

TCNJ CAMPUS DIVERSITY COUNCIL

2022-04-06 ❖ [Zoom](#) ❖ 1:30 – 2:50pm

AGENDA

1. Review of [minutes](#)
2. Roundtable updates
3. Campus-wide Syllabus Diversity Statement Input: Tracy Kress & CAP

Statement

The TCNJ community is enriched by greater diversity; each of us brings different perspectives to the classroom. As instructors we strive to create a learning environment that supports diversity and honors your individual identities and perspectives.

Classrooms at TCNJ are brave places where you will be treated with respect, and the instructor welcomes individuals of all ages, social class, backgrounds, beliefs, ethnicities, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences.

TCNJ's official diversity statement: <https://diversity.tcnj.edu/campus-diversity-statement/>

4. Inclusive Excellence Plan: updates
5. Policy Audit Framework: updates, moving forward
6. Intergroup Dialogue: updates
 - a. Initial 8 folks trained in February
 - b. Hope for a late May or early Summer second training, over 3 rather than 2 days
 - c. Week of commencement? No. Week following commencement? Maybe.
 - i. Faculty go off contract on June 30; does June training make sense?
7. Indigenous Issues - Land Acknowledgements and beyond

ATTENDEES

James Felton, Co-Chair
Waheeda Lillevik, Co-Chair
Nicholas Nesh
Joe O'Brien

Aniefre "Eddie" Inyang
Piper Williams
Alex Holzman (secretary)

ABSENT

Jamal Johnson
Tieka Harris
Roy Dean Johnson Jr.
Hafsah Shaik
Lorna Johnson-Frizell

MINUTES

1. Review of [minutes](#)
 - a. Piper motions to approve, Nicholas seconds
 - b. Minutes approved as written
2. Roundtable updates
 - a. VP Felton
 - i. Women's Pro Network
 1. Best interview practice event on 4/19 in Ed 212 at 12:30
 - ii. Parent Network
 1. April 18 is bring your child to work day, register at diversity.tcnj.edu/parent-network
 - iii. BSU & ICA
 1. Multicultural fashion show , 7-9pm in BSC; ticketed but free
 2. <https://www.eventbrite.com/e/an-evening-in-the-garden-tickets-306155859417>

3. Campus-wide Syllabus Diversity Statement Input: Tracy Kress & CAP

Statement

The TCNJ community is enriched by greater diversity; each of us brings different perspectives to the classroom. As instructors we strive to create a learning environment that supports diversity and honors your individual identities and perspectives. Classrooms at TCNJ are brave places where you will be treated with respect, and the instructor welcomes individuals of all ages, social class, backgrounds, beliefs, ethnicities, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences.

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- a. Eddie Inyang - should second sentence include explicit support for those actively expressing their identity in class?
- b. Piper Williams - on other side, should it include explicit condemnation of racist, sexist, ableist, etc. beliefs.
 - i. Doesn't mention "race" explicitly - not a statement of anti-racism
 - ii. Who is the audience? If just for accreditation, fine. If required on all syllabi? Ehhhhhhhh....
- c. James Felton - second sentence seems one-sided, prioritizes instructor perspective and positive speech/conduct.
 - i. does not seem to represent college's values in meaningful way
 - ii. revise away from list of identity categories to limit nomenclature struggles and preserve the statement over time
 - iii. needs call to action, someone/something to turn to if statement is violated
- d. Waheeda Lillevik - Middle States, other accreditors increasingly interested in such statements, School of Business has its own. Statement only mentions diversity, not inclusion or equity
 - i. use of the term "brave space" is questionable
 - ii. "Respect" is contingent term
 - iii. Laundry list of identity categories possibly unnecessary
 - iv. No mention of responsibility or accountability for any parties
 - v. No definition or exploration of harm
- e. Victoria Swift - Maybe brave spaces should be safe spaces, but more important is the "striving to achieve" such spaces
 - i. should "ability" not just be disability or disability status? worth sharing with Meghan Sellet/ARC team

- f. Nicholas Nesh - are a number of these identities and discrimination against them not already protected by law? What does this statement secure for students?
- 4. Inclusive Excellence Plan: updates
 - a. IE Plan is now Strategy for IE; newest draft reviewed by BoT IE Committee, moving forward for final draft submittable to full Board in May BoT meeting
- 5. Policy Audit Framework: updates, moving forward
 - a. Training updates
 - i. insufficient time to train this year, but can do initial drafting of audit review policy proposal for CSPP
 - 1. less focus on the “who” of a policy audit and instead on the what and how
 - b. Inclusive language document (samples)
 - i. [Amherst Common Language Guide](#)
 - ii. [University of Oregon Inclusive Language](#)
 - c. Process and timeline document
 - i. Inclusive Language document can be referred to as a future project but not enough time to develop and socialize such a document this year
 - ii. basic language for policy audit process, goals, timeframes, etc.
 - iii. Find time over lunch or drinks to draft initial language?
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 - a. Nothing to report