy interdependence, and promises to all members a learning community free of discrimination and harassment.*
>
> Bowling Green State University Board of Trustees, 1999-2000

While the values expressed in this statement are laudable, this Task Force could find no evidence of the university periodically exploring its relevance, even in the face of a rapidly evolving political, social, and cultural landscape. Indeed, that BGSU continues to express its commitment to diversity and inclusion in such aspirational terms would seem to suggest that BGSU, like many universities, struggles to achieve these goals. At the same time, we must be certain that terminology reflects our institutional values in the moment, moving beyond an emphasis on tolerance to a definition that acknowledges the need for a more proactive agenda. Thus, for the purpose of this white paper, our working definitions are as follows:

Diversity is the recognition of intersecting identities and social hierarchies, particularly related to race, ethnicity, gender, sexual orientation, age, ability, religion, and socio-economic status. The historical unequal distribution of power, privilege and resources, itself a mark of diversity, simultaneously impacts current experiences and future possibilities of individuals engaged in higher education in the United States (modified from BGSU Inclusion Network, 2012, as cited in Student Affairs Diversity Committee, 2014).

Equity is the practice of ensuring that personal or social circumstances, such as protected class or intersecting identities, are not obstacles to achieving one's potential. Equity is reflected in policies and processes which acknowledge that we live in a world where not all members are afforded the same resources, treatment, and opportunity, and works to remedy this fact (modified from Equity and Quality in Education, 2012).

Inclusion is the result of a successful alignment of diversity and equity. As Williams writes, "Inclusion exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate in majority culture as full and valued members of the community, shaping and redefining that culture in different ways" (Williams, 2013, p. 90).

Task Force Charge 1. Review the current state of BGSU's diversity and inclusion efforts through a review of surveys, reports, and plans

In an effort to assess the current state of BGSU's diversity and inclusion efforts, the Task Force reviewed several documents:

- 2018 PACODI Recommendations on Strategies for the Recruitment and Retention of Faculty of Color at BGSU;
- 2016 PACODI Faculty and Staff Climate Survey Report;
- 2016 report of priorities identified at a PACODI faculty and staff of color event;
- 2005 Diversity Leadership Team Ad Hoc Report; and
- 2002 Report of the University Task Force on Diversity.

A summary of the findings and recommendations of these reports is included in Appendix B.

As an organizing framework, the Task Force sorted the comprehensive list of major findings and recommendations from these reports into an overarching set of institutional practices that influence the perceptions, attitudes, and behaviors of individuals in the institution (adapted from D. Katz and R. Kahn, 1978). The findings aligned with the following practices:

- **Leadership Practices:** The words and actions of leaders to direct behaviors of others
- **Strategic Plans:** Direct the commitment of university resources toward established priorities identified as critical to institutional success
- **Job Design & Roles:** The assignment of standard tasks and formalized behaviors and responsibilities across jobs that are required for the institution to deliver a service or product
- **Organizational Design & Structure:** the vertical and horizontal division and coordination of jobs and roles to maximize efficiency and effectiveness
- **Motivation & Reward Practices:** Intrinsic (e.g., enriched work) and extrinsic (e.g., recognition) efforts to ensure the timeliness, quantity, and quality of performance
- **Communication Practices:** The exchange of information among individuals and systems to meet work-related and social needs
- **Personnel Practices:** Employment-related activities (e.g., recruitment, hiring, onboarding, training, evaluation, etc.) to provide the workforce needed for institutional success
- **Power & Influence:** Institutional or personal authority to help assure the consistency and appropriateness of behaviors
- **Decision Making Practices:** The use of information and involvement of all stakeholders in making organizational decisions

Appendix C shows the distribution of the major findings and recommendations from earlier reports across the institutional practices listed above. A summary listing of past recommendations aligned with the institutional practices rubric is below:

- **Leadership**: enact inclusive leadership training, required diversity strategic plans for each VP area, and annual reviews regarding equity, diversity, and inclusion-related progress.
- **Job Design and Roles**: integrate multicultural competence within all positions at the university. Reduce "service tax" on underrepresented faculty and staff, and mentor underrepresented faculty, staff, and students. Adapted from Padilla (1994), "service tax" is a term used to describe the unequal burden placed on underrepresented faculty and staff in the fulfillment of their service obligations to the university.
- **Organizational Design and Structure**: continue to formally assess the climate and address the lack of diversity. Establish a central office for diversity initiatives with a permanent operating budget and establish formal diversity networks and communities.
- **Motivation and Reward Practices**: officially recognize diversity leaders. Hold administrators accountable for and incentivize the recruitment and retention of underrepresented faculty and staff.
- **Communication Practices**: define diversity and develop an ongoing diversity and inclusion communication plan. Institute an Equity Diversity and Inclusion (EDI) annual report to the President and Board of Trustees. Increase advertising for EDI programs and services.
- **Personnel Practices**: promote and foster EDI in the recruitment and retention of faculty and staff. Streamline and expedite the recruitment/hiring processes and offer mandatory trainings and workshops to increase cultural competence for faculty and staff. Incorporate EDI initiatives into faculty and staff evaluations. Create a hiring manual including strengthened job recruitment material for underrepresented faculty and staff. Implement training on implicit bias and discriminatory practices for search committees.
- **Decision Making Practices**: expand the discussion of institutional diversity and inclusion issues from one emphasizing compliance to one that includes university-wide strong knowledge base and implementation. Establish a fund (similar to Ethnic Cultural Arts Program - ECAP) to sponsor multicultural programs and activities for student organizations.

Task Force Charge 2. Determine what has worked and what has not worked

Appendix B includes the Task Force's summary of (a) whether the major findings and recommendations from earlier reports have been implemented by the University and, where implemented, (b) whether the major findings and recommendations from earlier reports have been assessed to determine their impact or effectiveness. As shown in Appendix C, very few of the findings from the five reports have been implemented by BGSU. In addition, for the few findings and recommendations implemented, formal assessment was not conducted.

