

MINUTES

November 18, 2020 – 12:00-1:20pm – Held via Zoom

In attendance: Abourahma, Altmiller, Bechtel, Becker, Bellino, Bender, Bennett, Boero, Borders, Bowen, Bruno, Burroughs, Bush, Bwire, Cathell, Curtis, Dahling, Dickinson, Gevertz, Haikes, Haynes, Kim-Bossard, Knox, Lasher, Li (Bruce), Li (Rebecca), Lovett, McBride, McMann, Meixner, O'Connor, Pearlstein, Prenskey, Ryan, Salgian, Samanta, Steele, Tang, Toloudis, Warner-Ault.

Excused: Dempf.

Absent: Singer.

Minutes

- The minutes of the October 21, 2020, meeting were approved as submitted.

Announcements

- Matt thanked everyone for attending the Senate meetings. Attendance is up significantly since we are holding them via Zoom.
- There will be a Flex Instruction information session on December 1st. Please RSVP via Canvas.
- The college is in the process of putting together focus groups to work on the new college strategic framework. At the next Senate meeting we will be dividing the senators into 4 Strategic Framework Focus Groups to begin this work. That meeting will be limited to senators only.
- The Provost's Address to the Faculty has been rescheduled to February 3rd to accommodate the calendar changes for the start of the spring semester.

Proposed Memoranda from Faculty Senate Anti-Racism Committee

- Matt commended the committee for working so quickly.
- The committee has created 2 memoranda:
 - The first – “Anti-Racism Initiatives, Establishment of an Anti-Racism, Equity, and Inclusion Executive-Level Committee” -- requests the creation of a permanent executive-level anti-racism committee
 - The second – “Anti-Racism Initiatives, Specific Items Requiring Immediate Action” -- proposes a list of action items that should be implemented as soon as possible.
- David Bwire and Mindy McMann discussed the creation of these memoranda and reviewed possible implementation.
- “Anti-Racism Initiatives, Establishment of an Anti-Racism, Equity, and Inclusion Executive-Level Committee”
 - David introduced the document and the process to get there.
 - Discussion.
 - Vote on approval – 32 yes, 1 no, 1 abstain.
 - Motion carries.
- “Anti-Racism Initiatives, Specific Items Requiring Immediate Action”
 - Mindy reviewed the document, which delineates what needs to be done first.
 - Discussion.
 - Vote on approval – 28 yes, 0 no, 5 abstain.
 - Motion carries.
- **Memoranda are attached. (Attachments 1 and 2)**

Reports from Committees

- AFT – Dave Prenskey
 - There is a union meeting this afternoon. Please attend if you can.
 - AFT is currently engaged in making the furlough process run more smoothly and on IP agreements.
- CSPP – Matt Bender
 - Currently working on developing the new strategic framework for the college and closing out the current strategic plan.
 - Organizing focus groups with all TCNJ constituents to work on the new strategic framework.
- CAP – Abby O'Connor
 - A final recommendation was sent to Steering for the 5-year review for the Final Exam Policy (now Final Assessment policy).
 - Preliminary testimony was received from the necessary stakeholders to revise the Attendance and Absence Policy. An initial revised draft has been constructed and is out for testimony.
 - A recommendation will be sent to Steering for the Dean's List Eligibility charge shortly. CAP has approved language and policy to clarify the Dean's List Eligibility for certain students.
 - CAP has reviewed a new minor in Civil Engineering but is awaiting feedback to clarify several areas in the proposed minor.
 - A subcommittee was made to quickly address review of the interim class recording policy.
 - Subcommittees were created for the remaining charges CEL, international credit, graduate admissions, graduate transfer, and syllabus policy 5-year review.
 - The subcommittee working on the CEL recommendation has solicited feedback from the CEL council and Brittany Aydelotte and intends to send out a request for initial testimony on the recommendations this fall semester.
- CFA – Linda Dempf
 - CFA received a new charge on Student Feedback on Teaching. The charge involves reviewing the recommendations that were made in 2019 by the Task Force on Student Feedback, and also adding questions or statements on the student feedback form to assess inclusivity and racial climate in the classroom.
- Steering – Jill Bush
 - The Steering Committee reviewed the following final recommendation policies to be forwarded to the Provost: Special Topics policy, Office Hours policy, Undergraduate Internship policy, and Liberal Learning IDS Designation policy. A charge was sent to CAP regarding Dean's List Eligibility. A charge to CAP was developed for CAP to examine the recommendations from the task force on Student Evaluation and to examine the inclusion of questions (statements) on student feedback form to assess inclusivity and racial climate in the classroom with consultation with the Campus Diversity Council.
- Global Education Council – Felicia Steele
 - Everyone should have received a request for faculty-led study-abroad opportunities.
 - Delaying the creation of new programs until the end of next academic year.
 - GEC is working on creating virtual exchange opportunities and partnerships.
 - Working on creation of a document for advising students.

