



Rowan University

DIVISION OF DIVERSITY,
EQUITY & INCLUSION

Division of Diversity, Equity, and Inclusion



Strategic
Action
Plan



Impact Report

Phase 1 — 2019-2022

Executive Summary

Launched in 2019, the Division of DEI led Rowan University's campuses in its first comprehensive strategic action planning process to integrate diversity, equity, and inclusion efforts into the practices, processes, and essential work of our institution. Each administrative and academic unit conducted self-assessments before setting goals and action plans for our initial three-year cycle according to the Division's three strategic priorities:

1. Creating a more inclusive and equitable campus community
2. Recruiting, retaining, and supporting a more diverse campus community
3. Promoting and supporting inclusive teaching, scholarship, and professional development

This report reflects on the incredible strides our community achieved in our inaugural DEI Strategic Action Plan (DEI SAP) between 2019—2022. Specifically, our University community:

- Set a total of 584 action items, each aligned with one of the three strategic priorities above
- Completed or made progress on 84% of our goals (489 action items)
- The majority of action items marked as “in progress” have been carried into our current DEI SAP cycle, encompassing 2023-2026.

Methodology for Assessing Impact

Between 2022 and 2023, the DEI Division developed and led an impact assessment of the inaugural DEI SAP cycle. The Division designed and implemented a self-reporting form through which participating units reported and submitted data and evidence demonstrating their success on each action of the 584 items.

Division team members then reviewed all submissions and used a thematic analysis approach (Braun & Clarke, 2006) to reveal key trends in DEI SAP impact across our university community.

Key Trends in SAP Impact

While many themes emerged, this report identifies and discusses the following key trends revealed through analysis of the action items that participants completed or reported progress upon:

- **Forming A New Vision:** Several units established new mission statements and guiding priorities that identify commitment to diversity, equity, and inclusion.
- **Power of the People: Forming Local DEI Teams:** Many of Rowan's departments, colleges, and offices developed local DEI teams to demonstrate leadership and investment in making change in their local spaces.

- **Raising Awareness to Increase Access:** Following self-assessment and determining underserved groups, some Rowan units developed innovative ways to make their services more visible to those who need them.
- **Building Data-Informed Inclusive Spaces:** Drawing from surveys and audits, many of this cycle's successes resulted in data-informed changes to design more inclusive policies and practices.
- **Student Recruitment and Retention:** Through increased outreach, programming, and building more accessible facilities, academic and administrative units worked hard to recruit diverse students and to build a campus where all students can thrive.
- **Building an Inclusive Curriculum:** Many of our academic colleges made curricular changes to promote diverse learning and inclusive classrooms through innovative course offerings, revised learning outcomes, and new programs of study.
- **Recruiting and Supporting a Diverse Labor Force:** Units across our campuses worked hard to develop more equitable and inclusive hiring practices, including faculty recruitment, tenure, recontracting, and promotion, staff hiring, and the hiring of student workers.
- **Developing Our Professional Commitment to DEI:** Academic and administrative units set and achieved meaningful professional development goals in DEI generally, as well as through training relevant to their particular areas of service.

Impact and Initiatives from the Division of DEI

Our report concludes with a summary of the tremendous impact and reach of the achievements of the DEI Division itself. Areas of success include:

- Developing and offering professional development to internal and external constituents through a range of certificate programs
- Providing leadership, consultation, and guidance on policy and practice
- Hosting opportunities for critical engagement, dialogue, and learning for our faculty, staff, students, and regional community members
- Leading and supporting task forces, affinity groups, and collaborative communities
- Amplifying Rowan's visibility through earning awards, acknowledgments, and grants
- Supporting Rowan constituents by collecting DEI data and making DEI data more accessible to those who need them
- Supporting faculty and staff in many aspects of their work from hiring to policy to the classroom

This report shows that an empowered Division of DEI can empower Rowan University to deliver measurable impact on our path toward inclusive excellence.

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Introduction

With the launch of the Division of Diversity, Equity, and Inclusion in 2019, our office engaged in a comprehensive listening tour to provide an avenue for faculty, staff, and students to voice their pride in Rowan and their desire for a more diverse, equitable, and inclusive campus.

Drawing from our community's invaluable feedback, we formed a DEI Council with representatives from every major unit, college, and campus to embark on creating meaningful change. The Division of Diversity, Equity, and Inclusion Council has 3 subcommittees dedicated to achieving our strategic priorities.

