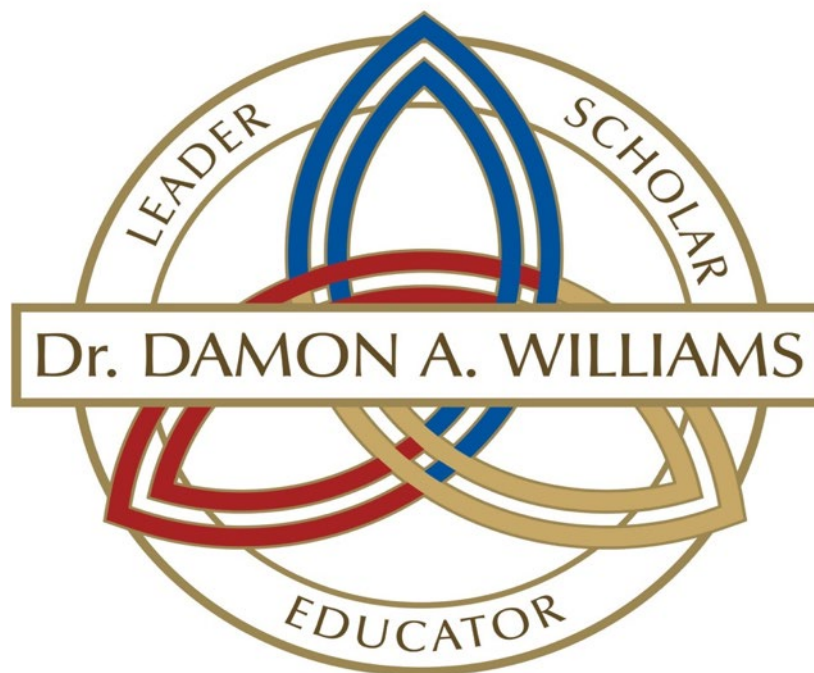


TCNJ
DEI INSIGHTS TO ACTION SCORECARD
Thematic Concepts

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Damon A. Williams, PhD
Katie Schwartz, PhD
Deiadra Gardner, BA

Center for Strategic Diversity Leadership & Social Innovation
DrDamonAWilliams.com

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SELECTED SURVEY RESPONSES AND COMMENTS

1. Campus Climate and Inclusion Metrics

- Attrition of minoritized students
- Bias incidents and their outcomes
- Sense of safety and comfort
- Level of comfort engaging in discussion of race
- Internalized view of acceptance at TCNJ
- How many non-POC individuals and how many POC attend culturally enriching events?
- Students, faculty & staff feeling welcome and that their voices count on campus matters.
- Student success in terms of grades, access to desired courses, access to internships, fellowships, and employment after graduation
- How likely are students, faculty, and staff from any demographic to recommend TCNJ to others in their own demographic?
- What is the willingness of faculty, staff, and students to learn, grow, and change to move the college toward becoming an anti-racist institution?
- Political diversity and representation
- Diversity of the entering class
- Diversity of faculty/staff hires
- Satisfaction of students and faculty with their interactions with other students, staff, and faculty.
- Student stress levels by major and academic interest. Tracked over time to develop a profile to make adjustments to increase quality of student experience and observe trends.
- Student networking. Gauge the level of networking students are doing to monitor the progress the students are making to be contributing members of society.
- Number of students with friends of other ethnic or racial groups
- Measure amount of microaggressions to assess campus climate
- Percentage of Pell-eligible students
- Number of campus-wide events, projects, efforts specifically designed to open discussions about racism, sexism, ableism, etc., and address issues on campus
- Number of department-level efforts to do the same

- Sense of belonging on a scale from 1 to 10
- Retention of students of color

2. Recruitment and Retention Metrics

- Geographic origins of incoming classes (heatmaps)
- Actual campus demographics vs. statewide demographics
- Ratio of staff of color as opposed to white staff, on a department-by-department basis
- The comfort level of staff of color in their departments, relative to the above mentioned metric
- Instances of discrimination and actions taken
- Race, religion, and sexuality
- Number of years to graduation
- Demographics on how many students change majors
- Demographics on how many students are dismissed from their majors due to GPA
- Percentage of BIPOC faculty who are hired and promoted
- Percentage of faculty in other less represented groups (e.g. LGBTQ) with same metrics
- Are there reports that are run that measure longevity vs race vs role/department?
- Track the demographics of who gets interviewed vs qualifications
- Track who is heading the tenure and promotion committees by demographics
- Track who gets tenure and promotion by demographics and qualification
- Political diversity and representation
- Resignation rates among faculty/staff demographic categories
- Composition of new hires, overall composition of the College
- Students of color/from underrepresented groups who are engaging in our Signature Experiences— leadership, student research, global, etc.
- Faculty/staff of color/from underrepresented groups who are in leadership positions
- Accomplishments and progress made in their specific field of interest.
- The ratio of hired minority staff to minority job applicants
- Percentage of students of color who complete degrees in four years compared to students who identify as white
- Percentage of faculty of color who are reappointed, tenured, and promoted vs. white faculty

