

DIVERSITY COMMITTEE
Annual Report

Academic Year 2015 - 2016



STOCKTON | INSTITUTIONAL
UNIVERSITY | DIVERSITY & EQUITY

New Jersey's Distinctive Public University | Stockton is an AA/EO institution.



Galloway, NJ

DIVERSITY COMMITTEE
Annual Report
Academic Year 2015 - 2016

stockton.edu

Stockton is an AA/EO institution.

DIVERSITY COMMITTEE MEMBERSHIP

Dr. Harvey Kesselman..... President, Stockton University

CO-CHAIRS

Dr. Arnaldo Cordero-Roman..... Associate Professor of Spanish

Dr. Valerie Hayes, Esq..... Chief Officer for Institutional Diversity and Equity

MEMBERS (in alphabetical order)

Olutoyosi Aboderin Undergraduate Student

Dr. Donnetrice Allison Associate Professor of Communication

Carl Archut, Jr..... Student Senate President

Maurice Brandon Undergraduate Student

Colleen Britton Lieutenant, Campus Police

Dr. Guia Calicdan-Apostle Assistant Professor of Social Work

Carly Bulgia Undergraduate Student

Thomas Chester Director of Human Resources

Dr. Darrell Cleveland Associate Professor of Education

Patricia Collins..... Assistant to the Chief of Staff, President’s Office

Diane Epps Manager for Institutional Diversity and Equity

Dr. Sonia Gonsalves..... Professor of Psychology/Director of Academic Assessment

Deanna Jackson Undergraduate Student

Dr. Maritza Jauregui Associate Professor of Sustainability

Dr. Zornitsa Kalibatseva Assistant Professor of Psychology

Esther Lawrence..... Assistant Dean, School of Business

Dr. Francis Nzuki..... Associate Professor of Developmental Math

Delores Mozelle-Wright..... Principal Clerk Typist, School of Social & Behavioral Sciences

Thomas O’Donnell Assistant Dean of Students

Tanya Ramos Graduate Student

Dr. Pedro Santana..... Dean of Students

Dr. Laurie Shanderson Associate Dean, School of Health Sciences

Julie Shockley Professional Services Specialist, Plant Management

Daniel Tomé Director of Service Learning

Dr. Brian Tyrrell Faculty Senate President/Associate Professor of Hospitality and Tourism Management Studies

Cheryl Vaughn-Jones..... Assistant Dean, School of Natural Sciences and Mathematics

Edna Ortiz, Professional Services Specialist in the Office of Institutional Diversity and Equity, is staff person to the Diversity Committee.

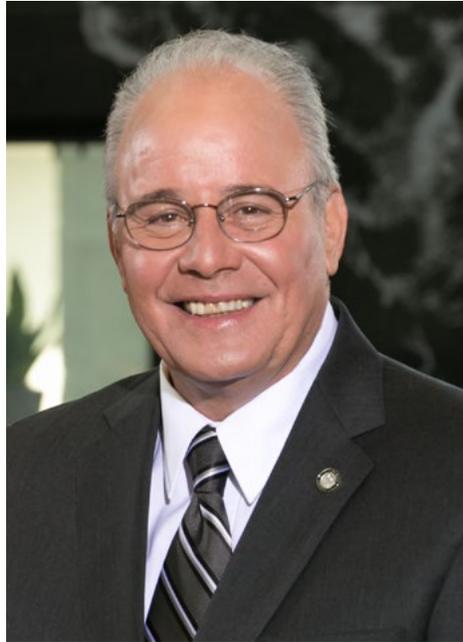
STOCKTON UNIVERSITY RECEIVES THE
**2016 HIGHER EDUCATION
EXCELLENCE IN DIVERSITY (HEED) AWARD**



The only national higher education diversity award

Stockton University received the **2016 Higher Education Excellence in Diversity (HEED) Award** from [INSIGHT Into Diversity magazine](#), the oldest and largest diversity-focused publication in higher education. As a recipient of the annual HEED Award — a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion — Stockton University will be among those featured in the November 2016 issue of INSIGHT magazine. INSIGHT magazine selected Stockton to be among 83 institutions honored nationwide, based on a number of factors, including successful efforts to increase the diversity of the faculty, staff and student population and to support and provide academic, financial and cultural support for diverse students. The university has increased the racial and ethnic diversity of full-time non-tenured faculty and women full-time non-tenured faculty over the past five years by over 16 percent in each category and recognizes that there is additional work to do as additional measures have been put in place to continue to broaden and deepen the applicant pools.

PRESIDENT HARVEY KESSELMAN RECEIVES
2016 GIVING BACK AWARD



Stockton University President Harvey Kesselman received the 2016 Giving Back Award from *INSIGHT Into Diversity* magazine, the largest and oldest diversity and inclusion publication in higher education.

