WE ARE TCNJ: A STRATEGY FOR INCLUSIVE EXCELLENCE 2022-27

TCNJ | THE COLLEGE OF NEW JERSEY

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COLLEGE MISSION

The College of New Jersey, a nationally recognized public institution founded in 1855 as the New Jersey State Normal School, is a primarily undergraduate and residential college, with targeted graduate programs. Grounded in the liberal arts, TCNJ's personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders. The college empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally.

COLLEGE VISION

TCNJ will offer an unparalleled education in a vibrant, collaborative, and inclusive community of learners who will make a distinct mark on the world. By following our values, we will serve as a national exemplar of public higher education, and we will do this while being committed to accessibility and affordability.

COLLEGE DIVERSITY STATEMENT

The campus community of The College of New Jersey is composed of people with diverse backgrounds, perspectives, and experiences. Given the increasing diversity of the population of the United States and the cultural effects of globalization, we must continually build upon our efforts to ensure that all perspectives can be expressed. Our commitment to inclusiveness means that the campus community will constantly evaluate college policies, procedures, and practices to remove those barriers that may affect our ability to be a welcoming and safe environment. We commit to treating each other with civility and respect, and working together in a spirit of fairness and cooperation.

Our individual commitment to inclusiveness requires that each of us becomes aware of our own assumptions about human behaviors, biases, preconceived notions and personal limitations. Collectively, we will have honest, yet respectful, discussions regarding different points of view pertaining to values and cultural issues. In our individual spheres of influence, we will engage in dialogue, activities, gatherings and conversations to ensure that we live out our commitment to inclusiveness. When we inspire those within our circles of influence to promote the importance of inclusiveness, we are poised to influence not only our campus, but also our local, national, and global communities.

DIVERSITY TERMINOLOGY

The field of diversity, equity, and inclusion contains its own lexicon of words, concepts, and acronyms. Language and context are important factors in determining when and how to use some terms, as they may have multiple meanings.

Below is a list of frequently used terms.

Bias: A positive or negative prejudice toward a person, group, or community which may result in instances of stereotyping and discrimination

Cultural Competence: The ability to understand, acknowledge, and interact with people who are different from themselves to promote the respect and inclusion of cultural groups within a defined social system

DEIJ: Diversity, Equity, Inclusion, and Social Justice

Diversity/Cultural Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion

Excellence: of valuable or outstanding quality

Inclusion: The active, intentional, and ongoing engagement with diversity — in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions

Marginalized Groups: A term used to describe historically underrepresented and culturally diverse groups who have experienced systemic inequality as well as historical and institutional discrimination

Social Justice: The promotion of fair and equal treatment for all people

Underrepresented Groups: A term used to describe a subset of a culturally diverse group who hold a smaller percentage than the total percentage of the population

HOW WE GOT HERE

In a November 2018 town hall in Kendall Hall, an overflow crowd gathered to hear from students who had been targeted in a bias incident a week earlier. The community was galvanized and committed to doing the work necessary to address the underlying biases and behaviors in service of creating a truly diverse and inclusive campus. In response, President Kathryn A. Foster merged the offices of the Chief Diversity Officer and the Director of Student Diversity and Inclusion to form a new Division of Inclusive Excellence charged with leading this effort. Following a national search and the appointment of a vice president, in September 2020, President Foster set as goals for the college the development of both a new campuswide strategic plan and a five-year inclusive excellence strategy. Work progressed through the pandemic, resulting in this document.

As the college recognizes that its commitment to social justice must extend beyond campus borders, this strategy advances the work begun by the Advisory Commission on Social Justice, which was formed in spring 2017. This commission led a campus conversation regarding the legacy of the namesake of one of our campus buildings and considered the college's current and former relationships with Trenton and Ewing. As a result of this work, the building was renamed "Trenton Hall." The commission also sought greater connections with Trenton and Ewing residents and a deeper sense of community, history, and institutional identity.

This work is informed and made more urgent by the ongoing national movement for racial and social justice. The 2020 deaths of George Floyd, Breonna Taylor, and Ahmaud Arbery resulted in an awakening regarding issues of diversity, equity, and inclusion — throughout the nation and the world. In addition, this awakening called for greater accountability and responsibility on the part of communities and organizations. This extended to college and university campuses and underscored their responsibility for promoting diverse living, learning, and working experiences.

Four important documents commissioned by college leadership preceded this strategy: the report of the Advisory Commission on Social Justice (2017), Dr. Damon Williams' Consultancy Report (2019), the Campus Pulse Survey Summary Report (2020), and the Board of Trustees' Resolution on Racial and Social Justice (2021). Each of these reports concluded, among other things, that the college needed to:

- Increase its efforts to recruit, retain, and support the success of a diverse student body, faculty, and staff

- Promote more inclusive curricula

- Develop greater cultural competency for a wide variety of constituents

- Extend its reach in diverse communities at the local, state, national, and global level

EXECUTIVE SUMMARY

We Are TCNJ: A Strategy for Inclusive Excellence is a living document that will change as members of the campus and external communities engage and implement this work over time. It includes a set of ambitious goals and action steps that will be undertaken across three overarching and interconnected priorities that define and operationalize inclusive excellence:

Strategy 1 (Access and Success): Increase the diversity and inclusion of students, staff, and faculty, and cultivate diverse community partnerships.

