



RIDER
UNIVERSITY

**Inclusive
Excellence Plan**

Inclusive *Excellence Plan*

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Message from *The President*

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

RIDER'S
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 a 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 Membership

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 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 above.

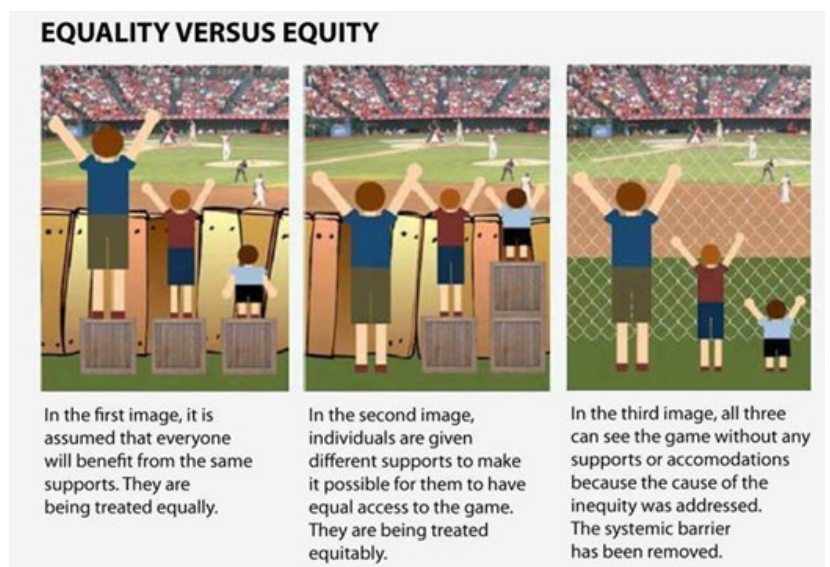
Additional definitions of related terms are available (Appendix E).

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 practice
- 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
- Developing equitable policies and practices
- 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.



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

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

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

- Create a comprehensive student navigation office for students that supports their student success.
- 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.
- 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.
- Enhance academic support resources (e.g., tutoring, supplemental instruction) that promote the success of academically at-risk students.
- 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.
- 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.
- 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.).
- Identify faculty and staff who are multi-lingual to develop a resource list for students and families.
- 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.

- Enhance access to academic resources (e.g. information and physical spaces) for people of all abilities.
- Promote the use of current institutional accessibility statements in syllabi.

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

- Facilitate a comprehensive analysis of our pricing strategy, considering issues of affordability and how to best leverage resources, including scholarships.
- 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.
- Implement a robust financial literacy program for current students, preparing them with relevant life skills.
- 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.

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

- 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.

2. Encourage academic departments to support and recognize the contributions of faculty who mentor underrepresented students and provide service to underserved communities.
3. 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.
4. Offer professional development for the Faculty Mentoring Committee to provide support to our faculty of color.

Objective 2

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

ACTIONS

1. Adopt the practice outlined in the “Guide to Rider University’s Practices for Faculty Recruitment and Selection” to apply to all staff searches.
2. Encourage departments to support and recognize the contributions of staff who mentor underrepresented students and provide service to underserved communities.
3. Integrate a meaningful evaluation of staff skills and performance related to serving a diverse student body in annual performance evaluations.

Objective 3

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

ACTIONS

1. Provide informational and financial resources to establish affinity groups for faculty and staff with underrepresented identities to promote community building, mentoring, etc.
2. 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.
3. Track turnover and include questions about diversity/campus climate in exit interviews.

4. Survey faculty and staff from underrepresented groups as to why they stay at Rider and build on positive reasons.
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.
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.
7. Expand the internal study of compensation for faculty and staff to evaluate and address issues of equity based on various identities.
8. Deploy specific efforts to intentionally diversify the President’s Cabinet.

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.

2. Convene a group of faculty who will discuss the best approach to expose all students to topics of diversity, equity and inclusion.
3. Consider the application of the Association of American Colleges and Universities (AAC&U) VALUE rubrics on Intercultural Knowledge and Competence as a way to articulate specific levels of learning outcomes to advance our learning goals associated with multicultural and global perspectives.