The Giving Back Award honors presidents and chancellors of colleges and universities who go above and beyond their everyday leadership duties and “give back” to their campuses and communities. Kesselman was featured, along with 26 other recipients nationwide, in the April 2016 Leadership Support and Giving Back issue of the magazine.

To read more about President Kesselman, connect to the April 2016 Leadership Support and Giving Back [issue](#).

TABLE OF CONTENTS

SECTION	PAGE
Introduction	1
Office of Institutional Diversity and Equity	1
Diversity Statement.....	1
University Committee for Diversity, Equity and Affirmative Action.....	2
Connection to Stockton’s Strategic Themes	3
Diversity Committee Meetings.....	4
September	5
November.....	5
February.....	6
April.....	6
Webinar on Microaggressions and Bullying in the Workplace.....	6
Subcommittee Activities	8
Employee Affinity Networks.....	8
Diversity Benchmarking	9
Strategic Diversity Planning.....	10
Diversity Branding and Communication	11
Next Steps.....	13
References	14
Appendix	
Tool: Recognizing Microaggressions and the Messages They Send.....	15

INTRODUCTION

The Board of Trustees approves policies. In the spirit of shared governance and collaboration, the [Committee for Diversity, Equity and Affirmative Action](#) (“Diversity Committee”) was created by policy on March 20, 1981 in order to assist the University in meeting its commitment to affirmative action and the continuing transformation from a campus that believes in diversity to a campus that lives its commitment to diversity. Since then, the Diversity Committee conducted its deliberations and work in full committee meetings that occurred four times a year.

In spring 2016, the Diversity Committee policy was revised to briefly state its purpose and function, while separating policy from procedure. The revised policy also changed the name of the Diversity Committee to the Committee on Campus Diversity and Inclusive Excellence. The Board of Trustees will have its first reading of the revised policy at its meeting on July 6, 2016, with its second reading scheduled for September 21, 2016.

The President approves procedures. As such, new procedures were drafted to correspond with the revised policy by describing membership composition, appointments, structure, and meeting schedule.

With the support of President Harvey Kesselman, in June 2016 the Diversity Committee continued to meet four times a year, but did most of its work in four working subcommittees that met between full committee meetings. This enhanced structure provided a way for other members of the campus community to become actively involved in the work of the Diversity Committee. The Diversity Committee also has the opportunity to work on diversity and inclusion issues as a full committee. This report provides the community with an account of its deliberations and accomplishments during academic year 2015-2016.

OFFICE OF INSTITUTIONAL DIVERSITY AND EQUITY

In 2014, the Office of Affirmative Action and Ethical Standards was renamed the [Office of Institutional Diversity and Equity](#) (“OIDE”). The name change represented a shift from an office exclusively focused on equal opportunity compliance (equity) to an office focused on institutional diversity and equity. The intentional shift to encompass the hallmarks of Stockton’s Diversity Statement—institutional diversity and learning—while retaining its original compliance activities places the OIDE in a leadership and coordination position on the University’s diversity and inclusion efforts.

In spring 2015, the OIDE revised its mission statement to emphasize the connection between the office and the University’s strategic themes. The OIDE supports Stockton’s current Mission Statement and the 2020 Strategic Initiatives (Learning, Engagement, Global Perspective, and Sustainability) in the following broad ways through:

- 1) continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world;
- 2) excellence in teaching and dedication to learning;
- 3) participation in the development of new ideas;
- 4) co-curricular activities that help students develop the capacity for making intelligent choices;
- 5) value of diversity and the different perspectives it brings to the campus community; and
- 6) continual assessment of Stockton’s asserted status of being an “Equal Opportunity Institution” in the composition of Stockton’s student body, faculty, and staff by implementing the principles of affirmative action.

DIVERSITY STATEMENT

Stockton University is committed to building a community that values differences of race, religion, gender, ethnicity, national origin, socio-economic status, affectional or sexual orientation, gender identity or expression,

marital status, age, ability or disability. We accept our responsibility to create and preserve an environment that is free from prejudice and discrimination.

The University promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity and cooperation. Recognizing and understanding the significance of our similarities and differences will ultimately foster appreciation for others and enrich the individual, the campus and the community at large.

Diversity is intellectually challenging, and engagement with diversity is crucial to achieving the mission of a broad, liberal arts education. Intellectual and social diversity can teach students to appreciate alternative modes of understanding. Students learn more from exposure to unfamiliar topics, issues and perspectives than from material that reinforces previously held beliefs. A diverse University environment is also necessary for students to gain a greater understanding of themselves. This process of self-discovery requires that students interact in a safe, respectful, and affirming environment with people – faculty and staff as well as other students – who have different life experiences than their own. This interaction teaches that people are individuals who cannot be characterized by stereotypes and overgeneralizations. Exposure to diverse perspectives in and out of the classroom enables students to better define the people they wish to become, along with gaining a better understanding of their past.