TCNJ will work to build a more diverse student body, staff, and faculty, ensuring support and opportunities necessary for their success. It will also engage in community outreach programs and initiatives to promote a deeper sense of community, history, and institutional identity.

Major actions will include:

- Enhancing diverse pipelines of academically talented students, staff, and faculty
- Creating an equitable and autonomous college experience for students with disabilities
- Utilizing and promoting services of women-, veteran-, LGBTQ-, and, minority-owned businesses
- Expanding mutually serving partnerships within the local and regional community

Strategy 2 (Inclusive Campus Climate): Create and sustain an inclusive and equitable campus environment.

TCNJ will foster an inclusive and welcoming climate for all students, staff, and faculty, and create an environment where a diversity of thought and experience is supported, respected, and valued.

Major actions will include:

- Consistently and boldly communicating that diversity, equity, and inclusion are critical to the academic mission of the college
- Promoting cultural competency through curricula, co-curricular engagement, and professional development opportunities
- Developing protocols and campaigns to address bias and other forms of social injustice
- Increasing the awareness and recognition of achievements in support of the college's inclusive excellence goals

Strategy 3 (Policy): Enhance campuswide diversity, equity, and inclusion accountability, effectiveness, and collaboration.

TCNJ will create and sustain institutional structures, policies, and procedures that effectively promote equity and inclusion for all members of the college community in their living, learning, and working environments.

Major actions will include:

- Enhancing shared governance
- Ensuring greater transparency and accountability for inclusive excellence across units and divisions
- Collecting and assessing data that will measure commitment to and progress toward the college's inclusive excellence goals

Metrics and Reporting

To hold the college accountable for achieving progress under this strategy, it will be vitally important to track a set of metrics that will assess progress toward the goals. Metrics will be broken down and analyzed by demographics (i.e., race/ethnicity, gender, disability status, and other identities depending on population size and available data). Specific criteria will measure:

- Climate factors, such as level of satisfaction, sense of safety and belonging, and changes in attitudes and behaviors
- Compositional factors, such as recruitment, retention, and graduation rates as well as participation in curricular, leadership, and professional development opportunities

Accountability

To ensure accountability, every action listed under each strategy will be assigned to one or more vice presidents. The Division for Inclusive Excellence will work collaboratively across all divisions to complete annual reports, surveys, and assessments. It will also maintain a scorecard to track the progress of all efforts.

Outcomes

We Are TCNJ: A Strategy for Inclusive Excellence aligns with the broader goals outlined in the college's strategic plan. If successfully implemented, the three strategic priorities will achieve the following outcomes:

- A stronger sense of belonging and inclusion on campus by all members of the TCNJ community
- Improved academic and professional success for all students
- Increased ownership of diversity, equity, and inclusion efforts by all students, staff, faculty, and members of the local community
- Improved cultural competency and commitment to diversity, equity, and inclusion among all members of the TCNJ community
- Reduced intergroup disparities between underrepresented and majority groups, including but not limited to disparities in hiring, enrollment, retention, and graduation rates
- Full engagement of staff and faculty boards and volunteer organizations that support TCNJ's mission and vision

THE DIVERSITY LANDSCAPE AT TCNJ

This snapshot of the cultural landscape at the college is not meant to be an exhaustive list of conditions, as the strategy calls for improved data collection and assessment of key metrics that measure the college's efforts toward its inclusive excellence goals.

This strategy calls attention to the following conditions:

- Recruitment, retention, and success of underrepresented and culturally diverse populations
- Inclusive campus climate
- Community outreach and engagement

Recruitment, Retention, and Success of Underrepresented and Culturally Diverse Populations

For TCNJ to achieve inclusive excellence, it must attract and retain a diverse group of academically talented students and highly experienced staff and faculty. According to recent Census Bureau data, 32% of the U.S. population is projected to be a race other than white by 2060 (USCB 2020). The N.J. Department of Labor and Statistics predicts that 29% of the state's citizens will be non-white by 2030. The composition of student enrollment should reflect the percentage of historically marginalized populations (NJ Department of Labor 2014) within the state, and increasingly, the nation as a whole.

Undergraduate Enrollment: Table 1 provides undergraduate enrollment demographics for the past five decades. As the data in the table reveal, the racial/ethnic population of the college peaked in 1990 at 8.6% of the undergraduate class. The current rate is approximately 5.5%.[1]

Figure A shows enrollment data for the past three decades. Once again, while enrollment quadrupled and tripled for Latino and Asian student populations, respectively, enrollment for Black/African American students remained relatively flat.

