



RIDER
UNIVERSITY

**Inclusive
Excellence Plan**

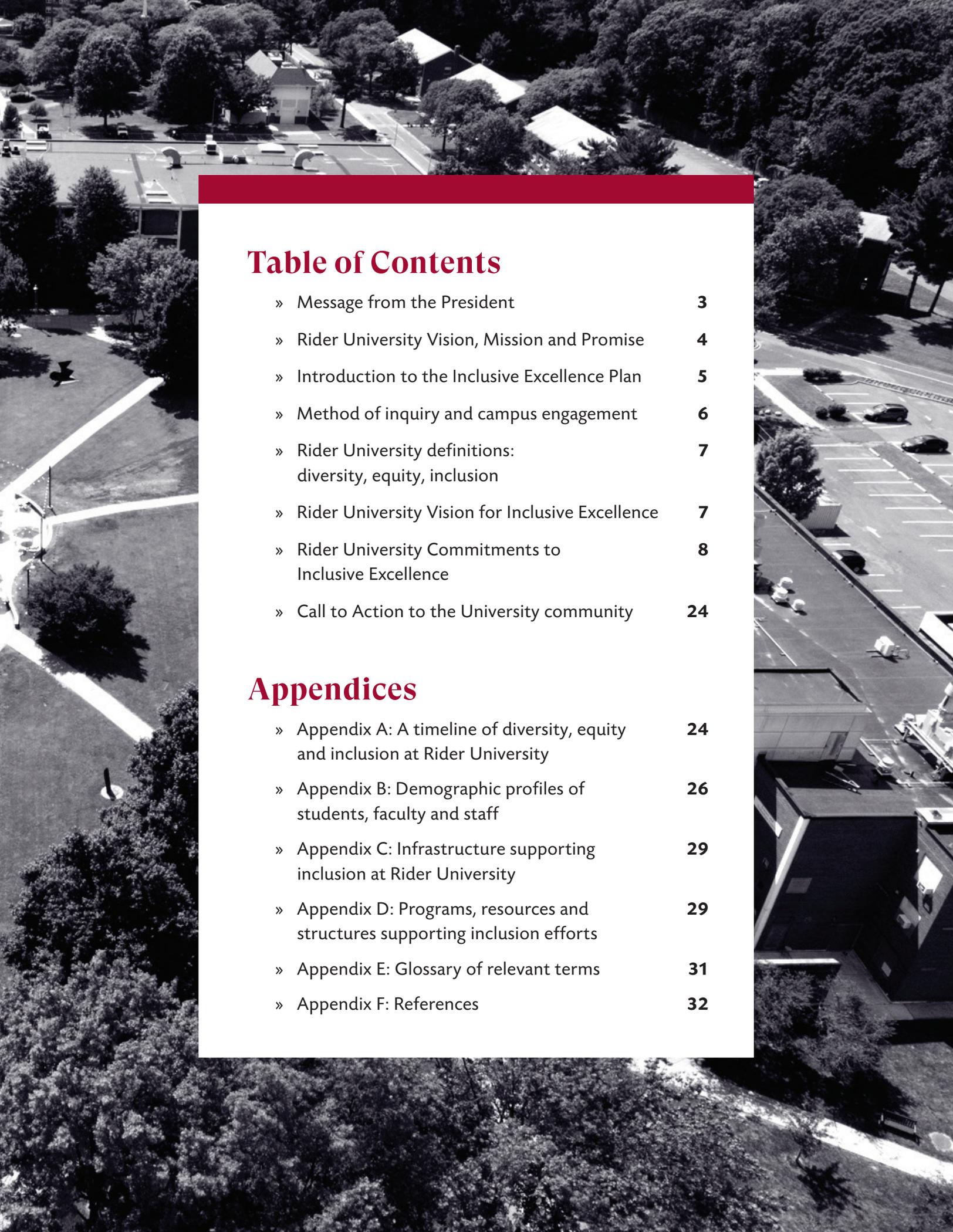


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MESSAGE FROM PRESIDENT

Gregory G. Dell’Omo, Ph.D.

Rider University Community,

Rider University prides itself as a diverse and inclusive community. This value is at the core of our institution, embedded as an educational goal for students in our mission, which states that we prepare graduates who will be “...responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which they live and work.”

Throughout the University strategic planning process, this value stood in the forefront and found prominent space in **Our Path Forward**, the University’s strategic plan. One specific action identified was to “establish a Diversity Task Force, comprised of faculty, staff and students, to provide guidance on policies, programming and community projects that support a shared commitment to diversity in all of its forms.” This past year, we actively engaged in this work through the establishment of the President’s Council on Inclusion. I am grateful for this group of committed faculty, staff and students who facilitated a comprehensive process resulting in this **Inclusive Excellence Plan**. The process included engagement with more than 100 members of the University community — faculty, staff, students and alumni.

The **Inclusive Excellence Plan** extends our core values and commitments outlined in the strategic plan into actionable steps across the University. These steps should not be seen as additive to our core work; instead, this plan serves as an active roadmap to reach our established goals to provide a quality education to all of our students.

As we know, the composition of Rider students continues to diversify, both in ways we can visibly see and in ways we cannot see. Mirroring the nation and our state, we know that this diversification of students will only expand in our future. Given historical inequities that exist in our nation and in higher education, this changing demographic requires us to advance our individual, programmatic and systemic support systems to assure the success of each student.

Complex issues of diversity, equity and inclusion require commitment to continuous learning, personal vulnerability and introspection, openness to others, and dedication to thinking about our work purposefully to seek remedies to society inequities. The work of promoting social justice is not easy, but it is imperative.

I am personally inspired by the work that has already been done by members of our community, as well as the vision set forth in this document to advance Rider’s commitment to inclusive excellence. Every student at Rider University should feel our commitment to inclusion at the core of their experience, and this will require the entire University community to embrace the goals and actions set forth in this plan. I am committed to this work alongside you, and I am excited to see Rider’s future as an increasingly inclusive campus community.

Respectfully,



Gregory G. Dell’Omo, Ph.D.
President, Rider University

Vision, Mission and Promise

Vision

Rider University will be a premier, forward-looking university known for its Engaged Learning Program that, together with dynamic academic programs, enriching co-curricular experiences and a vibrant living and learning community, challenges students, excites their imaginations and instills in them excellence in thought and action, preparing them for highly engaged and fulfilling professional and personal lives.

Mission

Rider University welcomes students from throughout the region, across the nation, and around the world who seek to be challenged and supported as active members of our inclusive and vibrant living and learning community. Committed to student growth, transformation and leadership, we connect rigorous academic, artistic and professional programs of study with a rich array of learning experiences that engage students inside and outside the classroom. We prepare graduates to thrive professionally and to be lifelong independent learners and responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which they live and work.

Promise

The Rider PROMISE is offered as a representation of the mission. It is inspired by our recent 150th anniversary which embraced the tagline, Fulfilling the Promise. This tagline was, in turn, inspired by Andrew J. Rider himself as discussed in the historical books written by Dr. Walter A. Brower '48, former dean of the School of Education. Andrew J. Rider declared in 1883 that Rider's future was full of promise. The Rider PROMISE is offered as part of the mission in response to student feedback this past spring that we try to represent the mission in a visual or graphic way.

The Rider

P

Prepared to contribute meaningfully to the changing world in which they live and work

R

Respectful of all people, rights, freedoms and individual differences

O

Open to a life of independent learning

M

Motivated to be responsible citizens who support the common good

I

Innovative, creative and resourceful

S

Skilled and thriving professionals, educators, artists and performers

E

Engaged in their communities as leaders and role models

INTRODUCTION TO THE

Inclusive Excellence Plan

The role higher education plays in advancing efforts of diversity and inclusion is ever evolving with the changing (inter)national context and diversification of college-going students. Navigating this context includes understanding and negotiating concerns including “(a) the emergence of a knowledge-based global economy; (b) changing demographics; (c) persistent educational inequalities along racial, ethnic, economic and gender lines; (d) the crystallization of the importance of diverse experiences for all students as an educational and workforce imperative; and (e) continuing legal and political challenges to diversity and affirmative action” (Williams, 2013, p10).

In the post-secondary educational environment, these conversations are often framed by ethical ideals of issues of college access and success for a diverse student body. While these foundational commitments are paramount, they are equally paired with an understanding that a focus on diversity, equity and inclusion fundamentally enhances the overall educational quality for all students.

The American Association of Colleges & Universities (AAC&U) (2019) has framed this broad understanding as “inclusive excellence,” an idea that incorporates learning, teaching, student development, institutional functioning, and engagement in local and global communities. This work in higher education includes a focus on four primary components: (a) a focus on student intellectual and social development; (b) a purposeful development and utilization of organizational resources to enhance student learning; (c) attention to the cultural differences learners bring to the educational experience; and (d) a welcoming community that engages all of its diversity in the service of student and organizational learning (Williams, Berger, and McClendon, 2005).

While some campuses or corporations articulate organizational diversity plans, this document has been intentionally titled **Rider University’s Inclusive Excellence Plan**. This subtle but important differentiation supports AAC&U’s framing of inclusive excellence, which incorporates structural and systemic commitments to issues of diversity, equity and inclusion that extend beyond the compositional diversity of our community.

Conversations about diversity, equity and inclusion are not new to Rider University. Rider has an established and long-standing commitment to issues of equity and inclusion, as highlighted in our historical overview of inclusion efforts (Appendix A). This value is so fundamental that it is articulated in our mission statement, which declares, “...We prepare graduates to thrive professionally and to be lifelong independent learners and responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which they live and work.” These values are further explicitly outlined in aspects of Our Path Forward, Rider University’s strategic plan, including the following actions:

- » Build a vibrant living and learning community that enhances the University experience for students, faculty, staff, administrators and alumni, strengthens learning and campus spirit, and further builds a sense of community, place and belonging.
 - » Develop and promote a diverse University community that is reflective and supportive of our diverse student population.
 - » Working with the LGBTQ Advisory Board and Student Government Association, ensure that the needs of students of all sexual orientations, gender identities and gender expressions are supported.
- » Build a diversified workforce where similarities and differences are celebrated and embraced.
 - » Strengthen awareness and understanding, throughout the institution, of issues of diversity associated with hiring practices and employee support programs/programming. Ensure that search committees include diverse representation.
 - » Explore the establishment of a Diversity Task Force, comprised of faculty, staff and students, to provide guidance on policies, programming and community projects that support a shared commitment to diversity in all its forms.
 - » Ensure that Rider’s website highlights the degree to which diversity is valued and supported throughout the University community.

The preeminent theme of the strategic plan, “Focusing on students first: Our unwavering focus on student growth and development” requires conscious and consistent focus on the changing face of our students. What makes this conversation about Rider’s commitment to inclusion so pronounced at this time is that we have the most diverse student body in Rider’s history, reflective across various social identities including race, ethnicity, sexual orientation, gender identity and expression, socioeconomic status, ability, etc. Aspects of diversity that have grown most significantly in the Rider University study body include race and ethnicity. An outline of these demographics for Rider students in comparison with our faculty and staff are reflected in Appendix B.

Students with one or more identity that has been underrepresented or marginalized in higher education often face significant barriers to college success that need to be addressed in order to assure our educational promise for each individual student. Rider University

is therefore compelled to further prioritize and articulate commitments to issues of equity and inclusion which seek to dismantle these barriers to ensure each student is supported towards his/her/zir personal success, considering fully their individual needs.

There are a number of programs, resources and structures that support inclusion efforts on campus (Appendix C), as well as related infrastructures that address topics of diversity, equity and inclusion (Appendix D). The work of the President's Council on Inclusion sought to present a comprehensive view of Rider's commitment to these fundamental values in way that articulates our collective commitments.

The **Inclusive Excellence Plan** presupposes the values of diversity, equity and inclusion are intentionally woven into the fabric of what we do and who we are as Rider University. The Rider University **Inclusive Excellence Plan** therefore takes elements from the University strategic plan that articulate these values and outlines a road map to implementation – defining key opportunities and priorities to exemplify inclusion in every aspect of what we do.

Method of inquiry and campus engagement

The President's Council on Inclusion was developed with a charge to establish comprehensive recommendations that would promote Rider University's value of and commitments to equity and inclusion. The 21-person Council represented diverse perspectives and identities of faculty, staff and students.

President's Council on Inclusion Members

Co-chairs

Leanna Fenneberg, Division of Student Affairs
Alison Thomas-Cottingham, Department of Psychology

Faculty

Justin Burton, Department of Fine Arts
Meng-Chen Hsieh, Department of Information Systems and Supply Chain Management
Melissa Hofmann, University Libraries
Trent Blanton, Department of Theatre and Dance
Evelyn McDowell, Department of Accounting

Staff/Academic leadership

Pam Pruitt, Center for Diversity and Inclusion
Rob Stoto, Human Resources
Heeyoung Kim, Teaching and Learning Center
Boris Vilic, College of Continuing Studies *
Chanelle Lester, Admissions
Sonya Hurt, Athletics
Johanna Blume, Academic Success Center

Students

Miranda Wilkins, Sophomore *
Fredy Ulloa, Junior
Dalín Hackley, Senior
Kaitlyn Francke-Cooley, Sophomore
Aileen Merino-Lazo, Sophomore
Tori Graves-Parker, Junior
Neria Weiss, Junior

* Denotes an original member that served a portion of the academic year.