- Look at how many people are recruited for higher-up administration positions and look at percentage of people with lower ranking jobs and the racial demographics. Also look at income differences
- Track the school districts that are being benefited by TCNJ programs and resources and analyze the demographics of said school districts.
- Whether students/faculty/staff reached out to anyone about feelings of microaggression, etc.
- Whether students/faculty/staff are taking part in the resources and opportunities provided
- Marketing to high-minority high schools and/or similar venues/marketplaces
- Membership of faculty in professional societies that support DEI

3. Academic Research and Innovation Metrics

- Resources dedicated to such research
- Opportunities to publish, present such research
- More support and opportunity for interprofessional activity and research
- Accessibility and funding opportunities
- How are faculty and staff supported when they experience racism?
- Look at the kind of research that is supported and who the target beneficiaries are
- Number of minority folks in key positions
- Development of (for instance) a funded student center for ethnic, sexual, and gender minorities
- Track attendance numbers and number of participants in open discussions.
- Create more research opportunities for people of color specifically.
- Internal grants, awards, travel funds given to BIPOC faculty as well as to anti-racist research. It should be higher than other areas as a strategic goal.
- Access to tutoring and other support services
- Availability of funding for research and travel to support BIPOC faculty compared to other institutions
- Analyze Disciplinary Standards of departments and key TCNJ documents (like the Reappointment and Promotions document) to identify specific rewards (or lack thereof) for faculty, staff, and students who typically do the (often thankless) labor of mentoring students who need the support.
- What material/structural rewards/incentives are there for faculty, staff, and students to take seriously the time required to mentor students
- Track existence/creation of institutional-supported research opportunities for projects aimed at DIE.
- Review and grow professional opportunities to innovate instructional approaches with a DEI mindset.

4. Curriculum and Pedagogy Metrics

- TCNJ Values module either as part of FSP or other means
- Time by professors spent in professional development re: DEI
- Specific research conducted into inclusive pedagogy (such as from School of Ed)
- How different professors are in their instruction plans and their actual, real-time instruction, respecting and examining DEI
- The degree to which the Division of DEI provides easily accessible materials vetted with faculty with determinations about what DEI messages/practicums should be included in all syllabi and course curriculum, if any
- How much people knew before and after taking these courses about different cultures
- Funding for Office of DEI curriculum, events offered by Office of DEI, and number of students and faculty participating
- Tracking the number of academic courses focused on DEI concerns is less important than tracking the degree to which DEI concerns show up in courses across the curriculum
- Percentage of students who remain in their major after the first or second year (v. those who leave)
- Number of courses designed to be intentionally anti-racist.
- What are the consequences for faculty and staff who openly express racism and discriminate against people from protected categories in their classrooms?
- Increasing course load/availability of courses with respect to meeting student course requirements and graduating on time (4-6 years)
- What courses for different majors/departments currently exist and what can be added to existing courses or creation of new courses
- Number/% of faculty (including adjuncts) who are participating in professional development for DEI in the classroom
- Has each academic program formally integrated DEI into their respective curriculum?
- Is DEI pedagogy training and/or professional development available to all faculty members, and is it tailored to different disciplines (e.g., the sciences would likely incorporate different DEI curriculum materials than courses in education)?
- Measure the amount that counter-narratives or/meaning voices of marginalized people are centered and heard in DEI curriculum rather than just learning concepts such as intersectionality and that's it but actually hearing a perspective of someone with intersecting subordinate identities and what their experiences actually are.
- Participation and success of those who are not well represented on campus is important, but it is equally important to determine whether those who are historically well represented on campus changed their behaviors to increase DEI.

- The availability of bonus release time for BIPOC faculty who have dedicated extra time to mentoring and developing curriculum that support DEI as compared to other institutions
- Evaluate syllabi and course descriptions to track DIE initiatives.
- Support Office of Instructional Design and Center for Excellence in Teaching and Learning in expanding best practices for DEI-infused teaching.
- Suggest self-directed reading for community members wishing to learn more.

