



AY 20-21

Progress Report

Firelands Colleges' Diversity and
Belonging Strategic Plan

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University Terms and Definitions

Language is powerful. Many of the terms we use today are situated within an evolving historical narrative that continues to impact how each of us navigates the world. The goal of providing background and definitions for the terms listed below is to help us improve dialogue about a variety of social topics. When we better appreciate the power of our words and the weight they carry, we can reduce several misunderstandings by strategically thinking through the way we describe our thoughts and experiences. More importantly, a common linguistic framework helps us to listen and better understand each other as we engage in these exchanges.

As a university striving to be a place where all belong, we must recognize that the historical unequal distribution of power, privilege and resources, itself a mark of diversity, which simultaneously impacts current experiences and future possibilities of individuals engaged in higher education in the United States. In order for belonging to take place, each person and their experiences must be centered.

As a public university for the public good, it is our responsibility to ensure that each student, faculty, staff, and community member has the ability to participate without barriers and to feel affirmed. At BGSU this means understanding the power of our words and the language we choose to use.

Diversity is the recognition of intersecting identities and social hierarchies, particularly related to race, ethnicity, gender, sexual orientation, age, disability, religion, and socio-economic status. (Modified from BGSU Inclusion Network, 2012, as cited in Student Affairs Diversity Committee, 2014).

Belonging is an ongoing process of finding and creating connections. It is about the extent to which students, faculty, and staff feel valued, respected, included, and empowered. When people belong, they experience being affirmed by the campus community, inclusive of the people, physical spaces, and organizational structures within that community (adapted from Strayhorn, 2018, p. 4).

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 an active process that engages the community to cultivate an environment that sustains and affirms all members, particularly those from historically marginalized or minoritized groups. It is a commitment to distribute privilege and influence across differences and a willingness to act on this commitment (BGSU Focus on the Future Task Force on Diversity and Inclusion and Diversity Strategic Plan Committee, 2019).