1. Creating a more inclusive and equitable campus community
2. Recruiting, retaining, and supporting a more diverse campus community
3. Promoting and supporting inclusive teaching, scholarship, and professional development

In Fall 2020, the DEI Division led every major unit on each Rowan campus as they embarked on a 3-year DEI Strategic Action plan. Emerging from a rigorous yet adaptive self-assessment process, DEI leadership supported our community leaders in developing data-based, measurable goals for building more inclusive and equitable policies, practices, and services in their areas, including:

Administrative Units

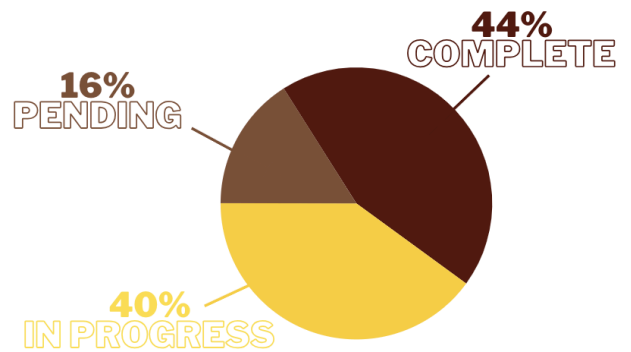
Academic Affairs
Athletics
Diversity, Equity, & Inclusion
Facilities & Operations
Finance
General Counsel
Human Resources
Information Resources & Technology
Library Services
Public Safety
Research
Strategic Enrollment Management
Student Life
Student Success
University Advancement
University Relations
Wellness Center

Academic Units

College of Education
College of Humanities & Social Sciences
College of Performing Arts
College of Science & Mathematics
Cooper Medical School
Graduate School of Biomedical Sciences
Henry M. Rowan College of Engineering
John H. Martinson Honors College
Ric Edelman College of Communications & Creative Arts
Rohrer College of Business
School of Earth & Environment
School of Graduate Studies
School of Osteopathic Medicine
Virtua Health School of Nursing & Health Professions

During the inaugural three-year strategic action plan, we set a total of 584 action items. Each aligned with one of our shared strategic priorities, individual departments, colleges, and units set to work on creating a more inclusive community, recruiting and sustaining more diverse campuses, and supporting inclusive teaching, scholarship, and professional development opportunities.

We are proud to say that 84% of these action items have been completed or are in progress; that's 489 ways our community has invested time, energy, and resources into making a difference in the lives of Rowan students, faculty, and staff.



In what follows, you'll find highlights of the many ways our DEI strategic action planning and implementation has resulted in high-impact change.

Key Trends in SAP Impact

Analysis of data from reporting units reveals major strides in DEI action in the following areas:

- **Student Recruitment and Retention**
- **Scholarships Fund**
- **Research Initiatives**
- **Curriculum Assessment and Reform**
- **Establishing Vision**
- **Establishing DEI Committees**
- **Faculty Hiring and Tenure, Recontracting, & Promotion**
- **Student Financial Support and Hiring**
- **Staff Hiring**
- **Professional Development**
- **Employee Satisfaction**
- **Policy Review**
- **Building Accessible/Inclusive Physical Spaces**
- **Surveys/Data-Informed Inclusive Spaces**
- **Raising Awareness of Services**
- **Creating Affinity Spaces**
- **Programming**

Continue reading for highlights of the impact of these and other initiatives around Rowan's campuses.

Forming A New Vision

“Without new visions, we don’t know what to build, only what to knock down.” Robin D.G. Kelley, in Freedom Dreams: The Black Radical Imagination

One powerful way our constituents created meaningful change is by establishing new mission statements and guiding priorities that identify commitment to diversity, equity, and inclusion as part of the fabric of who we are and what we do.

In the past three years, the College of Education, departments in the Ric Edelman College of Communication & Creative Arts, and University Advising Services have developed new visions to guide their commitment to research and student success.



“operate and interact internally in ways that reflect the values of democracy, inclusiveness, respect, and justice”

“diversity is expressed in many forms including race and ethnicity, gender and gender identity, sexual orientation...”

“acknowledging the diverse desires, commitments, and lived experiences of our students, we enact pedagogical approaches that are inclusive, challenging, and meaningful for both students and faculty”

Power of the People: Forming Local DEI Teams

We know that diversity, equity, inclusion, and belonging work cannot exist in a silo, and many of Rowan’s departments, colleges, and offices made it a priority to develop the people power needed to move the needle on our campuses. The following areas formed local teams of committed staff and faculty to partner in DEI work:

- College of Humanities & Social Sciences
- Ric Edelman College of Communication & Creative Arts
- College of Science & Math
- Library Services
- University Advising Services
- Radio, TV, & Film
- Journalism
- Communication Studies
- Art
- The Wellness Center
- Chemistry & Biochemistry

Raising Awareness to Increase Access

Opportunity is empty if it remains in the dark. During the inaugural DEI strategic action planning cycle, Rowan units worked hard to make their services more visible to those who need them.

Chamberlain Student Center	Conducted outreach and meetings with all key stakeholders to spread awareness of diverse programming
College of Humanities & Social Sciences and Career Services	Collaborated to increase publicity and outreach efforts about career resources to students from diverse and underrepresented backgrounds
The Office of Volunteerism & Community Engagement and the International Center	Increased use of The SHOP among international students by coordinating communication about The SHOP Pantry & Resource Center services and resources directed toward the international student community, including in orientations
Student Support Programs	Rebranded and redesigned academic and success coaching into one comprehensive resource for students—use of services more than doubled
Military Services	Increased outreach to military-affiliated and veteran students by identifying 288 students during the admissions or orientation process; 75.35% (217 students) were contacted prior to the semester starting, 95.39% (207 students) were completely processed by the military services office prior to the semester

Building Data-Informed Inclusive Spaces

Big data can mean big impact for DEI work in institutional spaces. Some of the most potent work on Rowan campuses during our 2019-2022 strategic action planning occurred through the diligence of data collection and review.

