Bemidji State University Department of Psychology

Strategic Plan for Diversity, Equity, and Inclusion

2021-2024

|  |
| --- |
| **Diversity Mission Statement** |
| The Department of Psychology at Bemidji State University is dedicated to preparing students who will apply their psychological knowledge in an increasingly diverse world. We strive to create and sustain a welcoming, supportive and inclusive environment.  Accomplishing this mission requires a broad range of perspectives and backgrounds. Diversity enriches both our department and the science of psychology.  We strive to cultivate an inclusive community that values diverse questions, viewpoints, approaches, and participants to foster ingenuity, challenge biases, and promote intellectual growth.  Therefore, it is important to us to attract individuals with a wide range of backgrounds and experiences, including undergraduate majors, faculty, staff, and student workers. The Department seeks applicants from all races and ethnicities, genders, sexual orientations, ages, socioeconomic backgrounds, and religions.  Within the Psychology Department, our efforts to promote diversity are led by our Diversity Committee, a group of faculty and students who coordinate and oversee continuing efforts to build our community, with consultation from undergraduate students. This commitment to diversity is part of a broader effort at Bemidji State that includes campus resources such as the Center for Diversity and Inclusion and American Indian Resource Center, and student groups such as the Council of Indian Students, and International Student Organization, and the Phoenix (supporting LGBTQIA2+ students) |

|  |
| --- |
| **Primary Goals to Support Our Commitment to Diversity** |
| 1. Create and sustain a welcoming supportive, and inclusive departmental climate. 2. Attract and retain greater numbers of individuals from under-represented populations into faculty (particularly Dept. Chairs, directors, deans and vice chancellors). 3. Attract, retain, & graduate increasing numbers of students from historically under-represented populations & international students. 4. Ensure that curricular requirements reflect the Department’s commitment to diversity & social justice 5. Prepare students to become professionals in a diverse world |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specific Objectives, Strategies, and Proposed Benchmarks for Achieving Goals** | | | | |
| **Goal One:** Create & Sustain a welcoming, supportive, & inclusive departmental climate | | | | |
| Objectives | Strategy/Tactics | Date | Responsible Party | Benchmarks |
| 1. Develop an inclusive environment that is comfortable for everyone, with respect to differences in domestic situation (e.g., student-parent), ability, age, ethnicity, gender, gender identity, nationality, race, religion, socioeconomic status, spirituality, sexual orientation. | *Diversity Committee* composed of faculty that meets regularly to coordinate and facilitate development toward diversity goals. | Ongoing | Diversity Committee | Diversity Committee is formed and reports to Department of Psychology faculty on movement toward objectives described herein, once a semester minimum at department meetings. As a committee we will meet twice monthly, opening committee to undergraduate student participation at one of those meetings [or an interval to be decided]. |
|  | Communication of Department of Psychology "Commitment to Diversity". | Ongoing | Diversity Committee drafts statement, all faculty approve statement | Commitment to Diversity statement is included on the Psychology Department's website, syllabi and in all program materials (job postings, marketing materials). |
| Highlight department's commitment to diversity by hosting diversity related trainings and events. | Ongoing | Diversity Committee | We will explore setting aside funding for a Diversity event, once a semester that will feature a distinguished guest (one semester) and one of our own students or faculty with expertise in a diversity-related topic the other semester. Events will include a department-wide round table discussion on practical issues related to climate and diversity and a scholarly talk by our featured guest. |
|  | Diversity Committee | Starting in 2019, Diverse Conversations programs (multiple times per semester) as a program to provide campus-wide dialogues related to a variety of diversity topics. Content will be featured on website. |
|  | Diversity Committee; Psychology Department | The diversity committee will support psychology department faculty’s development of goals related to intercultural competency by offering resources and networking in attending training and professional development opportunities that are being offered around campus (e.g., Safe Zone training, microaggressions, first gen students). |