Their work began with facilitating a shared understanding of driving institutional change for equity and inclusion by participating in shared reading of the book **Creating Multicultural Change on Campus** (Pope, Reynolds, Mueller, 2014). Members worked collectively in subcommittees to establish definitions to promote a common understanding, audit current institutional practices that promote inclusion, identify gaps and opportunities to further exercise commitments, review literature and best practices across university and college settings nationally, and recommend priorities and suggested action steps to promote inclusive excellence at Rider University in the years to come.

Through our internal audit process, many members of the campus community offered assistance and insight. Appreciation is extended to those who assisted with specific material provided in the appendices, including: Jen Cafiero-Therien, Enrollment Management; Bob Congleton, University Libraries; Brad Litchfield, Institutional Research; Eric Mayhand, Human Resources; Barbara Perlman, Student Involvement; Pam Pruitt, Center for Diversity and Inclusion, Debbie Stasolla, President's Office, and the University Marketing and Communications team for supporting the plan launch.

Engaging campus feedback

The Council sought broader feedback and engagement from members of the campus community to assure that the final recommendations were representative of the experiences and insights of our community. Intentional outreach engaged more than 100 participants in one or more of the following:

- » Two campus wide forums for faculty, staff and students
- » Student Government Association cabinet, Lawrenceville
- » Student Government Association senate, Westminster Choir College
- » Vice President for Student Affairs student advisory board
- » Meeting with select representative alumni

All feedback received was specifically considered by members of the President's Council on Inclusion, resulting in a full set of recommendations that were then reviewed and finalized by the President's Cabinet and deans.

Rider University definitions: diversity, equity, inclusion

The following definitions were developed to promote a common understanding and language around issues of diversity, equity and inclusion on campus. They were carefully considered and written to frame the vision and commitments that promote Rider’s commitment to inclusive excellence.

Diversity

The presence of individual and group characteristics that make people unique, which may include the following dimensions: age, country of origin, (dis)abilities, economic background, education level, ethnicity, gender identity and expression, immigration status, political views, race, religion, sex, sexual orientation and veteran status, among others.

For the purpose of promoting inclusion at Rider, there is a particular emphasis on individual and group identities that are underrepresented and/or marginalized in higher education.

Equity

Providing access to opportunities and support that will enable all members of our Rider community to achieve success, taking into consideration individual differences.

Inclusion

The active, intentional and ongoing engagement with diversity in all aspects of the campus experience in ways that ensure environments where differences are welcomed, varying perspectives are respectfully shared and heard, and where every individual feels a sense of respect and belonging. This includes the promotion

of awareness, knowledge, and empathetic understanding of the complex ways individuals interact within systems and institutions.

The following image (ACA Food Shelf, 2017) provides a visual representation of the concepts of equity and inclusion as outlined below.

Additional definitions of related terms are available (Appendix E).

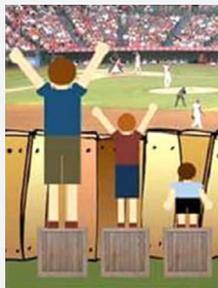
Rider University Vision for Inclusive Excellence

Rider University is committed to fostering an inclusive, vibrant living and learning community that embraces students, faculty and staff of all backgrounds and enables them to achieve success. As an institution striving for inclusive excellence, we intentionally infuse efforts to promote equity and inclusion in all aspects of our campus, including:

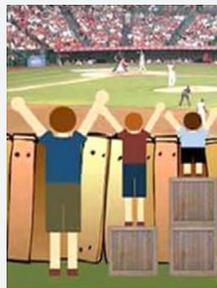
- » Developing equitable policies and practices
- » Recruiting and retaining diverse students, faculty and staff
- » Promoting a safe and welcoming physical environment and campus climate that garner a sense of belonging
- » Facilitating cultural competency and understanding throughout the University community
- » Engaging proactively with the surrounding community

Through reflection and open, respectful dialogue, we develop responsible citizens who demonstrate academic understanding and compassion to grow and serve as leaders in a diverse and global world.

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

to Inclusive Excellence

In alignment with **Our Path Forward**, Rider University's strategic plan, and similar in approach, Rider's **Inclusive Excellence Plan** operationalizes our values by identifying a series of actionable elements that advance our campus commitment to inclusive excellence. This plan centralizes our shared purpose and values of diversity, equity and inclusion, establish priorities, focuses our energy and resources and helps us continuously evaluate our progress. Appendix F demonstrates the alignment of Rider's Inclusive Excellence Plan goals with those outlined in Rider's strategic plan, **Our Path Forward**.

There are three levels outlined: Goals, Objectives and Actions. The goals are overarching aspirations for the University related to diversity, equity and inclusion to which we are consistently committed to strategically aligning our work. Objectives outline more specifically defined actions supporting goals. These objectives may change over time to address current needs. The proposed action steps serve as examples of practical steps that may best support progress on these objectives. These actions will develop over time as the Plan is integrated into the work of units across campus.

Overview of Rider University Institutional Inclusion Goals

GOAL 1 - Improve recruitment, retention and graduation rates of **students whose identities are underrepresented, marginalized and/or underresourced** in higher education.

GOAL 2 - Improve **diversity of employees** to better reflect the diverse identities represented in our student population.

GOAL 3 - Advance **cultural competency** as a core component of Rider student learning for **all students**, assuring students can identify and explain the potential benefits and/or conflicts that arise from a world that is a complex, interdependent global system of social, cultural and economic communities.

GOAL 4 - Develop and maintain a **positive campus climate** which embraces the diversity of identities for all members of our community, while also promoting inclusion specifically for those who are underrepresented, marginalized and/or underresourced in higher education.

GOAL 5 - Signify institutional commitment to inclusion by **enhancing structural support** throughout policies, facilities and resource allocation.

GOAL 6 - Extend Rider as a leader for issues of inclusion with the **surrounding community**.

Goal 1

Improve recruitment, retention and graduation rates of students whose identities are underrepresented, marginalized and/or underresourced in higher education.

Objective 1

Identify, assess and enhance programs that support **social integration and sense of belonging** for underrepresented and/or marginalized students.
(Leads: Student Affairs, Academic Affairs)

Actions

1. Establish a physical space for the Center for Diversity and Inclusion in a central and visible campus location, symbolizing the University commitment to inclusion, providing space and support for underrepresented, marginalized and/or underresourced students, and engaging the entire campus community on important issues of diversity, equity and inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6A)

» 2019-20 UPDATE

Developed full conceptual and architectural plan for the Center for Diversity and Inclusion to be located in the Bart Luedeke Center for centrality and high visibility, incorporating feedback from over 100 students, faculty, staff and alumni. Prioritized strategic campus funding for the project. Construction began for fall 2020 opening. (Student Affairs, Facilities & University Operations)

Developed and launched fundraising campaign to support

the Center for Diversity & Inclusion, creating a brochure and identifying potential donors. (University Advancement & Student Affairs)

» **2020-21 UPDATE**

The new Center for Diversity and Inclusion is scheduled to open September 2020. This center is 2,100 square feet and features gathering spaces, staff offices, meeting rooms and seminar areas to support and educate the student population. We will engage stakeholders and prospective donors in celebrating the new Center for Diversity and Inclusion virtually and in-person. (Student Affairs, University Advancement, Facilities & University Operations)

Develop communication to the campus community that articulates the purpose of the Center for Diversity and Inclusion and the spiritual spaces in Gill Chapel and related protocols that prioritizes the space for multicultural student organizations and inclusion-related education and spiritual reflection. (Student Affairs)

Facilitate a robust programming series engaging and educating on issues of diversity, equity, and inclusion—utilizing the physical Center for Diversity and Inclusion space as COVID-19 related guidelines permit—along with virtual spaces. (Student Affairs)

2. Implement peer-to-peer mentoring programs specifically designed to support underrepresented and/or marginalized students (e.g., LGBTQ+ and students of color).

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6B)

» **2019-20 UPDATE**

Supported the pilot year of the SPECTRUMentoring program and incorporated plans to sustain training and support through the Center for Diversity and Inclusion. Designed the P2P MENTORING program for students of color. Recruited and trained mentors for each peer-to-peer mentoring program and began recruiting incoming student participants. (Student Affairs)

Developed and implemented a peer-to-peer mentoring program for young women in the Gail Bierenbaum Women's Leadership Council, which partners Rider women in their junior, senior, and graduate years of study with members of the Leadership Council. (University Advancement)

» **2020-21 UPDATE**

Create student-athlete peer-to-peer diversity mentoring group through SAAC and athletics administration to promote conversations, education and actions for inclusion and diversity in athletics. (Athletics)

Launch peer-to-peer mentoring programs for students of color (P2P MENTORING) and LGBTQ+ students (SPECTRUMentoring), and evaluate effectiveness for ongoing program improvement. (Student Affairs)

3. Secure recognition as an LGBTQ-friendly campus through the Campus Pride Index as an indicator of our execution of efforts previously outlined in the LGBTQ+ task force recommendations.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6B)

» **2019-20 UPDATE**

Completed initial application for review by Campus Pride to evaluate Rider's LGBTQ+ friendliness, resulting in a 3.5 out of 5 star rating. Following additional campus work, resubmitted to secure a 4 star rating. Rider is one of only 381 campuses in the nation with this designation. (Student Affairs)

» **2020-21 UPDATE**

The LGBTQ+ advisory will review the detailed Campus Pride report and prompt campus units with information related to additional opportunities to advance LGBTQ+ inclusion. (Student Affairs)

4. Enhance structural support for our veterans, service members and their families in alignment with the U.S. Department of Education eight keys to veteran success.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6D)

» **2020-21 UPDATE**

Institutional Research, working with CCS, will create and employ a survey for military connected students to better understand their experiences as Rider students and ways in which those experiences can be improved. (Academic Affairs)

CCS will partner with the Center for Diversity and Inclusion and academic departments to create events celebrating Veterans of Color. (Academic Affairs, Student Affairs)

CDS will collaborate with VMAO to host Rider Veterans Career Fair in Spring 2021 to support our students, alumni, families and community members that are veterans or families of veterans, and build new employer and community partnerships (planned for spring 2020 but canceled due to COVID). (Academic Affairs)

5. Facilitate a study of the experiences of international students at Rider to inform future support efforts.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6A)

» **2020-21 UPDATE**

Institutional Research, working with the Center for International Education, will create and employ a survey to international students to better understand their experiences as Rider students and ways in which those experiences can be improved. (Academic Affairs)

6. Support the continuation and expansion of annual events that celebrate significant milestones for students with shared identities (e.g. welcome receptions and pre-commencement events for LGBTQ+ students and students of color).