What has worked

Acknowledging diversity and advocating for inclusion is imperative for all institutions. As an institution of higher education, which espouses the importance of personal growth through liberal education, BGSU's investment in a culture of diversity and inclusion is especially significant. Historical statements on the importance of diversity and inclusion, as well as their appearance in strategic planning documents and in charges related to special initiatives such as the PACODI, suggest that BGSU understands the value of institutional change.

Hiring practices are inextricably linked to an institution's investment in growing a culture of inclusion. At BGSU, the Office of Human Resources currently conducts regular meetings with contracting officers to ensure equal access to open positions at BGSU continues, as they are instrumental in educating and sharing data pertinent to achieving BGSU strategic goals. Moreover, the Affirmative Action Plan and the related Affirmative Action Walk-Around meetings combine to create a management tool that ensures equal opportunity and provides deans and division leaders with a platform to share best practices.

Equally important is BGSU's commitment to a learning environment designed to reach students of all abilities. Inclusive pedagogy is one of the main areas of focus of the Center for Faculty Excellence (CFE), and the CFE supports several initiatives that promote inclusive pedagogy at BGSU. These initiatives are ongoing, intentional, and integrated in the approach to supporting faculty and students within BGSU learning environments. The CFE has a dedicated Faculty Associate who focuses on diversity and inclusion initiatives and serves as a resource and an active participant with other faculty, staff, administrators, and graduate students. BGSU became an institutional member of the National Center for Faculty Development and Diversity (NCFDD) in spring 2016. As a member of NCFDD, BGSU faculty and students have access to professional development materials and resources to support faculty success. In addition, the CFE hosts book club discussions on inclusive pedagogical practices, facilitates inclusive pedagogy professional development sessions, and provides inclusive pedagogy strategies and resources.

Finally, in 2013, each College was asked to submit a diversity plan. These plans vary in format and complexity. Although they never reached their full potential, these plans could provide a starting point for renewed efforts at the college level. Below are a few highlights of successes from the colleges' diversity plans:

- The College of Arts and Sciences Diversity Committee recently hired their first Diversity and Inclusion Faculty Fellow, who is tasked with leading the A&S Diversity Committee; advancing best practices around recruitment, screening, and selection of candidates; exploring the mentoring needs of individuals and groups of faculty; and establishing supportive professional development practices.
- The College of Business Dean's Advisory Council on Diversity and Inclusion is currently a model for other colleges to consider following as they submit a plan with metrics and host programs to help infuse diversity and inclusion into their work.
- BGSU Firelands recently hired a Coordinator for Student Engagement, Diversity and Inclusion, who has already been instrumental in centering the experiences of diverse students, faculty, and staff and promoting increased inclusion of a number of marginalized identity groups.
- The University Libraries also has a Dean's Advisory Council on Diversity and Inclusion.

What has not worked

Internal surveys and studies conducted over the last decade have identified, repeatedly, important gaps and issues undermining BGSU's efforts to build a strong and diverse community. This disconnect, between the aspirational statements found in documents like the BGSU Strategic Plan 2011-2017 and the actual "lived" conditions of faculty, staff, and students, is symptomatic of our failure to fully create an ecosystem supporting BGSU's strategic objectives. Thus, the Task Force maintains that without such an institutional structure to support equity, diversity, and inclusion, this disconnect will remain a systemic problem at BGSU.

Our review of past diversity efforts, including discussions with those who have led these efforts, reveal a deep frustration over the University's lack of movement on recommendations made by previous committees that would enhance diversity and inclusion efforts at BGSU. This frustration has led to a general feeling that, while the university says it is committed to building an inclusive community, many of the groups that we strive to retain (e.g., people of color, LGBTQ+ people, first generation students) have not benefitted from structural changes that would provide institutional support and address their concerns. Indeed, faculty, staff, and students feel that their views and the challenges they face at BGSU have been communicated to the University leadership without any noticeable effort to address them in tangible ways.

The archive of past recommendations with limited acceptance or movement has had even broader implications. Recruitment and retention of diverse faculty, staff, and students continue to be of critical importance to BGSU's viability and prominence as a center for academic excellence and social engagement. However, faculty and staff of color are experiencing service overload at alarming rates, and when this goes unaddressed, all students, especially students of color who are looking at faculty and staff of color as advocates and mentors, will sense the dissonance. This disconnect, in turn, creates a heightened sense of disquiet for everyone.

Even in areas where BGSU has maintained a consistent organizational presence, the work of diversity and inclusion has been transactional. For example, while the former Office of Equity and Diversity (OED) offered a physical space, which in name necessarily equated to a

commitment to diversity, much of the work focused on reporting, Equal Employment Opportunity (EEO) compliance, and participation in things such as Not In Our Town. In 2017, OED was dismantled and the work was redistributed across the institution. This intentional reorganization and decentralization of equity and diversity functions resulted in uncoordinated and underfunded efforts that were, and continue to be, detrimental to the University's ability to effectively demonstrate diversity and inclusion as a priority.

The lack of an organizational structure to meet our diversity and inclusion commitments has resulted in the University taking a reactive position relative to crises and controversies when they arise. For example, the Black Student Union and the Latino Student Union recently taught us valuable lessons in self-criticism about something as simple as a name or a social media post. A name, which is on a building, on maps, and on event advertisements, can be symbolic of an entire regime of racist discourses. Similarly, a social media post can call our attention to dominant cultural narratives about race, ethnicity, and stereotypes. A proactive, historical, and self-critical understanding of our institutional complicity in perpetuating these narratives would do much to mitigate situations such as these before they become crises. In its current state, without such self-criticism, BGSU can only react to them. The lesson learned this year is that BGSU must evolve a culture of self-critique, even while acknowledging that such discussions are as much about a broader culture and history as they are about BGSU. Our progress as an equitable and inclusive University relies upon our ability to advance the conversation and acknowledge and redress past and present insensitivities and injudicious practices.