Table 1. Enrollment Demographics Across Five Decades by Race/Ethnicity

Undergraduate Race/Ethnicity	Fall 1980	Fall 1990	Fall 2000	Fall 2010	Fall 2020
White	7791	5324	4469	4278	4406
Black	669	549	333	378	394
Hispanic	102	237	325	602	1069
Asian	68	130	293	373	824
Not Reported	0	448	574	634	216
All Others	30	119	16	195	196
Total	8660	6807	6010	6460	7105

Source: TCNJ Office of Assessment

Figure A. Undergraduate Enrollment Demographics 1984-2019

Source: TCNJ Office of Assessment

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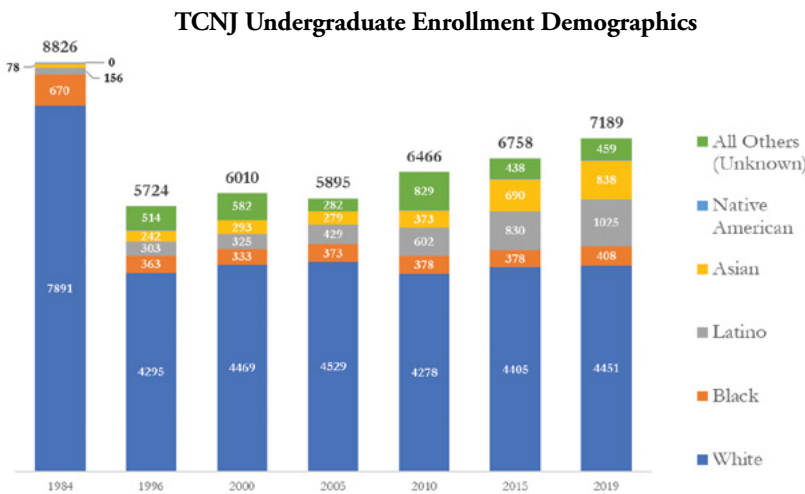
[1] The rise of the Hispanic/Latinx population reflects in part federal conventions by which students are first classified by their ethnicity as Hispanic or non-Hispanic. Any student classified as Hispanic is not classified additionally by race. As a result, self-reported data at the time of admission show higher levels of Black/African American – 9 or 10% in entering classes in 2019, 2020, and 2021 – than do the federal data shown here.

Table 2. First-Year Retention and Graduation Rates by Cohort 2010–2015

Cohort YR	Cohort Type	# Cohort	% Retention to 2nd Year	% Retention to 3rd Year	% Retention to 4th Year	% Graduated in 4 Years	% Graduated in 5 Years	% Graduated in 6 Years
2010	Overall	1421	94.8%	91.1%	87.9%	74.9%	84.6%	86.6%
2011	Overall	1371	94.4%	90.9%	87.7%	73.2%	85.0%	86.6%
2012	Overall	1363	93.8%	90.5%	87.2%	75.9%	84.2%	85.6%
2013	Overall	1404	94.3%	90.3%	86.2%	75.0%	84.3%	85.8%
2014	Overall	1417	94.6%	91.2%	88.6%	74.9%	84.7%	86.3%
2015	Overall	1454	93.7%	90.6%	87.7%	76.2%	84.7%	86.8%

Source: Institutional Research and Analytics

Table 3. Black First-Year Cohort 2010–2015: Retention and Graduation Rates, by Gender

Cohort YR	Cohort Type	# Cohort	% Retention to 2nd Year	% Retention to 3rd Year	% Retention to 4th Year	% Graduated in 4 Years	% Graduated in 5 Years	% Graduated in 6 Years
2015	Male	43	88.4%	79.1%	74.4%	53.4%	65.1%	65.1%
2015	Female	42	95.2%	95.2%	90.5%	71.4%	78.6%	83.3%
2014	Male	36	100.0%	91.7%	88.9%	47.2%	61.1%	66.7%
2014	Female	54	96.3%	90.7%	87.0%	64.8%	77.8%	81.5%
2013	Male	29	89.7%	86.2%	82.8%	58.6%	79.3%	79.3%
2013	Female	33	93.9%	84.8%	75.8%	54.5%	72.7%	72.7%
2012	Male	34	85.3%	79.4%	79.4%	50.0%	58.8%	67.6%
2012	Female	47	91.5%	87.2%	85.1%	57.4%	72.3%	74.5%
2011	Male	24	95.8%	91.7%	91.7%	50.0%	75.0%	83.3%
2011	Female	41	92.7%	80.5%	75.6%	53.7%	68.3%	73.2%
2010	Male	20	90.0%	75.0%	75.0%	30.0%	35.0%	55.0%
2010	Female	53	88.7%	81.1%	79.2%	52.8%	71.7%	75.5%

Source: Institutional Research and Analytics

Table 4. Hispanic First-Year Cohort 2010–2015: Retention and Graduation Rates, by Gender

Cohort YR	Cohort Type	# Cohort	% Retention to 2nd Year	% Retention to 3rd Year	% Retention to 4th Year	% Graduated in 4 Years	% Graduated in 5 Years	% Graduated in 6 Years
2015	Male	79	94.9%	91.1%	88.6%	63.3%	78.5%	83.5%
2015	Female	118	93.2%	89.0%	85.6%	70.6%	81.5%	83.2%
2014	Male	62	91.9%	83.9%	83.9%	61.3%	77.4%	79.0%
2014	Female	120	95.8%	93.3%	90.8%	76.7%	88.3%	90.0%
2013	Male	78	92.3%	85.9%	80.8%	55.1%	65.4%	69.2%
2013	Female	107	93.5%	86.9%	86.9%	67.3%	83.2%	86.9%
2012	Male	53	86.8%	79.2%	73.6%	56.6%	69.8%	73.6%
2012	Female	105	92.4%	89.5%	87.6%	71.4%	81.9%	86.7%
2011	Male	63	93.7%	90.5%	88.9%	57.1%	76.2%	84.1%
2011	Female	104	94.2%	85.6%	85.6%	70.2%	81.7%	86.5%
2010	Male	68	92.6%	89.7%	86.8%	50.0%	72.1%	77.9%
2010	Female	99	89.9%	83.8%	81.8%	76.0%	76.8%	78.8%

