TWO DIVERSITY COMMITTEES, ONE DIRECTION:

COMMITTEE ON CAMPUS DIVERSITY AND INCLUSIVE EXCELLENCE AND STRATEGIC PLAN DIVERSITY AND INCLUSION TEAM

Periodic Report
Fall 2018 to Spring 2021

STOCKTON
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Introduction

Stockton University has several venues in which to publicly express its commitment to diversity, equity, and inclusion, such as through its Statement on Diversity, Equity, and Inclusion, through its Mission, Vision and Values Statements, and through its Commitment to Diversity. Several diversity and inclusion efforts also are mentioned in the University's Response to Social Justice Concerns.

The Committee on Campus Diversity & Inclusive Excellence ("Diversity Committee") is the longest standing diversity committee whose collaborative work is largely accomplished through its several working subcommittees. The Diversity Committee is comprised of employees and students who are committed to advancing Stockton's commitment to diversity and inclusion.

As set forth in Policy I-68, the Diversity Committee has long been focused on diversity and inclusion, advising the University's President and the Chief Officer for Diversity & Inclusion. However, in 2015, the Diversity Committee established working subcommittees largely informed by the best practices of diversity and inclusion implemented by American higher education as detailed in INSIGHT into Diversity's Higher Education Excellence and Diversity Award (see 2016 and 2018 reports for more). In spring 2021, President Kesselman appointed the first Stockton alum to the Diversity Committee, along with the appointment of the Director of Global Engagement allowing the Diversity Committee to further broaden its lens beyond campus.

For eight years, the 2020 Initiative Process and balance scorecard approach provided opportunities for the campus community to apply for internal seed funding for proof-of-concept projects that advanced the components in the 2020 Strategy Map. In preparation for the University's new strategic plan, the Strategic Plan Steering Committee created six separate teams to develop a minimum of three implementation goals for each of the six key areas: (1) Inclusive Student Success, (2) Diversity & Inclusion, (3) Teaching & Learning, (4) Strategic Enrollment Management, (5) Financial Sustainability, and (6) Campus Community, Communications & Shared Governance. These collaborative efforts resulted in the 2025 Strategic Plan Choosing Our Path. The Strategic Plan Diversity & Inclusion Team ("Team") was formed to create three implementation goals that address the campus community, employee diversity, and education on diversity and inclusion.

The Chief Officer for Diversity and Inclusion co-chairs both the Diversity Committee and the Team with separate faculty co-chairs.

This periodic report updates the Committee on Campus Diversity and Inclusive Excellence Committee's implementation progress between Fall 2018 and Spring 2021 and highlights the strategic work of the Strategic Plan Diversity and Inclusion Team.

Lastly, we note that Calendar Year 2020 was an unexpectedly challenging year for everyone due to a national public health emergency, the COVID-19 pandemic. For example, the public health emergency disrupted and shifted the University's focus and operations from an on-campus, in-person place to a place of remote work locations in different parts of the region.

Brief Literature Review on Diversity Committees

There is a dearth of studies on the roles and responsibilities of diversity committees in American higher education in contrast to the abundance of studies on diversity in higher education focused on campus diversity and inclusive excellence. For example, the American Council on Education and the American Association of University Professors produced a seminal publication on diversity in the classroom (Alger, Chapa, Gudeman, Marin, Maruyama, Milem, Moreno, & Wilds, 2000), followed by two seminal publications of the American Association of Colleges and Universities on diversity in higher education (Milem, Chang, & Antonio, 2005; Clayton-Pedersen, Parker, Smith, Moreno, & Teraguchi, 2007). These publications discuss diversity in higher education at the institutional level with a view toward students and the benefits of educational diversity. Nonetheless, these publications have retained their resilience and relevancy in contemporary times, but neither publication specifically addresses the issues, roles, responsibilities, and impact of diversity committees on diversity aspirations and agendas at higher education institutions.