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2019-20 UPDATE**

Hosted two events during welcome week: 2nd Annual LGBTQ+ Welcome reception and Colorful Connections, an inaugural welcome reception for students of color (along with faculty/staff of color) during Welcome Week. (Student Affairs)

Hosted Colorful Connections in Sports pre-game reception prior to a home men's basketball contest in conjunction with CDI for students, faculty, staff and alumni of color. Event took

place during the University's celebration of Black History Month in February. All attendees were also recognized during the men's basketball game. (Athletics, Student Affairs)

» **2020-21 UPDATE**

Host an inaugural pre-commencement event celebrating the accomplishments of students of color. Continue to support the celebration of Lavender Graduation for LGBTQ+ students. (Student Affairs)

Expand and enhance Colorful Connections in Sports events to hold additional events at athletic contests and honor milestones and achievements of students of color (in accordance with University COVID-19 guidelines). (Athletics, Student Affairs)

Develop event to celebrate milestones of LGBTQ+ students at a men's and/or women's basketball game (in accordance with University COVID-19 guidelines). (Athletics, Student Affairs)

Plan and host 4th Annual Celebration of Women in Rider Athletics event which honors academic, leadership, community service and academic achievements of varsity and club sport female student-athletes in conjunction with CDI and Club and Rec Sports. Event is part of Women's History Month in late March (in accordance with University COVID-19 guidelines). (Athletics, Student Affairs)

7. Other Actions not previously outlined.

» **2019-20 UPDATE**

Implemented efforts to make Orientation more inclusive to meet needs of diverse students, including offering a session on Inclusive Excellence, a session for first-generation students and families, and availing online resources that are captioned and can be translated into any language via YouTube. (Student Affairs)

Career Development and Success (CDS) developed and operationalized a Student Employment Orientation on CANVAS to communicate consistent/important information and align SLOs to student employment responsibilities to highlight equitability within Rider's Program, and increase retention and graduation rates. CDS also partnered with the Financial Aid Office to create and communicate new Work Study Employment opportunities in the community for underresourced students. (Academic Affairs)

Objective 2

Identify, assess and enhance programs that support **academic integration and success** for all students, with an understanding that they may have an additionally significant impact on underrepresented, marginalized and/or underresourced students. (**Leads: Academic Affairs, Enrollment Management, Student Affairs**)

Actions

1. Create a comprehensive student navigation office for students that supports their student success.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.3)

» **2019-20 UPDATE**

The Director of Student Navigation and two Navigation coaches were hired and a search for a graduate assistant is underway. The diverse staff of the center reflects its commitment to providing a SafeZone for individuals of all races, ethnicities, abilities, sizes, regions, sexual orientations and gender identities. (Academic Affairs)

» **2020-21 UPDATE**

The Student Navigation Office will open its new suite on the ground floor of the BLC in time for the fall 2020 semester. Special care has been taken to create a space that is safe for and inclusive of all students, including those who are neuro-diverse or differently-abled (lowered front desk counter, low-stimulus room, etc.). (Academic Affairs)

The Student Navigation Office will enter an active partnership with the Center for Diversity and Inclusion to promote and support engagement opportunities with our first year students, meet with student leaders on issues of support and equity, and consult on relevant issues as necessary. (Academic Affairs, Student Affairs)

2. Implement campus-wide usage of the Educational Advisory Board (EAB) Student Success predictive analytic tool to aid in identifying at-risk students and availing appropriate intervention and support.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.3B and 1.3C)

» **2019-20 UPDATE**

The Academic Success Center piloted the progress reporting function of the EAB software during the Summer 1 session and rolled out the program to the entire faculty teaching in Summer 2. (Academic Affairs)

» **2020-21 UPDATE**

Provide all faculty teaching during the fall semester the necessary training to utilize the progress report function within the EAB software with the understanding that faculty will submit a progress report for freshmen at the end of September and for all students by mid-term. (Academic Affairs)

Roll out the early alert feature in EAB to faculty and Student Affairs. (Academic Affairs)

Utilize the analytics provided within the EAB student Navigate platform to inform proactive outreach to students identified as being at-risk and assess systematic barriers to equity and access concerns for underserved students. (Academic Affairs)

The Student Navigation Office will support EAB training for coaches in EOP, SSS, and Milestone Scholars program to maximize and unify outreach to at-risk students. (Academic Affairs)

3. Develop and avail sample diversity statements that promote our values of inclusion and availability of relevant campus resources that faculty are encouraged to incorporate in their syllabi.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6A)

» **2019-20 UPDATE**

The TLC shared a sample diversity statement with new faculty to incorporate into the syllabus. CEHS includes the college's mission statement on all syllabi. That mission statement included a statement on diversity. The Academic Success Center's Writing Studio developed and displayed on its website a diversity statement. (Academic Affairs)

» **2020-21 UPDATE**

The TLC will develop an institutional wide sample statement and add it to the TLC Canvas Course template. The CLAS faculty will create a uniform diversity statement revolving around ideals of equity and inclusion, of which will be strongly recommended on all CLAS syllabi, moving forward. CEHS will strongly consider revising its mission statement to explicitly mention different aspects of diversity. Norm Brodsky College of Business will draft a DEI commitment statement that is aligned with the Inclusive Excellence Plan that can be offered as a model for faculty who choose to include it in syllabi. The Academic Success Center and the Student Navigation Office will each develop and avail diversity statements on their websites and in printed materials. (Academic Affairs)

4. Enhance academic support resources (e.g., tutoring, supplemental instruction) that promote the success of academically at-risk students.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.4B)

» **2019-20 UPDATE**

The Academic Success Center (ASC) worked with Institutional Research and Effectiveness and the Academic Deans' offices in each college in the development of appropriate schedules for academically at-risk freshmen Milestone Scholars. A total of 11 Milestone Scholars achieved Dean's List honors during the fall and/or spring semesters. First year retention improved from 64% in 2018-2019 to 74% this year. (Academic Affairs)
The ASC Writing Studio provided students participating in the EOP summer bridge program with the opportunity to work with a peer writing consultant. (Academic Affairs)

The ASC Coordinators of STEM Student Success and Mathematics Tutoring supported academically at-risk students who participated in the summer College Transition Program. Targeted outreach in the form of success coaching and supplemental instruction for Biology, Chemistry, and Mathematics courses continued throughout the academic year. (Academic Affairs)

The ASC launched the CMP embedded tutoring program, which normalizes help-seeking behavior by placing student writing tutors in the CMP 120 seminar. A program coordinator was hired, and 21 sections of CMP were supported with embedded tutoring. (Academic Affairs)

The ASC will support EOP students during their summer program and throughout the fall semester by training an EOP student and current Writing Studio consultant to provide embedded tutoring support for the CMP 100S and CMP 120 courses. (Academic Affairs)

The ASC will enroll every student in CMP 120 embedded tutoring sections in the Composition Workshop. (Academic Affairs)

The Milestone Scholars program will increase the number of individual coaching sessions built into Freshman Seminar in

order to establish rapport and trust earlier in the academic year. (Academic Affairs)

5. Enhance support for students in their preparation for career and post-baccalaureate education, with specific consideration to networking and/or mentoring needs of underrepresented, marginalized and/or underresourced students.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.5K)

» **2020-21 UPDATE**

Create Student Diversity Career Development and Success (CDS) Advisory Group to meet twice a year to advise CDS on how they can better meet the needs of underrepresented, underresourced or marginalized students through resources, career advising/coaching, programs and events. (Academic Affairs)

CDS will review current and build new employer partnerships that will allow for creating strategic pathways to help secure employment for diverse student candidates including career development opportunities. (Academic Affairs)

CDS will expand Steps to Success to include alumni partnerships and mentoring to build a student's professional network, strengthen work based learning and support career navigation. (Academic Affairs)

The Milestone Scholars Program will collaborate with CDS in the inclusion of the Steps to Success Program elements in their bridge week and freshman seminar to develop a strengths-based, college major and career exploration coaching initiative. (Academic Affairs)

The Student Navigation Office will offer an elective module on Career Development in their 4-week, online orientation course, Navigating Rider (NCT 12), offered to all new students in the fall. (Academic Affairs)

6. Establish ambitious but realistic enrollment goals for each underrepresented, marginalized and/or underresourced student demographic and develop recruitment plans that are specifically designed to recruit these students.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6A)

» **2020-21 UPDATE**

WCA will provide targeted outreach to urban districts, magnet and charter schools, and community arts programs in both general and EOP recruiting, marketing and publicity. (Academic Affairs)

CEHS will begin implementation of the 7-year recruitment plan for the initial teacher preparation programs as required by CAEP. (Academic Affairs)

7. In support of a growing Spanish-speaking student/family demographic, enhance accessibility of University materials and services in Spanish (e.g. Admissions, Financial Aid, etc.).

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.4)

» **2020-21 UPDATE**

Availed virtual orientation resources that are captioned and can be translated into any language via YouTube. Facilitated family sessions with break-out rooms for native Spanish speakers. (Student Affairs, Marketing & Communications)

CCS will continue to offer advisement in Spanish and will develop fact sheets in languages spoken by the majority of our students for whom English is not the primary language. CCS will continue to raise awareness with Pearson about the need for bilingual advisement. (Academic Affairs)

- 8. Identify faculty and staff who are multi-lingual to develop a resource list for students and families.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.4)

» **2020-21 UPDATE**

The Department of Languages, Literatures & Cultures (CLAS) faculty, in collaboration with Institutional Research and Effectiveness will create a list of the multilingual community members. LLC is the natural "home" for these resources, as these faculty are highly engaged and supportive language "allies." (Academic Affairs)

In support of the above effort, Human Resources has identified a methodology to maintain information about faculty and staff bi-lingual skills in our Human Resources Information Systems database. Additionally, the new hire onboarding process will be revised to solicit this information from new employees who are willing to share it. (Human Resources)

- 9. Annually monitor student enrollment, retention and graduation rates disaggregated according to race, ethnicity, gender, and if/as reported sexual orientation, first generation and disability status to inform future efforts.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.4)

» **2019-20 UPDATE**

Data was provided by the Office of Institutional Research and Effectiveness and Enrollment Management on a routine basis including trend analysis of persistence by race and gender. (Academic Affairs, Enrollment Management)

» **2020-21 UPDATE**

Office of Institutional Research and Effectiveness and Enrollment Management will continue to review persistence data with additional consideration of filters including first generation and disability. Data will be reviewed by the Retention & Student Success Taskforce to inform future goals. (Academic Affairs, Enrollment Management, Student Affairs)

- 10. Enhance access to academic resources (e.g. information and physical spaces) for people of all abilities.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.4B)

» **2020-21 UPDATE**

The Student Accessibility and Support Services (SASS) office will redesign the SASS website in order to provide detailed information in an effective and efficient manner to prospective students, parents, current students, and faculty and staff.

Additionally, SASS will expand summer programming for first year students and parents by offering virtual meetings throughout the semester to address anxieties and concerns. SASS will facilitate the timeliness of delivery of accommodations to students by creating electronic fillable forms to address the limitations of the current academic environment. (Academic Affairs)

- 11. Promote the use of current institutional accessibility statements in syllabi.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6A)

» **2019-20 UPDATE**

The current institutional accessibility statement was added to the TLC Canvas template, which includes the Canvas syllabus. TLC promoted the use of the Canvas template, particularly with new faculty. (Academic Affairs)

» **2020-21 UPDATE**

Increase the use of the Canvas template. (Academic Affairs)

- 12. Other Actions not previously outlined.

Objective 3

Identify, assess and enhance programs that support **financial stability** for all students, with an understanding that these may have an additionally significant impact on underresourced students. (**Leads: Enrollment Management, Student Affairs, Academic Affairs**)

Actions

- 1. Facilitate a comprehensive analysis of our pricing strategy, considering issues of affordability and how to best leverage resources, including scholarships.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Strategic Theme: The strategic cultivation, management and investment of our resources (Goal 4.1A)

- 2. Initiate additional individualized communication with new students and their families regarding the cost of college, sources of support and payment plans to advance their understanding.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.4)

» **2019-20 UPDATE**

Enhanced communication with new students and families as a part of orientation regarding financial aid processes and resources. (Student Affairs, Enrollment Management)

» **2020-21 UPDATE**

Initiated Zoom Office hours to provide personalized counseling sessions for students and families. Utilized new CRM tools to personalize financial contact and support for students and families. (Enrollment Management)

- 3. Implement a robust financial literacy program for current

students, preparing them with relevant life skills.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.4)

» **2020-21 UPDATE**

Norm Brodsky College of Business will research financial literacy programs (LinkedIn Learning?), for review from the Finance Department, and explore promotion/incentive opportunities for students. (Academic Affairs)

Continue to provide financial literacy sessions for students and families. (Enrollment Management)

4. Monitor the usage of the Rider pantry, aligning resources appropriately to sustain the pantry as a resource for students who have food or financial insecurity.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.4)

» **2019-20 UPDATE**

Rider Resource Pantry served 185 students during the academic year, including 57 during COVID-19 response. Enhanced accessibility, confidentiality, and availability of resources and education by updating procedures, enhancing volunteer training, developing a community partnership with Panera, improving protein-rich food items available, creating structures to ensure health and safety of the pantry during COVID-19, establishing more sustainable data analytics to inform future efforts, developing a recipe book for pantry resources, expanding culturally appropriate food options, enhancing protein-rich food items, and updating a point-value system to ensure students receive a balanced supply of fruits, grains, vegetables, and proteins. (Student Affairs)

Worked to create scholarships that exclusively support diverse students. Facilitated fundraising initiatives to support Rider's underresourced students, including a fundraising effort to raise funds for the Rider CARES fund and the Student Resource Pantry, as well as an outreach effort via email that embedded a video highlighting the impact and importance of scholarship support. Developed processes to review and distribute funds to students in need. (University Advancement, Enrollment Management, Student Affairs)

Submit a proposal to National Association of College Auxiliary Services (NACAS) in support of the Student Resource Pantry/ (Student Affairs, University Advancement)

Continue to enhance healthy food options in the Rider Pantry to include purchasing a refrigerator to store fresh produce, educate on portion control, and highlight nutrition information. Launch a campus wide education campaign to increase understanding of the impact of food and housing insecurity on students, breaking down stereotypes, reducing stigma, and engaging faculty, students, and staff is addressing the challenges of financial instability for college students. (Student Affairs)

5. Other Actions not previously outlined.

» **2019-20 UPDATE**

Formalized application and decision process and criteria for student emergency aid. While not being overly formal on the student facing side, the collaborative process now includes applicant eligibility requirements, collaborative application review, student accounts receivable workflow and

grant disbursement methods. (Student Affairs, Enrollment Management)

» **2020-21 UPDATE**

Goal 2

Improve diversity of employees to better reflect the diverse identities represented in our student population.