Task Force Charge 3. Recommend an organizational structure for Diversity and Inclusion moving forward

According to the National Center for Education Statistics (2019), between fall 2015 and fall 2027, the percentage of Latinx, Asian/Pacific Islander, and multiracial students enrolled in public pre-k – 12 schools is projected to increase to approximately 39%. This increase is both an opportunity and a challenge. Only by committing to significant structural and institutional change, by increasing our support of students, faculty, and staff of color, will the university be able to leverage this demographic as a potential source of future growth. In responding to contemporary realities such as these, BGSU must provide the resources necessary for faculty, staff, and students to realize the goal of empowerment and support for all people. Thus, the university must seek real, tangible change, accountability, and a commitment to diversity as a "resource that can be leveraged to enhance the learning" of all students, faculty and staff (Williams & Wade-Golden, 2006, p. 2).

Awareness of the challenges outlined in the previous section and the opportunities afforded by changing demographics suggest that no corner of the university should be left untouched by renewed efforts to enhance equity, diversity, and inclusion. Pope's (1995) Multicultural Change Intervention Matrix (MCIM) was developed to guide multicultural change and its institutionalization within higher education. MCIM cautions against superficial, first-order change, defined as "change within the system that does not create change in the structure of the system" (Lyddon, 1990, as cited in Pope, Reynolds, & Mueller, 2019, p. 100). Pope, Reynolds, and Mueller contrast first-order change with second-order change. Second-order change is the deeper, structural change, which "requires more direct examination of underlying institutional values, goals, and evaluation that are then linked to multicultural values and efforts throughout the campus or unit . . . [and which] are typically more intrusive and lead to more extensive dialogue and systemic changes within the institution" (p. 103). This Task Force affirms the change that comes from this report must include significant second-order change. The focus of this new organizational structure would be on diversity and inclusion training (e.g., implicit bias, prejudice, racism, harassment, etc.); education (e.g., inclusive pedagogy, diversity education, etc.); diversity and inclusion programming; recruitment of students, faculty, and staff from marginalized groups; retention of students, faculty, and staff from marginalized groups; monitoring and accountability for diversity and inclusion; implementation and evaluation of strategic goals related to diversity and inclusion. In affirming so, we recommend the university adopt one of the following structural options:

Structural Option 1: Matrixed Division

In a matrixed division, several units would be relocated and would report to a new Vice President who reports directly to the President. While some units would remain in their current organizational location, other units would share a reporting line between their current supervisor and this new vice president for diversity and inclusion efforts within their role. A matrixed division would solve a longstanding problem whereby some offices are perceived to be solely

student serving, regardless of the need for (and in some cases, the current reality of) a broader institutional reach. Examples of this include the Office of Multicultural Affairs, the Center for Women and Gender Equity, Accessibility Services, and Title IX. These offices would fall under the new division, while other offices that appear to be appropriately located, such as TRIO Student Services, the Center for Faculty Excellence, EEO, and Title VII, would remain under their current reporting structure. However, in a matrixed division, even these offices would benefit from formal evaluation and collaboration with the new vice president in this division. This model allows for each division to remain responsible for diversity and inclusion work, while also bolstering accountability across and within divisional units.

Structural Option 2: Unit

In a unit, the university benefits from centralized efforts for diversity and inclusion. This structure would be led by a Chief Diversity Officer who reports to the President. Several of the offices listed in Option 1 could move within this unit.

Name of Matrixed Division or Unit

This matrixed division or unit could be called *Equity, Diversity, and Inclusion* or *Diversity, Inclusion, and Belonging.*

Additional Structural Recommendation

Regardless of what structure is adopted, this Task Force recommends that LGBTQ+ Programs should become an office separate from the Office of Multicultural Affairs due to the fact that it serves the entire institution through education and services provided.

Finally, with these recommendations in mind, we would be remiss not to acknowledge that the recommendation of an organizational structure for Diversity and Inclusion seems premature to this Task Force, until we have developed a diversity and inclusion strategic plan. For this reason, this Task Force recommends one of the primary tasks for this new university diversity leadership is the development of a holistic diversity and inclusion strategic plan.

Task Force Charge 4. Review and Recommend Additional Areas for BGSU to Provide Increased Support, Research, and Measures of Effectiveness for a More Robust BGSU Diversity and Inclusion Program

Adoption of Standard Definitions and Terms

We recommend the university adopt the following terms and definitions:

Diversity: Within BGSU, diversity is the recognition of intersecting identities and social hierarchies, particularly related to race/ethnicity, gender, sexual orientation, age, ability, religion, and socio-economic status.

Equity is the practice of ensuring that personal or social circumstances, such as protected class or intersecting identities, are not obstacles to achieving one's potential.

Inclusion is the result of a successful alignment of diversity and equity whereby traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate in the majority culture as full and valued members of the community (Williams, 2013, p. 90).

Increased Support and Accountability

We recommend several efforts to increase support and accountability for diversity and inclusion efforts, including required inclusive pedagogy professional development for all faculty, utilization of diversity and inclusion data and metrics for accountability, and mandatory training and evaluation for all employees. Additionally, it is our recommendation that existing academic resources such as Ethnic Studies, Women's, Gender and Sexuality Studies, Cross-Cultural and International Education, programs in the School of Education, World Languages and Cultures, Geriatric Studies, and Gerontology be utilized as a resource based on their content expertise.

    A. Required inclusive pedagogy professional development for all faculty

        An inclusive pedagogy nurtures an equitable and safe learning environment where all students, regardless of their varied backgrounds, identities, abilities, and experiences, feel they belong and know that they are valued, supported, challenged, and empowered. While this definition of inclusive pedagogy is broad, and many units on campus may contribute to the professional development of faculty on inclusive pedagogical practices, the Task Force recommends that all BGSU faculty be required to complete professional development on inclusive pedagogy. Central coordination and facilitation of professional development and workshops on inclusive pedagogy, through the Center for Faculty Excellence, would be required to implement this recommendation. Furthermore, a session on inclusive pedagogy should be a required component of New Faculty Orientation beginning fall 2019 and attendance at an inclusive pedagogy workshop should remain a

requirement of the newly launched BGSU Certificate in Teaching and Learning Certificate Program (Center for Faculty Excellence, 2019).