Source: Institutional Research and Analytics

Table 5. First-Generation Retention and Graduation Rates by Cohort 2010–2015

Cohort YR	Cohort Type	# Cohort	% Retention to 2nd Year	% Retention to 3rd Year	% Retention to 4th Year	% Graduated in 4 Years	% Graduated in 5 Years	% Graduated in 6 Years
2010	1st Gen							
2011	1st Gen							
2012	1st Gen	204	94.1%	90.7%	89.7%	75.5%	83.3%	85.3%
2013	1st Gen	173	93.6%	90.8%	84.4%	67.1%	78.6%	82.1%
2014	1st Gen	196	94.4%	89.8%	88.3%	74.0%	85.2%	86.2%
2015	1st Gen	241	94.2%	92.1%	90.9%	73.4%	83.4%	86.7%

Source: Institutional Research and Analytics

Retention and Graduation Rates: Table 2 provides retention and graduation rates for first-year students for cohort years 2010–15. Retention rate is reported as the percentage of students who return to college for their sophomore year. TCNJ boasts the highest first-year retention rate among public colleges in the region (94% percent). Graduation rate is reported as the percentage of students who graduate within 150% of the normal expected time to complete the degree. The overall four-year graduation rate is 86%, and the six-year graduation rate is 87%.

Tables 3-6 provide the retention and graduation rates for marginalized and underrepresented students (Black, Hispanic, first-generation, and Pell) who are retained and graduate at lower rates than the overall student population. This results in equity gaps.

Table 6. Pell Retention and Graduation Rates by Cohort 2010–2015

Cohort YR	Cohort Type	# Cohort	% Retention to 2nd Year	% Retention to 3rd Year	% Retention to 4th Year	% Graduated in 4 Years	% Graduated in 5 Years	% Graduated in 6 Years
2010	PELL							
2011	PELL							
2012	PELL	257	93.8%	90.7%	86.8%	70.4%	78.2%	81.3%
2013	PELL	227	92.1%	85.9%	80.6%	59.5%	73.6%	76.7%
2014	PELL	264	92.8%	90.2%	87.5%	67.0%	80.7%	83.0%
2015	PELL	223	95.0%	91.9%	86.0%	68.0%	77.1%	80.7%

Source: Institutional Research and Analytics

Figure B. Four-, Five-, and Six-Year Graduation Rates by Race/Ethnicity

Graduation Rate by Race/Ethnicity by Entering Cohort (2014)
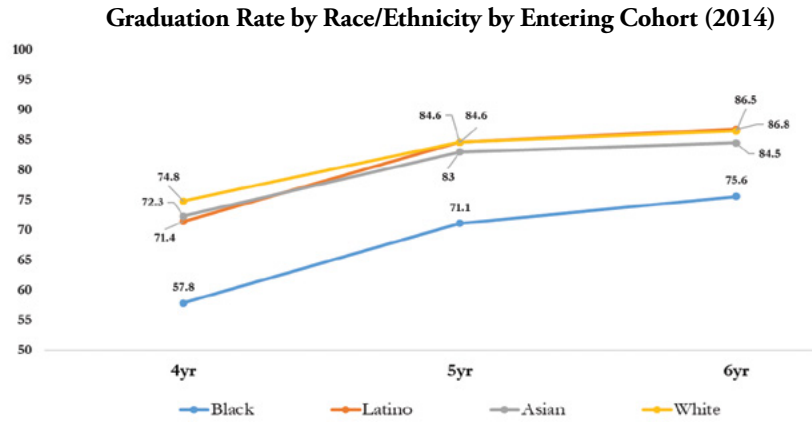
Source: TCNJ Office of Assessment

Table 7. Graduate Student Enrollment by Race/Ethnicity

| Graduate Race/Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
White	428	436	413	402	376	395
African American	51	43	28	32	32	40
Hispanic	53	43	55	58	53	57
Asian	37	33	29	41	42	42
Not Reported	74	51	64	96	122	138
All Others	5	3	8	9	7	6
Total	648	609	597	638	632	678

Source: TCNJ Office of Assessment

While gaps in graduation rates are closing for Asian and Latino students, there still are significant gaps for Black students for each of the four-, five-, and six-year cohorts, as shown in Figure B. There are many factors (e.g., academic, economic, environmental, social, etc.) that impact college students' retention and success. Such factors can lead to gaps in the retention and graduation rates for historically marginalized and underrepresented populations.

It is important to note that the data is limited by students' ability to select only one race/ethnicity self-identifier. Further, more comprehensive data is needed to identify and address equity gaps to ensure the retention and success of all students.