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

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.
2. Embed intentional diversity and inclusion curriculum/ educational opportunities in annual offerings by the Teaching and Learning Center.
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.
4. Facilitate diversity and inclusion training specifically designed for members of the President's Cabinet.
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.
6. Expand knowledge of Universal Instructional Design to promote inclusion for people with disabilities across all settings of the institution.

Objective 2

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

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.
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.

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

Objective 3

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

ACTIONS

1. Support student leaders in determining appropriate ways to engage with and advance the **Inclusive Excellence Plan**, individually and as student organizations.
2. Review and consider national climate survey tools that could provide a pulse on student experiences on campus, with consideration of social identities.
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.
4. Consider a campus-wide bias incident response protocol.

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.

2. 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.

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.
2. Intentionally deploy efforts to engage alumni who represent diverse identities and perspectives.
3. Financially invest in programs and offices which have a direct leadership role in advancing diversity, equity and inclusion efforts.
4. Develop an infrastructure that enhances opportunities for spiritual development and interfaith support and dialogue for students.
5. 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.
6. As policies are written or revised, intentionally consider language with a lens towards inclusion.
7. 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**.
8. 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.
9. Create and maintain research guides on the libraries’ webpage that are focused on various topics supporting diversity, equity and inclusion.
10. Avail unit-level Affirmative Action plan data to each division head to inform efforts.

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)

ACTIONS

1. Provide a clearinghouse of information on Rider's external community partners as a resource for other campus units looking to establish relationships.
2. Establish a guide for engaging with the external community to promote equity and inclusion, including tips and resources for establishing external partnerships.
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.*"

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. 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.
2. Co-sponsor and cross-promote inclusion-focused programming with local community partners and agencies.

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

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
1885	First women teachers
1886	First Woman Administrator – Steward Business College
1894	First African American student admitted
1902	First African American female graduated
1920	First Woman treasurer
1920	College sponsored foreign students athletic teams
1924	First sorority – Phi Sigma Tau founded (local organization)*
1924	First Women’s sports team – Basketball
1928	Inter-Sorority Council established (currently Pan-Hellenic Council)
1929	First female professor
1935	Dean of Women established
1935	Girls’ varsity club established
1935	Women’s Department created
1936	Newman Club (Catholic student club) (currently Catholic Campus Ministry)
1939	Women’s Advisory Council established*
1939	Inter-dormitory Council (Women)*
1946	Hillel Councillorship Club (Judaism) established (currently Hillel)
1946	Trinity Club (Protestantism) established *
1947	Inter-Faith Council established *
1948	Hellenic Society (Orthodox Church) established *
1950	International Club (foreign students) established (currently Rider International Students Organization, RISA)
1965	Gill chapel and multi-faith spaces established
1969	Educational Opportunities Program (EOP) established