Spotlight Collaborative Data Assessment for Equitable Student Outcomes



Dr. Lisa Abrams, Assistant Professor and Chair of the Psychology Department, and Jeff Bonfield, Director of Assessment, analyzed 35,901 instances of assessment and course grade data in 130 Rowan Core courses (1,879 sections).

The analysis revealed that marginalized student populations have lower scores on direct assessments, but also that students from these populations who have direct assessment scores that are equivalent to those of their peers receive lower course grades than their peers. This means students from marginalized populations who display the competencies necessary to earn higher grades are failing to receive those grades.



A survey of faculty grading practices (n = 145) revealed that when faculty prioritize competencies over behaviors in their grading, this gap disappears: students from marginalized populations who have direct assessment scores that are equivalent to those of their peers receive course grades that are also equivalent to those of their peers. Use of these grading practices, which we term competency-first grading (CFG), does not eliminate the opportunity gap that exists throughout the US, but CFG does prevent the gap from widening in students' college classes. The three elements of competency-first grading are:

- Allowing extensions
- Accepting late work
- Allowing retakes

Dr. Lisa Abrams and Jeff Bonfield presented their findings to the deans and department heads and chairs at the 2023 Program Revitalization Retreat. They presented their research to a national audience at the American Association of Colleges and Universities (AAC&U) Conference on Diversity, Equity, and Student Success in March 2024.

Collecting Data, Enacting Change

The following chart features additional standout examples in which data and analysis supported transformation toward a more equitable and inclusive university.

<i>Championing Group</i>	<i>Data-Driven Answers</i>	<i>Inclusive Impact</i>
<i>RowanSOM</i>	<p>Collected data to review:</p> <ul style="list-style-type: none">• onboarding processes for reentry for students who have taken leave or are repeating a year• academic and social support for students and accommodations for students with disabilities	<p>Data analysis led to development of:</p> <ul style="list-style-type: none">• protocols to address gaps in communication and outreach to ensure student-centered, proactive academic and social support and feedback• more transparent procedures for equitable disability accommodations
<i>Division of University Research</i>	<p>Conducted annual climate surveys to identify opportunities for increased awareness on DEI topics and to assess staff experiences of inclusion and belonging</p>	<p>Tangible implementation includes:</p> <ul style="list-style-type: none">• DEI speakers and DEI activities added to meetings• Raising awareness and increased training for faculty and the community about the options, resources and training around open access research has resulted in increased registration for workshops offered in spring and fall by Corporate and Foundation Relations (CFR) and ORD• Increase in activities to foster inclusion, such as an annual retreat, team building activities and participating in Adopt-a-Family at Thanksgiving• Plans to add a “DEI Corner” to our Division of Research Newsletter

		<ul style="list-style-type: none"> Plans to create an onboarding packet for new hires that stresses the importance of DEI and what opportunities are available
<p><i>John H. Martinson Honors College</i></p>	<p>Conducted review of Honors policies and procedures</p>	<p>Resulting updates:</p> <ul style="list-style-type: none"> updated and strengthened DEI statements included the posting of an outward-facing DEI statement on the college homepage updated language to ensure clarity and equity and eliminated policies that had unintended consequences impacting minoritized populations created, shared, and implemented an anti-discrimination and hate speech policy.
<p><i>Office of Social Justice, Inclusion, & Conflict Resolution</i></p>	<p>Surveyed student, faculty, and staff participants to assess utilization and impact of office programming, with 179 respondents:</p> <ul style="list-style-type: none"> Alumni: 3 Faculty/Staff: 20 Graduate/Professional Student: 20 Undergraduate students: 144 	<p>Data suggested that students were unaware of resources and programming. In response, SJICR adjusted their approach to student connectedness:</p> <ul style="list-style-type: none"> expanded programming to include student leaders in the planning process and offer programs not just educational in nature, but also programs to help create spaces & moments of joy developed a new approach to branding and social media engagement which has increased awareness of SJICR resources and physical spaces <p>As a result of these strategies, SJICR has seen a dramatic increase in the utilization of their centers and involvement from undergraduate students.</p>
<p><i>Campus Recreation</i></p>	<p>Conducted recurring audits of staffing, facilities, programs, and services to evaluate gaps</p>	<p>Example:</p> <ul style="list-style-type: none"> Drawing on feedback from the newly formed Women's Empowerment Student Staff Group, there was a program name

	and implement strategies to minimize disparities.	change from “Women on Weights” to “Women+ Weights”
<i>Library Services</i>	Conducted equity audits in 2021 and 2022	Data analysis identified new DEI objectives: <ol style="list-style-type: none"> 1. Increase the promotion of library services and resources, especially to marginalized communities 2. Investigate how to improve services for LGBTQ+ and disabled users 3. Create spaces that facilitate stress relief and wellness for users 4. Develop and propose clear procedures for responding to incidents of harmful behavior in the Libraries

