Our Work In Action:
Creating a Community of Practice
Office of Diversity and Inclusion–Campus Life

MISSION

The Office of Diversity and Inclusion–Campus Life is committed to supporting and challenging all undergraduate and graduate students by facilitating co-curricular experiences and learning about identity, inclusion, equity, and social justice education. We serve the campus community through education, advising, training, and university-wide programming.

VISION

We envision a Princeton University culture that affirms and supports the identities, backgrounds, experiences, and perspectives of all students in a way that informs University efforts to create equity across student identities and experiences.

To this end, we focus our efforts in these strategic areas:

1. Engaging undergraduate and graduate students of all backgrounds and identities in reflective learning experiences related to identity, inclusion, equity, and social justice education.
2. Supporting marginalized student populations and advocating for institutional change in the areas of diversity, inclusion, and equity.
3. Strengthening belonging and cultivating community-building that centers marginalized identities and narratives.
4. Creating collaborative, student-centered partnerships with allies and constituents within the University and with broader communities to advance our mission.
5. Responding to the needs of our students, colleagues, and constituents around issues of diversity and inclusion.

“Diversity, inclusion, and identity exploration are intentionally embedded throughout Campus Life. We thoughtfully support and challenge students in ways that honor their many identities, and our staff engage in intersectional and collaborative programs that represent the range of our students’ experiences. The Office of Diversity and Inclusion works to advance these efforts and engages all of Campus Life—students and staff—as a community of committed practitioners.”

- W. Rochelle Calhoun
  Vice President for Campus Life
Dear Colleagues,

We’ve been privileged to get to know many of you during the last three years of growing our capacity and integrating our work into the Office of the Vice President for Campus Life. We are building on the foundation laid by the Carl A. Fields Center for Equality and Cultural Understanding, LGBT Center, and Women*s Center as well as the many individuals who paved the way for us. We created this review to help the broader University community understand how we can collectively be a resource to you.

Princeton’s informal motto “In the nation’s service and in the service of humanity” calls for our students to be responsible to the larger community beyond themselves. Through our efforts, the Office of Diversity and Inclusion–Campus Life (ODI) works to ensure that our students are equipped and prepared to answer the call.

We engage undergraduate and graduate students, provide targeted support to affinity groups, and serve the broader campus community around the areas of identity, inclusion, and equity through university-wide programming, collaboration, student mentoring, community advising, and co-curricular education. Our focus on social justice education specifically engages students in understanding identity, difference, and community through exploring social equality, access, and individual and systemic oppression. We understand these to be foundational in recognizing societal impacts on humanity.

As a community of practice we share a commitment to diversity and inclusion and an expectation of fostering an equitable environment for all. We are expanding this community through sustained engagement with campus partners for the purpose of sharing and gaining additional knowledge and experience around identity and inclusion; and to better serve and support students. In this way, we all take collective ownership of the work.

The Fields Center, LGBT Center, and Women*s Center are all housed within the Office of Diversity and Inclusion and remain distinct units with specific missions, histories, and legacies, and together, we work intersectionally because we understand that our students have layered identities and experiences. We also recognize that diversity and inclusion expand beyond the identities that are unique to each Center. To this end, we form deliberate partnerships across Centers and with other offices throughout the University to meet the holistic needs of students.

As we move into the next phase of our work, ODI–Campus Life looks forward to pursuing new collaborative relationships that add nuance and depth to conversations and efforts related to identity.

We specifically plan to undertake this charge by:

- Exploring processes that envision the future of our work in the ever-changing landscape of higher education
- Supporting units by integrating diversity-specific student learning outcomes into their initiatives and assisting with assessment
- Streamlining our processes to offer structured and customizable D&I training and development opportunities for undergraduate and graduate students
- Creating a community of practice that equips student-facing campus partners with diversity knowledge and skills

As we embark upon this new ODI–Campus Life endeavor, we look forward to future and continued partnerships with you in our collective work together!

Forward,

LaTanya N. Buck, Ph.D.
Dean, Office of Diversity and Inclusion
Office of the Vice President for Campus Life
In Campus Life, diversity and inclusion are at the core of our collective work. We support co-curricular experiences for undergraduate and graduate students and ensure that the diversity of all of our students – their identities, backgrounds, experiences, voices, and perspectives – are intentionally woven throughout the Princeton experience. Providing access to opportunities and resources and equity of experience for students is essential to our mission.

Distinctive and meaningful learning happens outside of the classroom. We are committed to actively engaging students and encouraging them to engage one another, to strengthen their sense of belonging to the Princeton community, and to enrich their experience and growth. We are equally committed to engaging students in learning opportunities that explore aspects of identity and difference while both affirming and challenging them in their development. We do this in collaboration with campus partners within and outside of Campus Life.