1969	Equal Opportunity Advisory Committee established (currently Minority Affairs tripartite committee)	1996	Americans with Disabilities Act in Action Organization established *
1970	Association of Black Collegians (ABC) * established	1996	Rider Friends of Lesbians and Gays (FLAG) established (currently Spectrum Pride Alliance)
1970	Omega Psi Phi Fraternity, Inc. founded *	1996	Rider Organization of Caribbean Affiliated Students (ROCAS) established
1974/ 2018	Kappa Alpha Psi Fraternity, Inc. founded (local organization)	1998	Multicultural Studies minor established
1976	Affirmative Action Program established	2000	Muslim Student Association (MSA) established
1976	Chief Affirmative Action Officer appointed	2008	Alumni of Color Affinity Group established
1976	Disability Services office established (currently Student Accessibility and Student Support Services)	2002	Sanda partnership established
1978	Third World club established*	2002	Delta Sigma Theta Sorority, Inc. founded
1979	Women's Studies/Gender & Sexuality Studies established	2003	Minority Greek Council (MGC) renamed Intercultural Greek Council (IGC)
1979/ 2016	Phi Beta Sigma Fraternity, Inc. founded (local organization)	2007	Multicultural Student Leadership Institute (MSLI) developed
1980/ 2017	Alpha Kappa Alpha Sorority, Inc. founded	2007	TRiO grant - Ronald E. McNair Scholars program established
1984	Rider Christian Fellowship established	2007	Japanese Pop Culture Society established
1986	Minority Recruitment Task Force established	2009/ 2017	Chi Upsilon Sigma Latin Sorority, Inc. founded
1987	Julius and Dorothy Koppleman Holocaust Center developed	2014	Lactation room established in the BLC
1987	International Student Services established (currently Center for International Education)	2015	Rider Christian Fellowship (RCF) established *
1987	Minority Recruitment Coordinator in Admissions Office established *	2016	Black Men Unified (BMU) established
1990	Assistant Dean of Students for Minority Affairs established (currently Director, Center for Diversity and Inclusion)	2017	Title IX coordinator/Title IX compliance officer established
1990	Black Student Union (BSU) established	2017	Homecoming Court becomes gender inclusive by expanding to King and/or Queen
1991	Asian Students at Rider Club (ASAR) established	2018	Rider becomes test optional for admission
1991	Latin American Student Organization (LASO) established	2018	Rider pantry opened to assist food insecurity and needs of low-income students
1991	Lambda Theta Phi Latin Fraternity, Inc. founded	2018	Gender inclusive restrooms expanded and promoted
1991	Lambda Theta Alpha Latin Sorority, Inc. founded	2018	LGBTQ+ advisory committee established (tripartite committee)
1992	Multicultural Center developed (currently Center for Diversity and Inclusion)	2018	President's Council on Inclusion established
1992	SGA Multicultural Affairs Commission established (currently Equity and Inclusion Committee)	2018	Broncs of the Last Decade (BOLD) Council establishes Diversity, Equity and Inclusion Committee
1993	TRiO grant - Student Support Services established	2019	Gender inclusive housing protocol established
1996	Women in Science Club established *		
1996/ 2007	Zeta Phi Beta Sorority, Inc. founded		

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	100.0%	3898	100.0%	927	100.0%

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%
Underrepresented	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/ Alaska Native	4	0.3%	2	0.3%	2	0.4%
Asian	81	6.8%	59	8.7%	22	4.3%
Black or African American	72	6.0%	21	3.1%	51	9.9%
Hawaiian/Pacific Islander	1	0.1%	0	0.0%	1	0.2%
Hispanic	40	3.3%	19	2.8%	21	4.1%
White	1001	83.5%	581	85.2%	420	81.2%
Total	1199	100.0%	682	100.0%	517	100.0%

(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%
Underrepresented	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%
Underrepresented	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
Underrepresented	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 Ratio	4.9	6.7	2.8
Underrepresented	19.8	20.6	10.1

- (1) The ratio above considers students from one race/ethnicity category (e.g., 2,830 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*