Student Recruitment and Retention

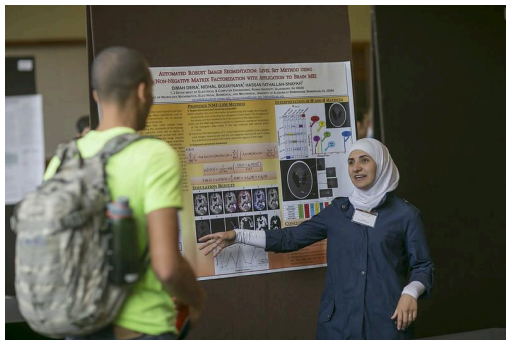
Rohrer College of Business



The Rohrer College of Business (RCB) sought to increase applications from underrepresented high school students and to help underrepresented students in the Pre-Business Program successfully transfer into a business major. In summer 2021 RCB hosted 100 students who participated in Think Like an Entrepreneur (TLAE), and they hosted 60 students in an in-person iteration of the program. As of 2021-22, 20 students out of a total of 400 over the lifetime of the

Think Like an Entrepreneur program matriculated at Rowan. This benchmarking data will support future recruitment efforts for the college.

Henry M. Rowan College of Engineering



The Henry M. Rowan College of Engineering maintained outreach efforts to local schools, with special emphasis on attracting women and underrepresented students to engineering. Specifically, the Engineering Outreach Office supports field trips from regional K-12 schools to promote the excitement and opportunity of engineering while engaging and encouraging today's youth to explore the many paths within engineering. In the Fall 2019 semester, the Henry M. Rowan College of Engineering

hosted and mentored over 1,000 K-12 students focusing primarily on Title 1 schools such as Winslow (9 visits) and Pennsauken (5 visits) where the percentage of students enrolled in lunch assistance programs is higher than the state average. Similarly, the Attracting Women into & Engineering (AWE) summer program invites middle school girls to explore engineering through hands-on projects with like-minded peers and mentored primarily by AWE alumni. The registration costs remain low for accessibility and affordability.

John H. Martinson Honors College



The John H. Martinson Honors College also engaged in more intentional recruitment and outreach to advertise the Honors admissions process to various groups on-campus (e.g. Achieving Success through Collaboration, Engagement, and Determination (ASCEND), Student Government Association groups, fraternities, and sororities) and sought to increase recruitment efforts at local community colleges and

high schools (e.g. Camden County College, Rowan College at Burlington County, Rowan College of South Jersey, and Glassboro High School). Data from Spring 2020 through Spring 2023 showed an increase in ASCEND applicants, and in Fall 2024 the college welcomed nine new ASCEND students to their programs.

University Advising Services



The University Advising Services Office bolstered community college partnerships by hosting a program for advisors from NJ community colleges to learn more about the available resources and programs for transfer students at Rowan. In their first summer program, more than 30 advisors attended the virtual session. University Advising Services and the Office of Pre-Health Programs now also host a STEM/Pre-Health Advisor Roundtable for ongoing collaboration and support of students

The Wellness Center



The Wellness Center sought to enhance a sense of belonging and reduce barriers to help-seeking behaviors and attitudes among marginalized and underrepresented students, and more specifically, sought to expand their services to Asian & Pacific Islander students. Leaders in the Wellness Center implemented the “I Am Asian” support group, and as such, there was an increasing number of Asian students who accessed and utilized Wellness Center Services. The group was offered in Summer and Fall 2021, as well as

Spring 2022. Students within the I Am Asian group reported being appreciative of having space to discuss issues related to being an Asian student while attending Rowan University and being a member of the larger society.

Ric Edelman College of Communication and Creative Arts



Ric Edelman College of Communication and Creative Arts increased spending on events featuring diverse thinkers, writers, artists, and topics to support belonging for historically minoritized groups and to provide students, faculty, staff, and community members opportunities to engage and learn across difference. Together with the departments of Art, Communication Studies, Journalism, PR/Advertising, Radio, TV, & Film, and Writing Arts, the college

welcomed over 550 attendees at DEI-related events and has spent over \$20,000 on DEI events since 2020.

Chamberlain Student Center



The Student Center installed emergency evacuation chairs in each stair tower, which will be used by first responders/bystanders to assist with evacuating those with physical limitations. The building now also has automated doors of selected restrooms to provide accessibility and a new installment of an ADA-compliant ramp to the Student Center loading dock to make the space more accessible and increase the overall efficiency of delivery and transport of supplies. Additionally, The Student Life Department designed and installed lamp post welcome

banners with text representing all languages spoken on campus.

Philosophy



The Department of Philosophy and World Religions developed a series of scholarships that they offer annually in an attempt to attract a student body more representative of Rowan's overall diversity and increase student diversity in Philosophy & World Religions classes and programs.

Athletics



In April 2022, the Athletics department formed a BIPOC collective and an LGBTQ+ collective in hopes of creating more intentional, safe, and inclusive spaces for our identifying student-athletes to unify and share experiences.

