



Fiscal Year 2022

# Annual Report

Strategic Plan for Diversity, Equity, and Inclusion  
2019 – 2024

*Bemidji State University*



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OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

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## Report Description

The annual report for the strategic plan for diversity, equity, and inclusion of Bemidji State University is published by the Office of Diversity, Equity, and Inclusion during the month of June. Enclosed in the annual report is the strategic plan, a review of the previous year's status, the current year's status, and the action steps for the incoming fiscal year. The annual report may contain statistics, tables, and graphs to provide a holistic review of the strategic plan. The annual report will be available electronically on Bemidji State University's website. Request for the annual report may be made to the Campus Diversity Officer at [OfficeDEI@bemidjistate.edu](mailto:OfficeDEI@bemidjistate.edu).

## The Strategic Plan

The strategic plan has four parts: mission statement, vision statement, strategic priorities, and goals. The mission statement acknowledges and frames the authority of the plan while the vision statement acknowledges the aspirations of the institution by way of the plan. The current plan has five (5) priorities and twenty-three (23) goals. Goals are related to priorities, and some goals are time sensitive. The strategic plan is intended to be comprehensive. To address matters of diversity, equity, and inclusion all stakeholders and functions of the institution must be included. Each plan must build on the previous plan to ensure institutional direction and progression related to diversity, equity, and inclusion.

### Mission Statement

To foster a safe, welcoming, and inclusive campus and community culture that respects difference and ensures equitable opportunities for every person.

### Vision Statement

At Bemidji State University, we celebrate and embrace diversity, and steadfastly seek to ensure equitable and inclusive environments for every person who learns, teaches, works at, and visits our campus. People are valued for their differences, and we strive to reflect that variation. We combat injustices, demonstrate kindness, and encourage every individual to seek and be true to their own identities. We clearly demonstrate our commitment to the Ojibwe and to other Indigenous people in this country.

### Strategic Priorities and Goals

**Table 1. Strategic Priorities and Goals**

| Priorities   | Goals  |
|--|--|
| <i>P I.</i> Foster an equitable, safe, and respectful campus and community culture for every person who learns, teaches, works, and visits our campus. | <ol style="list-style-type: none"><li>Complete a visual representation inventory (signage, pictures, bulletin boards, etc.) to ensure multicultural representation is pervasive across campus by August 1, 2021.</li><li>Institute an Americans with Disabilities Act (ADA) Committee and develop a charge for that committee with the goal of enhancing opportunities for community members with disabling conditions to fully participate in all aspects of campus life by May 7, 2021.</li><li>Determine priority need areas for gender neutral/all gender bathrooms by and ADA compliant bathrooms by July 1, 2021 and</li></ol> |

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|  | <p>work with Administration and Finance to incorporate priority needs into facility planning.</p> <ul style="list-style-type: none"> <li>d. Integrate recognition of land and place into University-sponsored events by March 2021.</li> <li>e. Offer or collaborate with others to provide a minimum of two diversity training opportunities, including a Safe Zone training for employees each year.</li> <li>f. Evaluate the efficacy of reporting channels for instances of discrimination, harassment, and sexual violence by July 1, 2021, and make identified improvements.</li> <li>g. Implement a formal campus climate assessment strategy by April 1, 2021, including but not limited to periodic surveys of student and employees.</li> </ul>   |
| <p><i>P 2.</i> Promote the value of a demographically diverse and inclusive student body and workforce.</p>  | <ul style="list-style-type: none"> <li>a. Identify the needs of employees from underrepresented groups by June 30, 2021 and implement enhancements to the available support networks on an ongoing basis.</li> <li>b. Seek to become recognized as a Beyond Yellow Ribbon Campus by June 30, 2023.</li> <li>c. Seek to create an Office of Equity and Inclusion that houses Affirmative Action, Title IX and Civil Rights concerns, and the Center for Diversity, Equity and Inclusion by June 30, 2020.</li> <li>d. Modify the Affirmative Action website and content to become a site to access podcasts, monthly messages, and helpful links in addition to content already present by December 31, 2020.</li> <li>e. Promote and support established employee resource groups and Inter Faculty Organization (IFO) equity caucuses and assess the need for additional groups periodically.</li> </ul> |
| <p><i>P 3.</i> Strategic Priority 3. Promote opportunities for students and employees to increase their knowledge and understanding of Indigenous People’s past and present experiences and ways of knowing.</p> | <ul style="list-style-type: none"> <li>a. Explore the potential for requiring an Indigenous Studies course or other experience for all students by April 30, 2024.</li> <li>b. Create and offer an Indigenous Workshop/Training for faculty, staff, and student workers by April 30, 2022.</li> <li>c. Offer one or more well-publicized events each year open to students, employees, and the broader community featuring Indigenous speakers and concerns beginning fall 2020.</li> <li>d. Collaborate with the American Indian Resource Center (AIRC) Director to develop and implement/make available Indigenous programming/modules for academic and co-curricular use in fall semester 2022.</li> </ul>   |
| <p><i>P 4.</i> Support the presence of diversity and equity in academic curriculum and</p>   | <ul style="list-style-type: none"> <li>a. Develop a resource base on diversity topics by December 31, 2021, for faculty to access for classroom discussions and update quarterly.</li> </ul>  |