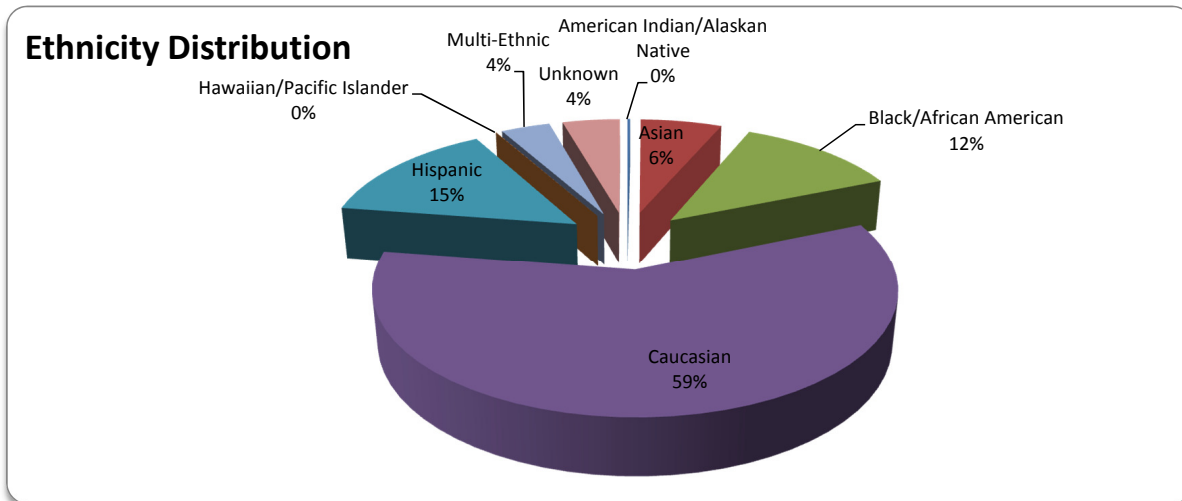
- Race/Ethnicity: White, Non-Hispanic 60%, Student of Color/Hispanic 40%
- Gender: Female 58%, Male 42%
- LGBTQ+ identifying students: unknown, but present
- First-generation: 33%
- Socioeconomic status: 36% low income
- Students with disabilities seeking support: 16%
- Religion: variety of faith traditions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

August 2018

* Excludes College of Continuing Studies

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

	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:

1. 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,
2. 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
3. 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). JSPC 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 of 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 & Brenchley, 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 & Brenchley, 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)

Underresourced

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

Table mapping Inclusive Excellence Plan to University Strategic Plan

INCLUSIVE EXCELLENCE PLAN GOALS	INCLUSIVE EXCELLENCE PLAN OBJECTIVES	INCLUSIVE EXCELLENCE PLAN ACTIONS	ALIGNMENT WITH RIDER UNIVERSITY STRATEGIC PLAN
<p>GOAL 1</p> <p>Improve recruitment, retention, and graduation rates of students whose identities are</p>	<p>Objective 1 Identify, assess, and enhance programs that support social integration and sense of belonging for underrepresented and/or marginalized students.</p>	<p>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.</p>	<p>Focusing on students first: Our unwavering focus on student growth and development</p> <p>Goal 1.6A</p>
		<p>2. Implement peer-to-peer mentoring programs specifically designed to support underrepresented and/or marginalized students (<i>e.g., LGBTQ+ and students of color</i>).</p>	<p>Goal 1.6B</p>
		<p>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+ taskforce recommendations.</p>	<p>Goal 1.6B</p>
		<p>4. Enhance structural support for our veterans, service members and their families in alignment with the U.S. Department of Education 8 keys to veteran success.</p>	<p>Goal 1.6D</p>
		<p>5. Facilitate a study of the experiences of international students at Rider to inform future support efforts.</p>	<p>Goal 1.6A</p>
		<p>6. Support the continuation and expansion of annual events that celebrate significant milestones for students with shared identities (<i>e.g. welcome receptions and pre-commencement events for LGBTQ+ students and students of color</i>).</p>	<p>Goals 1.6A and 1.6B</p>
	<p>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.</p>	<p>1. Create a comprehensive holistic advising model for students that supports their student success.</p>	<p>Goals 1.3</p>
		<p>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.</p>	<p>Goals 1.3B and 1.3C</p>
		<p>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.</p>	<p>Goal 1.6A</p>
		<p>4. Enhance academic support resources (<i>e.g., tutoring, supplemental instruction</i>) that promote the success of academically at-risk students.</p>	<p>Goal 1.4B</p>
		<p>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.</p>	<p>Goal 1.5K</p>
		<p>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.</p>	<p>Goal 1.6A</p>