Therefore, we turn to the writings of Leon and Williams (2016) first and then the article by Anderson (2019). Diversity committees are comprised of campus stakeholders who shape and/or implement a "shared plan for the future relative to diversity" and if effectively composed these committees bring role divergence to diversity efforts (Williams, 2013, pp. 409-410). Williams also wrote that, "A well-constructed committee can provide clear thinking, operational leadership, political capital, and a depth of knowledge about diversity best practices, provided it enjoys the material commitment of senior leaders" (2013, p. 414). Leon and Williams (2016) and Williams (2013) expanded their discussion by identifying two types of diversity committees, one focused on implementation and the other focused on strategy. Both types of diversity committees engage in strategic thinking to advance an institution's espoused commitment to diversity and inclusion (Leon & Williams, 2016; Williams, 2013).

Recognizing the dearth of studies on diversity committees, Anderson (2019) explored how doing "diversity work" impacts diversity committee members referred to as "diversity workers" at a large, public research university. Among other observations and explorations of the ethnographic study, Anderson considered whether the structure of a diversity committee permitted marginalized diversity workers to "persist in their efforts to support minoritized students and transform the institution" (2019, p. 47). Anderson's findings show that there needs to be congruence between an institution's espoused diversity statement and the realities that support or hinder diversity committees from doing diversity work.

> "....there needs to be congruence between an institution's espoused diversity statement and the realities that support or hinder diversity committees from doing diversity work."
>
> Anderson, 2019

Stockton's Diversity Committees

As referenced in the literature, both diversity committees at Stockton are comprised of campus stakeholders with keen interests in advancing diversity and inclusion at Stockton University. Both committees have the support of campus leadership. This is particularly evident when, in 2017 and consistent with Anderson's findings (2019), the Diversity Committee reviewed and revised an earlier iteration of the University's Diversity Statement to become the renamed Statement on Diversity, Equity, and Inclusion that is in current use. The Statement clarifies the definitions of diversity, equity, and inclusion (Leon & Williams, 2016; Williams, 2013).

Statement on Diversity, Equity, and Inclusion that is in current use. The Statement clarifies the definitions of diversity, equity, and inclusion (Leon & Williams, 2016; Williams, 2013).

> **Preamble** - commitment to and benefits of diversity and cross-cultural interaction, including free exchange of ideas
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> **Mission** - replicates the University's Mission Statement
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> **Diversity** - structural/numbers
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> **Equity** - non-discrimination, safety, equitable outcomes, bias and hate
>
> **Inclusion** - engagement with diversity, curricular and co-curricular; engagement with internal and external community

Reappointments to the Diversity Committee occur prior to the beginning of each academic year, while appointments of new members may occur at any time during the academic year.

Committee on Campus Diversity and Inclusive Excellence

With support from the broader Diversity Committee and the Office of Diversity & Inclusion, working subcommittees are involved in deep-dive discussions after which they set goals, discuss goal implementation, and then operationalize those goals into action. As other relevant diversity and inclusion topics emerge, the Diversity Committee will establish additional working subcommittees such as Decolonizing the Curriculum and Diversity Spaces and Places. Descriptions of each working subcommittee may change as their work evolves. Working subcommittees remain active, until they become inactive, in which case the inactive subcommittee is placed in hiatus until it is reactivated.

Campus Climate

Formerly called Diversity Benchmarking, the renamed Campus Climate subcommittee develops, administers, and evaluates the campus climate survey. The subcommittee provides a written report and summary of the results and may oversee implementation of recommendations, as appropriate.