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| classroom conversations.  | <ul style="list-style-type: none"> <li>b. Develop and share a resource base for faculty to develop curricula that adhere to Equity by Design principles by May 1, 2022 and update quarterly.</li> <li>c. Develop a speaker's bureau for classroom and campus presentations on diversity, equity, and inclusion topics by December 31, 2021, and update quarterly.</li> <li>d. Assess department diversity plan implementation on a yearly basis.</li> </ul>  |
| P 5. Encourage partnerships and collaborations among campus departments, teams and efforts focused on diversity, equity, and inclusion. | <ul style="list-style-type: none"> <li>a. Develop and implement mechanisms by which to communicate diversity and inclusion information and progress (i.e., newsletter, annual report, diversity return on investment) by December 31, 2021.</li> <li>b. Hire a dedicated Campus Diversity Officer position by June 30, 2021, charged with supporting and enhancing diversity, equity, and inclusion efforts across campus.</li> <li>c. Create and maintain collaborative structures enabling departments, offices, collective bargaining groups and teams engaged in diversity efforts to collaborate by December 31, 2021.</li> </ul> |

**Status of Plan**

Annually, the Office of Diversity, Equity, and Inclusion reports the status of the strategic plan for diversity, equity, and inclusion. This section provides an overview of the previous year's status as well as the current year's status. The current year's status consists of three parts, a review of each priority, a review of each goal, and a general explanation of progress and challenges per priority. Each priority is ranked complete, in progress, or incomplete. *Complete* means that each goal of the priority has evidence of completion. *In progress* means that one or more of the goals of the priority has evidence of completion. *Incomplete* means that no goal of the priority has evidence of completion. Likewise, each goal is ranked strong evidence, moderate evidence, weak evidence, no evidence. *Strong evidence* means that the goal has strong evidence of completion. *Moderate evidence* means that the goal has moderate evidence of completion. *Weak evidence* means that the goal has weak evidence of completion. *No evidence* means that the goal has no evidence of completion.

**2020 – 2021**

In academic year 2020-2021, Bemidji State University's completion percentage was 16.6 % (4 out of 24 goals) of the strategic plan for diversity, equity, and inclusion. Twenty goals were ranked as no evidence, three goals were ranked strong evidence, and one goal was ranked moderate evidence. The significant goals accomplished in respect to the strategic plan during this academic year was the hire of the Campus Diversity Office ([Priority 5: Goal 2](#)), and the pathway forward for the Indigenous studies graduation requirement ([Priority 3: Goal 1](#)).

**Table 2. Completion Ranking**

| Priority | Rank (Complete, In Progress, Incomplete) | Goal | Rank (Strong, Moderate, Weak, No) |
|----------|--|------|-----------------------------------|
| 1        | In progress                              | 1    | No                                |
|          |  | 2    | No                                |
|          |  | 3    | No                                |
|          |  | 4    | No                                |
|          |  | 5    | Moderate*                         |
|          |  | 6    | No                                |
|          |  | 7    | No                                |
| 2        | Incomplete                               | 1    | No                                |
|          |  | 2    | No                                |
|          |  | 3    | No                                |
|          |  | 4    | No                                |
|          |  | 5    | No                                |
| 3        | In progress                              | 1    | Strong*                           |
|          |  | 2    | No                                |
|          |  | 3    | No                                |
|          |  | 4    | Strong*                           |
|          |  | 5    | No                                |
| 4        | Incomplete                               | 1    | No                                |
|          |  | 2    | No                                |
|          |  | 3    | No                                |
|          |  | 4    | No                                |
| 5        | In progress                              | 1    | No                                |
|          |  | 2    | Strong*                           |
|          |  | 3    | No                                |

\* Means that the goal is complete.

### Current Year

In academic year 2021-2022, Bemidji State University’s completion percentage was 47.8 % (11 out of 23 goals) of the strategic plan for diversity, equity, and inclusion. Eight of the goals were ranked strong, three goals were ranked moderate, and one goal was removed due to being a duplicate of another goal within the plan as determined by administration ([Priority 3: Goal 3](#)). Some of the significant accomplishments was the development of the ADA committee ([Priority 1: Goal 2](#)), the expansion of diversity, equity, and inclusion training opportunities for students and employees ([Priority 1: Goal 5](#)), the revision and implementation of a complaint model of praxis ([Priority 1: Goal 6](#)), the establishment of the division of diversity, equity, and inclusion ([Priority 2: Goal 3](#)), and the finalization and confirmation of the Indigenous studies graduation requirement ([Priority 3: Goal 1](#)).

## Action Steps

The implementation and success of the strategic plan for diversity, equity, and inclusion is dependent on the strength, dedication, and resources of the institution. All stakeholders have a crucial part in the transformative process of dismantling racism, addressing injustices, and building a safe and inclusive community for everyone. In fiscal year 2023, the DEI committee and taskforces will champion the lead of progressing the institution forward by leveraging the strategic plan. Key action steps to be taken are:

The Campus Diversity Officer will establish annual priorities that center the strategic plan's priorities and goals.

The diversity, equity, and inclusion committee will enact their authority through their charge to ensure the progression of the strategic plan.

The Campus Diversity Officer will consult President Elect, Dr. John Hoffman for future advancement of the strategic plan for diversity, equity, and inclusion.

## Conclusion

All students, faculty, staff, and community members have a place in the world, in the region, and at Bemidji State University. The strategic plan for diversity, equity, and inclusion is a tool for BSU and all its stakeholders to engage the fight against racism and to infuse diversity, equity, and inclusion into the very walls of the institution. Our mission and vision will maintain its never waning stance to fight against injustice in all its forms.

## Glossary

### **Terms**

ADA – Americans with Disabilities Act.

AIRC – American Indian Resource Center.

DEI – Diversity, equity, and inclusion.

FY – Fiscal year.

IFO – Inter Faculty Organization.