| Conduct regular assessments of progress toward creating an environment that supports diversity. | Ongoing | Diversity Committee | An annual climate survey is conducted and results are used to advise the Department progress, policy changes. Administered each Spring online? *Make results accessible to department members, students, administration?* |
| The Diversity Committee monitors feedback and concerns from students, staff, and faculty. | Ongoing | Diversity Committee | A mechanism for providing feedback is in place on the Departmental website, and is listed in all program handbooks.<https://bemidji.co1.qualtrics.com/jfe/form/SV_03y78FmVxmouuaN> [needs to be posted yet] |
| 2. Develop a physical environment that highlights the Department's commitment to diversity and inclusivity. | Make the physical environment in the Department of Psychology welcoming and inclusive to all, and reflective of the Department's valuing of diversity. Areas welcoming to diversity and inclusion shall include, but not be limited to, building accessibility, offices, clinical waiting room, Safe Zone stickers, and posting of Goals. | Ongoing | Diversity Committee,  Wellness Committee, Department Chair | Culturally diverse decor (e.g., artwork, artifacts, and symbols) and evidence of commitments to social justice (e.g., published articles by faculty and students concerning diversity issues, announcements of diversity-related events and conferences) are displayed in the physical building. The physical building and Departmental functions should be accessible to, and inclusive of, all. (An inventory will be performed annually to monitor and improve). |
| 3. Develop an online presence that highlights Departmental commitment to diversity and inclusivity. | The Department of Psychology website will be kept up-to-date to better reflect the importance of diversity in the Department and the University. | Ongoing | Diversity Committee,  Website committee,  Dept. Chair | Images and text *across* the psychology department’s website reflect departmental and campus diversity and language are inclusive. Will be reviewed annually by the committee to ensure it is up-to-date and refreshed. |
| Maintain a "Multiculturalism and Diversity” page that provides updated information about...:   * The diversity plan and updates about progress on efforts therein. (Updated each semester) * Educational materials and content links related to programming provided (I.e., Diverse Conversations Series) (Updated per event). * faculty and student research on topics related to diversity. (Content solicited once per semester). * A link to a mechanism for providing feedback (see Objective 1) |
| 4.Work to recruit and recognize accomplishments of diverse undergraduate students and faculty. | Foster the professional and personal development of diverse students, support staff, and faculty. Provide support for those focusing on diversity issues. | Ongoing | Diversity Committee,  Dept. Chair  Website Committee,  Seach Advisory Committee | Demographic data on students enrolled in undergraduate program are collected each year; These data are compared with University, state, and national demographics and efforts are adjusted accordingly to recruit and retain diverse students. (Updated annually?) |
| Departmental commitment to diversity is highlighted on the website and throughout new hiring recruitment and interviewing processes. |
| Aug 2021 | New information packets for our department will be created to highlight the departmental commitment to diversity and will be used in recruiting incoming undergraduate students into our program. |
| Feb 2021 | Creation of an Undergraduate Award related to students who exemplify the department’s commitment to diversity and multiculturalism. This will be awarded by nomination from the faculty in the department and be presented at the same time as the student of the year award. |
| Creation of an Undergraduate Diversity Poster Award to be presented at the Annual Student Achievement Conference. The award winner’s research will be featured on the department’s website. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Two:** Attract and retain greater numbers of individuals from under-represented populations into faculty (particularly Dept. Chairs, directors, deans and vice chancellors). | | | | |
| Objectives | Strategy/Tactics | Date | Responsible Party | Benchmarks |
| 1. Retain faculty who bring diversity to our department through high quality mentoring, fostering of their professional development, and helping them develop leadership and administration skills. | Promote a workplace environment that allows for increased communication and improved job satisfaction of diverse faculty. | Ongoing | Dept. Chair, Diversity Committee | Rate of retention for diverse faculty is at least as high as the base rate of retention for tenure track faculty in the department. |
| Rolling five-year retention rate of diverse faculty steadily improves. |