Studies on campus diversity climates were primarily focused on race and racial inequity at traditionally or predominately white institutions and the impact on students in the classroom (e.g., Harper & Hurtado, 2007; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999). Harper and Hurtado (2007) studied campus racial climates and revealed nine themes that Hayes (2016, referencing Harper & Hurtado, 2007) distilled into three overarching themes: (1) institutional responsibility, (2) institutional culture, and (3) student perceptions.
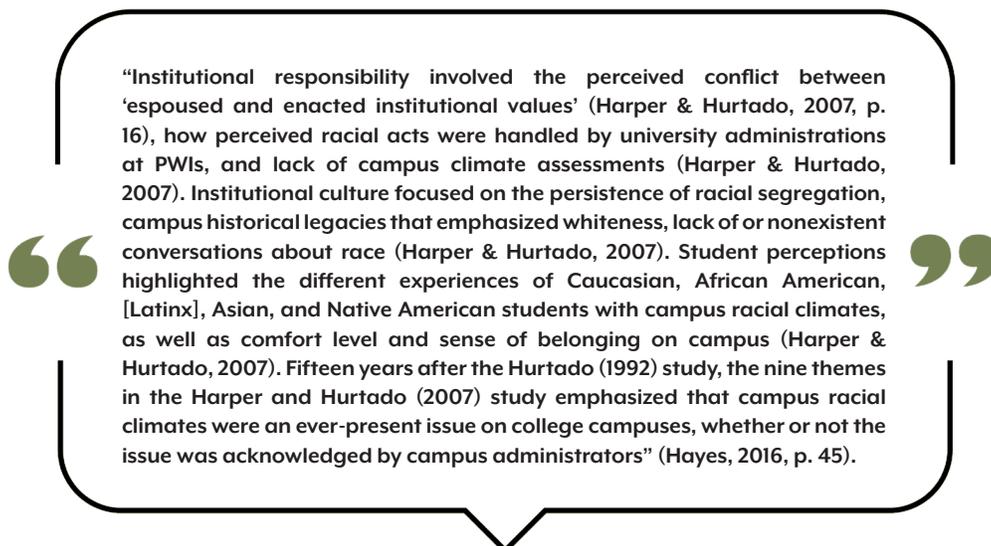
> **"Institutional responsibility involved the perceived conflict between 'espoused and enacted institutional values' (Harper & Hurtado, 2007, p. 16), how perceived racial acts were handled by university administrations at PWIs, and lack of campus climate assessments (Harper & Hurtado, 2007). Institutional culture focused on the persistence of racial segregation, campus historical legacies that emphasized whiteness, lack of or nonexistent conversations about race (Harper & Hurtado, 2007). Student perceptions highlighted the different experiences of Caucasian, African American, [Latinx], Asian, and Native American students with campus racial climates, as well as comfort level and sense of belonging on campus (Harper & Hurtado, 2007). Fifteen years after the Hurtado (1992) study, the nine themes in the Harper and Hurtado (2007) study emphasized that campus racial climates were an ever-present issue on college campuses, whether or not the issue was acknowledged by campus administrators"** (Hayes, 2016, p. 45).

Mayhew, Grunwald, and Dey (2006) advanced earlier research on campus racial climates to study campus climate from the staff perspective at the department level. Their study reflected structural diversity of staff departments, staff perceptions of their departments and the institution's commitment to diversity, and staff diversity-related experiences on campus, while also recognizing that several factors account for staff perceptions of campus diversity (Mayhew et al., 2006). They concluded that staff perceptions of whether a positive campus climate for diversity existed were based on (1) institutional messaging about diversity, (2) institutional responses to instances of bias and discrimination, (3) the value of diversity at the department level, (4) structural diversity or the level of employee diversity at the institution, and (5) the demographics and other characteristics of staff respondents (Mayhew et al., 2006).

The Campus Climate subcommittee designed, distributed, evaluated results, and made recommendations based on the data collected in the 2016 employee campus climate survey. The following information are excerpts from a 2021 summary document prepared by Dr. Zornitsa Kalibatseva (Psychology), about the 2016 survey results. Dr. Kalibatseva is the co-convener of the Campus Climate subcommittee and one of three faculty who spearheaded the 2016 employee campus climate survey.