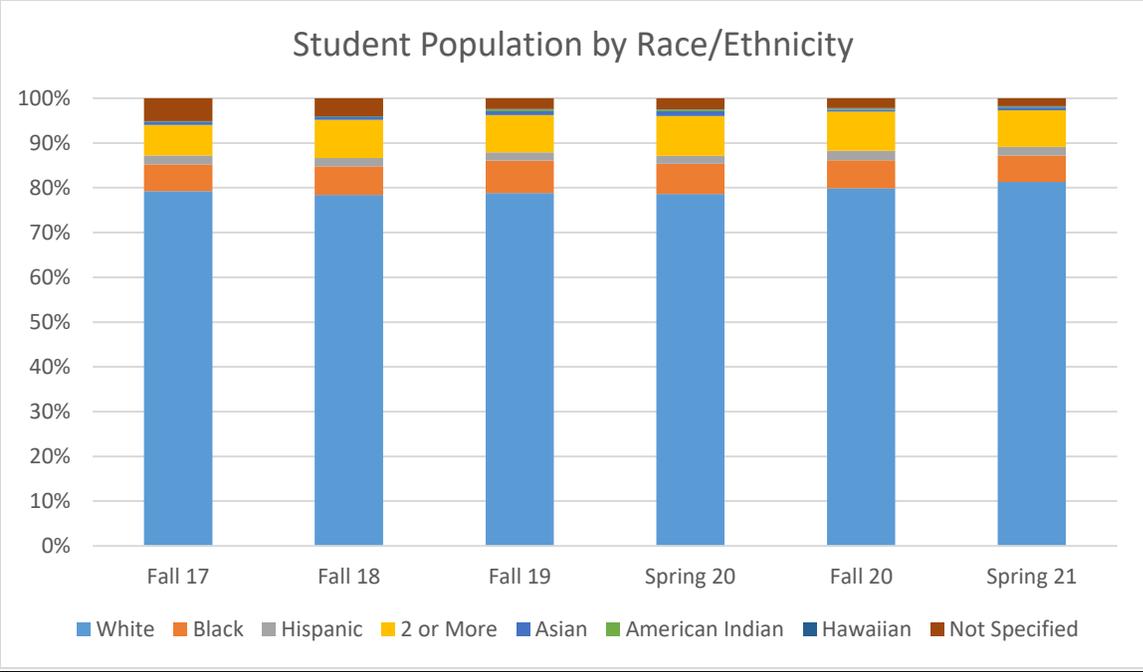
Diversity and Belonging Strategic Goals

1. **Advocacy:** Advocate for just and equitable policies and practices to ensure a safe and inclusive community where each person feels empowered and supported.
2. **Training and Development:** Deliver impactful social justice and cultural competency professional development opportunities and training to enhance faculty, staff, and students’ capacity.
3. **Programming:** Implement high-quality educational and engagement opportunities for university faculty, staff and students.
4. **Partnerships:** Leverage campus and community partnerships to create a diverse community of belonging.
5. **Accountability:** Demonstrate the positive impact of Diversity and Belonging Strategic Plan to campus climate.

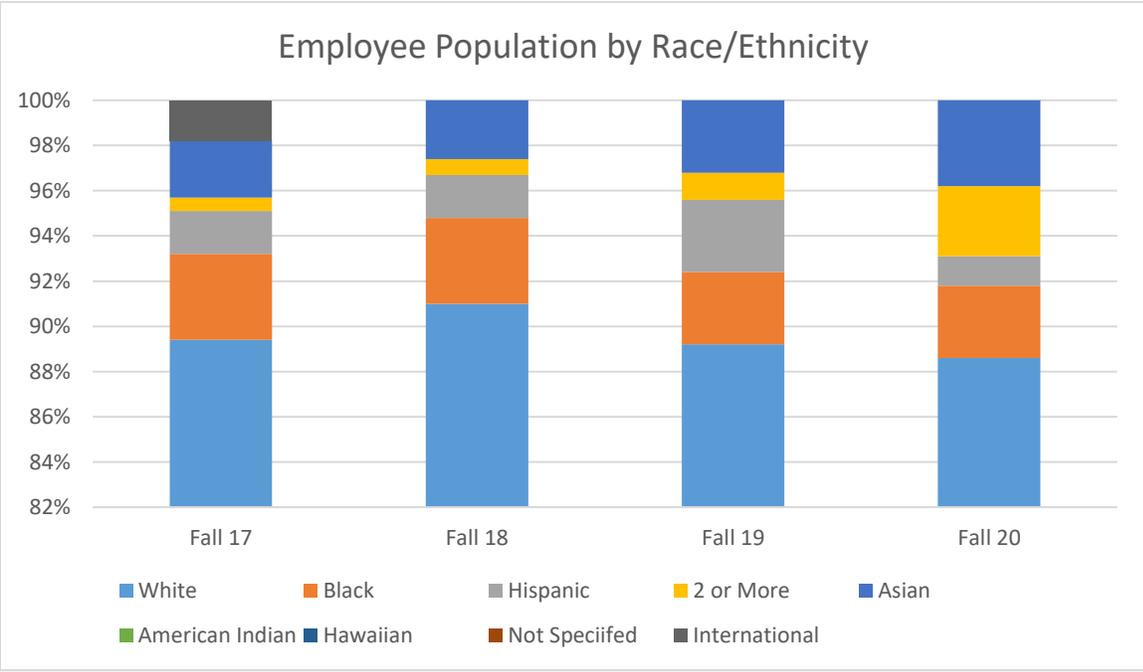
Firelands Colleges’ Diversity and Belonging Strategic Plan is a scaffolding of strategies to amplify and elevate the directives within the University’s Diversity and Belonging Strategic Plan, while addressing Firelands-specific policies, procedures, practices and needs.