B. Utilization of diversity and inclusion data and metrics for accountability

Damon Williams writes, "To make diversity a matter of excellence is to require more than improving the headcount of minority students. It demands that we hold ourselves to the highest standards of accountability through systems of performance management that allow us to understand the implications of efforts across many facets of our institutional diversity agenda" (Williams, 2013, p. 257). In order to make BGSU a more diverse and inclusive environment, we need to define, collect, and use data to inform our efforts and to hold ourselves accountable. We propose the development of an Inclusive Excellence Scorecard as a framework for data and other metrics that could be utilized to monitor, evaluate, and communicate our diversity and inclusion efforts (see Appendix D).

This framework needs to include important data across all units at BGSU (e.g., diversity of staff). The development of an Inclusive Excellence Scorecard will fill a gap in national scorecards and rankings that do not include recommendations about diversity and inclusion data. As outlined by Williams (2013) the Inclusive Excellence Scorecard is effective because it affords institutions like BGSU the opportunity to:
- Monitor the effectiveness of campus diversity efforts and the connection between them.
- Collaborate to develop an understanding of diversity indicators that allow the campus community to "sharpen its diversity focus" (p. 259).
- "Identify key drivers of performance and measure outcomes across a number of diversity perspectives" (p. 259).
- Construct an institutional framework that can be used to identify and set priorities. Provide a clear and robust picture of value-added initiatives.
- "Provide clarity around places where an institution should build new initiatives that aggressively move the agenda forward while scaling back in areas that do not" (p. 259).

In order to develop the Inclusive Excellence Scorecard, we propose that Institutional Effectiveness collaborate with various units on campus (e.g., Center for Faculty Excellence, Human Resources, Institutional Research, Office of Academic Assessment, Registration and Records, Student Affairs, and others) to identify and collect data for a scorecard that is shared regularly with the BGSU community. The Inclusive Excellence Scorecard should align with best practice, move strategic goals forward, and be communicated with various constituents (Stewart & Carpenter-Hubin, 2000-2001). Furthermore, the Inclusive Excellence Scorecard should be utilized to evaluate the University Strategic Plan and as a guide for Unit, Department, and College strategic plans. In addition, we recognize that there are academic units on our campus with research expertise and knowledge within the realm of diversity and inclusion that can

help move strategic initiatives forward and contribute to our learning and understanding of the Inclusive Excellence Scorecard data within the context of BGSU and higher education.

C. Committee Structures
All selection- and scholarship-based committees (e.g., search committees, committees granting funding of any sort) must have diverse representation (i.e., race, ethnicity, gender).

D. Mandatory training and evaluation for all employees
The Task Force recommends all students, faculty, staff, and administrators be required to participate in diversity and inclusion workshops to increase multicultural competence (i.e., awareness, knowledge, skills).

Additionally, we recommend evidence of cultural competence or a commitment to diversity should be included in evaluations for faculty and staff.

Resource Allocation

This Task Force recommends the intentional investment of new resources to support these recommendations. Additionally, the reassignment of existing faculty, staff, and administration will be necessary. Resources are needed in order to support the recommendations of mandatory trainings for faculty and staff for example, as well as faculty professional development, which would require significant resource investment. This aligns with Focus on the Future Objective 5.1.

Task Force Charge 5. Adjustments to Current Diversity Committees

The President's Advisory Council on Diversity and Inclusion (PACODI)
The President's Advisory Council on Diversity and Inclusion was formed in 2012 with the Chief Equity & Diversity Officer (position vacated in 2016) serving as chair. Appointments of faculty, staff, and student members are made annually for 1-to 3-year renewable terms (see Appendix E). The committee's charge, to be reviewed annually by the Chief Equity & Diversity Officer in collaboration with the president, is to:

- Serve as an advisory board and make recommendations to the president;
- Assist with the review and development of strategic initiatives that support the university's diversity and inclusion goals at all levels; and
- Assess, monitor, and work collaboratively across all areas of the University to make progress towards achieving BGSU diversity and inclusion goals at all levels as it relates to faculty, staff and students.

It was originally stated that to advance this agenda, PACODI would be responsible for developing annual goals and timelines.

Recommendation: this Task Force on Diversity and Inclusion completed an extensive review of the work of PACODI, and we found great value in their efforts. Moreover, as we reviewed the past reports created by PACODI, we found that we support many of their recommendations. While PACODI has been instrumental to the ongoing success of diversity and inclusion efforts, we recommend that the structure and charge be assessed and updated. Additionally, it is the recommendation of the Task Force that a full membership review be conducted to determine whether we have the necessary representative members to carry out a new charge moving PACODI from merely an advisory committee to a committee responsible for executing many of the actions that will come from a strategic diversity plan. Examples of work for which PACODI could be responsible include the development of a strategic diversity plan in collaboration with the recommended new leadership (i.e., Vice President or Chief Diversity Officer) and the annual assessment of college diversity plans. The name should change to the President's Action Council on Diversity and Inclusion in order to preserve the acronym and to illustrate the emphasis on action.

The Student Advisory Council in Diversity and Inclusion (SACODI)
SACODI is designed to provide a platform for undergraduate and graduate student leaders to promote diversity and inclusion at BGSU. SACODI is a subcommittee of PACODI that is managed by the Undergraduate Student Government (USG). Building a campus community that fosters, celebrates, and appreciates diversity and inclusion not only requires a commitment from faculty and administration, but also requires the invaluable input of students. SACODI, which began in 2017, has worked to advance past and present strategies centered on diversity and inclusion.

During the fall 2018 semester, the membership was revived and a new charge was set forth. Out of the need for a streamlined leadership, SACODI adopted a co-chair structure that included one

undergraduate student from USG and one graduate student. There was also an emphasis placed on bringing students from key constituency organizations on campus (Asian Student Union, Black Student Union, Latino Student Union, Queer/Trans Student Union) to participate on the advisory council. The following goals guide the work of SACODI at BGSU:

- Provide a platform for continuous exchange, communication, and collaboration between student groups at the university and in the community to promote diversity and inclusion;
- Highlight students' experiences, efforts, and recommendations as they relate to diversity and inclusion programming and projects at the university and/or in the community;
- Facilitate the development of specific programming and projects that focus on promoting diversity and inclusion at the university and/or in the community; and
- Contribute to an infrastructure for the implementation of institutional plans regarding diversity and inclusion, particularly as they relate to the experience(s) of undergraduate and graduate students at the university.