INCLUSIVE EXCELLENCE PLAN GOALS	INCLUSIVE EXCELLENCE PLAN OBJECTIVES	INCLUSIVE EXCELLENCE PLAN ACTIONS	ALIGNMENT WITH RIDER UNIVERSITY STRATEGIC PLAN
<p>GOAL 1</p> <p>Improve recruitment, retention, and graduation rates of students whose identities are</p>	<p>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.</p>	<p>7. In support of a growing Spanish-speaking student/family demographic, enhance accessibility of University materials and services in Spanish (<i>e.g. Admissions, Financial Aid, etc.</i>).</p>	<p>Goal 1.4</p>
		<p>8. Identify faculty and staff who are multi-lingual to develop a resource list for students and families.</p>	<p>Goal 1.4</p>
		<p>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.</p>	<p>Goal 1.4</p>
		<p>10. Enhance access to academic resources (<i>e.g. information and physical spaces</i>) for people of all abilities.</p>	<p>Goal 1.4B</p>
		<p>11. Promote the use of current institutional accessibility statements in syllabi.</p>	<p>Goal 1.6A</p>
	<p>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.</p>	<p>1. Facilitate a comprehensive analysis of our pricing strategy, considering issues of affordability and how to best leverage resources, including scholarships.</p>	<p>Strategic Theme: The strategic cultivation, management and investment of our resources</p> <p>Goal 4.1A</p>
		<p>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.</p>	<p>Focusing on students first: Our unwavering focus on student growth and development</p> <p>Goal 1.4</p>
		<p>3. Implement a robust financial literacy program for current students, preparing them with relevant life skills.</p>	<p>Goal 1.4</p>
		<p>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.</p>	<p>Goal 1.4</p>

INCLUSIVE EXCELLENCE PLAN GOALS	INCLUSIVE EXCELLENCE PLAN OBJECTIVES	INCLUSIVE EXCELLENCE PLAN ACTIONS	ALIGNMENT WITH RIDER UNIVERSITY STRATEGIC PLAN
<p>GOAL 2</p> <p>Improve diversity of employees to better reflect the diverse identities represented in our student population.</p>	<p>Objective 1 Improve the diversity of faculty across all academic departments, considering representation at the individual department level.</p>	<ol style="list-style-type: none"> 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. 2. Encourage academic departments to support and recognize the contributions of faculty who mentor underrepresented students and provide service to underserved communities. 3. Evaluate the success of the emerging practice outlined in the “<i>Guide to Rider University’s Practices for Faculty Recruitment and Selection</i>” and sustain efforts that have the greatest impact, applying to all faculty. 4. Offer professional development for the Faculty Mentoring Committee to provide support to our faculty of color. 	<p>Being an employer of choice: The importance of our people</p> <p>Goal 3.2</p> <p>Goal 3.2</p> <p>Goal 3.2A</p> <p>Goals 3.2 and 3.3</p>
	<p>Objective 2 Improve the diversity of staff across all units, considering representation at the individual department level.</p>	<ol style="list-style-type: none"> 1. Adopt the practice outlined in the “<i>Guide to Rider University’s Practices for Faculty Recruitment and Selection</i>” to apply to all staff searches. 2. Encourage departments to support and recognize the contributions of staff who mentor underrepresented students and provide service to underserved communities. 3. Integrate a meaningful evaluation of staff skills and performance related to serving a diverse student body in annual performance evaluations. 	<p>Goal 3.2A</p> <p>Goal 3.2</p> <p>Goals 3.2 and 3.3</p>
	<p>Objective 3 Demonstrate institutional commitment to diversifying the Rider University workforce.</p>	<ol style="list-style-type: none"> 1. Provide informational and financial resources to establish affinity groups for faculty and staff with underrepresented identities to promote community building, mentoring, etc. 2. 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. 3. Track turnover and include questions about diversity/campus climate in exit interviews. 4. Survey faculty and staff from underrepresented groups as to why they stay at Rider and build on positive reasons. 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. 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. 7. Expand the internal study of compensation for faculty and staff to evaluate and address issues of equity based on various identities. 8. Deploy specific efforts to intentionally diversify the President’s Cabinet. 	<p>These action steps all support the following:</p> <p>Being an employer of choice: The importance of our people</p> <p>Goal 3.2</p>