Kalibatseva (2021) wrote that the survey questions focused on the perception of the overall campus climate, personal campus experiences, and perceptions of Stockton's institutional actions. Several recommendations were outlined, along with actions that have been taken since the findings were shared with the Stockton community in the beginning of the Fall 2017 semester. The actions from the recommendations are excerpted from the document or summarized below.
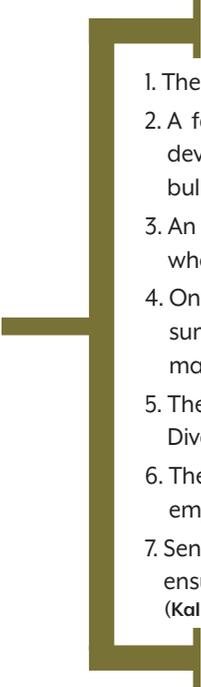
1. There were three facilitated discussions with faculty and staff led by two faculty members in Fall 2017.
2. A faculty member and the Training and Organizational Development professional in the Office of Human Resources developed and conducted multiple trainings with faculty and staff on implicit bias, microaggressions, inclusion, and anti-bullying between Spring 2018 and Fall 2019.
3. An Ombudsperson was hired to serve as an intermediary between those who experienced exclusionary behavior and those who perpetuate those behaviors.
4. On July 2, 2020, President Kesselman shared information [with the campus community] about the investigation process and summary EEO claim statistics between 2015 and 2020. The investigation process underwent an audit and changes were made accordingly.
5. The Office of Diversity and Inclusion was created in August 2020, with the Chief Officer of the former Office of Institutional Diversity and Inclusion as the Chief Officer for Diversity and Inclusion.
6. The renamed Bias Prevention Education and Review Team (formerly Bias Response Team) was restructured to better emphasize its education role.
7. Senior leadership engaged in conversations on race, starting in July 2020, and will continue to do so in the coming years, to ensure they understand and address issues pertaining to race/ethnicity on campus.
(Kalibatseva, 2021)

After deciding upon a 3 to 5 year schedule for survey distribution, the Campus Climate subcommittee is spearheading the second iteration of the employee campus climate survey some time in calendar year 2022, in conjunction with the assistance of the Stockton Polling Institute. The schedule should provide ample time for the University to respond and, as appropriate, implement survey recommendations before the subcommittee administers the next employee campus climate survey.

Decolonizing the Curriculum
The Decolonizing the Curriculum subcommittee focuses on ways of de-centering white and European perspectives in our pedagogy, as well as on the strategy of encouraging faculty to recognize ways in which all disciplines perpetuate oppressive narratives and to commit to working on prioritizing non-white and non-Western perspectives as well.

Literature on decolonizing the curriculum is largely produced by authors in other countries such as South Africa, China, and the United Kingdom (e.g., Bird & Pitman, 2020; Cordeiro-Rodrigues, 2017; Du Plessis, 2021; Le Grange, 2021; Lumadi, 2021). However, in the United States, Mintz (2021) pondered the meaning of decolonizing the academy by thinking about the curriculum, syllabi, classroom dynamics, pedagogies, and student learning. Mintz concluded in his blog that the call to decolonize the academy "reflects values that almost all of

us favor," e.g., thinking critically, integrating multiple perspectives and voices, advancing equity and inclusion, and welcoming all students regardless of class and culture. Mintz's points are reiterated in the Stockton's Statement on Diversity, Equity, and Inclusion by a sentence that states, "Students and employees benefit from working, learning, and living in diverse environments that represent a multitude of voices and perspectives."

Since its inception in fall 2017, the Decolonizing the Curriculum subcommittee, through the efforts of its faculty convener, established a webpage hosted on the website of the Office of Diversity & Inclusion. The Decolonizing the Curriculum Resources page provides resources for individual faculty who want to decolonize their courses. Aptly stated on the web page in the first two sentences, "Being in a minority, whether ethnic, racial, religious, or sexual/affective by definition comes with fewer opportunities to see yourself represented or acknowledged in the majority's view. That is, unless the majority makes a concerted effort to decenter its own perspective in the institutional culture and embraces true inclusion."

Other colleges and universities seeking to decolonize their curriculums have found this webpage and contacted Stockton University to learn more.

Diversity Branding and Communication

The Diversity Branding and Communication subcommittee explores best practices of publicizing and raising awareness of Stockton's diversity and inclusion programs and efforts. Their efforts include, but may not be limited to, working with the Office of Diversity & Inclusion and University Relations & Marketing in reviewing the Celebrate Diversity website, creating a newsletter, and more.

