2021 Plan and Progress Update

I.   Introduction

On June 16, 2020, I distributed a plan and progress report related to our University's ongoing work to achieve our goal of inclusive excellence.

Since then, various workgroups, task forces, and councils discussed the issues that needed to be addressed, and they provided input on program and policy recommendations that promote diversity, equity, and inclusion on our campus.

This document summarizes the progress of these efforts and outlines how our strategic work involving inclusive excellence will continue in 2021.

II.   Classroom Management Task Force

In August 2020, Susana Rivera-Mills, our provost, and Ro-Anne Royer Engle, our vice president for student affairs, created a Classroom Management Task Force comprised of a representative group of 13 administrators, faculty, staff, and students. This task force reviewed campus data, national best practices, and current policies and procedures to create:

- Revised guidance for faculty on how to respond to student disruptions in academic settings.
- A Classroom Accountability Toolkit for faculty that provides guiding principles of classroom accountability, definitions of terminology (including "disruption"), and resources to support faculty response to student behavior in classrooms and other learning spaces.

In addition to the faculty toolkit, the task force recommended ongoing training and development workshops for faculty, mentoring opportunities by experienced faculty, and a review of course evaluation questions to assess faculty effectiveness in building learning communities in the classroom.

The task force's work aligns with Goal 6 of our Inclusive Excellence Plan.

III.   Cardinal Student Leaders Advisory Council

Ro-Anne Royer Engle, our vice president for student affairs, and Marsha McGriff, our associate vice president for inclusive excellence, appointed a group of

student leaders from more than 15 different student organizations (e.g., Alliance for Disability Awareness, Black Student Association, Latinx Student Union, Spectrum) to serve on the Cardinal Student Leaders Advisory Council (CSLAC).

CSLAC advises me and other university administrators about student concerns related to current events and issues that might provide opportunities to advance the work of diversity, equity, and inclusion on our campus.

The members of CSLAC met twice in 2020, and they plan to meet monthly this semester. During the Fall 2020 semester, CSLAC leaders discussed the need for more timely responses from the university about incidents of concern; the possible resumption of our Beneficence Dialogues series; and the desire of students to know more about the "good things" we are doing to create and sustain an inclusive campus environment.

Creation of the CSLAC aligns with Goal 6 of our Inclusive Excellence Plan.

IV. Audit of Bias Incident Reporting System

In response to an incident that occurred in a classroom in January 2020, and in alignment with Goals 2 and 6 of our Inclusive Excellence Plan, we formed a workgroup of faculty, staff, and students to examine our current bias reporting systems and mechanisms. The workgroup's recommendations were informed by a review of best practices and by data collected from a campus-wide survey.

Students participating in the workgroup recommended that we:

- Reevaluate and rebrand our existing bias/climate reporting measures, with input from members of the campus community.
- Provide more education and training for students about our grade appeal process.
- Encourage faculty and staff to explain our bias incident reporting system and to increase transparency about classroom expectations.
- Invest in conflict resolution and restorative justice programs and training opportunities that would benefit the victim of an alleged bias incident and the campus community at large.

Faculty and staff participating in the workgroup recommended that we:

- Increase faculty and staff awareness of our bias incident reporting processes and resources.
- Implement a reporting system for faculty and staff who experience an alleged bias incident.
- Appoint an advocate to support faculty and staff who feel that they have been the victim of bias, harassment, or discrimination.
- Increase communication about the bias incident reporting process to promote transparency and to build trust.
- Create a training toolkit for managers and supervisors to incorporate bias incident reporting processes across all units and divisions.
- Provide implicit bias training for faculty and staff via the EduRisk Learning Portal.
- Provide training for new employees to learn about resources related to our bias incident reporting system and to learn about our enduring values, as represented by Beneficence.
- Update the employee toolkit to include resources for understanding bias and how to report bias incidents on our campus.

The workgroup also provided some additional recommendations, including allowing anonymous/bystander reporting in response to alleged bias incidents and providing public access to the number of alleged bias incidents reported on our campus annually and the outcomes of these reported incidents.

In Fall 2020, the workgroup compiled an audit report for administrative review. In 2021, we will determine which of the workgroup's recommendations to incorporate into the implementation of our Inclusive Excellence Plan.

V. Inclusive Excellence Education Pilot Initiative

In 2020, our Office of Inclusive Excellence (OIE) conducted a survey to assess the education and training offered on campus relating to diversity, equity, and inclusion. The results from the survey informed the creation of our Inclusive Excellence Champions Program, which we will launch this semester.

This pilot program provides training for faculty and staff who want to be "champions" of our inclusive excellence goals. The employees who complete the program will be encouraged to serve as mentors for underrepresented students, to be advocates for inclusive hiring, and to be supporters of enhanced inclusive onboarding experiences for new employees.

OIE created new training modules for the program, including workshops focused on increasing understanding of topics such as allyship, microaggressions, and implicit bias. OIE is also working with the Division of Online and Strategic Learning to explore offering the program as a micro-credential for students and working professionals outside of the university.

Creation of the Inclusive Excellence Champions Program aligns with Goals 2, 4, and 5 of our Inclusive Excellence Plan.