Meeting adjourned at 1:15 pm.

Next meeting is 12/2/20 at noon.

LAW

MEMORANDUM

TO: Steering Committee

**CC: President Kathryn Foster, Provost Jeff Osborn, Vice President for Equity and Inclusion
James Felton, Campus Diversity Council**

FROM: Faculty Senate

DATE: November 18, 2020

**RE: Anti-Racism Initiatives, Establishment of an Anti-Racism, Equity, and Inclusion
Executive-Level Committee**

The Faculty Senate proposes the creation of an executive-level committee on equity, inclusion, and anti-racism at the college. While we recognize the critical role that the Division of Inclusive Excellence plays in identifying, organizing, and implementing anti-racism initiatives, an executive-level committee that is part of our shared governance system is necessary, as explained below. The TCNJ Governance Structure and Processes Policy states the following (emphasis added):

“The structure [of Shared Governance] is intended to support the president and other cabinet members by providing an **organized forum for all stakeholder groups to become informed about issues and to influence the decision-making process...** At The College of New Jersey, the standard model of shared governance is augmented by the **inclusion of the voices of all stakeholder groups** in a process of making recommendations regarding the policy and planning decisions of the administration. In this way, **the entire community joins the faculty in its traditional role of shaping the institution...** The overall processes will be designed to promote **transparency, appropriate representation, and appropriate consultation.**”

As such, we feel it is crucial and appropriate to establish an executive-level committee on anti-racism, equity, and inclusion to be part of our governance structure. We propose that such a committee, which would be formed by elevating and reconsidering the work of the Campus Diversity Council, would be co-chaired by a faculty member and James Felton, Vice President for Inclusive Excellence. The committee would consist of faculty, staff, and student representatives; we also recommend inviting a member of the Trenton community to serve. We also advise that, in our current moment, the most pressing work of this committee should focus on making TCNJ a more anti-racist institution. Below are among the many reasons an executive-level committee, rather than a task force housed in an administrative unit, is best suited to oversee college-wide anti-racism initiatives:

- An executive level committee is guaranteed to include administrators, faculty, staff, and students as members.

- An executive-level committee is guaranteed to seek input and testimony from stakeholders on any and all recommendations that are made.
- An executive-level committee would demonstrate a permanent commitment to anti-racist initiatives on campus and would reflect the prioritization of structural change at the college.
- An executive-level committee guarantees transparency in the decision-making process.
- An executive-level committee offers adequate oversight of campus-wide initiatives and can charge standing committees/councils with relevant tasks.
- An executive-level committee can serve as a central body to keep track of campus-wide initiatives to avoid redundancies across units and maintain consistency across campus.

The executive-level committee will create a visible, central body that would bring together the Division of Inclusive Excellence with other groups committed to this work on campus, in order to assess, develop, and implement anti-racist policies, practices, and systems. Specific responsibilities of this executive-level committee are listed below:

- Create transparency and synergy in regards to anti-racism initiatives on campus and distribute information and educational resources from different organizations on campus involved with diversity, equity, and inclusion (DEI) and anti-racism work.
- Promote a diverse and inclusive faculty and staff by identifying opportunities to increase diversity, including through advertisement, hiring, retention, and promotion, taking action to capitalize on opportunities and monitoring the progress of these efforts.
- Promote a diverse and inclusive student body by identifying, implementing, and monitoring efforts to increase diversity, including through the admissions process, enrollment, retention, and graduation.
- Analyze and disseminate yearly data on the representation of Black, Indigenous, and People of Color (BIPOC) and other underrepresented groups at TCNJ.
- Review policies and procedures across the college to ensure equal opportunity for BIPOC and make recommendations to improve policies and procedures when necessary.
- Promote equitable distribution of faculty and staff workload, salary, and access to resources, and report annual progress in these areas.
- Ensure that faculty of color are compensated for their engagement in the labor of serving on DEI committees and disproportionate mentoring of students of color.
- Determine and implement strategies to educate the entire college community on white supremacy and systemic racism, and assist departments, as needed, to ensure that they incorporate anti-racism instruction throughout curricula.
- Solicit, discuss, and respond to recommendations from student organizations representing BIPOC and other underrepresented groups, as well as departments already engaged in social justice and anti-racism work on campus.