In February 2021, this subcommittee publicized its inaugural issue of the *Celebrate Diversity Digest* and within the first three months garnered a readership of approximately 300 readers. The faculty convener said about the Digest, "While we initially imagined the digest as a platform to keep the campus community informed on any and everything related to the CCDIE's work, it is quickly becoming a great repository of sorts. My vision is for the subcommittee to continue to build the newsletter out as an archive that the entire community can turn to for information related to diversity, inclusion, and equity. I can easily see this becoming another resource for faculty who are looking to integrate ongoing conversations about race, social justice and equity into class assignments and/or discussions" (Dr. Kameika Murphy, April 2021).

The subcommittee will continue to produce and enhance the delivery of the *Celebrate Diversity Digest*, as well as explore other ways to publicize and raise awareness of diversity, equity, and inclusion at Stockton.

"My vision is for the subcommittee to continue to build the newsletter out as an archive that the entire community can turn to for information related to diversity, inclusion and equity."

Dr. Kameika Murphy on *Celebrate Diversity Digest*

Diversity Spaces and Places

The Diversity Spaces and Places was established in 2019 to explore representation of diversity in campus places and spaces. More specifically, this subcommittee provides substantive and transformational ideas for current and future renovations and new construction at the University and generates ideas of artistic representations that celebrate the appreciation of the diverse culture within the University.

In 2021, this subcommittee was involved in the Student Affairs Multicultural Center committee, a broadly represented committee comprised of faculty, staff, and students. The Multicultural Center committee decided upon a campus location and conceptualized the new Center's use, after which representatives from the Division of Facilities & Operations and a minority-owned architectural firm, produced a design schematic for the new Center. The landscape and engineering firms used on this project are also minority-owned firms. The subcommittee's participation on the Multicultural Center committee will continue through to its planned opening in 2022.

Additionally, this subcommittee plans to explore ways in which diversity is represented in the spaces inside of campus buildings and make recommendations as appropriate.

Employee Affinity Networks

The Employee Affinity Networks subcommittee assists in and supports the creation of new employee affinity networks and provides continuing support as needed or as requested until the new employee network becomes self-sustaining.

In February 2021, this subcommittee launched the International Faculty and Staff Network (IFSN) with an inaugural Meet and Greet virtual event that brought together interested international faculty and staff, as well as Stockton employees who are family and friends who support them. The presidents of UNIDOS and the Council of Black Faculty and Staff joined the event to discuss how their respective networks support employees and students, and ways in which the three employee networks might work together to enhance Stockton's diversity and inclusion efforts. Before the end of the spring 2021 semester, the IFSN had one additional meeting to discuss draft bylaws, officers, network logo, and web presence.

This subcommittee and the Office of Diversity & Inclusion will continue to provide support to the IFSN through the fall 2021 semester, after which the IFSN should be a fully self-sustained network likely changing their name to Global Faculty and Staff Network. Once accomplished, this subcommittee will likely go into hiatus until they are reactivated to support the development of new employee affinity networks on campus or other related activity.

Integrated Strategic Diversity Plan Review

Since 2016, Cabinet priorities have contributed to the development of an integrated strategic diversity plan. Within the Cabinet's strategic priorities emerged an integrated strategic diversity plan (Williams, 2016) tied to performance and accountability. Each year since, the President and his Cabinet have produced goals and objectives expressly or implicitly related to diversity, equity, and inclusion.

Shortly after the Diversity Committee revised the Statement on Diversity, Equity, and Inclusion, the Chief Officer for Diversity & Inclusion introduced the subcommittee to an inquiry-based and evidence-based method of mapping priorities and goals to the Statement. In November 2017, the Chief Officer introduced the method to Cabinet in a brief presentation.