Graduate Student Enrollment: Table 7 illustrates the five-year graduate enrollment rates by race/ethnicity. While undergraduate enrollment for underrepresented students of color either increased or held steady, there was actually a drop in the enrollment of African American students between 2015 and 2020. More accurate data on graduate students is needed, as once again, there is a discrepancy in the federal classifications of Hispanic vs. Latino students.

Figure C. Number of Students with Accommodations 2012–2021

Students Affiliated with ARC 2012–2021
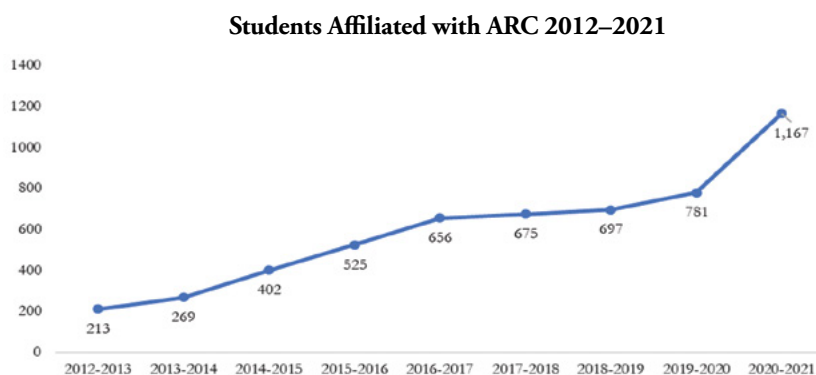
Source: TCNJ Office of Assessment

Table 8. Employees by Race/Ethnicity

Employees by IPEDS Race/Ethnicity Fall 2019–2020

2019-20 Staff					
Race/Ethnicity	**Instructional Staff (Full-time)**	**Staff (Full-time)**	**Instructional Staff (Part-time)**	**Staff (Part-time)**	**Total Staff**
African American	26	181	9	7	223
Asian	54	39	18	1	112
Hispanic	19	63	14	4	100
Native American	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Not Reported	8	28	95	13	144
White	266	499	335	31	1131
Total	373	810	471	56	1710

Source: IPEDS Human Resources Survey

Students with Disabilities: Figure C provides insight into the increase in the Accessibility Resource Center's student population over time. ARC staff members review and implement reasonable accommodation requests for students on a rolling basis, so it is important to acknowledge that the number of ARC affiliates will only continue to increase moving forward. Additionally, with the COVID-19 pandemic serving as the backdrop for the last two years, there have been noted conditions and diagnoses that will continue to contribute to a steady increase in the number of students who affiliate with ARC in the future.
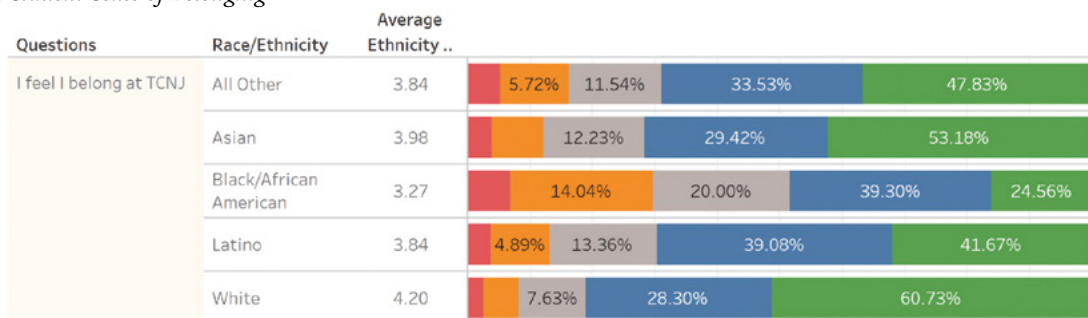
The increase in the number of ARC-affiliated students at TCNJ underscores the importance of recognizing disability as diversity. This growing demand requires continued investment in related services to ensure appropriate levels of support. Beyond providing a holistic student experience, it is also critical to prepare students for post-graduate success and to aid them in transitioning from college.

Workforce Diversity: Table 8 provides data on the employee workforce at the college. With respect to faculty and staff, the data illustrate that the number of faculty who identify as underrepresented employees of color (435, or 25.4%) is low compared to their majority peers. Additionally, these data do not include underrepresented and culturally diverse groups not captured by federal reporting guidelines such as veterans, people with disabilities, and LGBTQ populations.