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<p>GOAL 3</p> <p>Advance cultural competency as 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.</p>	<p>Objective 1 Enhance the infusion of Rider’s student learning outcome theme “global and multicultural perspectives” throughout the curriculum.</p>	<ol style="list-style-type: none"> 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. 2. Convene a group of faculty who will discuss the best approach to expose all students to topics of diversity, equity and inclusion. 3. Consider the application of the Association of American Colleges and Universities (AAC&U) VALUE rubrics on Intercultural Knowledge and Competence as a way to articulate specific levels of learning outcomes to advance our learning goals associated with multicultural and global perspectives. 	<p>These action steps all support the following:</p> <p>Focusing on students first: Our unwavering focus on student growth and development</p> <p>Goals 1.5 and 1.6A</p> <p>Always improving: Our commitment to planning, implementation and continuous improvement</p> <p>Goal 5.1</p>
	<p>Objective 2 Enhance the infusion of Rider’s student learning outcome theme “global and multicultural perspectives” throughout the co-curriculum.</p>	<ol style="list-style-type: none"> 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. 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 (<i>e.g., Community Assistants, Orientation Leaders, Student Government leaders, Greek leaders, tour guides, etc.</i>). 3. Develop and deliver specific introduction to Rider’s values and commitment to diversity, equity, and inclusion for new students (<i>e.g., summer orientation, Welcome Week, residential experience</i>). 4. Develop and resource expanded opportunities for students to engage in learning across difference outside of the classroom (<i>e.g., speakers, panels, peer-led dialogues, etc.</i>). 	<p>These action steps all support the following:</p> <p>Focusing on students first: Our unwavering focus on student growth and development</p> <p>Goals 1.6A and B</p>

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<p>GOAL 4</p> <p>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</p>	<p>Objective 1 Improve the cultural competency of faculty and staff, thereby enhancing their ability to support an inclusive campus community.</p>	<ol style="list-style-type: none"> 1. Implement intentional diversity and inclusion training that is offered in all orientations for new faculty and staff. 2. Embed intentional diversity and inclusion curriculum/ educational opportunities in annual offerings by the Teaching and Learning Center (TLC). 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. 4. Facilitate diversity and inclusion training specifically designed for members of the President’s Cabinet. 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. 6. Expand knowledge of Universal Instructional Design to promote inclusion for people with disabilities across all settings of the institution. 	<p>These action steps all support the following:</p> <p>Focusing on students first: Our unwavering focus on student growth and development</p> <p>Goal 1.6A</p> <p>AND</p> <p>Being an employer of choice: The importance of our people</p> <p>Goals 3.2 and 3.3</p> <p>Also supports Goal 1.4B</p>
	<p>Objective 2 Recognize and reward faculty and staff that actively contribute to the Rider vision of inclusive excellence.</p>	<ol style="list-style-type: none"> 1. Establish an annual “<i>President’s Diversity Award</i>” to recognize faculty/staff that contribute to Rider’s efforts towards inclusive excellence to be publically awarded at the annual faculty/staff awards ceremony. 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. 3. Share and highlight scholarly work that is equity and justice focused. 	<p>These action steps all support the following:</p> <p>Being an employer of choice: The importance of our people</p> <p>Goals 3.2, 3.3 and 3.5</p>
	<p>Objective 3 Facilitate a positive campus climate for students that reflects our value of inclusivity.</p>	<ol style="list-style-type: none"> 1. Support student leaders in determining appropriate ways to engage with and advance the Inclusive Excellence Plan, individually and as student organizations. 2. Review and consider national climate survey tools that could provide a pulse on student experiences on campus, with consideration of social identities. 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. 4. Consider a campus-wide bias incident response protocol. 	<p>These action steps all support the following:</p> <p>Focusing on students first: Our unwavering focus on student growth and development</p> <p>Goals 1.6A and B</p>