5. Training and Professional Development Opportunity Metrics

- Training offered vs. staff participation
- Number of new participants in such opportunities
- Surveying students' awareness of how many diverse DEI opportunities are there and how many they actually went to or shared with others
- Increase in and diversity of offerings, scaffolded for depth of work
- Increase in signups for workshop offerings across Schools, staff, faculty. I couldn't attend many last year because they were primarily offered at the same time, when I was teaching.
- Track who signs up for educational topics related to diversity
- Questions about familiarity with the program
- Assess the knowledge of faculty staff and students about concepts such as microaggressions and also assess the work environment and the amount of microaggressions that someone receives
- You could work with IT to see the email open rate of targeted training and PD emails. You could track other streams of outreach to everyone.
- The availability of training/education for faculty and administrators in DEI as compared to other institutions
- The availability of funding to support professional development and leadership training for BIPOC faculty compared to other institutions
- Showcase departments/schools that incorporate DEI initiatives and encourage other members of the campus community to model where appropriate.

6. Key Recommendations

- Advisory Board including Faculty, Staff, and Students (for Faculty/Staff ensure all levels of institutional hierarchy are represented)
- Increased presence throughout campus—hosting more events with the DEI office label prominently displayed, incorporation into Freshman 099 courses, etc.
- Establishing a hotline/safe-space/anonymous “box” where students of color can drop complaints/reports they have about on-campus harm they've experienced

- Promote opportunities to engage with the community of Ewing and Trenton/
- Facilitate conversation across disciplines such as reading groups or training sessions.
- How often are the MAIN voices talking about these issues BIPOC or folks in other under-represented groups? THEIR voices are the relevant voices right now in terms of strategic planning. And not because BIPOC and others will re-direct our priorities toward their needs, but because they will bring a perspective that—I believe—will help the institution address everyone's needs (I say this as a white person).
- I think the campus needs to work with professional consultants to implement structural change within the various schools. These consultants should be chosen in collaboration with and trusted by faculty members of color, especially Black faculty members.
- There should be a concrete reporting mechanism for faculty and staff to anonymously report racist and discriminatory behavior. This behavior should not be tolerated and there should be concrete consequences for faculty, staff who openly express racist ideas or openly discriminate against people from protected categories.
- The faculty should have cultural sensitivity training.
- There should be more opportunity for people of color to voice concerns to higher ups and then things should actually be done about the problems. Brainstorm ideas and establish goals you would like to reach, like any other public health campaign.
- Need to increase awareness of DEI events and workshops that are available, diverse student organizations that are on campus, etc. Try other forms of getting this information out other than email.
- Remove “free speech zones.” The whole campus should be a “free speech zone” considering we are a diverse university with students trying to expand upon their ideas by sharing their differing opinions openly anywhere on campus. Not to mention a government-funded campus should totally endorse our constitutional rights. Also, presenting information in certain classes as fact when it certainly is not alienates students with differing opinions that might be equal or more valid to the opinion being lectured in class.
- Sell president’s residence in Pennington and move the president to downtown Trenton. Cut the number of administrators by 50% and use the savings to cut tuition and increase need-based aid. This will provide clear evidence that the commitments are something other than moral posturing by members of the coastal elite.
- I would like to ask that, something that TCNJ must do to promote inclusion and safety for its students, especially for Black and students of color, and faculty is to get the police off of our campus, there doesn’t need to be armed people on our campus that adds to the school-to-prison pipeline. This is one of the major things TCNJ must do to stay with its word of being inclusive and equitable. The police are detrimental because they disproportionately target and harass Black and students of color.
- Establish a program where we connect with talented African American middle school students, bring them to campus every summer for 4 summers. In exchange they sign an agreement that they will attend TCNJ.
- Provide research opportunity and incentive to entering students of color, students who are disadvantaged, and also improve the bridge program to help their retention in college.

- All departments should include DEI in their strategic plans, grant applications, outreach efforts, and regular staff/faculty meetings.
- There should be a mandatory common experience for first-year students focusing on DEI. Doesn't have to be writing intensive—but it should put students in close contact with others in highly diverse groups.
- The campus artwork and campus “branding” banners can better stress DEI to help people of all skin color, body types, and gender expressions feel respected and welcomed.
- Continue to embed DEI initiatives and commitment to DEI into our strategic plan.
- Encourage student voices in the process.
- Encourage additional safe-space conversations where members of the community feel comfortable talking about issues that might be hard to talk about.