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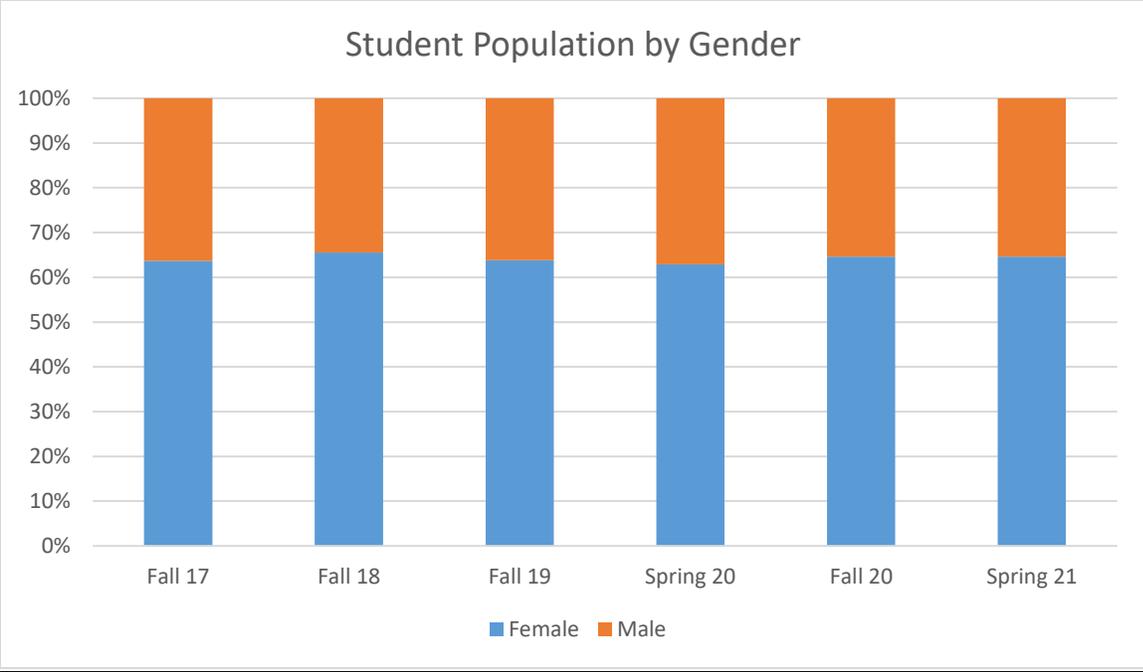
AY 20-21 Implementation Goal	Status
1.1. Establish a diversity statement or language related to diversity and belonging in the mission of Firelands College	Ongoing
1.2 Review college assessment practices to ensure a commitment to equity, diversity and belonging processes (e.g. disaggregating data) and outcomes for diverse populations	Ongoing
1.3 Coordinate ally and advocate training workshops (every semester)	Completed
2.1 Professional development opportunities – where every Firelands employee completes at minimum one diversity-related development session (in-person, online, etc.) annually	Ongoing
2.2 Adoption and utilization of University terms and definitions around diversity, equity, inclusion, belonging, etc.	Ongoing
3.1 Programming around cultural heritage months and significant cultural milestone will be increased and enhanced	Ongoing
3.3 Adopt BGSU’s Division of Diversity and Belonging learning and developmental outcomes related to student learning, development and success that can be used for programmatic and assessment purposes	Ongoing
4.1 Conduct a stakeholder and partner analysis to curate a list of initiatives and programs with virtual collaboration information, and context	Ongoing
4.3 Identify opportunities for campus staff and faculty to serve on committees and boards in the community that are related to diversity and belonging efforts	Ongoing
5.1 Transition the diversity and belonging strategic planning committee into a standing committee of the college with an emphasis on implementation and evaluation	Completed
5.2 Review Annual Belonging Survey data to identify trends and inform diversity and belonging initiatives	Sample too small to delineate
5.3 Track, measure, assess, and report progress for Firelands’ Diversity and Belonging Strategic Plan to internal and external constituencies	Ongoing