The University has a role in the development of new ideas and the improvement of the physical and human environment of the surrounding community. Engagement with diversity engenders tolerance, empathy, and compassion. It prepares students to work effectively in a variety of contexts with people from diverse backgrounds and cultures. Not only does engagement with diversity prepare students to become cooperative and productive contributors to our society, it also ensures that the interests of people who have been traditionally underrepresented will be protected by those members of society who have been educated in diverse environments. The University's commitment to diversity thus promotes important social values for democratic citizenship.

Approved 9/28/2005 and revised 3/01/2016

UNIVERSITY COMMITTEE FOR DIVERSITY, EQUITY AND AFFIRMATIVE ACTION

Purpose

To ensure a vital and diversified community, the University is firmly committed to the principles of affirmative action. The Committee for Diversity, Equity and Affirmative Action serves as an advisory body to the president to assist the University in meeting its commitment to affirmative action and the continuing transformation from a campus that believes in diversity to a campus that lives its commitment to diversity.

Function

The Committee shall advise the president on the University's affirmative action, equity and diversity programs and propose changes where appropriate.

The Committee shall annually review the status and implementation of prior recommendations of the Committee and of the University's affirmative action, equity and diversity programs.

The Committee shall annually select issues of importance on which to focus its considerations and activities.

The Committee may also prepare and disseminate information on the University's affirmative action, equity and diversity programs.

Committee for Diversity, Equity and Affirmative Action; Policy I-68, effective February 16, 2011 and updated March 1, 2016.

CONNECTION TO STOCKTON'S STRATEGIC THEMES



Stockton is committed to fostering a climate of lifelong learning that challenges and continually transforms all members of the Stockton community. The concept of engagement is broad and includes the intellectual involvement of students with deep learning and the co-curricular, and community activities of students, faculty, staff, and administration on the campus and in the wider community through active civic work. Stockton envisions laying the foundation of its global theme by building a community capable of developing opportunities to collaborate across a diverse world of cultures, race, gender, orientation and age which prepares us for global participation. Stockton also recognizes the need to use, maintain, and enhance resources in a way that safeguards the ability of future generations to use the same resources.

The Diversity Committee's work, as a whole, connects to all four [strategic themes](#) of learning, engagement, global perspectives, and sustainability. The Diversity Committee has four subcommittees which are connected to the strategic themes and described as follows.

Employee Affinity Networks – This subcommittee is responsible for exploring and establishing employee affinity networks and, where possible, connecting employee affinity networks with student organizations and teaching circles as appropriate.

Strategic Themes: Engagement and Global Perspectives

Diversity Benchmarking – This subcommittee is responsible for (1) reviewing recommendations from the 2008-09 Culture Audit to determine the status of these recommendations, and (2) developing and administering a campus

climate survey. Their work could include, but may not be limited to, seeking the involvement of appropriate campus offices in survey development, approvals, administration, as well as data analysis and recommendations. This subcommittee also makes recommendations on the cycle of survey administration, for example, every two years, every three years, and so on.

Strategic Themes: Learning, Engagement, and Global Perspectives

Strategic Diversity Planning – This subcommittee is responsible for mapping current diversity efforts as well as coordinating the involvement of campus stakeholders on the development of Stockton’s strategic diversity plan that is tied to Stockton’s Diversity Statement, the 1982 Board of Trustees Mission Statement, and Stockton’s Comprehensive 2020 Strategic Plan. The Strategic Diversity and Inclusion Plan (working title) should include, but may not be limited to, such areas as recruitment (access), retention, pipeline, mentoring, learning and development, curricular and co-curricular diversity and campus and workplace climate.

Strategic Themes: Learning, Engagement, Global Perspectives, and Sustainability

Diversity Branding and Communication – This subcommittee explores best practices of marketing and raising awareness of Stockton’s diversity and inclusion programs and efforts which includes, but may not be limited to, creating a diversity and inclusion website and developing strategies for raising awareness on campus about the Diversity Committee and its work.

Strategic Themes: Engagement and Global Perspectives

DIVERSITY COMMITTEE MEETINGS



To further enhance the committee’s structure, the Chief Officer for Institutional Diversity and Equity (“Chief Officer”) co-chairs the committee with a faculty member appointed by the President. Formerly, the Diversity Committee was chaired by the President and the Chief Officer.

During the 2015-2016 academic year, the Diversity Committee met four times—September 2015, November 2015, February 2016, and April 2016. A substantial portion of the committee’s work was accomplished through its four subcommittees; however, there are times that the full committee adopts an issue such as microaggression and bullying, which is described on page 7 of this report.