Objective 1

Improve the **diversity of faculty** across all academic departments, considering representation at the individual department level. (**Leads: Academic Affairs, Human Resources**)

Actions

1. Develop plans and secure funding for some or all of the following: distinguished visiting faculty or scholar in residence, two-year post docs, distinguished professorship, and faculty attendance at conferences to meet and recruit potential hires.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goal 3.2)

» **2020-21 UPDATE**

The Provost, working with the Deans and Institutional Advancement, will seek funding for faculty fellowship positions for faculty of color who have just completed or are in the process of completing their terminal degree. (Academic Affairs)

The Provost, working with the Deans and Department Chairpersons, will identify opportunities to work with faculty at HBCUs and MSI's for lectureships and possible faculty exchange opportunities. (Academic Affairs)

Norm Brodsky College of Business will seek funding to engage in a Target of Opportunity Hire for an individual with expertise in Equity and Inclusion in the workplace. (Academic Affairs)

WCA will hire guest artists who are people of color and will work with the Provost and Human Resources to rethink traditional hiring methods. (Academic Affairs)

2. Encourage academic departments to support and recognize the contributions of faculty who mentor underrepresented students and provide service to underserved communities.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goal 3.2)

» **2020-21 UPDATE**

CLAS is undergoing an internal review of all "Value" criteria

in each department's Promotion and Tenure guidelines. Contributions of faculty to diversity, inclusion and equity endeavors will be duly recognized in this criterion moving forward. WCA will begin a review of P&T criteria to insert language about support of underrepresented students. CEHS will engage faculty in a discussion of explicitly recognizing scholarship and service to underrepresented students and communities. (Academic Affairs)

The Honors Council will incorporate specific criteria which celebrate support of underrepresented students in the Distinguished Teaching Award criteria. (Academic Affairs)

- Evaluate the success of the emerging practice outlined in the "Guide to Rider University's Practices for Faculty Recruitment and Selection" and sustain efforts that have the greatest impact, applying to all faculty.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Being an employer of choice: The importance of our people (Goal 3.2A)

» **2020-21 UPDATE**

The Guide for Faculty Recruitment developed several years ago has been revised to strengthen the front end of the process, establishing more inclusive parameters at the outset, and implementing checkpoints along the way to assure open and inclusive searches, consistent with the labor agreement guidelines. Refine the "Guide to Faculty Hiring Practices: to include better training and conversation regarding position descriptions, interviewing and evaluation of candidates. (Academic Affairs, Human Resources).

- Offer professional development for the Faculty Mentoring Committee to provide support to our faculty of color.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Being an employer of choice: The importance of our people (Goals 3.2 and 3.3)

» **2019-20 UPDATE**

The Faculty Mentoring Committee leadership team engaged in research of best practices. (Academic Affairs)

» **2020-21 UPDATE**

The TLC will work with the Faculty Mentoring Committee leadership team to offer a program for current faculty mentors on how to support our faculty of color. (Academic Affairs)

- Other Actions not previously outlined

Objective 2

Improve the **diversity of staff** across all units, considering representation at the individual department level. (Leads: **Human Resources, Cabinet**)

Actions

- Adopt the practice outlined in the "Guide to Rider University's Practices for Faculty Recruitment and Selection" to apply to all staff searches.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Being an employer of choice: The importance of our people (Goal 3.2A)

» **2020-21 UPDATE**

A version of the Faculty Recruitment Guide has been developed for administrative position searches, and will be implemented this fall. (Human Resources)

- Encourage departments to support and recognize the contributions of staff who mentor underrepresented students and provide service to underserved communities.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Being an employer of choice: The importance of our people (Goal 3.2)

- Integrate a meaningful evaluation of staff skills and performance related to serving a diverse student body in annual performance evaluations.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Being an employer of choice: The importance of our people (Goals 3.2 and 3.3)

- Other Actions not previously outlined.

Objective 3

Demonstrate **institutional commitment to diversifying** the Rider University workplace. (Leads: **Human Resources, Cabinet**)

Actions

- Provide informational and financial resources to establish affinity groups for faculty and staff with underrepresented identities to promote community building, mentoring, etc.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Being an employer of choice: The importance of our people (Goal 3.2)

» **2020-21 UPDATE**

Develop a plan to establish Affinity Groups during the fall semester. (Human Resources)

- Annually monitor faculty and staff demographics, retention and promotion; disaggregate according to race, ethnicity and gender; and work to collect data for identities not presently collected, potentially including sexual orientation, first generation and disability status to inform future recruitment efforts.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Being an employer of choice: The importance of our people (Goal 3.2)

» **2020-21 UPDATE**

Tools have been developed to now allow for workforce demographic segmentation by college and division, providing underutilization analysis by unit. This data will be shared with division heads as part of the annual affirmative action process. (Human Resources)

- Track turnover and include questions about diversity/campus climate in exit interviews.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:
Being an employer of choice: The importance of our people (Goal 3.2)

» **2020-21 UPDATE**

The exit interview process has been amended to include specific information about the campus climate, as it relates to diversity and inclusivity matters. (Human Resources)

4. Survey faculty and staff from underrepresented groups as to why they stay at Rider and build on positive reasons.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goal 3.2)

5. Facilitate existing campus climate survey for faculty and staff. Regularly review responses, disaggregating according to race, ethnicity and gender (and if possible sexual orientation, gender identity, first generation and disability status) to understand experiences of specific populations to develop institutional action plans.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goal 3.2)

» **2020-21 UPDATE**

Synthesize themes related to the experiences and recommendations of students of color shared through a series of forums, to be utilized to inform future University actions. (Student Affairs)

Research and submit information needed to take part as a host athletics department in the newly-formed McLendon Minority Leadership Initiative (MLI). This initiative will provide minorities a jump-start to their careers through internships in collegiate athletic departments with practical experiences, opportunities to build their network, and instilling the values of John McLendon: Integrity, Education, Leadership, and Mentorship in an effort to increase minority representation in the college athletics industry. (Athletics)

6. Explore available external campus climate survey tools for faculty and staff that more directly consider the extent to which campus climate supports diversity, equity and inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goal 3.2)

» **2020-21 UPDATE**

Explore available external campus climate survey tools for students, faculty and staff that more directly consider the extent to which campus climate supports diversity, equity and inclusion. (Student Affairs, Academic Affairs, Human Resources)

7. Expand the internal study of compensation for faculty and staff to evaluate and address issues of equity based on various identities.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goal 3.2)

» **2019-20 UPDATE**

Compensation analysis by gender was conducted. (Human Resources)

» **2020-21 UPDATE**

Compensation analysis will be expanded to include other segments of the employee population. (Human Resources)

Deploy specific efforts to intentionally diversify the President's Cabinet.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goal 3.2)

» **2020-21 UPDATE**

Develop an exploratory committee to define the scope of a proposed Chief Diversity Officer position as a member of the President's Cabinet. (President's Office)

8. Other Actions not previously outlined.

Goal 3

Advance cultural competency as a core component of Rider student learning for all students, assuring students can identify and explain the potential benefits and/or conflicts that arise from a world that is a complex, interdependent global system of social, cultural and economic communities.

Objective 1

Enhance the infusion of Rider's **student learning** outcome theme "global and multicultural perspectives" throughout the **curriculum. (Leads: Academic Affairs)**

Actions

1. Expand the work of the Teaching and Learning Center to enhance faculty support focused on diversity and inclusion to help faculty consider appropriate learning outcomes, authors and ideas that represent diverse identities and perspectives to integrate content including histories, cultures and experiences of historically underserved, underrepresented and international groups in the academic offerings.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.5 and 1.6A)

» **2019-20 UPDATE**

The TLC offered a workshop on Understanding and Mitigating Stereotype Threat and a presentation on the Inclusive Excellence Plan: Personalizing the Plan to Activate Change during the TLC Forum. The TLC also offered a Teaching Talk on Teaching and Mentoring International and Multilingual Students. (Academic Affairs)

The TLC August forum featured a keynote and workshop offered by Dr. Marcia Chatelain (Georgetown University) on Seven Habits of Highly Well Intentioned Faculty Members Trying to Make a Difference in the Classroom, and Closing the

Distance - Becoming the Educator You Want to Become and Students Need You to Be. (Academic Affairs)

» **2020-21 UPDATE**

The TLC will develop and offer a program on Becoming an Anti-Racist Educator. (Academic Affairs)

2. Convene a group of faculty who will discuss the best approach to expose all students to topics of diversity, equity and inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.5 and 1.6A)

» **2019-20 UPDATE**

The TLC led a faculty Read and Connect exploring Claude Steele's Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. A group of Faculty discussed the effects of stereotypes and how those stereotypes can influence/affect students and our interactions in the classroom. (Academic Affairs)

» **2020-21 UPDATE**

The TLC will continue offering the Faculty Read and Connect program, exploring books that focus on issues of racism, implicit bias, diversity and inclusion such as Blind Spot: Hidden Biases of Good People. (Academic Affairs)

A CLAS faculty group has convened to discuss best approaches for these goals. A faculty-led faculty development group will commence in Fall 2020 to allow faculty to learn how to approach these ideals in their courses. (Academic Affairs)

Norm Brodsky College of Business will identify and promote examples of inclusive practices and thought leadership in various sectors, industries, and organizations and will explore opportunities for highlighting issues of diversity, equity and inclusion in curriculum, programming (events), messaging (including social media), and strategic planning. (Academic Affairs)

In fall 2020, the CEHS dean will convene a group of diverse CEHS faculty, staff, students and K-12 partners to discuss ways the CEHS can help improve diversity competencies of our students, develop programming to support our students and the Rider community, and advise the dean on best practices for enrollment of a diverse student population. (Academic Affairs)

3. Consider the application of the Association of American Colleges and Universities (AAC&U) VALUE rubrics on Intercultural Competence as a way to articulate specific levels of learning outcomes to advance our learning goals associated with multicultural and global perspectives.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Always improving: Our commitment to planning, implementation and continuous improvement (Goal 5.1)

4. Other Actions not previously outlined.

» **2020-21 UPDATE**

The deans will work with faculty and students to facilitate discussions regarding the environment inside and outside the classrooms and action steps needed to improve those environments. (Academic Affairs)

Faculty will identify courses through the programs in their

departments where topics of diversity, equity and inclusion can be integrated. (Academic Affairs)

Objective 2

Enhance the infusion of Rider's **student learning** outcome theme "global and multicultural perspectives" throughout the **co-curriculum**. (**Leads: Student Affairs, Academic Affairs**)

Actions

1. Provide multicultural student clubs and organizations with appropriate resources and staffing support, along with opportunities to collaborate across clubs and with other campus departments.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2020-21 UPDATE**

Develop strategies to engage and support multicultural student organizations in the pursuit of their individual and collective goals and collaborative opportunities. Communicate structural support provided by the Center for Diversity and Inclusion. (Student Affairs)

WCA will work more directly with the WCC Black Hispanic Alliance (BHA) to support BIPOC students. (Academic Affairs)

2. Recruit diverse students to leadership positions. Develop and deliver specific diversity competency training as a component of a comprehensive leadership model approach to key student leadership positions (e.g., Community Assistants, Orientation Leaders, Student Government leaders, Greek leaders, tour guides, etc.).

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2019-20 UPDATE**

The Milestone Scholar Peer Mentors are representative of our student body in terms of their academic majors, career interests, backgrounds and racial and social identities. (Academic Affairs)

» **2020-21 UPDATE**

Develop a resource tool kit focused on recruiting diverse student leaders for staff and student leaders facilitating selection processes. (Student Affairs)

Create a new position on the Student-Athlete Advisory Committee (SAAC) Executive Board with diversity and inclusion responsibilities and oversight. (Athletics)

The ASC will strive to reflect the diversity of our student body when recruiting and hiring students as peer mentors, tutors, supplemental instruction leaders, writing consultants and graduate assistants by promoting open positions with and seeking recommendations from the offices that support students from underrepresented groups and those with financial need. (Academic Affairs)

All peer tutors and supplemental instruction leaders will complete diversity training that focuses on the importance of recognizing and Overcoming implicit biases with the cultivation of empathy and compassion. (Academic Affairs)
The Milestone Scholars' peer mentors will undergo two training sessions on identifying and addressing microaggressions. (Academic Affairs)

The Student Navigation Office will recruit diverse candidates for both its Graduate Assistantship and Peer Mentor positions, taking into consideration the needs of our diverse student population. (Academic Affairs)

Develop and deliver specific introduction to Rider's values and commitment to diversity, equity and inclusion for new students (e.g., summer orientation, Welcome Week, residential experience). Integrate explicit educational opportunities on diversity, equity, and inclusion for new students (e.g., summer orientation, Welcome Week, residential experience). Efforts will include a required virtual training module and intentional residential programming. (Student Affairs)

New Student Convocation will include a commitment from the entering class to uphold Rider University's vision for Inclusive Excellence as stated in the Inclusive Excellence Plan. (Academic Affairs)

3. Develop and resource expanded opportunities for students to engage in learning across differences outside of the classroom (e.g., speakers, panels, peer-led dialogues, etc.).

