

Global Engagement Council (GEC) November 2, 2022 Meeting Minutes

In attendance: Christa Olson, Terry Warren, Cecilia Colbeth, Dina Boero, Zaara Sarwar, Tae-Nyun Kimm, Ting Sun

Not in attendance: Praneal Mandavia, Christell Noell, Solange Lopes-Murphy

1. Minutes of [Oct 19, 2022 Meeting](#) approved.

2. Revisiting the Global Equity & Inclusion Scorecard Report

a. Introduction of Diversity Abroad and the Scorecard

- i. Use this document to home in on areas for improvement and align with [We Are TCNJ](#).
- ii. Christa puts score card in context - Diversity Abroad is one of the premier organizations nationwide that assist institutions with their DEI objectives.
- iii. TCNJ completed the survey in the summer of 2022.
- iv. We can use the scorecard as a benchmark.
- v. There were over 300 data points/questions that had to be answered.

b. Key Findings the [Global Equity & Inclusion Report Results](#)

- i. Bronze Badge -- Beginning to develop...
- ii. Weaknesses – Gaps.
 1. Strategy Communications
 - a. Diversity of CGE team & faculty in academic programming
 - b. Data collection about students
 - c. Stakeholder committee on diversity in ed abroad
 2. Operations
 - a. Programming for specific student populations
 - b. Faculty diversity training
 - c. Systematic assessment
 3. Academic & Student Support
 - a. Accessibility of curricular programming
 - b. Information for and outreach to parents

c. Discussion of Implications for CGE

- i. Multiple places where there are zeros is because TCNJ as an institution had not been collecting data in the aggregated way the Score Card wanted it.
- ii. TCNJ will now actively start keeping/tracking that data.
- iii. Dina wants to know how much control does TCNJ have over the data collection? Can CGE or GEC collect the data, or do we have to get permission from DEI/TCNJ have to do it?
- iv. There is a disconnect between PAWS, Terra Dota, IPEDS. We need them to connect to get accurate information for this Diversity Score Card.
- v. Jennifer M. is investigating how GEC/CGE can do a better job in diversification.
- vi. As the cost to complete the Scorecard and have it analyzed by Diversity Abroad is over \$6000, TCN will participate every 3 years only.

- vii. Terry points out that if the whole college is capturing this information across the board, it should be at the institutional level, so that individual units do not keep asking the same questions.
 - viii. Optional form/questionnaire for TCNJ students who have committed to studying abroad. Include data such as identity/Financial Aid/Self Identifying Race.
 - ix. Inquire on how this data should be informing the work CEG/CGE does as an office.
 - x. Jennifer M. can ask ARC if they can provide info on students who self-identify as needing accommodations.
 - xi. Dina asks if we track info or is it possible to track info on whether we are engaging 4-year students, transfer, and graduates. There will be a push for including transfer students into all departments/offices. Transfers will overlap with other statuses. Can we track this data? Do we want to capture that data?
 - xii. Transfer agreements and removing barriers should open opportunities for transfer students to participate in Global Engagement. From a conceptual position, how do we include Global Engagement in the process of attracting transfer students to global programs.
 - xiii. Conversation about including HS Students who are taking TCNJ classes, but issue is with students age (they are not 18). Who do we need to include in the conversation?
 - xiv. Cecilia inquired about sexuality identification in data collection (unsafe countries to those who don't identify as heteronormative). Pre acceptance questions do not necessarily request social identity info. Post acceptance questionnaire has more in-depth questions about social identities are inquired about. Risk mitigation input needed.
- d. Strategy and Leadership
- i. Christa notes we don't have a stake holder committee on Diversity in Education Abroad and does TCNJ need one?
 - ii. Questions arise on what a stakeholder committee is and who should be on it.
 - iii. Dina explains that we want to come out of this process with strategies and goals.
 - iv. We brainstormed that we need to state that as a committee, we will focus on Diversification, Inclusion, and Equity. GEC can assume a goal for Diversity, Inclusion, and Equity in Study Abroad. If we take on this charge, we can note that for the next data collection and or strategic plan.
 - 1. To move forward on this action item, the committee should vote on it at a future time.
- e. Communication and Partnerships
- i. Discussion on strategies to reach out to families of diverse students. Perhaps marketing material in different languages.
 - ii. Examples given by Christa. CGE goes to all admissions events – Lions Day, Admissions, etc. Contact is more frequent with students in the post decision process.

- iii. Communicate with Host families, as students have Health/Safety concerns.
- iv. How do parents hinder students from traveling abroad? Do we want to send a survey to parents about Global Studies - Family opinions regarding students attending programs. What are they most anxious about? Concerns? Maybe more panels offered to parents about added/value benefit of Study Abroad.

Pause here and we will return to this on November 16th.

3. Review of WE ARE TCNJ: A STRATEGY FOR INCLUSIVE EXCELLENCE

Strategy 1: (Access and Success) -- Enhancing diverse pipelines

- a. Action Step -- Self-identifying reporting protocol

Strategy 2: (Inclusive Campus Culture) -- Promoting cultural competency

- b. Action Steps - Inventory, Curricular Infusion, Outcomes

Strategy 3: (Policy) -- Collecting and assessing data.

- c. Action Step - Inclusive Excellence scorecard & Impact assessment

Generative Discussion of Implications CGE.

4. Next Meeting - Nov 16th (Zoom)

- a. Implications for CGE Goals and Objectives (review from previous meeting)
- b. Programming for next Semester - Global Engagement Happy Hour.