The Diversity Committee uses Blackboard to share and store documents for use by its members.

The Office of Institutional Diversity and Equity purchased Insight Into Diversity's Higher Education Excellence in Diversity ("HEED") Award Benchmarking Report. The report highlights information on the diversity capabilities of 92 recipients of the HEED award in 2015. According to this report, this institutional awardees "applied a strategic diversity leadership approach to advancing diversity, equity, and inclusion efforts at their institutions" (Williams, 2016, p. 6). The report is a resource for the Diversity Committee and contains information on such topics as strategic diversity leadership, diversity strategy and accountability, diversity financial systems and branding, access and equity capabilities, campus climate and inclusion capabilities, and learning and diversity capabilities.

September 2015 Meeting

At the first meeting of the academic year, President Harvey Kesselman welcomed everyone. President Kesselman shared his commitment to access and opportunity at Stockton as well as his 30 plus years of experience in higher education. President Kesselman was pleased to have additional student participation on the Diversity Committee. He also informed the Diversity Committee that a comprehensive approach to diversity and inclusion is an important contribution to Stockton's success.

Dr. Arnaldo Cordero-Roman provided the committee with a New York Times article, [Rethinking Work](#), highlighting for the committee that it needs to ask questions, understand the challenges, improve connectivity and integration, and help make Stockton a better workplace. The committee discussed reviewing best practices for diversity and inclusion at other higher education institutions, adopting successful models for diversity and inclusion, and exploring resources such as those provided by the [National Association of Diversity Officers in Higher Education](#).

A description of the four subcommittees—Employee Affinity Networks, Diversity Branding and Communications, Diversity Benchmarking, and Strategic Diversity Planning—was provided to the committee, after which subcommittee selections were made and each subcommittee met briefly before the end of the meeting.

Student involvement is important to an institution's diversity efforts. As reported in the [Atlantic Monthly](#), "As a more racially and socioeconomically diversity body of students pursues college in the United States, schools find themselves responding to more requests to stock food pantries and handout vouchers for supplies at campus bookstores" (Deruy, 2016). The Board of Trustees and the Student Senate responded to the needs of our students as highlighted in this article. Carl Archut, Jr. announced that the Student Senate started a program called Students Helping Students, a food assistance program for Stockton students in need.

November 2015

Dr. Carra Hood, assistant provost for Programs and Planning, was invited to talk with the committee on the academic program reports. Dr. Hood informed for the committee that starting in May 2016, program coordinators will be prompted to include various aspects of institutional diversity in their reports. In other words, program coordinators will be asked to describe any ways in which their Programs have enhanced the diversity of faculty and student populations. Program coordinators will also be asked to explain any revisions to curriculum to expand the global reach of Program content and efforts to encourage inclusiveness of relevant, multiple voices and perspectives. Dr. Hood welcomed committee comments and feedback.

Subcommittees provided updates on their activities and plans to the larger committee for discussion and feedback.

February 2016

Subcommittees provided updates on their activities and plans to the larger committee for discussion and feedback.

Diane Epps provided the committee with an update on Stockton's Affirmative Action Plans which were under development and modeled after the current federal affirmative action regulations.

Cheryl Vaughn-Jones led a discussion about a two-part webinar on microaggressions and workplace bullying scheduled for March 2016, which would be the committee's first co-sponsored event this academic year with the Office of Institutional Diversity and Equity, the Office of Human Resources, and the Office of the Provost.

April 2016

The revised Diversity Committee policy draft and the draft procedures were discussed with the committee.

Cheryl Vaughn-Jones provided the committee with information on the follow-up meeting that occurred with individuals who attended the two-part webinar on microaggressions and workplace bullying, along with the possible identified next steps (see page 7 of this report for more detail).

Dr. Pedro Santana announced that Media Services is working on a second iteration of the [Stockton Difference](#) video.

WEBINAR: MICROAGGRESSIONS AND BULLYING IN THE WORKPLACE

In February 2016, Cheryl Vaughn-Jones became aware of a two-part interactive webinar on microaggressions and bullying in the workplace that would be aired in March 2016. The Diversity Committee collaborated with the Office of Institutional Diversity and Equity, the Office of Human Resources, and the Office of the Provost to co-sponsor the webinar. Selected employees who have managerial responsibility for Stockton's divisions, schools, and offices were invited to participate.

Session One was on understanding and identifying the impact of microaggressions, with learning outcomes of helping participants to be more aware of personal biases and stereotypes, and their influence on your organizational climate. Session One explored the definition and understanding of microaggressions, including the physiological, psychological impact, and cost of microaggressions in the workplace. The topics of cultural identity and implicit bias were also covered in Session One.