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2019-20 UPDATE**

The Center for Diversity and Inclusion assumed leadership for Safe Zone ally training, revamping content, training facilitators, developing promotional materials, and enhancing workshop availability for students, faculty, and staff. Initial efforts trained 18 Allies. (Student Affairs)

Developed and facilitated diversity competency training embedded in student leader training (Audiences included: Community Assistants, Orientation Leaders, Student Government, and Greek Leaders. Topics included: Implicit Bias, The Identity Wheel, The River of Life, and Racial Bias). (Student Affairs)

Expanded the series of co-curricular programming associated with the shared read and themes of social justice, engaging over 200 student participants. (Academic Affairs, Student Affairs)

Elevated student-centered conversations on social justice issues utilizing modern events and media. Efforts included Center for Diversity and Inclusion's Conversation Cafe: Contemporary Issues in Race, Class, and Gender series, Tension in America, and weekly Open Door Conversations, in a total of 28 programs with over 600 Attendees. (Student Affairs)

Centrally marketed a series of events in conjunction with launch of the Inclusive Excellence Plan, totaling 33 programs with over 1,400 participants. (Student Affairs)

» **2020-21 UPDATE**

Design and facilitate a shared read experience that focuses on issues of equity and justice, incorporating relevant co-curricular learning components. (Academic Affairs, Student Affairs)

Facilitate an annual Leadership Day for student organization and executive board members focused on relevant topics of diversity, equity, and inclusion and considering ways to engage with and advance the Inclusive Excellence Plan. (Student Affairs)

4. Other Actions not previously outlined.

» **2019-20 UPDATE**

Created a strategic planning committee within the Gail Bierenbaum Women's Leadership Council to develop and implement programming that aligns with Rider's Inclusive Excellence Plan, which will include planning a workshop on diversity, social justice, and inclusion, as well as encouraging all members to attend teach-in events hosted by the Center for Diversity and Inclusion. (University Advancement)

Goal 4

Develop and maintain a positive campus climate which embraces the diversity of identities for all members of our community, while also promoting inclusion specifically for underrepresented, marginalized and/or underresourced in higher education.

Objective 1

Improve the **cultural competency of faculty and staff**, thereby enhancing their ability to support an inclusive campus community. **(Leads: Human Resources, Academic Affairs, Cabinet)**

Actions

1. Implement intentional diversity and inclusion training that is offered in all orientations for new faculty and staff.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.4B)

Being an employer of choice: The importance of our people (Goals 3.2 and 3.3)

» **2020-21 UPDATE**

The University implemented a new employee learning management tool that includes expanded program offerings related to equity and Inclusion in the workplace. As a starting point, this tool is available to new faculty and staff. Additionally, it is being utilized in specific areas as the situation warrants. (Human Resources)

2. Embed intentional diversity and inclusion curriculum/ educational opportunities in annual offerings by the Teaching and Learning Center.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on

student growth and development (Goals 1.6A and 1.4B)

Being an employer of choice: The importance of our people (Goals 3.2 and 3.3)

3. Facilitate an intensive train-the-trainer program for staff representatives from offices across campus, allowing them to expand leadership for diversity, equity and inclusion issues in their units. Focused content would include systems of oppression and promoting organizational change, cross-cultural communication; managing diverse departments; and understanding perspectives and experiences that may be affected by race/ethnicity, gender, sex, sexual orientation, disability and other social identities.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.4B)

Being an employer of choice: The importance of our people (Goals 3.2 and 3.3)

» **2020-21 UPDATE**

This initiative at a campus-wide level was tabled until the Chief Diversity Officer Exploratory Task Force has completed its work. Individual departments and divisions are implementing competency training regularly. (Cabinet)

4. Facilitate diversity and inclusion training specifically designed for members of the President's Cabinet.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.4B)

Being an employer of choice: The importance of our people (Goals 3.2 and 3.3)

5. Initiate education for faculty/staff to better understand the identities and experiences of our students, raising awareness on campus about our student profile and lived experiences.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.4B)

Being an employer of choice: The importance of our people (Goals 3.2 and 3.3)

» **2019-20 UPDATE**

Facilitated session in new faculty orientation outlining the profile and lived experiences of Rider students. (Academic Affairs, Student Affairs)

» **2020-21 UPDATE**

WCA will secure a mediator to facilitate a discussion between students and faculty in SFPA as well as provide the appropriate training on micro-aggressions and related issues. (Academic Affairs)

6. Explore available external campus climate survey tools for faculty and staff that more directly consider the extent to which campus climate supports diversity, equity and inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.4B)

Being an employer of choice: The importance of our people (Goals 3.2 and 3.3)

7. Other Actions not previously outlined.

» **2019-20 UPDATE**

The Center for Diversity and Inclusion assumed leadership for Safe Zone ally training, revamping content, training facilitators, developing promotional materials, and enhancing workshop availability for students, faculty, and staff. Initial efforts trained 18 Allies. (Student Affairs)

» **2020-21 UPDATE**

Work with Center for Diversity and Inclusion to provide workshops and educational training for all Department of Athletics staff and student-athletes focused on promoting conversations and collaboration to promote diversity and inclusion at least once per semester. Workshops and training to be provided virtually if necessary to adhere to guidelines for in-person meetings per COVID-19 guidelines. (Athletics)

The Provost will offer a Read and Connect for Academic Affairs staff focused on the book, *What If I Say the Wrong Thing: 25 Habits of Culturally Effective People*. (Academic Affairs)

Objective 2

Recognize and reward faculty and staff that actively contribute to the Rider vision of inclusive excellence. (Leads: Academic Affairs, Cabinet)

Actions

1. Establish an annual "President's Diversity Award" to recognize faculty/staff that contribute to Rider's efforts towards inclusive excellence to be publically awarded at the annual faculty/staff awards ceremony.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goals 3.2, 3.3 and 3.5)

2. Develop a program designed specifically to support faculty/staff who are committed to issues of inclusion. Similar to the Mazzotti Women's Leadership Program, the program would provide University-level professional development opportunities and a selective process for potential scholarships to promote faculty/staff attending regional or national conferences focused specifically on diversity and inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goals 3.2, 3.3 and 3.5)

Share and highlight scholarly work that is equity and justice focused.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Being an employer of choice: The importance of our people (Goals 3.2, 3.3 and 3.5)

» **2020-21 UPDATE**

Norm Brodsky College of Business will explore recognition and incentives for faculty who include DEI in scholarship, coursework, and engaged learning, and participate in personal training experiences. WCA will encourage, compile, and celebrate scholarship that focuses on issues of diversity and inclusion. CEHS will dedicate an entire quarterly newsletter to the recognition of such faculty and staff. (Academic Affairs)

In conjunction with the Provost's goal to highlight the academic culture on campus, the Annual Scholarship/Creativity Faculty Report will highlight scholarship focused on issues of diversity and inclusion. (Academic Affairs)

3. Other Actions not previously outlined.

Objective 3

Facilitate a **positive campus climate for students** that reflects our value of inclusivity. (Leads: *Academic Affairs, Student Affairs*)

Actions

1. Support student leaders in determining appropriate ways to engage with and advance the **Inclusive Excellence Plan**, individually and as student organizations.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2019-20 UPDATE**

Expanded STEPS to Success Program to include a partnership with the Center of Diversity and Inclusion/MSLI to allow STEPS students to attend the MSLI conference retreat each Fall (paid for by CDS). (Academic Affairs, Student Affairs)

2. Review and consider national climate survey tools that could provide a pulse on student experiences on campus, with consideration of social identities.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2020-21 UPDATE**

Explore available external campus climate survey tools for students, faculty and staff that more directly consider the extent to which campus climate supports diversity, equity and inclusion. (Student Affairs, Academic Affairs, Human Resources)

3. Develop a cohesive approach to balancing support for free speech as an academic and intellectual value with facilitating programs which appropriately respect the identities and experiences of our students.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2019-20 UPDATE**

Advanced campus conversation and understanding of the principle of free speech on campus as it relates to values of social justice. Efforts included full-day training for Student Affairs and invited colleagues with PEN America, follow-up campus-wide two-day workshop series with PEN America and invited legal expert Fred Lawrence. Research has continued about campus strategies on free speech statements. (Student Affairs, Academic Affairs)

» **2020-21 UPDATE**

Develop and release a free speech philosophy statement and related campus policies, protocols and educational resources associated with speech. (Student Affairs, Academic Affairs, Legal Affairs)

4. Consider a campus-wide bias incident response protocol.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2019-20 UPDATE**

A campus Rider Bias Incident Response Protocol committee has edited a process document and reviewed national guidance towards establishing a final document. (Student Affairs, Academic Affairs, Legal Affairs)

» **2020-21 UPDATE**

A campus Bias Incident Response protocol will be externally reviewed and released to the campus community. (Student Affairs, Academic Affairs, Legal Affairs)

5. Other Actions not previously outlined.

» **2019-20 UPDATE**

Ensured students representing Rider's diverse community are included in alumni events and fundraising events, videos, and publications. (University Advancement)

Goal 5

Signify institutional commitment to inclusion by enhancing structural support throughout policies, facilities and resource allocation.

Objective 1

Assure **facilities** reflect institutional values of **inclusion**. (Leads: *Facilities & University Operations, Cabinet*)

Actions

1. Strategically consider the location and condition of physical spaces that serve underrepresented and/or marginalized students. Examples: 1) Establish a dedicated space for Center for Diversity and Inclusion in the Bart Luedeke Center; 2) Enhance the Vona Academic Annex and rename it the Vona Center, thereby removing the word "annex," which could unintentionally denote the building as peripheral to the core of campus; and 3) enhance welcoming space for spiritual and religious inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Strategic Theme: The strategic cultivation, management and investment of our resources (Goal 5.3)

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.4B)

» **2019-20 UPDATE**

Developed full conceptual and architectural plan for the Center for Diversity and Inclusion to be located in the Bart Luedeke Center, incorporating feedback from over 100 students, faculty,

staff and alumni. Prioritized strategic campus funding for the project. Construction began for fall 2020 opening. (Student Affairs, Facilities & University Operations)

Designed improvements to spaces that promote spiritual and religious inclusion on campus, integrating feedback from student leaders of faith-based student organizations and local affiliate ministers. Construction on Gill chapel balanced the academic needs with maintaining the space as a house of worship. Designs supporting spiritual needs include multi faith prayer space including a wudu station for those of Muslim faith, multifaith meeting space and an affiliate minister office. (Facilities & University Operations, Student Affairs)

The Vona Academic Annex was renamed the Vona Center to more accurately represent the essential function it serves to the Rider University campus community. An analysis of facility improvements was made for the facility and initial updates began. (Facilities & University Operations, Student Affairs)

In opportunities of facility renovations, consider with a proactive lens how we can promote accessibility for all abilities and identities in that space, beyond what our compliance requires.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Strategic Theme: The strategic cultivation, management and investment of our resources (Goal 5.3)

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.4B)

» **2019-20 UPDATE**

Outlined a practice of evaluating feasibility of installing at least one gender inclusive restroom in each new or renovated construction project. (Facilities & University Operations)

» **2020-21 UPDATE**

The campus facilities master plan is slated to be updated in the spring of 2021. This future planning process will engage the campus community in meaningful discussion about dedicated space to enhance existing programs while identifying future needs. (Facilities & University Operations)

2. Other Actions not previously outlined.

Objective 2

Support a **sustainable structure that integrates inclusion** at the core of what we do. (*Leads: Cabinet*)

Actions

1. Integrate inclusion efforts with the Board of Trustees including sustained efforts to diversify membership and facilitate diversity and inclusion training with members.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6A)

» **2019-20 UPDATE**

Facilitated dedicated session on Inclusive Excellence for the full Board of Trustees. (President's Office, Board of Trustees)

» **2020-21 UPDATE**

Review and recommend diverse candidates for consideration for

Rider's Board of Trustees. (University Advancement, President's Office, Board of Trustees)

Facilitate review of progress on the Inclusive Excellence Plan as we institutionally prioritize next steps. (President's Office, Board of Trustees)

2. Intentionally deploy efforts to engage alumni who represent diverse identities and perspectives.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.2)

» **2019-20 UPDATE**

Engaged diverse alumni on campus and in ongoing conversations supporting the Inclusive Excellence Plan. Efforts included alumni membership on President's Council on Inclusion, Homecoming sessions to discuss the physical Center for Diversity and inclusion and an Evening of Jazz with the Dell'Omos and a Colorful Connections in Sports men's basketball game reception, both designed to encourage connection between alumni and students of Color. (University Advancement, Student Affairs, President's Office)

Continued to recruit alumni to represent our diverse population for the Alumni Board of Directors. (University Advancement)

Held conversations with alumni to begin the process of establishing a Diverse Alumni Network, which would work closely with staff within the Center for Diversity and Inclusion on efforts for alumni, students, and faculty and staff. (University Advancement)