Building an Inclusive Curriculum

Across academic programs, Rowan's faculty, department chairs, and deans made strides to assess, revise, and implement inclusive and equitable curriculum and learning outcomes.

College of Performing Arts



From May 2020 to August 2020, The College of Performing Arts formed a working group to evaluate and revise its core curriculum as well as redefine its concentration offerings. With renewed emphasis on inclusive and dynamic expression, the Department of Theatre and Dance offers courses featuring diverse playwrights and an innovative approach to inclusive casting and culturally diverse content.

College of Humanities and Social Sciences and College of Education



In collaboration with the College of Education (CoE), and with support from a Catalyst grant and the Deans of both colleges, the College of Humanities and Social Sciences (CHSS) established a training program to increase faculty's knowledge and application of Universal Design for Learning (UDL) principles to ensure CHSS courses are more accessible to students, especially neurodivergent students. Two CHSS faculty were selected in a competitive process to serve as lead trainers and collaborate with CoE faculty, who developed UDL

training modules for CHSS faculty.

Using a train-the-trainer model, two additional CHSS trainers from each department were selected through an application process. As part of their professional development, trainers met with accessibility expert Dr. Jay Dolmage of the University of Waterloo, and they developed revised syllabi for their courses reflecting UDL principles.

The trainers went on to offer training sessions in UDL to additional Rowan faculty, and project collaborators hosted a well-attended UDL festival in Spring 2023, featuring outside speakers (Thomas Tobin, author of *Reach Everyone, Teach Everyone*, and Matt Bergman, educational consultant) and a panel of faculty and students who had participated in the project.

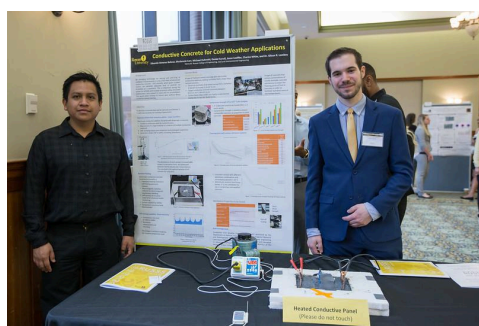
Additionally, in CHSS, the English Department also implemented three changes to curriculum options for students: 1) Created a concentration/CUGS in Global literatures; 2) Created a concentration/CUGS in Multi-Ethnic Literatures of the U.S.; and 3) Developed a diversity requirement for all English majors.

Cooper Medical School @ Rowan University



CMSRU sought to increase retention and on-time graduation of historically marginalized students by providing more comprehensive support throughout the curriculum. Areas of support included career planning, well-being, access to summer opportunities in independent study, teaching, and research, individualized advising for residency planning, and more.

College of Science and Math



department on next steps for implementing and assessing such strategies to ensure equitable learning outcomes for their students.

Faculty in Chemistry and Biochemistry conducted data analysis revealing that PEER (persons excluded because of their ethnicity or race) students earned grades of D, F, or Withdraw in early major course sequences at higher rates than their counterparts. After conducting a literature review, they identified pedagogical interventions that have been shown to support PEER student success, including active learning, flipped and hybrid classroom structures, and alternative assessment approaches. The group made recommendations to their

Recruiting and Supporting a Diverse Labor Force

The diversity of Rowan's staff and faculty is among our greatest strengths; yet we know that we must nurture and grow our diversity takes intentionality, investment, and commitment. The efforts featured below reflect some of the ways Rowan's DEI strategic action planning has had an impact on more equitable and inclusive hiring practices.

Faculty Hiring, Tenure, Recontracting, and Promotion

- The College of Education implemented diverse hiring strategies such as including a Diversity in Action (DIA) committee representative on every committee search, using the DEI Division's "Toolkit for Diversity, Equity and Inclusion (DEI) in Faculty Recruitment, Hiring, and Retention" in all new faculty searches, and intentional outreach to the applicant pool to reflect racial diversity.
- The English Department revised their tenure, recontracting, and promotion (TRP) criteria documents to reflect language to better acknowledge and value DEI work in areas of teaching, research, and service, and to reduce bias in the TRP process.

Staff Hiring

- The University Advising Services (UAS) sought to improve the recruitment of diverse staff by:
 - Including Rowan's new equal opportunity statement in all job descriptions;
 - Ensuring the hiring manager verifies that each search committee is composed of diverse search committee members;
 - Including one member of the UAS/ Office of Advising and Student Information Services (OASIS) DEI Committee on each search committee;
 - Including interview questions related to the demonstration of DEI competencies.
- The Wellness Center changed new hire posting protocols to include agencies and associations that market to professionals of color. Additionally, during this period, 38% of Wellness Center hires were professionals of color, which includes 4 out of 7 new mental health clinicians.
- Rowan University Libraries developed a research-based set of internal guidelines to improve inclusivity of staff interviews and faculty and administrator searches, including increased communication with candidates around expectations, needs, and preferences for interviews, and requesting a DEI statement for faculty- and administrator-level positions.