Understanding and Identifying the Impact of Microaggressions

Session I

Microaggressions have negative impact on:

- Individuals
- Workplace climate
- Your entire organization

Cultural awareness is foundational for understanding:

- Internal identity
- External identity
- Bias

Implicit bias affects organization culture:

- Employee interactions
- Decision making
- Policy development
- Career advancement

Session Two was on reducing hierarchical microaggressions and bullying in the workplace, with learning outcomes of helping participants identify strategies to confront and remove microaggressions and bullying actions from your unit. Sessions Two explored the definition of workplace bullying and its various and presented ways to reduce bullying and microaggressions in the workplace.

Microaggressions and Workplace Bullying

Session II

Hierarchical microaggressions are:

- Prevalent
- Institutional

Workplace bullying:

- Can escalate from microaggressions
- Can be broken down into five types
- Interpersonal and institutional

Microaggression and bullying actions can be reduced by:

- Engage in interpersonal communication
- Increase awareness and understanding
- Develop anti-bullying policy

After each session, there was no time for the participants to process what they learned and how the content could be applied in Stockton's workplace. As such, in April 2016, Cheryl Vaughn-Jones and Thomas Chester hosted a follow-up session with participants to further discuss how the information from the two-part webinar might benefit Stockton's workplaces. Participants shared their thoughts on the two-part webinar, followed by three breakout groups who discussed how we might use its information at Stockton. The following summarizes the highlights from each group's feedback.

- Review existing Campus Code of Conduct to start the discussion
- Consider policy and procedure on "respectful campus/workplaces" that contains a strong statement on prohibited conduct
- Tailor education about microaggressions and bullying in the workplace to different "environments" across campus, reinforcing a sense of community while recognizing particular concerns.
- Involve the Stockton affiliate of the National Coalition Building Institute in educating others on microaggressions and bullying.
- Provide education on this topic at faculty, staff, and student orientations, as well as in staff meetings and divisional retreats.
- Hold individuals accountable for microaggressions and bullying behavior.

A tool for recognizing microaggressions and the messages they send is provided in the Appendix to this report.

SUBCOMMITTEE ACTIVITIES



Members of the Council of Black Faculty and Staff Committee

Employee Affinity Networks

Members: Colleen Britton, Thomas Chester, Dr. Arnaldo Cordero-Roman, Deanna Jackson, Dr. Francis Nzuki, Thomas O'Donnell, Tanya Ramos, Julie Shockley, and Diane Epps.

This subcommittee fostered the creation of two employee networks.

- [Stockton University Retiree Association](#). Stockton retirees now have an easier way to stay connected to Stockton University and fellow retirees. The new retiree association had its first breakfast get together on Thursday, May 19, 2016, the same day as Stockton's Successful Aging Festival. Retirees can join the association by completing a [Retiree Account Request Form](#) and returning the completed form to Gene Swilkey in Human Resources.
- International Faculty/Staff Association. The association provides an opportunity for members of the University community to come together and promote the wide range of nationalities represented at Stockton. An interest email and survey was sent to all faculty and staff to indicate their interest in being part of this association and what they would like to do as an association, such as participate in planning and attending meetings associated with the initial University event and in attending future events.

The subcommittee also discussed identifying interest in creating a Veteran's Organization among faculty and staff, noting that the Student Veterans' Organization is very active and productive.

Diversity Benchmarking

Members: Dr. Donnetrice Allison, Dr. Darrell Cleveland, Dr. Arnaldo Cordero-Roman, Dr. Sonia Gonsalves, Dr. Brian Tyrrell, Dr. Zornitsa Kalibatseva, and Dr. Valerie Hayes, Esq.



Campus climate surveys in higher education have their roots in studies conducted by Hurtado (1992), Hurtado, Milem, Clayton-Pedersen, and Allen (1999), and Milem (2016). The dimensions of campus climate, particularly campus racial climates, are (a) historical legacies of inclusion and exclusion, (b) psychological climates of perceived discrimination and prejudice, (c) amount of structural diversity, and (d) behavioral interactions across difference (Hayes, 2016 referencing Hurtado et al., 1999). The organizational/structural context was added later to the dimensions of campus racial climates and addressed every operational aspect of higher education institutions such as curriculum, tenure, and so on (Hayes, 2016 referencing Milem, 2016).

This subcommittee met to discuss Stockton's [2008-09 Cultural Audit](#) to determine whether there was any remaining value to the recommendations generated from that audit six or seven years later. The cultural audit did not survey the entire employee population, but used a focus group method instead. The subcommittee quickly decided that distributing a campus climate survey to all employees would generate more data about Stockton's diversity and inclusion climate than conducting focus groups consisting of small subsets of employees.