- Promote activities that engage faculty and students in research and teaching practices that address issues of DEI and racism.
- Work with Human Resources to address complaints; biases; exclusionary practices, policies, and systems; and breaches of college policies on DEI.
- Systematically explore and, as necessary, propose policy that promotes the positive well-being of BIPOC within the college community.

We recognize that the creation of an executive-level committee requires time and many levels of approval. As such, it is vital that an interim task force (with the same proposed composition of the future executive-level committee) be established to initiate this work while the formation of the executive-level committee is undergoing approval.

MEMORANDUM

TO: President Kathryn Foster, Provost Jeff Osborn, Vice President for Equity and Inclusion James Felton, Campus Diversity Council, Steering Committee

FROM: Faculty Senate

DATE: November 18, 2020

RE: Anti-Racism Initiatives, Specific Items Requiring Immediate Action

In addition to the request for an executive-level committee outlined in the memo **Anti-Racism Initiatives, Establishment of Anti-Racism, Diversity, and Inclusion Executive-Level Committee**, the Faculty Senate also proposes several anti-racism initiatives that should be acted upon immediately. We propose that an executive-level committee charge the appropriate committees and/or consult with the appropriate administrative unit(s) to lead the campus to address the following:

- Develop training for faculty and staff on white supremacy and systemic racism with the goal of preparation for action via allyship, rather than simply identifying as allies. The training should also prepare faculty to integrate diversity and anti-racism into their courses in a way that does not cause harm. These trainings could be led by an outside facilitator, which could be identified through the [National Center for Faculty Development and Diversity](#).
- Continue campus-wide dialogue that would foster understanding and connections across members of the TCNJ community in order to build trust among diverse groups, initiate personal action, and encourage all to be actors in dismantling racist structures. Some examples of models to draw on include [Coming to the Table](#), [Sustained Dialogues](#), and [Conversations on Race](#).
- Assess curriculum and review policies across departments, schools, and the college to ensure equity, particularly for Black members of the TCNJ community.
- Develop a required and sustained first-year, face-to-face, academic component on Power/Privilege/White supremacy, equity and inclusion for all students, including transfer students.
- Include a means of measuring the racial climate of the classroom by Fall 2021 for formative assessment to identify ways our instruction can better support minoritized students.
- Provide funding for faculty research and other scholarly activity on topics of urgent and critical importance to our society. The college could use some existing mechanisms to support this work, but should also develop new funding opportunities for supporting this work.
- Hire, mentor, and retain BIPOC faculty and staff, and increase support for these faculty/staff.

- Work with partners in Trenton and Ewing to establish pipeline programs to prepare students for college, with the goal of increasing the admissions, enrollments, and success of BIPOC students.
- Create safe spaces for BIPOC and other minoritized students, staff, and faculty to congregate and amplify their voices.
- Create and sustain funding of a Black Cultural Center.
- Increase on-campus visibility of the college's commitment to anti-racism.
- Develop programming and financial resources for BIPOC students in support of summer programming, year-round on-campus housing scholarships, Black History Month events, etc.
- Disentangle various services (e.g. mental health services, after-hours facilities access, campus operator) from campus police and create a more holistic model of public health and safety.
- Reopen all racial discrimination cases against campus police and take action accordingly.
- Establish a reparations fund towards a yearly allocation of funds to Black students in the form of grants, affinity groups, multicultural spaces, and individual expenses (for example, books, online courses, and therapy).
- Divest TCNJ from any partnerships that may exist with companies that rely on prison labor, publicly disclosing the companies TCNJ and affiliates work with, as well as any endowment funds with stock in the prison-industrial complex.