|  | Periodically assess the job satisfaction and mentoring needs of diverse faculty. | Dept. Chair, Diversity Committee, *invite consultant from outside the department* | Initial report (with periodic updates) summarizing job satisfaction of diverse faculty, problems identified that can be addressed within the department are prioritized for action, problems related to issues outside the department are communicated in writing to relevant administrators |
| Invite new faculty to consider what mentorship needs they may have and match them with resources that fit their needs or a tenured faculty mentor who can provide mentorship and assist with adjustment to the university and community. | Diversity Committee | Number of new faculty assigned to a mentor or connected to resources that fit new faculty’s expressed needs. |
| Provide mentoring opportunities for leadership skills, promoting participation in one-time leadership training opportunities. | Dept. Chair, individual faculty mentors, Diversity Committee. | Diverse faculty who are tenured hold department leadership position (e.g., program directors, associate program directors, committee chairs) in proportions at least equal to their numbers in the department |
| Increase awareness of award opportunities, nominate diverse faculty for college, university, and national recognition. Actively promote diverse faculty who seek leadership positions in higher administration and/or national service positions. | Dept. Chair, individual faculty mentors, Diversity Committee | Steadily increase in the number of awards and honors to faculty and students that acknowledge diversity -related accomplishments. |
| Conduct exit interview with any faculty member who leaves the department. | Dept. Chair, outside department consultant strongly suggested | Report to Diversity Committee summarizing primary reasons given for leaving. |
| Engage in intentional reflection and discussion about department dynamics and whether everyone feels heard | At least once per year | Dept. Chair or diversity committee representative | Faculty report feeling feel heard and respected in the department |
| 2. After a faculty search is approved, increase the number of individuals from under-represented groups at each stage of the faculty recruitment & selection process. | Require diversity and inclusion experience as minimum qualifications in applications. |  | Dept. Chair | Diversity and inclusion experience evident in previous experience of applicants and integrated throughout application materials. |
|  | Aim to interview at least one qualified, self-identified minority candidate per search. Increase emphasis on cultural diversity issues in job advertisements. | Ongoing | Search Committees and Dept. Chair | Steadily increase the rolling 5-year proportion of diverse candidates invited for tenure-line faculty positions |
| Consult the OED for diversity in hiring guidelines and strategies. | Search Committees and Dept. Chair | Document contacts with the OED and associated impact in recruiting and hiring diverse individuals. |
| Plan welcoming, informative, and supportive visits for job applicants that include emphasis on diversity issues, their importance in the Department, and the community resources and attractions that celebrate diversity. | Search committees,  Dept. Chair,  All faculty,  Diversity Committee | Monitor and document efforts to provide this information and provide applicants with exposure to community resources.  After each search has been successfully completed (3-6 months), conduct follow-up interview with all diverse candidates interviewed to assess their experience |
| 3. During periods between searches, increase Department visibility in settings that develop diverse future faculty. | Increase presence of Department at minority research conferences and other institutional recruitment opportunities; provide funding and support to attend these conferences. | Dean, Dept. Chair, Diversity Committee, All faculty | Participation by at least one faculty member in at least one such conference per academic year. |
|  | Use guest speaking opportunities as a vehicle to recruit potential interest of diverse faculty | Dean, Dept. Chair, Diversity Committee | Monitor number of times our faculty participate as outside speakers, and the number of time diverse speakers are invited to our Department. Department will fund at least one "recruitment trip" per year (See also Goal 3). |
| Attend University of Minnesota’s bi-annual conference Keeping Our Faculty conference. (http://idea.umn.edu/symposia/keeping-our-faculty) | Every other year | Dept. Chair | Confirmation of attendance. |
| 4. Increase diversity in Department non-tenure track faculty and teaching assistant. | Seek to interview and hire non-tenure track faculty and teaching assistant that are more diverse through more job advertising and communication with human resources. | Ongoing | Department Chair  Diversity committee | Increased proportion of support staff, and non-tenure track members who are members of under-represented populations. |