Held a virtual LGBTQ+ alumni happy hour and discussed the formation of an LGBTQ+ alumni network. (University Advancement)

Began planning process for an international alumni network. (University Advancement. Academic Affairs)

Began to identify alumni to be honored by the State of NJ in a Veteran Awards program. (University Advancement, Academic Affairs)

Launched RiderConnect, a new Rider community engagement platform that includes: 1) A focus on mentoring for first generation, underrepresented, marginalized and under-resourced students. 2) A Premium Group for any department or student org/group with a focus on underrepresented, marginalized, and or under-resourced students including EOP, Center for Diversity and Inclusion, SASS, VMAO, and others. (Academic Affairs, Advancement)

» **2020-21 UPDATE**

Continue to seek input from alumni on ways to meaningfully engage our diverse alumni base, and continue to recruit volunteers for the various groups, networks, and committees being formed. (University Advancement)

Advance efforts to engage EOP alumni, celebrating alumni through an EOP Hall of Fame recognition, connecting EOP alumni and students, and increasing fundraising efforts. (Student Affairs, University Advancement)

Advance efforts to engage Bonner alumni, connecting Bonner alumni and students and increasing fundraising efforts. (Student Affairs, University Advancement)

Celebrate the 30th Anniversary of Lambda Theta Phi, Iota Chapter through a Gala in Spring 2021 (as aligned with COVID guidance). (Student Affairs)

Host Alumni Chat Sessions with McNair Doctoral Scholars of Color. (Student Affairs)

Financially invest in programs and offices which have a direct leadership role in advancing diversity, equity and inclusion efforts.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

» **2019-20 UPDATE**

Created and followed a “mandate” in CDS that 50% of our hired Student Employees would be underrepresented students. (Academic Affairs)

CDS partnered with the Norm Brodsky College of Business Dean’s office to support and promote two events for students: Supporting Hispanic Student Success: Diversity in Analytics Panel and Prospanica Networking Event. (Academic Affairs)
Prioritized investments related to advancing inclusive excellence, including funding for the physical space for the Center for Diversity and Inclusion, promotion of Executive Director of Center for Diversity and Inclusion, P2P MENTORING program for students of color and SPECTRUMentoring for LGBTQ+ students, and activities including external speaker associated with the campus-wide launch of the Inclusive Excellence Plan. (Cabinet)

» **2020-21 UPDATE**

Continue to prioritize investments to include: consideration of the role of a Chief Diversity Officer, efforts to diversify faculty, multicultural competency training, and campus climate surveys. (Cabinet)

Develop an infrastructure that enhances opportunities for spiritual development and interfaith support and dialogue for students.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6)

» **2019-20 UPDATE**

Increased efforts to support interfaith dialogue and spiritual enhancement, including engagement with the Interfaith Youth Core, establishing an Interfaith Spirituality Committee that benchmarked Rider’s efforts to support spirituality with peer institutions, and connecting with faith-based student organizations and affiliate ministers to design enhancements for spiritual space. (Student Affairs)

3. Following the recommendations of the JED Foundation partnership, continue to evaluate and invest in resources that support the mental well-being of students with specific acknowledgement of the needs of students with marginalized identities.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.4 and 1.6A)

» **2019-20 UPDATE**

Chaired the JED campus team as a part of our 4-year partnership to support a holistic campus review of mental

health of students. Hosted an external content expert and advisor, facilitated student focus groups, reviewed campus baseline assessment and student data from Healthy Minds Study, began developing strategic plan, and initiated marketing efforts. (Student Affairs)

» **2020-21 UPDATE**

As next steps of our JED strategic partnership, review the results of our Healthy Minds Study and draft of the strategic campus health plan to prioritize actions that best meet the needs of the Rider community, in concert with our healthcare partner. (Student Affairs)

4. As policies are written or revised, intentionally consider language with a lens towards inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development (Goal 1.6A)

5. Continue the President’s Council on Inclusion as an advisory and oversight committee to continuously monitor and assess institutional progress on the actions outlined in Rider’s **Inclusive Excellence Plan**.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development

Always improving: Our commitment to planning, implementation and continuous improvement

» **2019-20 UPDATE**

The President’s Council on Inclusion expanded to include alumni to the group of faculty, staff and student members. Primary charge was the launch and engagement of the campus community on the Inclusive Excellence Plan. (President’s Office, Student Affairs)

» **2020-21 UPDATE**

The President’s Council on Inclusion will continue with a primary charge to review the one-year Inclusive Excellence Plan progress on goals and actions to drive recommendations for ongoing priorities. (President’s Office, Student Affairs)

Ask each division to submit annual updates on their respective efforts in support of the **Inclusive Excellence Plan**, which will be made public via the Rider website to recognize our ongoing efforts.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development

Always improving: Our commitment to planning, implementation and continuous improvement

» **2019-20 UPDATE**

Annual progress updates were collated across all campus units to evaluate priority actions for the year ahead. (President’s Office, Student Affairs)

» **2020-21 UPDATE**

Progress updates will be transparent, available on the Rider website and in other community programming and communication. (President’s Office, Student Affairs)

6. Create and maintain research guides on the libraries’ webpage that are focused on various topics supporting diversity, equity and inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development

Always improving: Our commitment to planning, implementation and continuous improvement

» **2019-20 UPDATE**

The library currently maintains 9 research guides that provide resources concerning diversity, equity and inclusion. These resources can be both subject-based (gender and sexuality studies, for example) and class-specific (MCS 110, for example). This past year we created two new guides in response to the events that transpired: 1) "Race, Racism, and AntiRacism" offered resources that addresses these issues from a political, social, economic, and psychological standpoint; and 2) "Diversity in Music" examines these same issues through the lens of music. (Academic Affairs)

» **2020-21 UPDATE**

These diversity, equity and inclusion-focused research guides will continue to be updated as new resources become available. (Academic Affairs)

- 7. Avail unit-level Affirmative Action plan data to each division head to inform efforts.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Focusing on students first: Our unwavering focus on student growth and development

Always improving: Our commitment to planning, implementation and continuous improvement

- 8. Other Actions not previously outlined.

- 2. Establish a guide for engaging with the external community to promote equity and inclusion, including tips and resources for establishing external partnerships.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development

- 3. Engage in the statewide efforts to make higher education more affordable and accessible for all residents by engaging in committees that advance the plan "Where Opportunity Meets Innovation: A student-centered vision for New Jersey Higher Education".

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development

» **2019-20 UPDATE**

Two Rider staff/administrators served on the statewide committee focused on Safe & Inclusive Communities, promoting equity and inclusion for students across the state. (Student Affairs)

- 4. Other Actions not previously outlined.

» **2020-21 UPDATE**

Continue discussions with the United States Tennis Association to explore a partnership that would help ensure financial support for under-resourced youth who wish to attend Rider. (University Advancement)

Engage in a partnership with Trenton Art Works to collaboratively develop art which represents various social identities and experiences of students to display on graffiti walls in the Center for Diversity and Inclusion. Host events (in person and/or virtual) that engage community members across Rider and Art works organizations in partnership around diversity, equity, and inclusion. (Student Affairs)

Goal 6

Extend Rider as a leader for issues of inclusion with the surrounding community.

Objective 1

Promote **exposure and access to higher education** for local youth representing underrepresented identities. (Leads: Cabinet)

Objective 2

Extend Rider's commitment to equity and inclusion to **mutually benefit our community** in ways that advance this commitment. (Leads: Finance Division, Cabinet)

Actions

- 1. Provide a clearinghouse of information on Rider's external community partners as a resource for other campus units looking to establish relationships.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development

Actions

- 1. Establish a list of competitive vendors that are minority- and female-owned local businesses, including alumni. Develop a showcase to introduce these businesses/owners to promote consideration of our business with them.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development

- 2. Co-sponsor and cross-promote inclusion-focused

programming with local community partners and agencies.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development

» **2020-21 UPDATE**

Norm Brodsky College of Business will convene a panel of external professionals with responsibility for diversity and inclusion at their organizations. This panel will serve as an advisory group for college DEI efforts. Additionally, Norm Brodsky College of Business will recruit an Executive in Residence person of color for the Spring 2021 cohort. This individual will assist in implementing the advisory council and identifying appropriate events for the college. Each college advisory council will recruit at least one person of color and will engage in DEI discussion. (Academic Affairs)

WCA will reinstitute a guest artist/performance series *The Color of Music*. (Academic Affairs)

3. Other Actions not previously outlined.

» **2019-20 UPDATE**

Continued to identify and cultivate funding opportunities for our students to attend special events and conferences, such as the prestigious Inc. 5000 business conference, where students attended as personal guests of Norm Brodsky and networked with representatives from the county's 5,000 fastest growing companies. (University Advancement)

» **2020-21 UPDATE**

Initiate a committee to review Rider's history related to slavery and develop a plan to activate an educational opportunity for the campus community and surrounding Lawrence Township on history of slavery in New Jersey. (President's Office)

Objective 3

Develop an intentional strategic University-wide **communication plan focused on our commitment to inclusion**, with consideration to internal and external audiences. (**Leads: Marketing & Communications, Enrollment Management**)

Actions

1. Revamp website to highlight the existing diversity of the University, along with our commitment to issues of inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

Being an employer of choice: The importance of our people (Goal 3.2C)

» **2019-20 UPDATE**

Inclusive Excellence page launched and featured in the top navigation bar: rider.edu/inclusive-excellence-plan. (University Marketing & Communications)

» **2020-21 UPDATE**

New website (scheduled for FA20 launch) conforms to Web Content Accessibility Guidelines (WCAG) and ADA Standards for accessible design, and includes GTranslate to support multiple language translations (Spanish, French, Chinese, Arabic). (University Marketing & Communications)

2. Assure all marketing materials utilized for internal and external audiences represent the diversity of our community and our commitment to inclusion and related campus resources.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

Being an employer of choice: The importance of our people (Goal 3.2C)

» **2019-20 UPDATE**

Recent campus photography, especially the new brand photography, emphasizes and represents the diversity of our campus. (University Marketing & Communications)

» **2020-21 UPDATE**

All photos which emphasize Rider's diversity will be utilized in our newly rebranded marketing materials as well as on our website. (University Marketing & Communications)

3. Communicate proactively to the University community about execution of actions outlined in the Rider **Inclusive Excellence Plan**. (e.g., a webpage with regular updates or an ad/section in *The Rider News*, etc.).

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

Being an employer of choice: The importance of our people (Goal 3.2C)

» **2019-20 UPDATE**

Facilitated a campus-wide launch of Rider's Inclusive Excellence Plan including finalized plan document, web presence and related Communication materials. Launch event in October 2019, follow-up 2-day residency with Dr. Damon Williams, and a series of related and branded campus programs. President's Council on Inclusion group has been expanded to include alumni, and has convened monthly. (President's Office, Student Affairs, University Marketing & Communications)

News@Rider covered relevant stories throughout the academic year. One example included a story written and disseminated to promote the construction of the Center for Diversity and Inclusion. Executive messaging was prepared and disseminated through various internal and external communications channels related to current events. One example from the past year included messaging related to Black Lives Matter and racial protests. Campus cultural and heritage celebrations are featured at rider.edu/events. (University Marketing & Communications)

» **2020-21 UPDATE**

Communication of the Inclusive Excellence Plan progress will continue through News@Rider stories and social media messaging, press releases, media relations, executive

communications, as well as other communication tools, including new website, as needed. (University Marketing & Communications)

Create 30-second PSA commercial promoting Department of Athletics' and University's commitment to diversity and inclusion to be played on video board in Alumni Gym during home events in that facility. Will also be shown during all ESPN3 and ESPN+ and BroncVision broadcasts of home athletic events. (Athletics)

4. Communicate with our external community about execution of actions outlined in the Rider **Inclusive Excellence Plan**. (e.g., ads or press releases, etc.).

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

Being an employer of choice: The importance of our people (Goal 3.2C)

» **2019-20 UPDATE**

Relevant news was shared on various social media platforms available to the public (Facebook, Twitter, Instagram, LinkedIn) as well as external media. One example: [rider.edu/news/2020/02/21/rider-receives-favorable-rating-campus-pride-index](https://www.rider.edu/news/2020/02/21/rider-receives-favorable-rating-campus-pride-index) (University Marketing & Communications)

» **2020-21 UPDATE**

Relevant news will continue to be shared publicly on social media, external media, and through other vehicles as deemed appropriate. (University Marketing & Communications)

5. Develop a diversity and inclusion style guide as a resource to University stakeholders on best practices for representing diverse social identities and topics of inclusion.