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<p>GOAL 5</p> <p>Signify institutional commitment to inclusion by enhancing structural support throughout policies, facilities and resource allocation.</p>	<p>Objective 1 Assure facilities reflect institutional values of inclusion.</p>	<p>1. Strategically consider the location and condition of physical spaces which 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.</p> <hr/> <p>2. 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.</p>	<p>These action steps all support the following: Strategic Theme: The strategic cultivation, management and investment of our resources Goal 5.3</p> <p>AND</p> <p>Focusing on students first: Our unwavering focus on student growth and development Goal 1.6A</p> <p>Also supports Goal 1.4B</p>
	<p>Objective 2 Support a sustainable structure that integrates inclusion at the core of what we do.</p>	<p>1. Integrate inclusion efforts with the Board of Trustees including sustained efforts to diversify membership and facilitate diversity and inclusion training with members.</p> <hr/> <p>2. Intentionally deploy efforts to engage alumni who represent diverse identities and perspectives.</p> <hr/> <p>3. Financially invest in programs and offices which have a direct leadership role in advancing diversity, equity, and inclusion efforts.</p> <hr/> <p>4. Develop an infrastructure that enhances opportunities for spiritual development and interfaith support and dialogue for students.</p> <hr/> <p>5. 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.</p> <hr/> <p>6. As policies are written or revised, intentionally consider language with a lens towards inclusion.</p> <hr/> <p>7. 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.</p> <hr/> <p>6. 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.</p> <hr/> <p>7. Create and maintain research guides on the Libraries’ webpage focused on various topics supporting diversity, equity, and inclusion.</p> <hr/> <p>8. Avail unit-level Affirmative Action plan data to each division head to inform efforts.</p>	<p>Focusing on students first: Our unwavering focus on student growth and development Goals 1.6A</p> <hr/> <p>Raising Rider’s profile: The branding, marketing and promotion of our University Goal 2.2</p> <p>Focusing on students first: Our unwavering focus on student growth and development Goals 1.6A and B Goal 1.6 Goals 1.4 and 1.6A</p> <hr/> <p>Goal 1.6A</p> <hr/> <p>These action steps all support the following: Focusing on students first: Our unwavering focus on student growth and development</p> <p>AND</p> <p>Always improving: Our commitment to planning, implementation and continuous improvement</p>

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<p>GOAL 6</p> <p>Extend Rider as a leader for issues of inclusion with the surrounding community.</p>	<p>Objective 1 Promote exposure and access to higher education for local youth representing underrepresented identities.</p>	<ol style="list-style-type: none"> 1. Provide a clearinghouse of information on Rider’s external community partners as a resource for other campus units looking to establish relationships. 2. Establish a guide for engaging with the external community to promote equity and inclusion, including tips and resources for establishing external partnerships. 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 “<i>Where Opportunity Meets Innovation: A student-centered vision for New Jersey Higher Education.</i>” 	<p>These action steps all support the following:</p> <p>Raising Rider’s profile: The branding, marketing and promotion of our University Goal 2.1</p> <p>AND</p> <p>Focusing on students first: Our unwavering focus on student growth and development</p>
	<p>Objective 2 Extend Rider’s commitment to equity and inclusion to mutually benefit our community in ways that advance this commitment.</p>	<ol style="list-style-type: none"> 1. Establish a preferred vendor list of minority- and female-owned local businesses, including alumni. Develop a showcase to introduce these businesses/owners to promote consideration of our business with them. 2. Co-sponsor and cross-promote inclusion-focused programming with local community partners and agencies. 	
	<p>Objective 3 Develop an intentional strategic University-wide communication plan focused on our commitment to inclusion, with consideration to internal and external audiences.</p>	<ol style="list-style-type: none"> 1. Revamp website to highlight the existing diversity of the University, along with our commitment to issues of inclusion. 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. 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 <i>The Rider News</i>, etc.). 4. Communicate with our external community about execution of actions outlined in the Rider Inclusive Excellence Plan (e.g., ads or press releases, etc.). 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. 	<p>These action steps all support the following:</p> <p>Raising Rider’s profile: The branding, marketing and promotion of our University Goal 2.1</p> <p>Focusing on students first: Our unwavering focus on student growth and development Goals 1.6A and B</p> <p>Being an employer of choice: The importance of our people Goal 3.2C</p>

Appendix G

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