|  | Obtain small grants through CEMRRAT funding (APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology) or other sources. Funds will be used as "seed funds" to energize, empower and support those in our Department interested in enhancing ethnic minority recruitment, retention and training in psychology. | TBD | Dept. Chair | Steadily increase amount of CEMRRAT funding obtained, calculated as a rolling 3-years average. |
| **Goal Three:** Attract, retain, & graduate increasing numbers of students from historically under-represented populations & international students. | | | | |
| Objectives | Strategy/Tactics | Date | Responsible Party | Benchmarks |
| 1. Increase representation of diverse individuals in the psychology program. | Increase enrollment of diverse students through:   * (1) Targeted outreach of Department opportunities to culturally diverse community campus members, and * (3) Increasing diversity content on Department website to reflect shared values of equity and inclusion | Ongoing | Dept. Chair, Diversity Committee, all faculty | Monitor proportion of students enrolled as majors from diverse populations and assess impact of strategies.  One recruitment trip/event is conducted each semester geared toward culturally diverse students.  Each webpage on department website includes either DEI images and/or DEI content. |
|  | Increase minority involvement as research assistants in Departmental research through active recruiting (e.g., brochures displayed in Department and on campus, in-class recruitment). | Diversity Committee, all faculty | Track the number of culturally diverse undergraduate research assistants involved in research (i.e., Psych 4447, McNair, extracurricular research) and assess increase as a function of outlined strategies. |
| Seek out student fellowship opportunities that attract diverse students. | Pending InPsyT program | Dean, Dept. Chair, Diversity Committee | An up-to-date database of fellowship opportunities is available to current and prospective students. |
| Use guest speaking opportunities as a vehicle to recruit potential interest of diverse students | Ongoing | Dean, Dept. Chair, Diversity Committee | Monitor number of times our faculty participate as outside speakers, and the number of times diverse speakers are invited to our department or invited to campus by our department. |
| 2. Provide support and resources to retain diversity among students, throughout their education. | Development and implement program designed to provide Department mentorship of culturally diverse students, with the purpose of better tracking of student progress, addressing issues of diversity and their potential impact on the educational experience, retaining students, and increasing graduation rates. | TBD | Diversity Committee,  Dept. Chair | Assess academic performance, retention, and graduation rate of students from culturally diverse populations. |
|  | One undergraduate student from Psychology Club, one student worker, and two faculty from the Diversity Committee will be tasked with remaining up-to-date on campus programs and initiatives related to diversity on campus, in order to involve the Department in ongoing campus initiatives. These individuals will bring information about these initiatives to the Diversity Committee and/or other appropriate contacts in the dept. | TBD | Dept. Chair, Diversity Committee | Monitor frequency events on campus, events attended by faculty, events supported by the psychology department. |
| Assess increase in Department enrollment (under-represented populations) and rates of successfully completing the undergraduate degree. |
| Monitor proportion of students from marginalized populations and assess retention of students over time. |
| **Goal Four:** Ensure that curricular requirements reflect the Department’s commitment to diversity & social justice | | | | |
| Objectives | Strategy/Tactics | Date | Responsible Party | Benchmarks |
| 1. Increase students' cultural knowledge and awareness of diverse populations, especially those that are under- represented and under- served, and of issues related to social justice (e.g., privilege and oppression) | Provision of a multicultural/diversity course to undergraduate students; Increase offerings in courses focused on issues related to diversity.  Infuse topics related to diversity into each psychology course offered within the Department. | Ongoing effort  Ongoing effort  Ongoing effort | All faculty | At least 4 multicultural/diversity courses are offered each semester.  All syllabi and course content include diversity components and/or a statement of the Department's commitment to diversity. |
| All faculty | Assess diversity issue competence in students, as well as the diversity-related content in courses.  Reward students who take good number of course with diversity/multicultural focus. |