CONCLUSION: These conditions underscore the need for a strategy to:
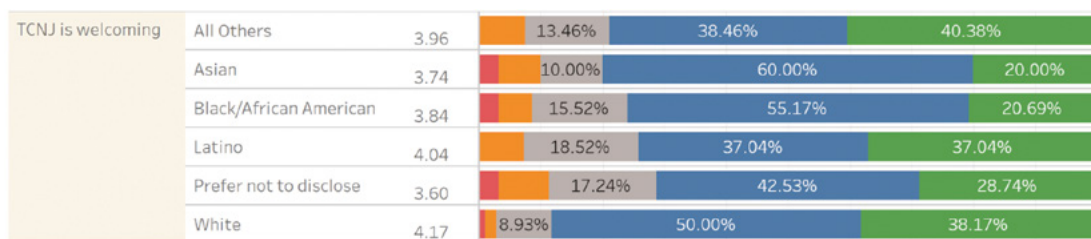
- Recruit and retain a more diverse population at the college
- Develop and implement efforts to narrow gaps based on race, ethnicity, gender, and other categories
- Achieve equitable outcomes in metrics of opportunity and success
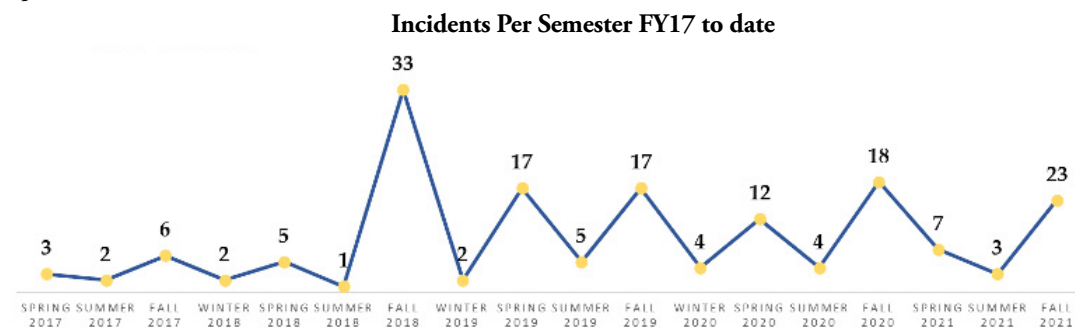
Figure D. Student Sense of Belonging

Questions	Race/Ethnicity	Average Ethnicity ..					
I feel I belong at TCNJ	All Other	3.84		5.72%	11.54%	33.53%	47.83%
	Asian	3.98			12.23%	29.42%	53.18%
	Black/African American	3.27		14.04%	20.00%	39.30%	24.56%
	Latino	3.84	4.89%	13.36%	39.08%	41.67%	
	White	4.20		7.63%	28.30%	60.73%	

Source: 2020 Campus Pulse Survey Report

Figure E. Staff and Faculty Sense of Belonging

TCNJ is welcoming	All Others	3.96		13.46%	38.46%	40.38%
	Asian	3.74		10.00%	60.00%	20.00%
	Black/African American	3.84		15.52%	55.17%	20.69%
	Latino	4.04		18.52%	37.04%	37.04%
	Prefer not to disclose	3.60		17.24%	42.53%	28.74%
	White	4.17	8.93%	50.00%	38.17%	

Source: 2020 Campus Pulse Survey Report

Figure F. Reported Bias Incidents 2017-2021

Incidents Per Semester FY17 to date

SPRING 2017	SUMMER 2017	FALL 2017	WINTER 2018	SPRING 2018	SUMMER 2018	FALL 2018	WINTER 2019	SPRING 2019	SUMMER 2019	FALL 2019	WINTER 2020	SPRING 2020	SUMMER 2020	FALL 2020	SPRING 2021	SUMMER 2021	FALL 2021
3	2	6	2	5	1	33	2	17	5	17	4	12	4	18	7	3	23

Source: Office ofr Equal Employment Opportunity Program

Inclusive Campus Climate

One of the hallmarks of a college or university experience is feeling a sense of community and belonging. In recent years, TCNJ has prioritized the recruitment and retention of underrepresented and culturally diverse populations and committed significant resources to their success. Despite these efforts, many members of such groups continue to feel marginalized and are subjected to microaggressions from a host of classmates, faculty, colleagues, and peers. Some have even been the targets of racist, gendered, homophobic, ableist behavior. These incidents can have a negative impact on the satisfaction and the academic and professional success of these diverse populations.

Figure D provides student results from the recent Campus Pulse Survey. While 89% of white students report a sense of belonging at TCNJ, only 64% of Black students feel the same. Similarly, Figure E provides an excerpt of employee results from the survey. While 88% of white employees describe TCNJ as welcoming, that number drops to 76% among Black employees, and 74% among Latino employees.

Another measure of inclusive campus climate is the number of bias-motivated incidents reported on an annual basis. Figure F provides a summary of bias-motivated incidents from 2017 to fall 2021. Prior to fall 2018, the college did not have a formal process for reporting and addressing bias incidents. However,

after the bias incident that occurred in fall 2018, the college created a protocol and a public form through which faculty, staff, and students could report incidents of bias. This resulted in a 26% increase in reported incidents from previous years.

For the first eight and a half months of fiscal year 2021, students, faculty, and staff studied and worked on campus as they had in years past. In mid-March 2020, the COVID-19 pandemic abruptly forced the majority of the campus community to transition from in-person instruction and work to remote/online learning and remote work. Few functions continued to operate on campus, and the majority of the community remained remote for the remainder of the fiscal year. This shift from in-person to virtual learning and work resulted in a shift in bias reporting, with the majority of reports received between mid-March and the end of June focused on expressions of bias on social media, email, or platforms such as Zoom.