Student Hiring

- Campus Recreation created student-employee affinity groups for Women of the Rec, Black, Indigenous, and People of Color (BIPOC), and LGBTQIA+ communities.
- The Graduate School made a number of efforts to support diversity and equity in graduate students' professional opportunities on campus, including:

- Collaborating with departments across campus to increase outreach and employment of diverse graduate assistants;
- Increasing advertisement of financial assistance to graduate students;
- Addressing potential conflicts between graduate student employees and supervisors and instilling protections for graduate student employees around student employment opportunities and compensation packages;
- Creating a Graduate Student Employee Handbook for campus-wide use,
- Requiring that graduate student jobs be posted on Profs Jobs starting in 2022;
- Continuous outreach for minoritized graduate students in STEM to apply for GEM Fellowship to pursue their graduate studies.

Developing Our Professional Commitment to DEI

All around Rowan’s campuses, our stakeholders invested time, energy, and resources into developing their understanding and expertise in DEI concepts, processes, and practices. Responding to data-based self-assessment, Rowan faculty, staff, and students participated in professional learning to gain the skills and understanding necessary for equitable and inclusive action in their areas.

Campus Recreation

Campus Recreation designed and implemented an annual DEI workshop series for 150-200 student staff based on the National Intramural-Recreational Sports Association (NIRSA) Equity, Diversity, and Inclusion resource manual. Topics included identity, intersectionality, antiracism, and implicit bias. Further PD topics included Title IX, Neurodiversity, creating inclusive workspaces, and more.

University Advising Services

University Advising Services created workshops, a Canvas course, and an “Academic Leadership and Student Affairs Data User Guide” to support advisors in accessing, interpreting, and responding to student data to better support underrepresented students. They also gathered to engage with the NACADA professional development session “Building a Trauma-Informed -Advising Practice for Racially and Ethnically Diverse Students.”

Honors College

The Honors College created a digital handbook with a guide and resources for inclusive pedagogy. In the Fall of 2022, the College also hosted an inclusive pedagogy workshop with three faculty experts

Rowan Libraries

Rowan Libraries implemented ongoing professional learning by distributing a monthly newsletter highlighting resources and training opportunities and led a DEI professional development workshop and

presenting on inclusive classroom strategies. Survey results showed 93% of respondents planned to implement some of the strategies they learned at the workshop.

activity in each of the Libraries' monthly All Staff meetings. In 2021, the Library also engaged in in-depth training for staff to engage in philosophical and practical strategies for increasing equity and inclusion in day-to-day library work.

The Wellness Center

The Wellness Center established a planning committee to organize, create, and develop dialogues and trainings held twice a semester that focus on current and national events related to race, privilege, and more. Counseling and Psychological Services also maintained coordinators for marginalized and underrepresented groups—such as LGBTQIA+, Autism Spectrum, and Students of Color—and offered training to professional staff during the Wellness Center's summer series to promote the intersectionality of diversity through outreach programs and activities throughout the academic year.

College of Science and Math

From 2019-2022, 12 out of 32 faculty and 1 of 3 advisors in Biological and Biomedical Sciences completed the Foundations in DEI certificate; additionally, faculty and staff have completed Safe Zone training, implicit bias training, and the Inclusive Pedagogies and Practices Certificate during this SAP cycle.

Information Resources & Technology

All IRT managers and student workers attend QPR training in Spring 2023. This nationally renown training teaches participants the “Question, Persuade, and Refer” strategy for suicide intervention and prevention.

Impact and Initiatives from the Division of DEI

In addition to developing, leading, facilitating, and assessing the inaugural three-year cycle of DEI Strategic Action Planning initiative described in this impact report, the Division of DEI has demonstrated a significant impact in championing diversity, equity, and inclusion across our campuses at Rowan University through our work with campus partners, committees, and community members. We provide a snapshot of Division efforts below.

Professional Development

Since the launch of the Division of DEI in 2019, we have **developed and implemented six professional development certificate programs** for Rowan University faculty and staff, Rowan affiliates, and external constituents. The certificate programs include:

- The **Foundations of Diversity, Equity, and Inclusion Certificate**, with **929 completers**. This program prepares participants to understand key concepts in DEI and strategies in areas such as intersectional analysis, anti-bias countermeasures, interventions against microaggressions, allyship, and more.
- The **Inclusive Pedagogy and Practices (IPP) Certificate**, with **102 completers**. The IPP certificate offers participants a deep dive into designing accessible spaces with tools like Universal Design for Learning (UDL). The certificate offers tracks in pedagogy (for accessible classrooms) and practices (for accessible institutional spaces).
- The **Antiracist Pedagogy and Practices Certificate**, with **25 completers**. The IPP certificate invites participants to explore key concepts and practices in antiracism. The certificate offers tracks in pedagogy (for accessible classrooms) and practices (for accessible institutional spaces).
- The **Creating a Neuro-Inclusive Workplace Certificate**, with **10 completers** (14 expected as of May 2024). This program is designed to serve external constituents, focusing on developing inclusive organizational and workplace environments.
- The **DEI/HR Search and Unconscious Bias Training**, with **514 completers**. This training prepares faculty and staff to promote diversity, equity, and inclusion principles and HR protocols when serving on search and hiring committees.