| Increase exposure to diversity issues outside of the classroom. | All Faculty, Dept. Chair | Host at least one departmental presentation or speaker specific to diversity-related topics per semester. |
| Provide incentives to students to conduct their own or work with a faculty member and present research related to diversity and social justice on campus and at academic meetings. | Dept. Chair, All faculty | Establish a Diversity Research Award for a student planning to present diversity related research at a conference (with a monetary component to offset travel to a conference to present the work). |
| Showcase conference/meeting presentations by students, via pictures of them with posters/during oral presentations, or by acknowledging them on the lounge screen. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Five:** Prepare students to become professionals in a diverse world | | | | |
| Objectives | Strategy/Tactics | Date | Responsible Party | Benchmarks | |
| 1. Increase students’ abilities to effectively interact and work with individuals from diverse backgrounds. | Continue to offer Multicultural Psychology course to students. | Ongoing | Faculty teaching Multicultural Psychology, curriculum committee | Course is required and offered at least twice a semester (on-campus and online). | |
|  | Encourage students to attend and present diversity-related research at regional, national and international conferences. Secure additional financial support to encourage these efforts. | All faculty | Record attendance for at least 1 diversity- related conference or symposia. Monitor funds available to promote these experiences (designate a specific amount from our 80/20 fund?). | |
| 2. Create a Psychology Department colloquium/lecture series. | Integrate multicultural and diversity perspectives into Psychology Department colloquium/lecture series. | Fall 2021 | Diversity committee | At least one such presentation each academic semester. | |
| 3. Provide resources for field-specific cultural competency. | Create an updating list of resources, articles, podcasts, webinars, etc. for cultural competency in different fields. | Update as available, but at least once a semester | All faculty | Post at least one resource for major fields and careers students are likely to enter: counseling, social work, law enforcement, nursing. | |
| 4. Promote collaborative research between faculty, across campus, and community on diversity-related issues. | Create an updating list of faculty across departments (particularly those for whom we share majors and minors) who might be able to guest lecture on diversity-related issues, as well as a list of community contacts who could guest present. | Fall 2021 | All faculty | Contact fellow CICH faculty to collaborate on guest lecture content. | |
| 5. Provide evidence of students’ cultural competency by creating a diversity certificate within the major and minor. | Create a list of diversity-related courses (e.g., Psychology of Disability, Culture & Cognition, Death & Culture, Psychology of Women & Gender, Queer Psychology, Psychology of Aging) that students may take to meet the requirements of a diversity certificate. | Diversity committee, curriculum committee | Determine the number of required credits, the list of possible courses, and the general rotation of courses for certificate achievement. Determine the method by which students will have evidence of the certificate (e.g., on the transcript, a physical certificate signed by the chair). | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Completed items from 2017-2020 Diversity Strategic Plan** | | | |
| Develop a *Diversity Committee* composed of faculty *and undergraduate students* that meets regularly to coordinate and facilitate development toward diversity goals. | Fall ‘16 | Diversity Committee | Diversity Committee has been formed and reports to Department of Psychology faculty on movement toward objectives described above. |
| Develop a Department of Psychology "Commitment to Diversity" statement. | End of  Fall ‘17 | Diversity Committee drafts statement, all faculty approve statement | Commitment to Diversity statement was created and is now included in an ongoing capacity on the Psychology Department's website, syllabi and in all program materials (job postings, marketing materials). |
| Require Multicultural Psychology for incoming 2017 majors; increase offerings in courses focused on issues related to diversity. | Fall ‘17 | Faculty teaching specific courses, Dept. Chair | Multicultural psychology is currently offered at least once a semester. It is a course requirement for the major. |
| The Diversity Committee is charged with the responsibility to create a mechanism that preserves confidentiality and collects feedback and concerns from students, staff, and faculty. | Spring 2018 | Diversity Committee | A mechanism for providing feedback is in place. <https://bemidji.co1.qualtrics.com/jfe/form/SV_03y78FmVxmouuaN> |