“My most extensive collaboration with the Office for Diversity and Inclusion began with a Trigger Warnings & Microaggressions workshop that Dean Buck and I designed that eventually led to a series of requests for similar sessions from a broad range of campus units—from the Pace Center for Civic Engagement to Finance and Treasury. Partnering with them has been such a joy and afforded us a great opportunity to support our fellow Princeton colleagues in a closer examination of unconscious biases, and strategies for turning uncomfortable conversations into meaningful connections across difference.”

- Dr. Rashidah N. Andrews,
  Director of Studies, Forbes College

“The Office of Diversity and Inclusion has provided the Office of Religious Life with new opportunities to explore intersectionalities by connecting us much more closely to other units with various primary student populations. We feel that this has strengthened our religious work and advocacy on multiple levels, informing and expanding our religious leadership and community support.”

- Rev. Dr. Alison L. Boden,
  Dean of Religious Life and of the Chapel
Grounding Our Work

A FRAMEWORK FOR DIVERSITY AND INCLUSION (D&I)

The D&I Framework provides a guide for how we engage our work within the Office of the Vice President for Campus Life and across the University. Operating from a model that is informed by student identity development theory, the Framework allows us to create programming and experiences that engage students and support colleagues in D&I learning that is strategic, intentional, and evidence-based.

Achieves consistent co-curricular D&I messaging

Serves as a tool for creating strategic programming goals

Facilitates collaboration across Campus Life and campus partner units to deepen our inclusive campus culture

Within the Office of Diversity and Inclusion–Campus Life, we incorporate student learning outcomes from the Framework’s rubric into our efforts, including workshops and trainings, peer education initiatives, and mentorship programs. These outcomes, targeting the undergraduate student experience, are specifically focused on concepts of diversity, inclusion, and identity; and they allow us to engage student learning by specifying what students will know and/or be able to demonstrate as a result of their participation in our efforts.

The D&I Framework is a comprehensive, cohesive, and supportive resource for all Campus Life units and University partners as they incorporate diversity-focused learning outcomes into their efforts targeting students’ academic, social, and personal development. It is adaptable across units and serves as a linkage between the co-curricular and curricular student experience in support of the overall educational mission.

"As a part of the Diversity and Inclusion Framework Committee, I have had the opportunity to work closely with incredible colleagues from across the campus in developing learning outcomes that directly support the intentional learning of students around issues of identity, personal values, and beliefs. I’ve taken all that I’ve learned back to my department and larger organization to help guide how we serve our community with care. I’ve also attended wonderful talks curated by Diversity and Inclusion staff. I feel very lucky to have them as my colleagues, as they continuously help me be a better professional.”

- Sonya Satinsky, Ph.D., MPH, Director, Health Promotion and Prevention Services, University Health Services
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The Office of Diversity and Inclusion—Campus Life, including the Carl A. Fields Center, the LGBT Center, and the Women*s Center, work together to design programs that reach students across Princeton’s campus. The collective impact of these collaborations can be seen through a variety of programs including those listed below.

ALLY PROJECT
The Ally Project workshop series is a partnership between the Office of Diversity and Inclusion, the LGBT Center, and the Office of Human Resources, designed specifically for staff and faculty to explore ways to better understand and support LGBTQIA students and colleagues. Sessions cover a wide range of topics including language, support services, and resources.

CAMPUS CONVERSATIONS ON IDENTITIES INITIATIVE (CCI)
As a partnership of the Provost’s Office, Office of Institutional Equity and Diversity, and Office of Diversity and Inclusion, the Campus Conversations on Identities Initiative was created to financially support public events that provide a forum for productive dialogue and honest conversation about how our identities influence our interactions on campus and beyond. Supported topics include identity, intersectionality, difference, social constructs, inclusion, solidarity, and dialogical pedagogy. Student organizations as well as university departments and individuals can propose events and apply for funding. By framing these conversations around broad themes that are open to all community members, we create a more collegial space for intentional engagement.

DIALOGUE AND DIFFERENCE IN ACTION (DDA)
Launched in the fall of 2017, Dialogue and Difference in Action is an annual pre-orientation program engaging a cohort of first-year students in critical dialogues focused on identity, power, privilege, and difference within the Princeton community and in society. As a result of their participation in DDA, students deepen their knowledge about identity, power, and privilege; learn best practices for meaningful engagement; and engage other peers in difficult conversations about identity.

DDA SNAPSHOT
After participating in DDA 2018, students reported the following outcomes.

100%
Understand social identities surrounding gender, ethnicity, race, religion, sexuality, socioeconomic status, ability, nationality, and culture

98%
Know best practices for meaningful engagement with people from different social identities

96%
Know techniques to avoid biased behaviors
THE COLOR Q’LLECTIVE DINNERS
These dinners are monthly opportunities for LGBTQIA students of color to meet, talk, and relax while sharing a meal.