CONCLUSION: These conditions prompt a strategy to:

- Regularly assess and monitor the social and cultural experiences for all members of the campus community

- Promote academic and professional development experiences that center on DEIJ development

- Foster practices that enhance diversity- and inclusion-related efforts

- Promote mutual respect for all within the living, learning, working, and recreational environment of the college

Community Outreach and Engagement

In fall 2016, a group of TCNJ students were conducting archival research under the mentorship of Professor Robert McGreevey. Through this work, they discovered that the college's Paul Loser Hall was named for a former Trenton Public Schools superintendent who illegally promoted segregation. Their advocacy led to the establishment of the Advisory Commission on Social Justice, which was charged with leading a campus conversation regarding the legacy of Dr. Loser's history, and asked to "consider the college's current and former relationships with the cities of Trenton and Ewing and our history as an institution of higher education and an institution with responsibilities to our surrounding communities."

The commission issued its report in June 2017. Through the commission's work, the college renamed Paul Loser Hall "Trenton Hall" and created a permanent gallery in its lobby to commemorate TCNJ's Trenton roots. The report's recommendations also called for strengthening the ties between the college and the communities of Trenton and Ewing, and creating opportunities for Trenton and Ewing schoolchildren.

It's important to note that while TCNJ moved out of Trenton some 90 years ago, it has remained committed to the city in myriad ways, including public service and community-engaged learning. In the 1940s, for example, then-TCNJ President Roscoe West was a notable critic of the policies of Paul Loser and an advocate for integration. In 2017, the college's social justice task force identified 160 TCNJ-sponsored projects benefiting the Trenton and Ewing communities.

CONCLUSION: Our mission and historical ties to the communities of Trenton and Ewing prompt a strategy to:

- Rededicate our commitment and ties to the residents of Trenton and Ewing
- Establish mutually beneficial relationships with educational, corporate, and nonprofit entities
- Develop authentic relationships with culturally diverse communities across the state
- Improve recruitment tactics for underrepresented and culturally diverse students from the local and regional community

STRATEGIES, GOALS AND ACTION STEPS

Strategy 1 (Access and Success): Increase the diversity and inclusion of students, staff, and faculty, and cultivate diverse community partnerships.

TCNJ will work to build a more diverse student body, staff, and faculty, ensuring support and opportunities necessary for their success. It will also engage in community outreach programs and initiatives to promote a deeper sense of community, history, and institutional identity.

Major actions will include:

- Enhancing diverse pipelines of academically talented students, staff, and faculty
- Creating an equitable and autonomous college experience for students with disabilities
- Utilizing and promoting services of women-, veteran-, LGBTQ-, and minority-owned businesses
- Expanding mutually serving partnerships within the local and regional community

Goal 1: By 2025, the incoming undergraduate and graduate students will better reflect the college-going population within the state, and increasingly, the nation as a whole.

Action Steps:

1. Establish a self-identifying reporting protocol to capture more fully the diversity demographics of our students and report these data annually
2. Review and enhance the college's student diversity recruitment strategy. We will implement relevant national programs to attract more diverse pools of talented students; market to students from a wider range of backgrounds and locations; and report annually on applications, admissions, and enrollment

Goal 2: By 2026, narrow by 20% the gaps in retention, graduation, and post-graduation placement outcomes for students from underrepresented and culturally diverse groups.

Action Steps:

1. Develop an annual equity scorecard to report timely and accurate data on retention, graduation, and post-graduation outcomes

2. Invest in coordinated student support services, including mentoring, tutoring, accessibility resources, advising, financial aid, and case management to address increasing caseloads and meet particular needs of students seeking academic, social, and financial support
3. Develop and implement institution-wide retention and support initiatives for students, including those who are first generation, men of color, veterans, individuals with disabilities, LGBTQ, and women
4. Create academic, residential, special interest, and identity affinity groups to ensure equality of opportunity and success

Goal 3: By 2027, the recruitment and retention rates for underrepresented staff and faculty should mirror that of their majority counterparts.

Action Steps:

1. Review the annual Affirmative Action Plan to track and analyze areas where there is underutilization of underrepresented and culturally diverse staff and faculty (e.g., veterans, disabilities, racial/ethnic backgrounds), which would allow the college to develop recruitment strategies and to establish benchmarks for best practices and perform against industry standards
2. Increase staff and faculty diversity by:
   a. Partnering with women- and minority-serving institutions as well as organizations that promote opportunities for aspiring staff and faculty from underrepresented backgrounds
   b. Providing professional development and bias training for members of search committees
   c. Regularly reviewing and auditing search committee policies for equitable practices
   d. Raising resources to promote more diverse outcomes in faculty and staff hiring
3. Develop and implement initiatives — including mentoring, professional development, affinity groups, and educational opportunities — for staff members seeking life and career advancement
4. Develop and monitor progress on programs to close diversity-based equity gaps in tenure and promotion, nominations, leadership positions, and other college opportunities (e.g., awards, accolades, and professional development)

STRATEGIES, GOALS, AND ACTION STEPS (continued)

Goal 4: By 2027, formalize our commitment to community engagement by identifying and aligning the needs of diverse communities with appropriate college resources.