In partnership with the Faculty Center for Excellence in Teaching and Learning, we offered the first module of the Foundations of DEI certificate in person during New Faculty Orientation in 2022 and 2023.

Division leadership has also offered customized DEI training to both internal and external organizations, including:

- **“Grounded in Diversity: Establishing a Foundation for Belonging,” The New Jersey Department of Corrections**. Approximately 50 participants. March 2023, Trenton, NJ.

- **“Identity and Culture,” Campus Recreation Staff Orientation.** Approximately 180 student workers. Fall 2023, Glassboro.
- **“DEI in Social Work: Privilege and Institutional Advocacy,” Master’s in Social Work Program.** Approximately 40 MSW students. Fall 2023, Glassboro.
- Camden School Program:
 - Katz-Dalsey Academy Charter School - **Module on Implicit Bias** provided Fall 2020, 49 participants.
 - Camden’s Promise Charter School:
 - Module on Intercultural Development provided Summer 2021, 55 participants.
 - Module on Implicit Bias provided Summer 2021, 55 participants.
 - Camden Education Fund - Modules on Implicit Bias, Microaggressions, and Allyship/Advocacy provided Summer 2022, 20 participants.
- Swedesboro Woolwich School District - Module on Intercultural Development provided Fall 2021, 115 participants.
- ACENDA:
 - Full DEI Certificate provided Fall 2020, 145 participants.
 - 21 additional participants for full DEI Certificate during Fall 2021.

In alignment with DEI Strategic Priority 3: “Promoting and supporting inclusive teaching, scholarship and professional development,” DEI worked with many colleges and departments to support faculty and staff to cultivate conditions for equitable teaching, learning, and working environments through dedicated certificate offerings brought directly to or emphasized with particular departments and offices. For instance:

- The Virtua Health School of Nursing and Health Professions encouraged and determined the percentage of faculty and staff who have completed the DEI professional development and increased faculty and staff participation in the DEI Foundations Certificate by 15% from May 2021 to May 2022.
- The College of Performing Arts increased faculty and staff involvement in DEI professional development to 100% completion of Implicit Bias training and 30% completion of the DEI Foundations Certificate.
- The School of Osteopathic Medicine required all faculty and staff to complete the DEI Foundations Certificate, with all members of the Dean’s Council and Academic Chairs completing modules.
- Campus Recreation required the professional staff to participate in at least two external DEI workshops or presentations annually.
- At Rohrer College of Business (RCB), 30% of all faculty completed the DEI Foundations Certificate.
- 98% of University Advising Services (UAS) staff participated in one or more of the DEI modules, and 24.5% of UAS completed the DEI Certificate.

Policy and Practice Development

The Division of DEI coordinated, supported, and consulted on efforts to review and revise policy and practice toward ensuring a more inclusive campus. These efforts include:

- In collaboration with Human Resources, developed a **Search and Hiring Toolkit for Faculty** to recommend practices to achieve DEI goals to address historical marginalization in the areas of recruitment, hiring, and retention. A version of the toolkit for staff is under development.
- In collaboration with University Relations and SGA, developed an “**Inclusive Language Policy**” for all university communicators.
- Members of the SPC3 committee drafted a “**Targeted Harassment Guidelines**” document that has received multiple rounds of feedback from campus stakeholders and is close to final adoption by the university.
- The Office of Student Conduct eliminated the monetary fine for commonly violated policies of the Student Code of Conduct. The previous fines originally ranged from \$150 to \$400. This action reduces the educational debt for all students.

Critical Engagement, Dialogue, and Learning

To promote a campus climate in which we teach one another how to best cultivate humility and curiosity toward our diverse ways of being and knowing in the world, the Division of DEI has hosted a range of annual and just-in-time programming meant to facilitate dialogue and learning.

- Planned and hosted the **DEI Summit for three consecutive years** focused on providing attendees with opportunities to engage in discussions on research and best practices to strengthen diversity, equity, and inclusion in efforts, including promoting inclusive approaches to student success, policy development, pedagogy, and hiring practices. We welcomed nationally recognized authors and scholars as keynote speakers, including Tim Wise and Dr. Brittney Cooper.
- Hosted critical discussions and networking opportunities, some of which included:
 - **Minority Enterprise Development (MED) Week Supplier Diversity Forum & Trade Show** - Offers an annual forum for networking geared towards minority-owned businesses interested in doing business with Rowan University.
 - **Diversity in Law Enforcement Forum** - a forum dedicated to facilitating and fostering diversity in law enforcement for our communities and providing support and resources for hiring jurisdictions and candidates for law enforcement careers.
 - **Meeting between students & prosecutor’s office** to discuss discrimination
 - **Let’s Talk Bias: A Roundtable Discussion Featuring the NJ Attorney General’s Office** - discussion on bias with representatives from the NJ Attorney General’s Office, Division on Civil Rights, and Division of Criminal Justice.
 - **We Are Not Ok** critical conversations series during a period of civil unrest in 2020.