In August 2020, the Office of Diversity & Inclusion was created allowing the Chief Officer to focus more on diversity and inclusion. In fall 2020, the subcommittee was renamed to the Integration Strategic Diversity Plan Review ("ISDPR") subcommittee. As noted in Policy I-68, the Diversity Committee advises the University's President and Chief Officer for Diversity & Inclusion. The ISDPR's prior deliberations on mapping goals/priorities to the Statement were invaluable to the Chief Officer for Diversity and Inclusion in her conversations with Cabinet members and academic deans. Among other actions, the Chief Officer met with individual Cabinet members and academic deans to discuss the inquiry-based and evidence-based method of mapping priorities and goals to the Statement.

Making Connections Inquiry Approach
• Review implementation Goal and Objective
• Find the statement(s) in the Diversity Statement that most closely align with the objective/goal
• Ask critical evidence-based questions connecting the Goal/Objective with the DEI statement(s)
• Engage in inquiry-oriented, evidenced-based implementation
• Update progress on goal/objective implementation
* Evidenced-based questions can be revised along the implementation journey as one learns and discovers more

At least twice during an academic year, the Chief Officer seeks review and feedback from the ISDPR subcommittee on the progress of the integrated strategic diversity plan and the application of the inquiry-based approach.

Social Justice and Education

The Social Justice and Education subcommittee organizes educational programs, panel discussions, and research presentations, by collaborating with faculty, students, and others whose academic fields or research interests address issues related to diversity and inclusion, whether national or global in focus.

This subcommittee contributed to the planning of the 2019 Unity Day Conference themed Our Stories, Our World. The essence of the 2019 conference was captured in the February 6, 2019 issue of the Stockton News. In spring 2021, the subcommittee's faculty convener, Dr. Guia Calicdan Apostle (Social Work), led the planning for the virtual pre-conference to the 2021 Unity Day Conference themed Unity of Religions & Spirituality.

This subcommittee continues to explore ways in which to educate the campus community on issues of diversity and inclusion. For example, along with the Philosophy & Religion academic program and student organizations, the subcommittee plans to hold a half-day conference on the unity of religions and spirituality featuring Kevin Locke (Lakota), a world-renowned flutist and Hoop Dancer.

Strategic Plan Diversity & Inclusion Team

The Strategic Plan Diversity & Inclusion Team's membership was constituted through a campus-wide application and vetting process established by the Strategic Planning Committee. The Team's charge was to develop at least three broad Diversity and Inclusion (D&I) implementation goals in which members of the campus community would eventually submit proposals and requests for funding through the Compass Fund.

Chart 1 illustrates how Academic Affairs, Student Affairs, and Cabinet priorities coalesce to support the six areas of the University's Strategic Plan and how functional planning efforts inform Cabinet priorities.