Within the context of the charge, the co-chairs are tasked with setting an agenda at the start of each academic year to remain relevant and to address the needs of BGSU's underrepresented communities.

Recommendation: based on the necessity of SACODI, as well as the recent restructure, we have no recommendations for changes to this committee.

The Dean's Advisory Council on Diversity and Inclusion (DACODI)

Three formal DACODIs exist at BGSU within the College of Business, the University Libraries, and Firelands College. Additionally, the College of Arts and Sciences Diversity and Inclusion Committee functions as a DACODI. Although the individual structures and charges are specific to each college, DACODI functions as a committee tasked with infusing diversity and inclusion into the work of the college.

Recommendation: each college should implement DACODI or a similar committee. Additionally, a member of DACODI should be appointed to the PACODI.

Not In Our Town (NIOT)

BGSU and the City of Bowling Green have been active in supporting diversity and encouraging people to stop hate and build a safe and inclusive community through the collaboration of the award-winning "Not in Our Town" campaign (NIOT). The NIOT campaign began in April 2013 because of students bringing their concerns about diversity and inclusion to the BGSU administration. These concerns brought about a collaboration between BGSU and the city to develop protocols for handling incidents related to diversity, violence, and safety (Kuebeck, 2015).

Recommendation: continued and clarified involvement in NIOT's work, which should be led by a single chairperson from the city of Bowling Green community. PACODI should continue to evaluate the university's involvement in NIOT.

Conclusion

A sustained commitment to diversity and inclusion can be a major institutional organizational change effort. Success will depend on a number of factors including the university's "current state" of support for diversity and inclusion and the institution's readiness, willingness, and ability to make the systemic changes needed to establish a sustained commitment to diversity and inclusion. Analogous to the preparation of the soil to improve the survival and vitality of a newly planted sapling, the goal is to ensure that the university "soil" is prepared to accept and support the diversity and inclusion. The complexities of a university – complex mission, distinct functions and offices spread across multiple campuses and locations, different management practices for the faculty versus non-faculty, long history and traditions – can benefit from more comprehensive systems of assessment and intervention.

The Task Force's recommendations herein include a full set of institutional structures and practices that influence the perceptions, attitudes, and behaviors of individuals in the institution. In a reasonably well designed organization, these work in synergy to appropriately influence workplace perceptions, attitudes, and behavior that support diversity and inclusion. The overlay of forces (public statements of the values of diversity and inclusion by senior leaders, ongoing professional development on diversity and inclusion, performance reviews that assess supervisor's progress on diversity and inclusion in hiring and promotions) reinforce each other; if one of the current practices is sending a conflicting message (e.g., limited engagement of underrepresented individuals on key decisions), the other appropriately aligned practices should exert enough influence to shape perceptions, attitudes, and behaviors related to diversity and inclusion. Importantly, these same interlocking practices also make it difficult to change institutions, and efforts that change only one (or a few of these practices) may not be enough to create a large shift in perceptions, attitudes, and behaviors. For these reasons, the Task Force urges the adoption of the recommendations in response to each charge as contained in this white paper.

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Appendix A

Bowling Green State University Board of Trustees 1999 Diversity Resolution

Under the leadership of Kermit F. Stroh, the Board of Trustees, approved the following statement affirming diversity (Bowling Green State University, 1999):

Bowling Green State University embraces, as an important educational value, the ideal of a diverse institution. The University fosters an environment, which reflects and celebrates diversity, promotes tolerance and civility, encourages inclusion, embraces healthy interdependence, and promises to all members a learning community free of discrimination and harassment.

With this statement, the following resolution was passed:

Whereas, Bowling Green State University's Board of Trustees has historically been committed to diversity among the University's faculty, staff, students and programs as evidenced by its resolutions of March 1987 and June 1991; and

Whereas, Bowling Green State University has long had a stated commitment to diversity as an educational value, and has sought to implement initiatives to enhance diversity in its student population, workforce and curriculum; and

Whereas, Bowling Green State University enunciates its commitment to diversity as being inherent to its vision of becoming a premier learning institution with specific responsibility for serving the multicultural communities of Ohio, the nation and the world; and

Whereas, Bowling Green State University has established offices and personnel responsible for recruiting students of color, and whereas their efforts have resulted in increased numbers of students of color attending the University; and

Whereas, Bowling Green State University has one of the oldest Ethnic Studies Departments in the country having been established in 1970, and whereas the department's efforts have resulted in an integration of diversity across the curriculum; and

Whereas, Bowling Green State University has achieved a reputation for leadership in diversity education among American colleges and universities by establishing a cultural diversity requirement for its students in 1990; and

Whereas, Bowling Green State University through its Center for Multicultural and Academic Initiatives provides important retention services for students of color and offers diversity training and educational programming which benefit the entire university community; and

Whereas, Bowling Green State University has adopted a Diversity Plan designed to increase representation of minority faculty and staff, promote greater civility and tolerance of racial and ethical differences, and position the university to positively meet the demographic challenges of the 21st century;

Now, therefore, be it resolved that the Board of Trustees of Bowling Green State University endorses the affirmative efforts being taken to achieve greater diversity among our students and employees, and expresses its continued support of the institutional commitment to diversity as an educational value (Bowling Green State University Board of Trustees, 1999-2000).