Action Steps:

1. Develop and implement a more robust supplier program that increases the level of business performed with women-, minority-, and veteran-owned businesses in the region

2. Enhance and expand working relationships with culturally diverse groups, including but not limited to civic and social justice organizations as well as veteran, LGBTQ, and indigenous communities within New Jersey

Strategy 2 (Inclusive Campus Climate): Create and sustain an inclusive and equitable campus environment.

TCNJ will foster an inclusive and welcoming climate for all students, staff, and faculty, and create an environment where a diversity of thought and experience is supported, respected, and valued.

Major actions will include:

- Consistently and boldly communicating that diversity, equity, and inclusion are critical to the academic mission of the college

- Promoting cultural competency through curricula, co-curricular engagement, and professional development opportunities

- Developing protocols and campaigns to address bias and other forms of social injustice

- Increasing the awareness and recognition of achievements in support of the college's inclusive excellence goals

Goal 1: By 2023, administer regular campus climate surveys and use results to identify inclusion gaps, track progress, and bolster inclusion.

Action Steps:

1. Administer an Inclusive Excellence Campus Climate Survey once every three years beginning in 2023

2. Create an inclusion dashboard with time-specific and quantified goals for inclusion

Goal 2: By 2024, increase awareness of, exposure to, and recognition of DEIJ values, initiatives, and achievements.

Action Steps:

1. Establish an expectation of DEIJ issues being included on the agendas of groups involved in shared governance, school, and departmental agendas as a standard practice

2. Expose new and transfer students and new employees to the college's values and commitment to DEIJ

   a. Implement a robust and inclusive, competency-based, on-boarding for new hires

   b. Embed cultural and education awareness programs in Welcome Week and new student orientation activities

STRATEGIES, GOALS, AND ACTION STEPS (continued)

3. Promote and celebrate common ground and goals advancing TCNJ's inclusive excellence mission and strategy

4. Build and recognize skills, expertise, and competencies in inclusion by:

   a. Developing and implementing initiatives to ensure equitable access to prestigious campus, state, and national honors and awards for culturally diverse students, faculty, and staff

   b. Establishing annual inclusive excellence awards for the campus community

Goal 3: By 2025, become a role model for higher education expertise, leadership, and action in diversity, equity, inclusion, and social justice.

Action Steps:

1. Develop or arrange programming to ensure full participation of students, faculty, staff, and leadership boards in at least one substantive event/course/workshop annually to promote DEIJ knowledge, skill development, and experiences

2. Engage academic units to:

   a. Inventory the degree to which DEIJ competencies are embedded in curricular syllabi and co-curricular programs

   b. Collaborate with faculty in the review and revision of course content and degree requirements to ensure that diversity and inclusion are infused in course content and curricula

   c. Develop relevant learning outcomes

   d. Create and implement relevant and effective pedagogy and professional development to increase college capacities in DEIJ

3. Engage and support academic units to develop and deliver an industry-recognized DEIJ certificate program for current and expanded audiences of graduate and undergraduate students as well as working professionals

Goal 4: By 2027, reduce the number of bias-motivated incidents toward marginalized groups by 50%.

Action Steps:

1. Regularly report data on bias incidents and responses

2. Leverage restorative-justice expertise to address and resolve hate-based incidents

3. Establish an Anti-Racism Initiative mirrored after the successful Anti-Violence Initiative to enlist students, staff, and faculty to educate, build skills, create a culture, and calibrate and communicate progress on reducing bias-based incidents

Strategy 3 (Policy): Enhance campuswide diversity, equity, and inclusion accountability, effectiveness, and collaboration.

TCNJ will create and sustain institutional structures, policies, and procedures that effectively promote equity and inclusion for all members of the college community in their living, learning, and working environments.

Major actions will include:

- Enhancing shared governance
- Ensuring greater transparency and accountability for inclusive excellence across units and divisions
- Collecting and assessing data that will measure commitment and progress toward the college's inclusive excellence goals

Goal 1: By 2023, facilitate the increased use of data to inform diversity-, equity-, and inclusion-related decision-making.

Action Steps:

1. Create and monitor an Inclusive Excellence Scorecard to address inclusion and equity gaps across all units and divisions of the college
2. Establish an annual "State of Diversity" forum to provide updates and monitor progress toward the goals of the inclusive excellence strategy

Goal 2: By 2025, create institutional frameworks that will hold the college accountable for its inclusive excellence goals.

Action Steps:

1. Support progress and accountability through the development and application of an Inclusive Excellence Strategy scorecard, with clear assignment of tasks and outcomes to college units
2. Elevate the current Campus Diversity Council (CDC) within the campus governance framework to a higher-level executive council with greater visibility. The CDC will oversee the implementation of *We Are TCNJ: A Strategy for Inclusive Excellence*, set and monitor annual goals and progress, and collaborate with other governance groups and senates to achieve inclusive excellence strategy goals.

Goal 3: By 2027, all college policies will have undergone an equity review. Those with revisions will have been submitted to governance for updating.

Action Steps:

1. Create an Inclusive Excellence Impact Assessment tool/rubric for use by governance and campus groups to facilitate the review and revision of policy language, content, and outcomes
2. Develop an annual audit of college policies and practices that promotes diversity, equity, and inclusion as well as the achievement of TCNJ goals and strategies
3. Review and reform 20% of policies annually to achieve completion over a five-year cycle

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