The subcommittee explored the process and content of campus climate surveys used by other colleges and universities. The subcommittee also had videoconference conversations with individuals from the University of California at Berkeley and from the University of Puget Sound. Both universities used an external consultant to design their respective campus climate surveys. The former university provided us with a copy of its survey, while the latter did not. Also the latter university's campus climate survey process (1) was taken in house for subsequent survey content revision and distribution, and (2) is on a three-year schedule in which analysis and interpretation of the survey is done in collaboration with the campus community.

Dr. Laurie Shanderson is the principal investigator for the campus climate survey. Sometime during the fall 2016 semester, the survey will be distributed to Stockton employees. After the subcommittee completes the survey design phase of its work, there are still several steps it must take before the campus climate survey is distributed to employees, specifically (1) survey review by the President, (2) research approval from the Institutional Review Board, (3) a pilot study to gather information feedback on survey item construction, and (4) survey item revision based on pilot study feedback.

Strategic Diversity Planning

Members: Dr. Guia Calicdan Apostle, Carl Archut, Jr., Patricia Collins, Dr. Arnaldo Cordero-Roman, Dr. Pedro Santana, Cheryl Vaughn-Jones, and Dr. Valerie Hayes, Esq.



The subcommittee spent a few meetings discovering the direction it wanted to take in strategic diversity planning with respect to employee and students. The discussion covered models used by other institutions and sometimes overlapped into a discussion about campus climate surveys.

The HEED Award Benchmarking Report contained information on diversity plans and strategies used by other institutions. According to the report, “having a clear diversity strategy that includes plans, policy, spaces for shared dialogue, and a consistent review of what is happening at peer, competitor, and aspirant institutions is critical to building a strong and robust institutional diversity strategy” and that “institutional diversity plans are the road map of an institution’s diversity commitment” (Williams, 2016, p. 15). The report described three types of strategic diversity plan models.

1. Centralized or dedicated model where the plan focuses exclusively on diversity issues with a broad vision in mind.
2. Decentralized model where each school and division creates their own diversity plan, connected to the centralized plan.
3. Integrated model where diversity is embedded into the institution’s strategic priorities.

In December 2015, Peter Baratta, chief planning officer, was invited to attend a subcommittee meeting to discuss strategic planning and how the subcommittee might think about and/or incorporate diversity in the University’s integrated planning process. Baratta framed a strategic planning process around the following points:

- Strategic planning involves going from X to Y by a certain date.
- There needs to be both clarity and aspirational goals in the planning.
- The clarity is the structural/operational part of the plan. In other words, the plan needs to consider human and other resources required to attain the aspirational goals.
- Aspirational goals need to be meaningful.
- Strengths, Weaknesses, Opportunities, and Threats (SWOT) analyses are helpful if the strengths are used to address the weaknesses.

Baratta also informed the subcommittee that there would be several open forums related to the institution’s strategic priorities planned for the spring 2016 semester. As such, the Diversity Committee’s Strategic Diversity Planning subcommittee encouraged the Diversity Committee to attend one or more of these open forums once announced.

At the February [2016 Program Review](#), the President unveiled Stockton's FY 2016 strategic priorities which it would pursue over the long-term. Within the four strategic priorities, several objectives were identified, some of which integrated diversity and inclusion. As such, Stockton's strategic diversity plan is an integrative model in which diversity and inclusion objectives were embedded within institutional priorities. Objectives were actions taken by division or units that directly supported the University's strategic priorities, with end-of-year reports that provided the appropriate updates.

Objectives expressly addressing diversity and inclusion are:

- Launch the first cohort of interdisciplinary LEAD doctoral program¹ and recruit diverse faculty outside the University's School of Education (*VP Academic Affairs*).
- Launch a comprehensive Women's Center (*VP Student Affairs*).
- Implement a Men of Color retention initiative (*VP Student Affairs*).
- Generate new approaches to attracting diverse faculty and staff to the University (*Chief Officer for Institutional Diversity*).
- Broaden scope of the critical value of inclusion and equity to the Stockton Community, including National Coalition Building Institute, diversity and inclusion programs (*VP Student Affairs*).

Objectives implicitly addressing diversity and inclusion are:

- Engage University divisions in increasing student retention and graduation rates (*VP Student Affairs and VP Academic Affairs*).
- Generate new approaches to attracting, retaining, and graduating students (*VP Student Affairs*).
- Further develop Educational Opportunity Fund program and expand opportunities to enroll, persist, and graduate students from disadvantaged backgrounds (*VP Student Affairs*).
- Reform study-abroad program by adding features to deepen student learning outcomes (*VP Academic Affairs*).
- Prepare and finalize the University's Affirmative Action Plan by April 2016 (*Chief Officer for Institutional Diversity*).

The next step for the Diversity Committee as a whole is to discover its role in learning about and supporting the University's integrated diversity plan.