Appendix B

Summary of Recommendations from Formal University Reports on Diversity and Inclusion

Recommendations	University Task Force Report on Diversity (TFOD) May 8, 2002	Diversity Leadership Team Ad Hoc Report (DLT) January 31, 2005	PACODI Faculty and Staff Climate Survey Report Spring 2016	PACODI Faculty and Staff of Color Event March 29, 2016	PACODI Strategies for Recruitment & Retention of Faculty of Color Report April 25, 2018
Promote and foster diversity in recruitment & retention of faculty, staff, and students	X	X	X	X	X
Define diversity for BGSU	X	X		X	X
Offer mandatory trainings or workshops to increase cultural competency for (new and existing) faculty and staff	X	X		X	X
Each VP area, submit a plan for increasing faculty and staff from underrepresented populations	X	X		X	X
Establish a permanent diversity network to coordinate activities and initiatives, which (as noted in March 2016) can include collaborating with regional/community leaders (e.g., church, chamber, regional growth partnerships, law enforcement)	X	X		X	X
Identify diversity and inclusion efforts on campus as an educational tool (audit and knowing where to go)		X	X		X
Create an ongoing communication plan about diversity and inclusion initiatives			X	X	X

Develop methods for incorporating diversity initiatives into staff and faculty evaluation systems		X		X	X
Establish a centralized office for diversity initiatives and allocate a permanent operating budget	X			X	
Continue to formally assess the climate of BGSU			X		X
Offer diversity workshops to hiring units to establish diversity goals and apply effective strategies for reaching goals	X				X
President and administration - articulate a commitment to making measurable progress enhancing diversity	X	X			
Offer training/workshops for faculty and instructors of cultural diversity classes and as indicated in March 2016, cultural competency	X	X		X	
Institute an annual report to the President and the board of Trustees on diversity and post on the website	X	X			
Create a center for Research and Intercultural Relations and Pedagogy	X	X			
Include assessment of progress on diversity in annual reviews of contracting officers	X	X			
Recognize diversity leaders/ faculty			X		X
Complete and implement an exit interview process and distribute data collected to each college office	X	X	X		X

Develop a set of common cultural sensibilities and skills relating to diversity of undergraduate students	X				X
Increase the amount of advertising used to inform students of programs and services that the University provides	X			X	X
Establish a fund similar to Ethnic Cultural Arts Program (ECAP) for student organizations to sponsor multicultural programs and activities	X				
Develop cultural dialogue groups on campus where students will have the opportunity to talk and process diversity and multicultural perspectives in a structured environment at least once every semester	X				X
Establish a residential learning community that will address diversity issues	X				X
Assess the needs of graduate students of color in an annual or biennial survey	X				
Create a faculty hiring manual and strengthen job recruitment material for underrepresented faculty/faculty of color			X		X
Conduct training on implicit bias and discriminatory practices for units hiring faculty			X		X
Incentivize recruitment of faculty from underrepresented faculty/faculty of color			X	X	X
Streamline and expedite faculty recruitment process to meet goals in a timely manner			X		X

Acknowledge and reduce "service tax" on underrepresented faculty/faculty of color					X
Enact inclusive leadership training for all administrators			X		X
Mentor underrepresented faculty/faculty of color for tenure and promotion and provide a general mentorship program for faculty, staff, and students of color				X	X
Address lack of structural diversity	X		X		X
Extend emphasis on compliance to building a university-wide knowledge-base on diversity/inclusion issues	X	X		X	X
Hold College Deans/contracting officers accountable for recruitment and retention of underrepresented faculty/faculty of color including data tracking			X	X	X
Examine the (a) perceived lack of support by the campus community and (b) concerns with recruitment, hiring, and retention as outlined by the Climate Survey results for the following areas: Race and ethnicity, Gender, Sexual orientation, Ability level	X		X	X	
Leverage the University's purchasing and acquisition system to promote the use of minority business enterprises, as defined under Ohio law, including, but not limited to, the content of annual procurement plans for review and approval by senior University management		X			

Appendix C

Organizational Review Findings

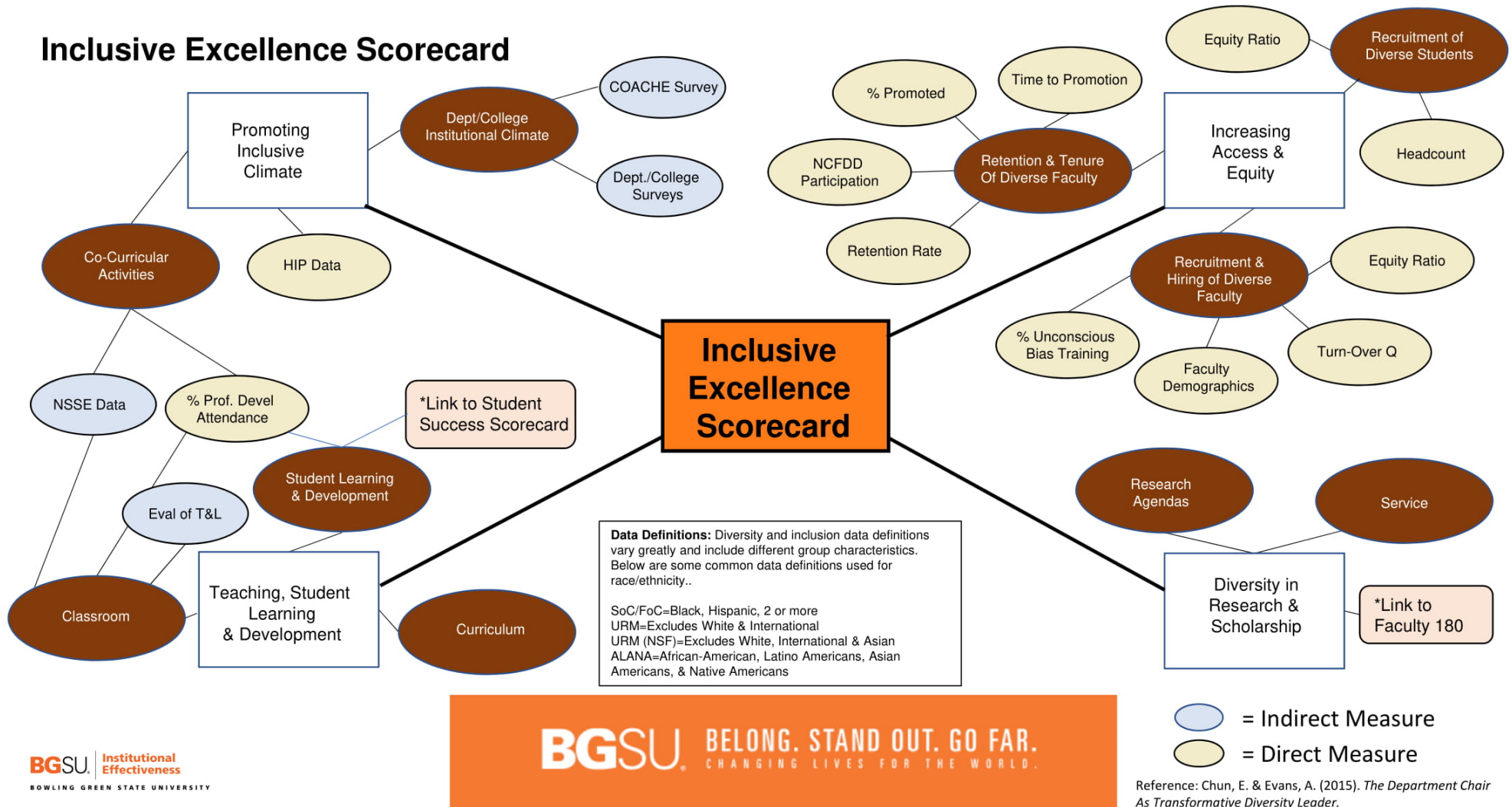| **Leadership Practices:** The words and actions of leaders to direct behaviors of others		
Recommended Practices	*Evidence of Progress*	*Future Opportunities/Actions*
Each VP area, submit a plan for increasing faculty and staff from underrepresented populations	This happened one time within the colleges.	There is continued support for this recommended practice.
President and administration articulate a commitment to making measurable progress enhancing diversity	Focus on the Future Strategic Plan and the upcoming Diversity Strategic Plan	Continue to measure the progress and effectiveness of the strategic plan.
Annual reviews of contracting officers should include assessment of progress on diversity	The Office of Human Resources provides feedback to contracting officers.	
Inclusive leadership training for all administrators	There was limited evidence that this was happening.	
Strategic Plans: Direct the commitment of university resources toward established priorities identified as critical to institutional success		
Recommended Practices	*Evidence of Progress*	*Future Opportunities/Actions*
Continue to formally assess the climate of BGSU	This has happened repeatedly.	Another climate survey should not be administered until some of the recommendations within this document are put into place and have time to be developed.
Each VP area, submit a plan for increasing faculty and staff from underrepresented populations	This has not happened on a consistent basis.	There is continued support for this recommended practice.
Address lack of structural diversity	The charge of this Task Force is direct evidence of this recommended practice.	There is continued support for this recommendation.
Examine the (a) perceived lack of support by the campus community and (b) concerns with recruitment, hiring, and retention as outlined by the Climate Survey results for the following areas: Race and ethnicity, Gender, Sexual orientation, Ability level.	This has happened repeatedly.	There is an opportunity to move past examination and take action to change the experience of people who identify as a member of an underrepresented group
Assess the needs of graduate students of color in an annual or biennial survey	This has not happened.	There is an opportunity to be certain that graduate