ALIGNMENT WITH THE RIDER UNIVERSITY STRATEGIC PLAN:

Raising Rider's profile: The branding, marketing and promotion of our University (Goal 2.1)

Focusing on students first: Our unwavering focus on student growth and development (Goals 1.6A and 1.6B)

Being an employer of choice: The importance of our people (Goal 3.2C)

» **2020-21 UPDATE**

Develop a plan and timeline for production of the style guide. (University Marketing & Communications)

6. Other Actions not previously outlined.

» **2019-20 UPDATE**

Facilitated a campus-wide audit of contributions to diversity, equity, and inclusion to inform application submission for consideration for the INSIGHT Into Diversity: HEED (Higher Education Excellence in Diversity) Award. (President's Office, Student Affairs)

CALL TO ACTION

to the University Community

A plan is only as strong as its implementation. We believe this **Inclusive Excellence Plan** appropriately captures the strategic needs and opportunities for Rider University to exercise our commitment to diversity, equity and inclusion and the various lived experiences and perspectives of our campus community. But these are mere words on a page if they do not drive institutional commitment and organizational change. As Damon Williams (2013) says, "a campus-wide diversity plan is insufficient to transform the culture, unless the plan is supported by an implementation strategy that is complex, evolving, and at once both centralized and diffused" (p 189).

Equity and inclusion work requires us to think differently – to challenge our policies, processes and systems. This document outlines specific actions that will propel Rider University forward in demonstrating our commitment to diversity, equity and inclusion, actions that reflect a campus commitment which requires ownership by everyone to make the plan successful – ownership at the university, division or college, unit or department, and individual levels. Key leads have been identified for each of the objectives outlined in the **Inclusive Excellence Plan**. These leads will be charged with clarifying measurable goals and execution strategies, and will report progress annually.

We hope that the plan inspires individuals and groups throughout the organizational structure of the University to implement the identified actions and continue to explore the broader goals to determine appropriate adaptation to other unit-level plans, so that inclusion permeates all that we do.

Appendix A

A TIMELINE OF DIVERSITY, EQUITY AND INCLUSION AT RIDER UNIVERSITY

1865	Institution founded as Trenton Business College
1866	First international students admitted
1866	First women admitted

1872	First Asian student admitted	1990	Assistant Dean of Students for Minority Affairs established (currently Director, Center for Diversity and Inclusion)
1885	First women teachers	1990	Black Student Union (BSU) established
1886	First Woman Administrator – Steward Business College	1991	Asian Students at Rider Club (ASAR) established
1894	First African American student admitted	1991	Latin American Student Organization (LASO) established
1902	First African American female graduated	1991	Lambda Theta Phi Latin Fraternity, Inc. founded
1920	First Woman treasurer	1991	Lambda Theta Alpha Latin Sorority, Inc. founded
1920	College sponsored foreign students athletic teams	1992	Multicultural Center developed (currently Center for Diversity and Inclusion)
1924	First sorority – Phi Sigma Tau founded (local organization) *	1992	SGA Multicultural Affairs Commission established (currently Equity and Inclusion Committee)
1924	First Women’s sports team – Basketball	1993	TRiO grant - Student Support Services established
1928	Inter-Sorority Council established (currently Pan-Hellenic Council)	1996	Women in Science Club established *
1929	First female professor	1996/2007	Zeta Phi Beta Sorority, Inc. founded
1935	Dean of Women established	1996	Americans with Disabilities Act in Action Organization established *
1935	Girls’ varsity club established	1996	Rider Friends of Lesbians and Gays (FLAG) established (currently Spectrum Pride Alliance)
1935	Women’s Department created	1996	Rider Organization of Caribbean Affiliated Students (ROCAS) established
1936	Newman Club (Catholic student club) (currently Catholic Campus Ministry)	1998	Multicultural Studies minor established
1939	Women’s Advisory Council established *	2000	Muslim Student Association (MSA) established
1939	Inter-dormitory Council (Women) *	2002	Sanda partnership established
1946	Hillel Councillorship Club (Judaism) established (currently Hillel)	2002	Delta Sigma Theta Sorority, Inc. founded
1946	Trinity Club (Protestantism) established *	2003	Minority Greek Council (MGC) renamed Intercultural Greek Council (IGC)
1947	Inter-Faith Council established *	2007	Multicultural Student Leadership Institute (MSLI) developed
1948	Hellenic Society (Orthodox Church) established *	2007	TRiO grant - Ronald E. McNair Scholars program established
1950	International Club (foreign students) established (currently Rider International Students Organization, RISA)	2007	Japanese Pop Culture Society established
1965	Gill chapel and multi-faith spaces established	2008	Alumni of Color Affinity Group established
1969	Educational Opportunities Program (EOP) established	2009/2017	Chi Upsilon Sigma Latin Sorority, Inc. founded
1969	Equal Opportunity Advisory Committee established (currently Minority Affairs tripartite committee)	2014	Lactation room established in the BLC
1970	Association of Black Collegians (ABC) established *	2015	Rider Christian Fellowship (RCF) established *
1970	Omega Psi Phi Fraternity, Inc. founded *	2016	Black Men Unified (BMU) established
1974/2018	Kappa Alpha Psi Fraternity, Inc. founded (local organization)	2017	Title IX coordinator/Title IX compliance officer established
1976	Affirmative Action Program established	2017	Homecoming Court becomes gender inclusive by expanding to King and/or Queen
1976	Chief Affirmative Action Officer appointed	2018	Rider becomes test optional for admission
1976	Disability Services office established (currently Student Accessibility and Student Support Services)	2018	Rider pantry opened to assist food insecurity and needs of low-income students
1978	Third World club established *	2018	Gender inclusive restrooms expanded and promoted
1979	Women’s Studies/Gender & Sexuality Studies established	2018	LGBTQ+ advisory committee established (tripartite committee)
1979/2016	Phi Beta Sigma Fraternity, Inc. founded (local organization)	2018	President’s Council on Inclusion established
1980/2017	Alpha Kappa Alpha Sorority, Inc. founded	2018	Broncs of the Last Decade (BOLD) Council establishes Diversity, Equity and Inclusion Committee
1984	Rider Christian Fellowship established	2019	Gender inclusive housing protocol established
1986	Minority Recruitment Task Force established		
1987	Julius and Dorothy Koppleman Holocaust Center developed		
1987	International Student Services established (currently Center for International Education)		
1987	Minority Recruitment Coordinator in Admissions Office established *		

An asterisk (*) denotes an organization that is no longer at the University

Appendix B

DEMOGRAPHIC PROFILES OF STUDENTS, FACULTY AND STAFF

TABLE 1: Rider University Race/Ethnicity of Student Body (All Races/Ethnicities): Fall 2018

Race/Ethnicity	Total Student Population	% of Total Student Population	# Undergraduate	% Undergraduate	# Graduate	% Graduate
American Indian/ Alaskan Native	10	0.2%	7	0.2%	3	0.3%
Asian	300	6.2%	235	6.0%	65	7.0%
Black/ African American	595	12.3%	503	12.9%	92	9.9%
Caucasian	2830	58.7%	2258	57.9%	572	61.7%
Hispanic	696	14.4%	645	16.5%	51	5.5%
Hawaiian/ Pacific Islander	1	0.0%	0	0.0%	1	0.1%
Multi-Ethnic	181	3.8%	147	3.8%	34	3.7%
Unknown	212	4.4%	103	2.6%	109	11.8%
TOTAL	4825	100%	4825	100%	927	100%

TABLE 2: Rider University Race/Ethnicity of Student Body (Dichotomous): Fall 2018

Race/Ethnicity	Total Student Population	% of Total Student Population	# Undergraduate	% Undergraduate	# Graduate	% Graduate
Caucasian	2830	58.7%	2258	57.9%	572	61.7%
Unrepresented	1995	41.3%	1640	42.1%	355	38.3%
TOTAL	4825	100.0%	3898	100.0%	927	100.0%

(1) Underrepresented students include the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, Hawaiian/Pacific Islander, Multi-Ethnic, and Unknown.

TABLE 3: Rider University Race/Ethnicity of Faculty and Staff (All Races/Ethnicities): Fall 2018

Race/Ethnicity	Total Employee Population	% of Total Employee Population	# Faculty	% Faculty	# Staff	% Staff
American Indian/ Alaskan Native	4	0.3%	2	0.3%	2	0.4%
Asian	81	6.8%	59	8.7%	22	4.3%
Black/ African American	72	6.0%	21	3.1%	51	9.9%
Caucasian	1001	83.5%	581	85.2%	420	81.2%
Hispanic	40	3.3%	19	2.8%	21	4.1%
Hawaiian/ Pacific Islander	1	0.2%	0	0.0%	1	0.2%
TOTAL	1199	100%	682	100%	517	100%

(1) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.

(2) Staff includes all other full- and part-time staff not in the "faculty" group.

TABLE 4: Rider University Race/Ethnicity of Faculty and Staff (Dichotomous): Fall 2018

Race/Ethnicity	Total Employee Population	% of Total Employee Population	# Faculty	% Faculty	# Staff	% Staff
Caucasian	1001	83.5%	581	85.2%	420	81.2%
Unrepresented	198	16.5%	101	14.8%	97	18.8%
TOTAL	1199	100.0%	682	100.0%	517	100.0%

- (1) Underrepresented faculty and staff include the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, and Hawaiian/Pacific Islander.
- (2) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.
- (3) Staff includes all other full- and part-time staff not in the "faculty" group.

TABLE 5: Rider University Race/Ethnicity Percent Comparison of Students, Faculty and Staff: Fall 2018

Race/Ethnicity	% of Total Student Population	% Faculty	% Staff
Caucasian	58.7%	85.2%	81.2%
Unrepresented	41.3%	14.8%	18.8%
TOTAL	100.0%	100.0%	100.0%

- (1) Underrepresented includes the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, Hawaiian/Pacific Islander, Multi-Ethnic, and Unknown.
- (2) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.
- (3) Staff includes all other full- and part-time staff not in the "faculty" group.

TABLE 6: Rider University Race/Ethnicity Number Comparison of Students, Faculty and Staff: Fall 2018

Race/Ethnicity	# of Total Student Population	# Faculty	# Staff	# Faculty & Staff
Caucasian	2830	581	420	1001
Unrepresented	1995	101	97	198
TOTAL	4825	682	517	1199

- (1) Underrepresented includes the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, Hawaiian/Pacific Islander, Multi-Ethnic, and Unknown.
- (2) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.
- (3) Staff includes all other full- and part-time staff not in the "faculty" group.

TABLE 7: Rider University Race/Ethnicity Ratio Comparison of Students, Faculty and Staff: Fall 2018

Race/Ethnicity	Student to Faculty	Student to Staff	Student to Faculty & Staff
Caucasian	4.9	6.7	2.8
Unrepresented	19.8	20.6	10.1

- (1) The ratio above considers students from one race/ethnicity category (e.g. 2830 caucasian students) divided by the number of faculty from that same race/ethnic category (e.g. 581 caucasian faculty).
- (2) Underrepresented includes the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, Hawaiian/Pacific Islander, Multi-Ethnic, and Unknown.
- (3) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.
- (4) Staff includes all other full- and part-time staff not in the "faculty" group.

RIDER UNIVERSITY PROFILE

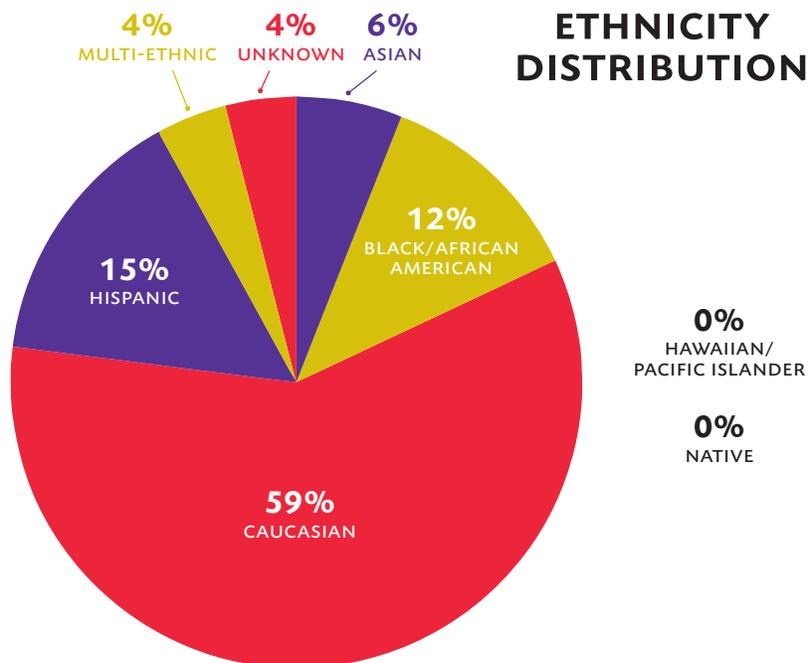
of traditional undergraduate students *

- » **Race/Ethnicity:** Caucasian, Non-Hispanic 60%, Student of Color/Hispanic 40%
- » **Gender:** Female 58%, Male 42%
- » **LGBTQ+ identifying students:** unknown, but present
- » **First-generation:** 33%
- » **Socioeconomic status:** 36% low income
- » **Students with disabilities seeking support:** 16%
- » **Religion:** variety of faith traditions represented
- » **Residence:** Out of state 23%, In state 74%, International 3%

August 2018
* Excludes College of Continuing Studies

Diversity - Student Ethnic Background by Level (Self-Reported): Fall 2018

Race/Ethnicity	Undergraduate	Graduate	TOTAL
American Indian/ Alaskan Native	7	3	10
Asian	235	65	300
Black/ African American	503	92	595
Caucasian	2258	572	2830
Hispanic	645	51	696
Hawaiian/ Pacific Islander	0	1	1
Multi-Ethnic	147	34	181
Unknown	103	109	212
TOTAL	3898	927	4825



Appendix C

INFRASTRUCTURE SUPPORTING INCLUSION AT RIDER UNIVERSITY

Affirmative Action committee

The Affirmative Action Committee shall research best practices in higher education for recruiting and retaining faculty from under-represented populations, make recommendations to Human Resources, and participate in the development of training that will help departments recruit and retain faculty from under-represented populations.