MENTAL HEALTH AND WELLNESS
In partnership with Counseling and Psychological Services and the Office of the Dean of the College, the Carl A. Fields Center, the LGBT Center, and the Women*s Center have the expertise of a TigerWell Outreach Psychologist, working to provide safe(r) mental health and wellness spaces on campus. The Outreach Psychologist is dedicated to using social justice frameworks and affirming models of care to create and support reparative and community-focused programming and to serve and support student communities of multifaceted, diverse, and intersecting identities, experiences, and values.

STUDENT-LEADER TRAINING
Princeton graduate and undergraduate students engage in intensive, in-depth, and hands-on experiences where students can focus on their own learning and development to increase their multicultural competencies and effectiveness as student-leaders.

After Participating in the 2019 Student Orientation Leader Training:

- 92% of student leaders believed they were better able to explain diversity and inclusion concepts
- 91% of student leaders believed the presentation helped them develop techniques to manage personal challenges/discomfort to persevere through challenging D&I discussions

“Partnering with the Campus Life Office of Diversity and Inclusion has been a wonderful collaboration as it has supported the efforts of the Access, Diversity, and Inclusion team in the Graduate School to connect graduate students to the myriad of resources available to them within the broader Princeton University context. Together, we intentionally create opportunities for graduate students to deepen their involvement in, and sense of belonging to, the Princeton community.”
- Renita Miller, Ph.D., Associate Dean for Access, Diversity and Inclusion, The Graduate School

STUDENT-FACING STAFF
D&I ENGAGEMENT INITIATIVE
In partnership with the Office of Human Resources, Dean of the College, Graduate School, and the Office of Institutional Equity and Diversity, ODI will pilot a diversity and inclusion training initiative focused on student-facing staff and administrators across campus. This initiative will provide coordinated and targeted engagement for staff and administrators to gain experience in a variety of diversity and inclusion topics to better serve and support students.

“The Office of Diversity and Inclusion has been a critical partner in advancing institutional priorities especially related to enhancing the campus climate for students. I appreciate their strategy and thought leadership, willingness to consult/provide guidance to colleagues, and the strength of newly launched initiatives like the Dialogue and Difference in Action program, Diversity and Inclusion Framework, and LGBTQ oral histories project.”
- Shawn Maxam, Assistant Director for Diversity and Inclusion, Office of the Provost
A Timeline of Progress

1968 - present day

1968
Dr. Carl A. Fields appointed Assistant Dean of the College, becoming the 1st African American to serve as dean at an Ivy League institution

1969
Undergraduate women admitted

1971
Women*s Center founded by students

1971
Association of Black Collegians leaders propose the creation of a “Black House,” a precursor to the Third World Center.

The Third World Center was established to create a supportive environment affirming students’ racial and ethnic diversity

1979
Sally Frank ’80, files sex discrimination suit against all-male eating clubs

1975
Stanley T. Kwong became the 1st fulltime program director of the Third World Center

1979
Program in Women’s Studies founded (now Program in Gender and Sexuality Studies)

1982
SHARE (Sexual Harassment/Assault Advising, Resources and Education) program founded;
1st Annual Take Back the Night march held on campus

1987
1st graduate student hired by the Offices of the Dean of the Chapel and the Dean of Student Life to support LGBT students

1989
1st Latinx graduation celebration

1991
The Ally Project, an educational LGBT training program for staff and faculty, is founded

1994
1st full-time staff person hired for LGBT support, education, and advocacy work, with support from the Office of Religious Life

1998
Last of the all-male eating clubs admits women
"I love collaborating with the Office of Diversity and Inclusion because it provides us with an opportunity to reflect and assess our programs and facilities for our patrons. Through our partnership, we have also been able to provide better training and development sessions for our student employees which has strengthened the services we provide on campus."

- Jessica Ward, Associate Director of Athletics/Director of Campus Recreation
Acknowledgements

We must recognize the student voice, agency, and efforts in recent years for challenging us to be better, do better.

Many thanks to our countless campus and community partners for supporting, engaging, and advancing our work over the years and during this transition. Special thanks to W. Rochelle Calhoun (Vice President for Campus Life), Treby Williams (Executive Vice President), Kathleen Deignan (Dean of Undergraduate Students), Thomas Dunne (Deputy Dean of Undergraduate Students), the staff of the Office of the Dean of Undergraduate Students, and Michele Minter (Vice Provost for Diversity, Equity, and Inclusion). Finally, we thank President Christopher Eisgruber and the CPUC Special Task Force on Diversity, Equity, and Inclusion for their recommendations that set us on the path to create the Office of Diversity and Inclusion–Campus Life. We are grateful to this University community for the time you have invested and for your thoughtful contributions.

Here’s to our future work!
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