		students feel valued and appreciated. The university would benefit from additional support of the Graduate Student Senate (GSS) and Multicultural Initiatives for Graduate Student Success (MIGSS).

Job Design & Roles: The assignment of standard tasks and formalized behaviors and responsibilities across jobs that are required for the institution to deliver a service or product

Recommended Practices	*Evidence of Progress*	*Future Opportunities/Actions*
Integrate multicultural competence		
Develop cultural dialogue groups on campus where students will have the opportunity to talk and process diversity and multicultural perspectives in a structured environment at least once every semester.	This has happened with the OMA dialogue series.	Continue to support such efforts.
Acknowledge and reduce "service tax" on underrepresented faculty/staff	This has not happened widely.	Some colleges/divisions do a better job than others of recognizing the additional service that underrepresented faculty/staff. Increased training and awareness should help minimize or at minimum provide additional support for faculty/staff who are doing additional service.
Mentoring of underrepresented faculty/faculty of color for tenure and promotion and general mentorship program for faculty, staff, and students of color	This is happening in many ways.	There is little evidence that this has been formalized and supported with resources.

Organizational Design & Structure: the vertical and horizontal division and coordination of jobs and roles to maximize efficiency and effectiveness

Recommended Practices	*Evidence of Progress*	*Future Opportunities/Actions*
Establish a permanent diversity network to coordinate activities and initiatives, which (as noted in March 2016) can	NIOT fulfills this in some ways. Nothing formal has been done on campus.	Utilize existing departments with expertise and establish a

include collaborating with regional/community leaders (e.g. church, chamber, regional growth partnerships, law enforcement)		campus network to help coordinate yearly efforts and develop a relationship with regional/community leaders.
Centralized office for diversity initiatives and allocate a permanent operating budget	The charge of this Task Force is direct evidence of this recommended practice.	There is continued support for this recommendation.
Create a center for Research and Intercultural Relations and Pedagogy	There is no evidence of this occurring	
Establish a residential learning community that will address diversity issues	Although there is no evidence of a residential community, there is some evidence of a learning community.	The School of Cultural and Critical Studies has created a learning community titled, Finding Your Voice in Social Justice. The learning community began in the Fall 2018.

Motivation & Reward Practices: Intrinsic (e.g., enriched work) and extrinsic (e.g., recognition) efforts to ensure the timeliness, quantity, and quality of performance		
Recommended Practices	*Evidence of Progress*	*Future Opportunities/Actions*
Recognize diversity leaders/ faculty	There is some evidence of this happening repeatedly	Black Issues Conference and Latina/o/x Conference recognize diversity leaders and faculty. However, there could be more institutional efforts to recognize/highlight the work of diversity leaders and faculty during the various programs.
Hold College Deans/contracting officers (?) accountable for recruitment and retention of underrepresented faculty/staff which includes data tracking		
Incentivize recruitment of faculty from underrepresented faculty/faculty of color		

Communication Practices: The exchange of information among individuals and systems to meet work-related and social needs		

Recommended Practices	*Evidence of Progress*	*Future Opportunities/Actions*
Define diversity for BGSU		
Identify diversity and inclusion efforts on campus as an educational tool (audit and knowing where to go)	The Social Justice Leadership Certificate is a new initiative developed for students. The first cohort is completing the certificate in May	EDI could work with the CFE to develop social justice workshop for faculty/staff
Ongoing communication plan about diversity and inclusion initiatives		
Institute an annual report to the President and the board of Trustees on diversity and post on the website		
Increase the amount of advertising used to inform students of programs and services that the University provides.	OMA's listserv and social media advertising for their followers	More of this should be occurring with other units