DIVERSITY BRANDING AND COMMUNICATION



Diversity Committee marketing and web page logo created by the Diversity Branding and Communications subcommittee.

Members: Toyo Aboderin, Carly Bulgia, Dr. Arnaldo Cordero-Roman, Dr. Maritza Jauregui, Esther Lawrence, and Diane Epps.

This subcommittee fervently worked on a diversity web page as a one-stop portal of diversity and inclusion activities at Stockton. The present state of Stockton's online face of diversity and inclusion is fragmented at best. If internal and external audiences wanted to know or experience the scope of institutional diversity and inclusion at

¹ LEAD stands for Ed.D. in Organizational Leadership.

Stockton in a comprehensive way, one would need to embark on an exhaustive search, know in advance what to look for, and use the right keyword search words or terms.

Stockton needs to know what programs and efforts it already has in place that are directly or indirectly related to diversity and inclusion in order to map its journey and chart a course. Among other things, Stockton states the following in its Diversity Statement on page 2 of this report.

The University has a role in the development of new ideas and the improvement of the physical and human environment of the surrounding community. Engagement with diversity engenders tolerance, empathy, and compassion. It prepares students to work effectively in a variety of contexts with people from diverse backgrounds and cultures. Not only does engagement with diversity prepare students to become cooperative and productive contributors to our society, it also ensures that the interests of people who have been traditionally underrepresented will be protected by those members of society who have been educated in diverse environments.

At the September 2015 meeting, the Diversity Committee was informed of an *Insight Into Diversity* free webinar titled Leverage Campus Diversity through Effective Marketing. The free webinar covered best practices and innovative marketing ideas with the following learning objectives.

- Cost-effective ways to market diversity initiatives
- Create an effective campus-wide marketing campaign
- Establish collaborative marketing efforts aligned with key diversity messages
- Leverage marketing as a tool to recruit and retain students and employees
- Learn to better position and promote institutional awards, honors, and accolades
- Market your diversity success to alumni, campus recruiters, admissions teams, grant-giving organizations, and corporate partners

Three members of this subcommittee and two University Relations employees attended the webinar, the content of which helped inform the subcommittee on best practices in creating content for Stockton's diversity web page.

The subcommittee decided on a logo for the Diversity Committee website and for future committee communication material. The subcommittee worked with Web Communications to create a mock-up of the diversity web page and a navigation tab called **Celebrate Diversity**. The diversity web page would consist of the following information listed in alphabetical order.

- Campus Programs
- Centers
- Diversity Passport
- Educational Programs
- Faculty and Staff
- Get Involved
- Global Engagement
- News & Highlights
- Photo Gallery
- Resources
- Service Learning

Stockton's Diversity Passport is an awareness tool to draw awareness about all the diversity and cultures around us and encourage attendance at various on campus, as well as off campus events in Atlantic City, generally, and at Stockton's Instructional Sites in Atlantic City, Hammonton, Manahawkin, and Woodbine. The kick off for the Diversity Passport would be during International Education Week that occurs in the fall 2016 semester. Passport stamps would be obtained at the Campus Center Main Desk. The subcommittee would develop a year-round calendar of events, with origination links. The student, faculty or staff member who gets the most passport stamps would receive an incentive. Selfies and hashtags could be another option to be competitive where the student, faculty or staff member with the most selfies using the Diversity Committee's hashtag (#CelebrateDiversity and #Experiencetheculturesaroundyou) would receive an incentive.

The subcommittee plans for the Diversity Committee to have a social media presence. The subcommittee also plans to explore the possibility of a downloadable Celebrate Diversity App for students, faculty, and staff.

NEXT STEPS



The next steps for the Diversity Committee are to complete phases of projects it began in 2015-2016 and to identify new projects.

- Launch and manage the Celebrate Diversity web page.
- Launch the campus climate survey, targeted for fall 2016.
- Continue to develop the two employee affinity networks established during this academic year.
- Continue to collaborate on how Stockton might use the information from the two-part webinar on microaggressions and bullying in the workplace.
- Explore hosting academic fora on current issues in diversity and inclusion.
- Discover ways to support the institution's integrated strategic diversity plan.