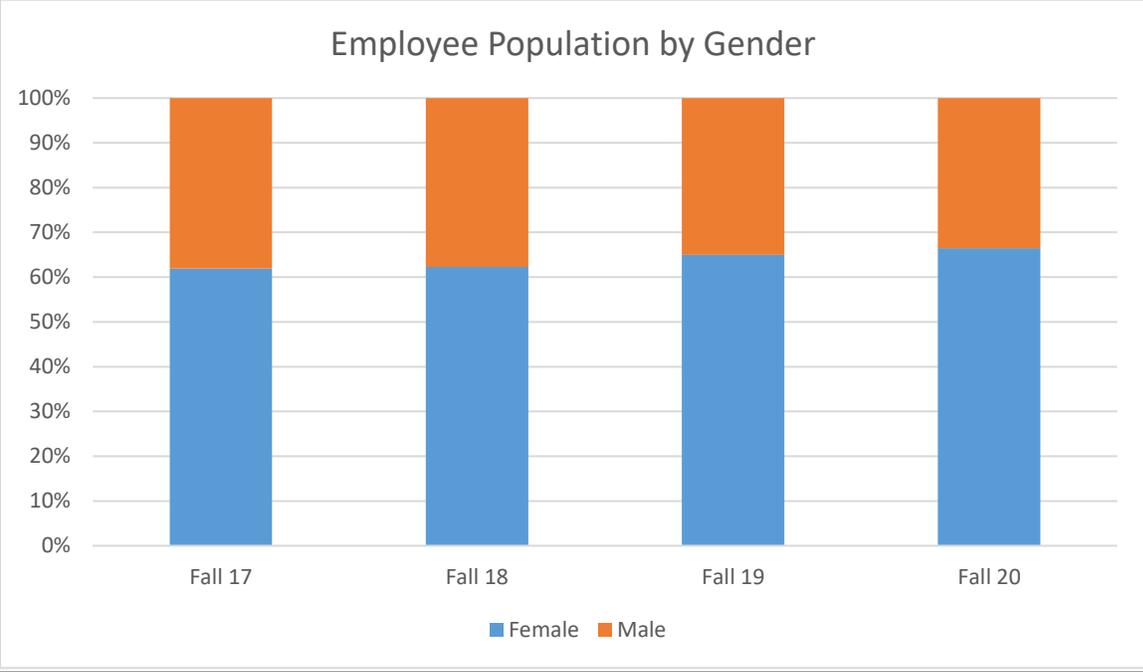
The stacked column chart above represents Student Population by Race/Ethnicity from Fall 17, Fall 18, Fall 19, Spring 20, Fall 20, and Spring 21. Data demonstrates that the student population is predominately White. Other populations (Black, Hispanic, Asian, American Indian, Hawaiian, 2 or More Races, and Not Specified) are substantially smaller in representation.



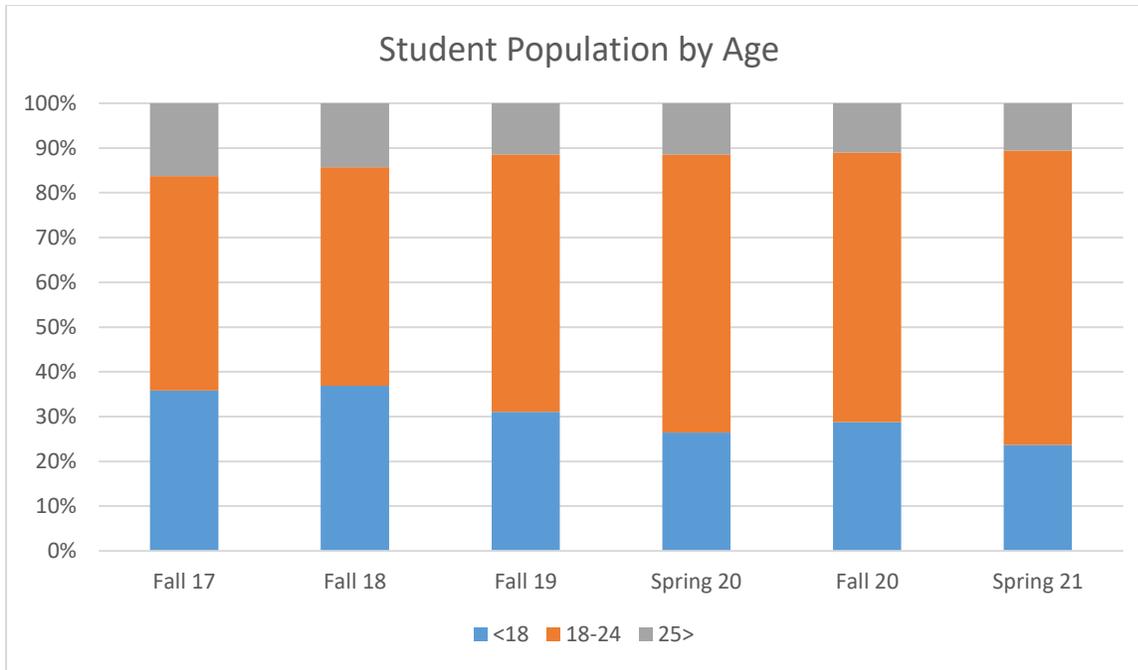
The stacked column chart above represents All Employee (faculty and staff) Population by Race/Ethnicity from Fall 17, Fall 18, Fall 19, and Fall 20. Data demonstrates that the faculty population is predominately White. Other populations (Black or African American, Hispanic or Latino, Asian, American Indian or Alaska Native, 2+, Nonresident, Unknown) are substantially smaller in representation.