LGBTQ+ Advisory tripartite committee

The LGBTQ+ Advisory Committee will promote Rider University as a safe, inclusive, and transformative space for students of all sexual orientations, gender identities, and gender expressions. Towards this goal, the Advisory Board will:

- » review the progress of the University on implementation of recommendations stated in the original LGBTQ taskforce recommendations, making contact with individuals/units who may be responsible for specific recommendations to audit steps toward completion and offer assistance to move projects forward,
- » informed by the internal-audit of campus commitments, establish an annual update on Rider University as an LGBTQ-friendly campus, which identities progress made and priority steps in the year ahead, and
- » establish an awareness campaign for campus stakeholders so the general campus community can observe progress and understand its significance in supporting students of all identities.

Minority Affairs tripartite committee

The Committee on Minority Affairs will be responsible for discussing any issues pertaining to the recruitment or retention of minority students, faculty members, or members of the staff at the University and shall make academic policy recommendations to the University Academic Policy Committee as judged necessary. Further, the committee shall help to monitor the institutional environment as it pertains to minority members of the University community and shall make recommendations to offices or programs for the purpose of making that environment more supportive of the needs of minority individuals.

President's Council on Inclusion

The President's Council on Inclusion is an advisory leadership team established to advance Rider University's mission and objectives outlined in the University mission and strategic plan as they relate to issues of diversity, equity and inclusion. The Council denotes an institutional commitment and prioritization to these values and will

evolve over time to meet changing campus needs.

Retention and Student Success Taskforce

The Retention Taskforce serves as an advisory group regarding actions that will support Rider University's established goals associated with student retention and persistence to graduation. The taskforce will therefore examine relevant campus-specific data, national trends and literature, and current institutional practices to propose (and in some cases enact) strategic actions that have the greatest potential to improve individual student success (and as a by-product these institutional measures of success). Subcommittees of the Taskforce emerge based on the strategic needs related to student success and have included a focus on support for students of color and student employment among others.

Student Government Association Equity and Inclusion Committee

The Student Government Association Equity and Inclusion Committee works in partnership with student groups and the Center of Diversity and Inclusion to organize on and off-campus events to promote diversity and an inclusive atmosphere for all students. We especially advocate for the well-being and success of individual students and groups of students who, because of their identity, experience marginalization in the community.

Appendix D

PROGRAMS, RESOURCES AND SERVICES SUPPORTING INCLUSION EFFORTS

Center for Diversity and Inclusion (Bart Luedeke Center)

The Center for Diversity and Inclusion at Rider University supports the university's efforts to reach and foster the understanding and appreciation of different cultures and ways of life that are shared by diverse groups of people through programming, policies and best practices.

Educational Opportunity Program (EOP) (Vona Academic Annex)

The Educational Opportunity Program (EOP) is a state sponsored program that helps low-income New Jersey residents attend college. The program was created in 1969 to make higher education more accessible to students who might not otherwise be able to continue their education due to academic disadvantage or a lack of financial resources. Students are admitted into the program when they have demonstrated academic readiness, academic potential, determination, a genuine desire to learn and a need for financial assistance. Students receiving an EOP grant may be eligible for other state and federal grants. Rider's EOP financial aid packages cover nearly 100% of the required cost (including books) for students of greatest need.

Student Accessibility and Support Services (SASS) (Vona Academic Annex)

Student Accessibility and Support Services (SASS) ensures equal access to all students with qualifying documented disabilities as defined by federal legislation. SASS offers a range of services to assist students with documented learning disabilities, attention deficit disorder, cognitive impairments, physical disabilities, psychological disabilities, hearing and visual disabilities, and other health impairments.

Student Support Services (SSS) (Vona Academic Annex)

The Student Support Services (SSS) Program at Rider University, one of nearly a thousand projects nationwide, is a comprehensive academic support program designed to increase the performance, retention, and graduation rates of primarily first-generation college students. The SSS Program tailors its services by considering the academic background, educational and personal goals, and skill development needs of all participants.

Ronald E. McNair Program (Vona Academic Annex)

The Ronald E. McNair Scholars Program is designed to ensure college completion and foster preparation for graduate school enrollment of first-generation and low-income plus underrepresented students, with the goal to obtain a Ph.D. and consider careers in college teaching.

Veterans Affairs (Canastra Center)

Rider University is a proud Yellow Ribbon school. Services provided by the Veterans and Military Affairs Coordinators include assisting students in applying for educational benefits for veterans and veterans' dependents, certifying school attendance to the regional VA office, maintaining individual students' files, and reporting to regional and state VA offices.

Multicultural Student Organizations

Asian Students at Rider (ASAR)

Asian Students at Rider is dedicated to represent, promote and strengthen the awareness of Asian cultures to the Rider community. As proud individuals, we are committed to promote and educate our peers at this institution. The club is open to all members of Rider University in which all backgrounds and nationalities are welcome.

Black Men Unified (BMU)

A cohesive group of black males and supporters of different backgrounds on campus, who banded together to create a safer environment where they have the opportunity to express their views and share their stories. They focus on empowerment and

its pillars of leadership, social justice, collaboration, and service. Furthermore, this organization invests in its members through roundtable discussions, workshops, community service and inclusive events.

Black Student Union (BSU)

The purpose of the Black Student Union is to stimulate the intellectual, political, cultural and social growth of Rider University students through enriching programs and community service in hopes to educate its members and the Rider community in order to bring awareness, spark action, and ignite change that will benefit the African American and multicultural student body.

Catholic Campus Ministry (CCM)

Created to address/meet the needs of Rider's Catholic students.

HILLEL (Jewish Student Organization)

Hillel is a student-run Jewish organization on Rider University's campus. We plan three to four events a month for Jewish or non-Jewish students to attend. These events range from a religious, cultural, social, and social action. Our goal is to foster an environment that students can come to continue living their Jewish lives or to learn more about a new culture.

Japanese Pop Culture Society (JPCS)

Through media, JPCS explores life in classic and contemporary Japan. They explore Japanese culture, music, philosophy, sociology, cinema, fine art, dance, food, advertisements, technology, literature, and anime (Japanese cartoons). JPCS regards themselves as "more than JUST an anime club." Through media, JPCS explores life in classic and contemporary Japan.

Latin American Student Organization (LASO)

Created to address/meet the needs of Rider's Hispanic/Latinx American students.

LOCKS (Loving Our Curly, Kinky, Straight) Hair Club

The purpose of this organization is to empower individuals addressing the roots of issues regarding self-esteem and self-image due to their hair. This organization will educate participants on how to keep their hair maintained and how to rebuild their confidence in their unique beauty. Our mission is to reach a broader community while promoting an important message.

Multicultural Student Leadership Institute (MSLI)

MSLI provides an environment for discussing issues related to the transition of first-year students and incoming transfer students from diverse backgrounds to Rider University, a predominantly suburban private institution. Through a series of open-ended seminars and meetings, future Rider student leaders receive

guidance from and interact with Rider faculty, staff, and alumni. Issues discussed include college survival strategies, self-exploration, and cross-cultural communication.

Muslim Student Association (MSA)

MSA aims to distinguish the media perception of Islam from what it truly is, and through a series of discussions, meetings, collaborations and celebrations, educate students and the broader Rider community, in order to dispel common misconceptions.

Rider African Student Association (RASA)

The purpose of Rider African Student Association is to expose the Rider University community, products of and or interested in the culture and history of people that make up the African Diaspora and to provide a social outlet for the discussion and enrichment of the African experience. RASA is responsible for sponsoring a yearly event that promotes the growth of the African nation as a whole by providing assistance towards increased vitality to at least one African Country and or region. Anyone who interested in learning about the African culture is welcomed to join RASA. You do not need to be African to learn about the African culture.

Rider Christian Fellowship (RCF)

Created for the purpose of giving a space to Rider's Christian population.

Rider International Student Association (RISA)

Rider International Student Association is an organization for all Rider students to learn about different cultures. We are an organization which aims to help International exchange students feel welcomed at Rider University. We hope to give our exchange students an understanding of the American culture, whilst also connecting these students with others within the Rider Community. We aim to be a safe, yet fun organization for those studying here at Rider, or for any who wish to learn more about other cultures.

Rider Organization of Caribbean Affiliated Students (ROCAS)

The purpose of ROCAS is to educate its members along with the Rider community on Caribbean culture, history, and issues both past and present. ROCAS aims to be a resource and outlet for both Caribbean students and those wanting to learn more about the Caribbean. ROCAS is open to the entire Rider University community. All students enrolled in the institution are eligible to be both on the general board and executive committee of ROCAS. The Rider Community is encouraged to attend both the meetings and events hosted by ROCAS.

Rider Women United (RWU)

Rider Women United formed with the intentions of educating and involving the Rider community in issues dealing with women. The Rider Women United club attempts to heighten awareness of all gender issues to promote change and activism within the Rider

community. By doing various activities where students are given opportunities to interact with one another, Rider United Women hopes to show the Rider community that issues concerning women do not exclude men and that both genders are an integral part in making the organization one that educates all.

SPECTRUM Pride Alliance

SPECTRUM Pride Alliance is the LGBTQ+ organization on Rider's campus. SPECTRUM is a safe space for members of the community, as well as discussing different aspects of the community. They encourage people, who are not a part of the community, to come to meetings and learn more about different aspects of the LGBTQ+ community.

Greek Letter Organizations

Rider offers opportunities for involvement in 15 social fraternities and sororities. Our Greek Life Organizations, including National Panhellenic Conference (NPC) sororities, North-American Interfraternity Conference (NIC) fraternities, National Pan-Hellenic Council (NPHC) fraternities and sororities and National Association of Latino Fraternal Organizations (NALFO) fraternities and sororities.

Appendix E

GLOSSARY OR RELEVANT TERMS

Affinity groups

A group of people linked by a common interest or purpose (University of Pittsburgh Office of Diversity and Inclusion, n.d.)

Cultural/multicultural competence

Awareness, knowledge and skills needed to work with others who are culturally different from self in meaningful, relevant and productive ways (Pope, Reynolds & Mueller, 2004, p.14)

Diversity

The presence of individual and group characteristics that make people unique, which may include the following dimensions: age, country of origin, (dis)abilities, economic background, education level, ethnicity, gender identity and expression, immigration status, political views, race, religion, sex, sexual orientation, and veteran status, among others (Rider University's Inclusive Excellence Plan, 2019)

Equity

Providing access to opportunities and support that will enable all members of our Rider community to achieve success, taking into consideration individual differences (Rider University's Inclusive Excellence Plan, 2019)

Implicit bias

Also referred to as implicit social cognition, unconscious attribution of certain stereotypes to specific groups (Blaine & Brechley, 2018)

Inclusion

The active, intentional, and ongoing engagement with diversity in all aspects of the campus experience in ways that ensure environments where differences are welcomed, varying perspectives are respectfully shared and heard, and where every individual feels a sense of respect and belonging. This includes the promotion of awareness, knowledge, and empathetic understanding of the complex ways individuals interact within systems and institutions (Rider University's Inclusive Excellence Plan, 2019)

LGBTQ+

An initialism used to refer to the identities, Lesbian, gay, bisexual, transgender, queer or questioning, the plus refers to the other identities that fall under the queer umbrella (Gold, 2018)

Marginalized

Feeling pushed to the edge or periphery of a community where one's input and voice are insignificant (Syracuse University, n.d.)

Microaggressions

brief, commonplace, repeated insults based on one's group identity that chip away at one's sense of, a "steady drip of small indignities" There are three types of microaggressions: microassaults, microinsults and microinvalidations. (Blaine & Brechley, 2018, p.114)

Trans*

(pronounced Trans, don't pronounce the asterisk) Refers to all the identities within the gender identity spectrum, not including cisgender woman or man (Conrad, 2019)

Under-resourced

Lacking resources which are not limited to financial resources but may also include social support, social connectivity (networking), the skill to locate necessary resources (Rider University's Inclusive Excellence Plan, 2019)

Appendix F

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