REFERENCES

- Deruy, E. (July 2016). When college students need food pantries more than textbooks: Universities are discovering that keeping low-income students in school takes more than financial aid. *Atlantic Monthly*. Retrieved from <http://www.theatlantic.com/education/archive/2016/07/when-college-students-need-food-pantries-more-than-textbooks/490607/>
- Hayes, V. O. (2016). *Student diversity and organizational culture: A naturalistic case study of student organization involvement in institution focused diversity work*. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Thesis Database. (ProQuest No. 10108293).
- Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *Journal of Higher Education*, 63(5), 539-569.
- Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. *ASHE-ERIC Higher Education Report*, 26(8), 1-116.
- Milem, J. F. (2016, March). *Campus diversity and its benefits for higher education: A review of the research and its implications for policy and practice*. Closing keynote at the annual meeting of the National Association of Diversity Officers in Higher Education, San Francisco, CA.
- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley & Sons.
- Williams, D. A. (2016). *The 2015-2016 HEED Award Benchmarking Report*. College Park, MD: Potomac Publishing, Inc.
-
- Several references were placed on the Diversity Committee Blackboard community as resources to assist them in their deliberations and activities. A sample list follows.
- Michael, S. O. (2007, June). Toward a diversity-competent institution: An Ohio administrator and professor offers a 14-point framework for institutional change. *University Business*. Retrieved from <https://www.universitybusiness.com/article/toward-diversity-competent-institution>.
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: research-based perspective*. Washington, DC: Association of American Colleges and Universities.
- Trevino, J., Walker, T., & Leyba, J. (n.d.). Inclusive excellence toolkit. *University of Denver Center for Multicultural Excellence*. Retrieved from <http://www.du.edu/gsg/media/documents/InclusiveExcellenceToolkit-DUCME3-09.pdf>
- Williams, D. A. (2006). Overcoming the brutal facts: Building and implementing a relentless diversity change process. *The Diversity Factor*, 14(4), n. p.
- Williams, D. A. (2008). Beyond the diversity crisis model: Decentralized diversity planning and implementation. *Planning for Higher Education*, 36(2), 27-41.
- Windmeyer, S. (2015, March). Top 10 factors LGBTQ youth look for in choosing a college campus. *Insight Into Diversity*. Retrieved from <http://www.insightintodiversity.com/top-10-factors-lgbtq-youth-look-for-in-choosing-a-college-campus/>.

APPENDIX

Tool: Recognizing Microaggressions and the Messages They Send

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from *Diversity in the Classroom*, UCLA Diversity & Faculty Development, 2014). **The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical.** Below are common themes to which microaggressions attach.

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
<p>Alien in One's Own Land When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born</p>	<ul style="list-style-type: none"> • "Where are you from or where were you born?" • "You speak English very well." • "What are you? You're so interesting looking!" • A person asking an Asian American or Latino American to teach them words in their native language. • Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name. 	<p>You are not a true American.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p>
<p>Ascription of Intelligence Assigning intelligence to a person of color or a woman based on his/her race/gender</p>	<ul style="list-style-type: none"> • "You are a credit to your race." • "Wow! How did you become so good in math?" • To an Asian person, "You must be good in math, can you help me with this problem?" • To a woman of color: "I would have never guessed that you were a scientist." 	<p>People of color are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p>
<p>Color Blindness Statements that indicate that a White person does not want to or need to acknowledge race.</p>	<ul style="list-style-type: none"> • "When I look at you, I don't see color." • "There is only one race, the human race." • "America is a melting pot." • "I don't believe in race." • Denying the experiences of students by questioning the credibility /validity of their stories. 	<p>Assimilate to the dominant culture.</p> <p>Denying the significance of a person of color's racial/ethnic experience and history.</p> <p>Denying the individual as a racial/cultural being.</p>
<p>Criminality/Assumption of Criminal Status A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.</p>	<ul style="list-style-type: none"> • A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches. • A store owner following a customer of color around the store. • Someone crosses to the other side of the street to avoid a person of color. • While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs. 	<p>You are a criminal.</p> <p>You are going to steal/you are poor, you do not belong.</p> <p>You are dangerous.</p>
<p>Denial of Individual Racism/Sexism/Heterosexism A statement made when bias is denied.</p>	<ul style="list-style-type: none"> • "I'm not racist. I have several Black friends." • "As a woman, I know what you go through as a racial minority." • To a person of color: "Are you sure you were being followed in the store? I can't believe it." 	<p>I could never be racist because I have friends of color.</p> <p>Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.</p> <p>Denying the personal experience of individuals who experience bias.</p>
<p>Myth of Meritocracy Statements which assert that race or gender does not play a role in life successes, for example in issues like faculty demographics.</p>	<ul style="list-style-type: none"> • "I believe the most qualified person should get the job." • "Of course he'll get tenure, even though he hasn't published much—he's Black!" • "Men and women have equal opportunities for achievement." • "Gender plays no part in who we hire." • "America is the land of opportunity." • "Everyone can succeed in this society, if they work hard enough." • "Affirmative action is racist." 	<p>People of color are given extra unfair benefits because of their race.</p> <p>The playing field is even so if women cannot make it, the problem is with them.</p> <p>People of color are lazy and/or incompetent and need to work harder.</p>

Adapted from Sue, Derald Wing, *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*, Wiley & Sons, 2010.