The stacked column chart above represents the Student Population by Gender from Fall 17, Fall 18, Fall 19, Spring 20, Fall 20, and Spring 21. Data demonstrates that female students are higher in representation than males.



The stacked column chart above represents All Employee (faculty and staff) Population by Gender from Fall 17, Fall 18, Fall 19, and Fall 20. Data demonstrates that the female employees are higher in representation than males. Further investigation in faculty and staff classification is needed to more acutely pinpoint representation in the following areas: administrative and classified staff, as well as adjunct, NTTF (non-tenure track faculty), tenure track, and tenured faculty.



The stacked column chart above represents the Student Population by Age from Fall 17, Fall 18, Fall 19, Spring 20, Fall 20, and Spring 21. Data demonstrates a trend of a growing traditional age population and decline of CCP (college credit plus) and Post-Traditional students.

AY 20-21 Progress by Goal

Our Diversity and Belonging Strategic Plan for 2020-2023 presents five overarching goals, along with detailed objectives to reach those goals. In our first year, we made progress in initiating actions to reach those goals, a number of which are ongoing as we work to incorporate them into our policies, procedures, and practice during this unprecedented year due to COVID-19. The following sections present the results of and progress made in year one by goal.

GOAL 1: **Advocacy:** Advocate for just and equitable policies and practices to ensure a safe and inclusive community where each person feels empowered and supported.

1.1 Objective: Establish a diversity statement or language related to diversity and belonging in the mission of Firelands College

Outcome Measure/Indicator	Status
Development of college-specific statement that relates and fulfills the broader University's mission	Ongoing

Highlights

In December of 2020, the Firelands College Diversity and Belonging Council presented the following statement to Dean Kurtz and the Director of Enrollment Management, "To actualize a campus climate that values, nurtures, empowers, and affirms people of diverse and underrepresented backgrounds so all can activate and maximize their potential." As of March 2021, the council has been informed there are plans to adopt and approve a statement by the end of Spring 2021.

1.2 Objective: Review college assessment practices to ensure a commitment to equity, diversity and belonging processes (e.g. disaggregating data) and outcomes for diverse populations

Outcome Measure/Indicator	Status
Develop and utilize tags in Navigate to Identify First-Generation Students and Student Parents from SOAR	Completed

Highlights

In October 2020, Academic and Career Counseling has created tags within Navigate to utilize at SOAR appointments for the College to capture demographic information, such as first-generation college students and student parents. These tags will be utilized for the upcoming Fall 21 SOAR appointments. Following SOAR, the SOAR evaluation will also collect similar demographic information as another means to capture this data and for tags to be added from those survey results.

1.3 Objective: Coordinate ally and advocate training workshops

Outcome Measure/Indicator	Status
Partner with BGSU and other community resources to coordinate professional development and training opportunities for faculty, staff and students	Ongoing

Highlights

- On October 12, 2020, Dr. Katie Stygles and Seth Campbell led a Safe Zone Training for 18 Firelands College faculty and staff.
- On February 6, 2021, Student Engagement, Diversity and Inclusion partnered with the Center for Women and Gender Equity to host an Intro to Social Justice, Identity and Anti-Racism workshop hosted by Mirna Valerio for 38 BGSU and BGSU Firelands faculty and staff.
- On February 26, 2021, Jamie Wlosowicz and Seth Campbell led a Green Dot Overview presentation for 23 Firelands College faculty and staff.