Source: Strategic Planning Flowchart
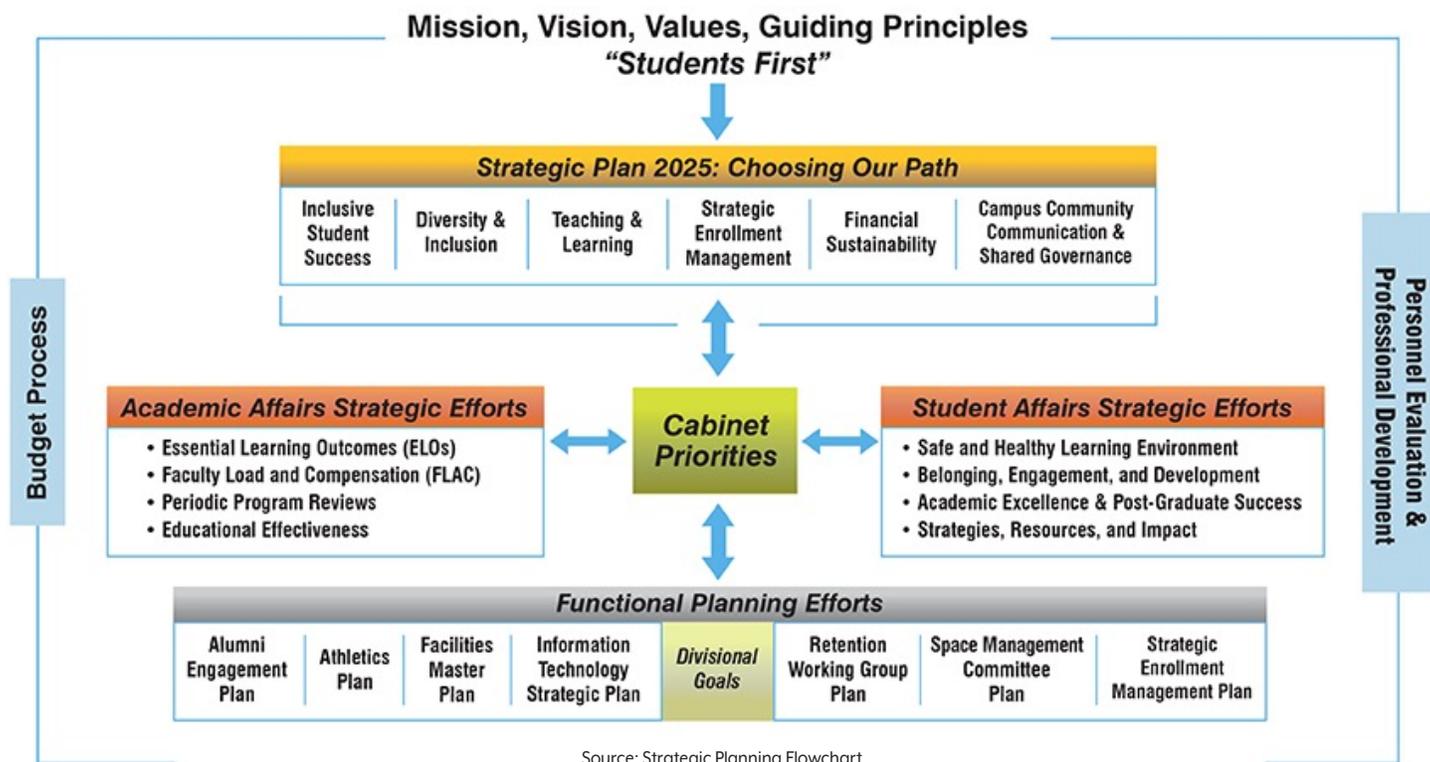
The Team created three broad D&I implementation goals provide opportunities for members of the campus community to further the University's commitment to diversity and inclusion.

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1. **Promote and Assess an Inclusive Campus Community**
2. **Enhance Faculty and Staff Diversity**
3. **Promote and Assess a Comprehensive Diversity and Inclusion Education**

After completing their primary charge, the Team discussed ways they could partake in implementing one or more of these goals as well. Team members developed a descriptor list of external funding sources for advancing racial equity and social justice initiatives at Stockton and beyond, as well as researched and generated a master list of diversity centers/offices at other New Jersey institutions of higher education. Ultimately, the latter was provided to the interdisciplinary committee working on the purpose and design of a Multicultural Center.

In spring 2021, the Team pivoted from implementation focused to strategy focused by discussing ways in which it could bolster campus community involvement with the three broad D&I implementation goals. The Team is in the process of generating ideas and best practices in preparation for proposals from the campus community to the Compass Fund, an internal Strategic Plan funding mechanism. Pivoting in this direction allows a "strategy focused" Team the ability to align ideas and best practices with each D&I implementation goal, "provide campus voice for diversity issues" and "communicate with campus constituents" (Leon & Williams, 2016, p. 401), and provide guidance on D&I planning and assessment.

Keeping assessment in the forefront, in July 2021, the Director of Academic Assessment in the Center for Teaching & Learning Design will serve as the Team's consultant on assessment. Evaluation and assessment are sometimes used interchangeably, but they are distinctly different forms of program review. Both forms can be used by individuals and programs; however, assessment is a diagnostic process with concrete standards and goals while evaluation is a value-based review that can be situational and judgmental in nature (Certification Academy, n.d.; see also National Academic for Academic Leadership, 2011).

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COMMITTEE

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