VI.   Review of Public Safety Policies and Practices

In alignment with Goals 5 and 6 of our Inclusive Excellence Plan, our University Police Department will continue to build trust between our public safety employees and members of the campus community. Recent actions that reflect UPD's ongoing commitment to this work include:

- UPD met all criteria for reaccreditation by the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA). CALEA accreditation serves as the foundation for a well-managed, transparent, and community-focused law enforcement agency. On November 17, 2020, UPD was awarded this certification for the fifth time.
- UPD is engaged in an internal review of all policies to ensure they reflect CALEA best practices. Upon completion of this process, we will determine whether further review of the policies is required by an external agency.
- UPD will host an annual dialogue for students to ask questions about UPD's community policing approach and to learn what to expect when engaging with UPD officers. UPD will work with leaders of student organizations to establish a liaison program to strengthen relationships between UPD officers, students of color, and LGBTQ+ students. UPD will also conduct a bi-annual survey to assess the campus community's relationship with our public safety employees.
- UPD will continue to participate in racial justice initiatives led by Mobilizing Muncie. In response to the community organization's Muncie/Delaware County Racial Justice Plan 2020, UPD nominated Assistant Chief Al Williams to serve on the civilian review committee convened by the city's Human Rights Commission. UPD is also working with local law enforcement agencies to develop a recruitment plan to increase racial diversity within the agencies.

VII.   Inclusive Excellence Action and Recruitment Plans

Last year, in collaboration with the Provost and OIE, all academic colleges and divisions completed unit-level inclusive excellence plans. These plans have been reviewed by the President's Advisory Committee on Inclusive Excellence (PACIE), the representative group overseeing implementation of our Inclusive Excellence Plan.

PACIE will help to ensure alignment of these unit-level plans with our Inclusive Excellence Plan. The Provost will require the deans to provide annual progress reports for all college-level plans.

In alignment with Goal 1 of our Inclusive Excellence Plan, our colleagues in Human Resources are assisting colleges and divisions with recruitment goals identified in unit-level inclusive excellence plans.

HR has created educational resources to inform the enhanced diversity recruitment efforts of hiring supervisors who, beginning this year, must develop and document recruitment plans for all searches. HR will also create a page in the Talent Management System, the electronic system used for hiring and performance management, for hiring supervisors to document recruitment outreach efforts for each search.

VIII.   Inclusive Excellence Metrics and Dashboard

The Office of Institutional Research and Decision Support (IRDS) is working with OIE to create online dashboards that will display data about the demographic composition of our students, faculty, and staff. IRDS and OIE met with the Provost in January 2021 to present the faculty and staff dashboards, and both offices are collaborating to develop the student dashboards.

In alignment with Goal 6 of our Inclusive Excellence Plan, we will collect and analyze this diversity data to increase accountability and to promote transparency. The diversity dashboards will be made available on the Inclusive Excellence website. OIE will also share data from college and divisions' unit-level inclusive excellence plans through Cascade, our strategic planning software.

These reporting efforts help us align and track the progress we are making toward the goals and objectives of our strategic and inclusive excellence plans.

IX.   Build upon Campus Collaborations that Enhance Inclusive Excellence

In addition to the ten working groups that were assigned last Spring to oversee the actions captured in this progress report, OIE and Academic Affairs partnered to create an additional collaborative workgroup in 2020.

This workgroup was assigned to address concerns and actionable items for faculty and staff that were brought up by the other working groups.

In cooperation with this workgroup, Academic Affairs created college-level actions plans to increase faculty and staff accountability and ensure campus-wide participation and progress in our inclusive excellence work.

X.   Review Student Code of Rights and Responsibilities

In May 2020, a Student Code Review Committee was appointed by Ro-Anne Royer Engle, vice president for student affairs. The committee was asked to review and update our Code of Student Rights and Responsibilities. The committee identified a series of recommended changes that reflect best practices, that streamline the document, and that enhance its navigability online.

The committee also conducted a review of the "Responding to Disruption in the Academic Setting" (formerly Appendix Q) document contained within the Code. The committee's recommended revisions to the document were reviewed by the Classroom Management Taskforce, which recommended additional revisions for consideration. If the recommended revisions are accepted, these changes will take effect next academic year.

The revised document clarifies the circumstances when calling UPD would be an appropriate response to a disruption in an academic setting; provides instructors with guidelines for how to mitigate escalation when a disruption occurs; and leverages the authority of administrators and the student code and conduct process to address continued disruptive behavior by students.

XI.   Review Standards for Accountability and Conduct of Tenured Faculty

In Fall 2020, our University Promotion and Tenure committee reviewed the topics of faculty evaluation and accountability in relation to matters of conduct and inclusive excellence.

The committee recommended that the Provost establish a task force to review current policies, research best practices, and make recommendations about changes that might be necessary in this area. The new task force on faculty evaluation began meeting in February 2021, and it will provide the Provost with recommendations before the end of this semester.

XII. Conclusion

The actions captured in this report represent the hard work and commitment of hundreds of faculty, staff, and students across our University community.

These actions are important, because they expedite the enhanced inclusive excellence work that we have been actively engaged in since before the launch of our Inclusive Excellence Plan.

In the future, we will continue to build upon these actions so that we can achieve our ambitious goal of creating a campus where every person is welcome, respected, and valued.

OIE will provide future updates about our progress toward achieving inclusive excellence in the form of an annual report.

If you are interested in following our progress more closely, please visit bsu.edu/inclusive excellence for additional information.