GOAL 2: Training and Development: Deliver impactful social justice and cultural competency professional development opportunities and training to enhance faculty, staff, and students' capacity.

2.1 Objective: Professional development opportunities – where every Firelands employee completes at minimum one diversity-related development session (in-person, online, etc.) annually

Outcome Measure/Indicator	Status
80% of faculty and staff will participate in professional development that relates to diversity and inclusion that relates to diversity and belonging with a 5% incremental increase each year	Ongoing

Recommendation

Coordination among faculty and staff with their administrators to develop and implement methods to capture this data.

2.2 Objective: Adoption and utilization of University terms and definitions around diversity, equity, inclusion, belonging, etc.

Outcome Measure/Indicator	Status
- 75% of faculty and staff will be able to identify key terms and definitions	Ongoing
- 75% of students will be able to identify key terms and definitions	

Recommendation

Encourage dissemination and use of terms in all areas of communication across the College and in classrooms.

Coordination among faculty and staff with their administrators to develop and implement methods to capture this data.

These have been linked through the Student Engagement, Diversity and Inclusion website to the Division of Diversity and Belonging web site.

GOAL 3: Programming: Implement high-quality educational and engagement opportunities for university faculty, staff and students.

3.1 Objective: Programming around cultural heritage months and significant cultural milestones will be increased and enhanced

Outcome Measure/Indicator	Status
<ul style="list-style-type: none"> - Track and assess opportunities for social interaction, cultural competency building and multicultural education - Track participation and identify engagement trends as it relates to diversity programming 	Ongoing

Highlights

- Identity-based and social justice issue awareness and educational programming made up 49% of events (23 out of 47) hosted by Student Engagement, Diversity and Inclusion, including an additional 15% of events were training and development opportunities for employees and students on issues of diversity, identity, antiracism and bystander intervention.
- Although Diversity Programming only made up for 49% of events, it accounted for nearly 65% of program attendance (over 1,700 individuals participated in a diversity program AY 2020-21).
- AY 20-21 programming reached BGSU Firelands and BGSU students, faculty and staff, and engaged community members and alumni from Erie, Huron, Wood, Franklin and Cuyahoga counties.

3.3 Objective: Adopt BGSU’s Division of Diversity and Belonging learning and developmental outcomes related to student learning, development and success that can be used for programmatic and assessment purposes

Outcome Measure/Indicator	Status
Participate in the Division of Diversity and Belonging outcome creation through the Diversity and Belonging Council to implement and assess outcomes	Ongoing

Recommendation

Continue to stay connected with the Diversity and Belonging Council and the Division of Diversity and Belonging to assist in the creation and adoption of these learning outcomes. These have yet to be created or implemented.

GOAL 4: **Partnerships:** Leverage campus and community partnerships to create a diverse community of belonging.

4.1 Objective: Conduct a stakeholder and partner analysis to curate a list of initiatives and programs with collaboration information

Outcome Measure/Indicator	Status
Curation of a sourcing list	Ongoing

Recommendations

The sourcing list is currently drafted and maintained by Enrollment Management. To ensure accuracy it should be verified and updated on a biannual basis, i.e. fall and spring terms. The Deans' Office, because of its role as the hub for the College and the face for the community, should maintain this document and house it for easy availability. To maximize potential, stakeholders may leverage information in the list to conduct outreach to identify initiatives and programs for potential collaboration in sharing information, coordinating programming, or finding talent. Additional uses for this list could include facilitation of active recruitment for candidates by expanding the college's network for postings.

4.3 Objective: Identify opportunities for campus staff and faculty to serve on committees and boards in the community that are related to diversity and belonging efforts

Outcome Measure/Indicator	Status
Track participants, their contributions (i.e. hours, tasks/projects) as well as collaborations with campus-related experiences (i.e. service-learning courses)	Ongoing

Recommendations

The more than year-long COVID-19 pandemic has caused serious setbacks in community collaborations. As institutions increase their engagement in the coming months, this objective should receive commensurate attention in collaboration with the Deans' Office, Administrative Directors, and Department Chairs.