Personnel Practices: Employment-related activities (e.g., recruitment, hiring, onboarding, training, evaluation, etc.) to provide the workforce needed for institutional success		
Recommended Practices	*Evidence of Progress*	*Future Opportunities/Actions*
Promote and foster diversity in recruitment & retention of faculty, staff, and students	Student of Color Retention Committee fulfills this for students	Develop faculty and staff of color associations. The groups should foster a supportive community for professional development, resources, and shared experiences
Offer mandatory trainings or workshops to increase cultural competency for (new and existing) faculty and staff	This is happening within some units	The CFE or PACODI could take the lead on this effort
Develop methods for incorporating diversity initiatives into staff and faculty evaluation systems	This is happening within some units	Each Division should work with HR to formalize this
Offer diversity workshops to hiring units to establish diversity goals and apply effective strategies for reaching goals	HR meets with deans about hiring (not a workshop, but addresses this). A&S does this within search committees.	Everyone should go through HR's trainings.
Offer training/workshops for faculty and instructors of cultural diversity classes	There is no evidence of this happening.	Work with colleges' diversity and inclusion

and as indicated in March 2016, cultural competency		committees to develop these opportunities. For example, the College of Education has a diversity and inclusion committee that works with the Dean to develop diversity and inclusion initiatives for faculty, staff, and students.
Complete and implement an exit interview process. Data collected must be distributed to each college office.	There is no evidence of this happening	HR would need to be the lead on this effort to determine who (Dean, direct supervisor, etc.) is responsible for these interview.
Create a faculty hiring manual and strengthen job recruitment material for underrepresented faculty/faculty of color	HR has very specific hiring guides	Guidance could be updated to provide specific guidance on diversity and inclusion efforts
Training on implicit bias and discriminatory practices for units hiring faculty	There is no evidence of this	EDI should collaborate with CFE and HR to develop a conclusive training for all units
Streamline and expedite faculty recruitment process to meet goals in a timely manner		
Decision Making: The use of information and involvement of all stakeholders in making organizational decisions		
Recommended Practices	*Evidence of Progress*	*Future Opportunities/Actions*
Establish a fund similar to ECAP for student organizations to sponsor multicultural programs and activities	There is no evidence of this	
Extend emphasis on compliance to building a university-wide strong knowledge-base on diversity/inclusion issues	HR, Risk Management, and EDI/Title IX are working towards this	Continue to support these and the needs of these offices to remain in compliance

Inclusive Excellence Scorecard

Inclusive Excellence Scorecard

Promoting Inclusive Climate
- COACHE Survey
- Dept/College Institutional Climate
- Dept./College Surveys
- Co-Curricular Activities
- HIP Data
- NSSE Data
- % Prof. Devel Attendance
- *Link to Student Success Scorecard
- Eval of T&L
- Student Learning & Development
- Classroom
- Teaching, Student Learning & Development
- Curriculum

Increasing Access & Equity
- Equity Ratio
- Recruitment of Diverse Students
- Headcount
- % Promoted
- Time to Promotion
- NCFDD Participation
- Retention & Tenure Of Diverse Faculty
- Retention Rate
- Recruitment & Hiring of Diverse Faculty
- Equity Ratio
- % Unconscious Bias Training
- Faculty Demographics
- Turn-Over Q
- Research Agendas
- Service
- Diversity in Research & Scholarship
- *Link to Faculty 180

Data Definitions: Diversity and inclusion data definitions vary greatly and include different group characteristics. Below are some common data definitions used for race/ethnicity..

SoC/FoC=Black, Hispanic, 2 or more
URM=Excludes White & International
URM (NSF)=Excludes White, International & Asian
ALANA=African-American, Latino Americans, Asian Americans, & Native Americans

BGSU. BELONG. STAND OUT. GO FAR.
CHANGING LIVES FOR THE WORLD.

○ = Indirect Measure
○ = Direct Measure

Reference: Chun, E. & Evans, A. (2015). *The Department Chair As Transformative Diversity Leader.*

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Appendix E

PACODI Structure

President's Advisory Council on Diversity and Inclusion

Structure:
The Chief Equity & Diversity Officer serves as chair of the PACODI. Appointments may be for1 to 3-year term.
Charge: (reviewed annually by the Chief Equity & Diversity Officer in collaboration with the President)
- Advisory and makes recommendations to the President.
- Assists with the review and development of strategic initiatives that support the University's diversity and inclusion goals at all levels.
- Assesses, monitors, and works collaboratively across all areas of the University to make progress towards achieving BGSU diversity and inclusion goals at all levels of the University as it relates to faculty, staff and students.

In order to advance this agenda, the PACODI will be responsible for developing annual goals and timelines.
Membership:
1 Academic Dean
2 faculty members
2 undergraduate students
2 graduate students
2 classified staff members
2 administrative staff members
1 community leader
Ex-Officio members:
- Director of Multicultural Affairs
- Director of Disability Services
- Senior Associate Vice President of Student Affairs
- Assistant Director, Lesbian, Gay, Bisexual, and Transgender (LGBT)
- Women's Center
- Director of International Programs
- Equity & Diversity Officer

PACODI Subcommittees:
PACODI may develop subcommittees to advance its goals and mission. Only PACODI members may serve as subcommittee chairs. Subcommittees may set their own meeting schedules and agendas.

PACODI Executive Committee:
PACODI subcommittee chairs will work collaboratively with the chair and keep the chair informed of its meetings and activities. The PACODI Executive Committee will comprise of the Chair and the subcommittee chairs.

Meetings:
The President's Advisory Council on Diversity and Inclusion will normally meet three times per semester during the academic year and once during the summer. PACODI may form ad hoc and subcommittee groups that may meet more frequently. These groups may include members of BGSU campuses or the greater BG community.

(copied from: https://www.bgsu.edu/content/dam/BGSU/equity-diversity/documents/pacodi-charge.pdf)