GOAL 5: **Accountability:** Demonstrate the positive impact of Diversity and Belonging Strategic Plan to campus climate.

5.1 Objective: Transition the Diversity and Belonging Strategic Planning Committee into a standing committee of the college with an emphasis on implementation and evaluation

Outcome Measure/Indicator	Status
Committee to be developed through shared governance process and grow to include representation from each academic department, from classified and administrative staff and to include student representation	Completed

Highlights

As of December 16, 2020, the group has been chartered and acknowledged under FC 5511 in the BGSU Firelands Governance Document Policy. Elections to take place in April.

5.2 Objective: Review Annual Belonging Survey data to identify trends and inform diversity and belonging initiatives

Outcome Measure/Indicator	Status
<ul style="list-style-type: none"> - Develop continued recommendation for advancing diversity and belonging to remain responsive to trends presented in annual belonging survey - Increase Firelands participation in the survey by 5% until we consistently engage 20% of population - Increase sense of belonging incrementally through survey 2% each year 	Unable to complete

Recommendations

Devise a plan to incentivize completion of the Annual Belonging Survey by members of the BGSU Firelands community. This year’s Ohio Department of Higher Education Benchmark survey made it difficult for a significant number of BGSU Firelands students, faculty, and staff to identify themselves as affiliated with Firelands. The data collected was incomplete and therefore made it infeasible for the council to access the disaggregated data.

5.3 Objective: Track, measure, assess, and report progress for Firelands’ Diversity and Belonging Strategic Plan to internal and external constituencies

Outcome Measure/Indicator	Status
Updates and progress to be shared	Ongoing

Recommendation

This progress report serves as a tool in the performance management process for the implementation of the Firelands College’s Diversity and Belonging Strategic Plan. This report should be updated, published and circulated annually.

The Path Forward – Planned Actions for AY 21-22

In AY 20-21, the Firelands College Diversity and Belonging Council initiated and completed objectives necessary to advance our various diversity and belonging initiatives. In AY 21-22, we will continue to assess and elevate ongoing implementation efforts while continuing to expand and address additional objectives outlined in our plan. Our path forward will include leading, learning, and creating new opportunities and avenues that will enable BGSU Firelands to attract and retain talent from all segments of society. We must develop a campus culture that yields a climate of collaboration, and equity, allowing us to meet our mission, exceed our goals, and produce a quality educational experience that sets a standard for other institutions to emulate.

AY 21-22 Objectives

The following are goals of the Firelands College Diversity and Belonging Strategic Plan for AY 21-22.

AY 21-22 Objectives

GOAL 1: Advocacy: Advocate for just and equitable policies and practices to ensure a safe and inclusive community where each person feels empowered and supported.

- *Review current demographic data collection practices and provide recommendation to further inform identity specific data collection*

GOAL 2: Training and Development: Deliver impactful social justice and cultural competency professional development opportunities and training to enhance faculty, staff, and students' capacity.

- *Professional development opportunities – where every Firelands employee completes at minimum one diversity-related development session (in-person, online, etc.) annually*
- *Adoption and utilization of University terms and definitions around diversity, equity, inclusion, belonging, etc.*

GOAL 3: Programming: Implement high-quality educational and engagement opportunities for university faculty, staff and students.

- *Adopt BGSU's Division of Diversity and Belonging learning and developmental outcomes related to student learning, development and success that can be used for programmatic and assessment purposes*

GOAL 4: Partnerships: Leverage campus and community partnerships to create a diverse community of belonging.

- *Continue to conduct a stakeholder and partner analysis to curate a list of initiatives and programs with virtual collaboration information, and context*
- *Facilitate collaborations around diversity and belonging with Diversity Officers from regional business, industry, government and community organizations*
- *Identify opportunities for campus staff and faculty to serve on committees and boards in the community that are related to diversity and belonging efforts*

GOAL 5: Accountability: Demonstrate the positive impact of Diversity and Belonging Strategic Plan to campus climate.

- *Review Annual Belonging Survey data to identify trends and inform diversity and belonging initiatives*