Task Forces, Affinity Groups, and Collaborative Communities

The Division of DEI understands that many hands make light work, and that the best way to build bridges to a brighter tomorrow is to gather in community toward common goals. The following efforts capture some of the many ways we have established and sustained networks, partnerships, and collaboratives where dialogue can lead to change.

- Developed **Neurodiversity Task Force** and gathered data through focus groups and a survey on neurodiversity at Rowan to explore the development of a Center for Neurodiversity.
- Established the **Center for Neurodiversity** in Fall 2021, the first of its kind in the State of New Jersey, focusing on supporting the priorities of and expanding the opportunities for neurodivergent students, faculty and staff through professional development and programming, research, and community engagement.
- Continued work in the **Law Enforcement and Community Collaborative (LECC)** to develop professional development rooted in a commitment to diversity, equity, and inclusion; identify and disseminate evidence-based practices that facilitate meaningful engagement with diverse communities; and develop an infrastructure to research, grants, and program evaluation for LECC members and the broader community.
- Continued work in the **Antiracist Pedagogies and Practices Taskforce** to assess the assets and needs for antiracist efforts at our institution, taking account of local histories and current realities as we: (1) craft shared language around racism and antiracism on campus; (2) establish certificate programs in antiracist pedagogies and practices for faculty and staff, and (3) build a program for student leadership in antiracism.
- Collaborated with the Office of the General Counsel to **develop the Policy Prohibiting Discrimination in the Workplace and Educational Environment and Title IV: Procedure for Resolving Student v. Student Discrimination Complaints process.**
- **Expanded Affinity groups for faculty and staff**, including
 - Neurodivergent Employee Resource Group
 - Faculty and Staff Neurodiversity Ally Group
 - Military Affiliated Faculty and Staff Affinity Group
 - Black @ Rowan, Faculty and Staff Affinity Group
 - Wellness Center Professionals of Color Support Group
- Supported newly developed committees and already existing committees across Rowan campuses for faculty, staff, and students to support and facilitate DEI efforts, including:
 - College of Humanities & Social Sciences (CHSS) College DEI Committee
 - Ric Edelman College of Communications & Creative Arts (CCCA) DEI Committee
 - College of Science & Mathematics (CSM) DEI Committee
 - College of Education Diversity in Action (DIA) Committee
 - Psychology DEI Committee
 - Virtua Health School of Nursing and Health Professions DEI Committee
 - Health and Exercise Science DEI Committee
 - Strategic Enrollment Management DEI Committee

- School of Osteopathic Medicine (Rowan-Virtua SOM) DEI Committee
- University Advising Services DEI Committee

Awards, Acknowledgements, and Grants

The Division of DEI has been recognized by national, regional, and local groups for our leadership in inclusive excellence:

- 2021, 2022 & 2023: Received **The Higher Education Excellence in Diversity (HEED) Award** from Insight to Diversity to recognize our university's commitment to diversity, equity, and inclusion, with the application processes managed by the DEI Council Strategic Priorities Committee 1.
- 2022: Received **Rowan University's Excellence in Diversity Award** for collaborative work with the Inclusive Pedagogy and Practices Taskforce
- 2022: Received a **grant from the New Jersey Department of Corrections** to provide diversity, equity, and inclusion training to Administrators in the Department of Corrections starting in January 2023.

DEI Data Reports

As this report showcases, data-driven change makes a big impact; the Division of DEI has led and contributed to important data collection and reporting efforts to ensure awareness, accountability, and change.

- Developed a university-wide **DEI Strategic Action plan** guided by our DEI priorities and institutional goals. The DEI strategic Action **dashboard** includes a systematic approach to track and monitor the progress of each unit/department/office to ensure a sustained and collective commitment towards our DEI institutional goals.
- Conducted the **DEI Listening Tour**, which provided an avenue for faculty, staff, and students to voice their pride in Rowan and their desire for a more diverse, equitable, and inclusive campus.
- Administers the **DEI Equity Audit**, a survey designed to help colleges and universities measure and assess both their strengths and weaknesses around diversity and inclusion efforts for students, faculty, staff, and administrators.
- Completed the **DEI Neurodiversity Focus Group and Survey** to examine our current resources for neurodivergent faculty, staff, and students, and develop recommendations for campus-wide improvement
- The second DEI Equity Audit, now called the **Inclusive Community Survey** was completed by faculty, staff, and students during the spring 2023 semester and results are forthcoming.

Faculty and Staff

The Division further took concrete actions that supported inclusion and equity needs among faculty and staff, in areas like hiring, human resources, professional development, teaching, and more.

- Provided language for the Rowan University **Equal Employment Opportunity (EEO) statement**, which is now included in all job descriptions.
- The streamlined reporting process for discrimination, harassment, and retaliation complaints for students in the protected classes.
- Provided **Title IX Deputy Coordinator Training and Compliance and Athletics Training** for Rowan employees.
- Developed **syllabus language to address the reporting of all types of discrimination** and bias in the protected categories.
- Launched the institutional subscription with the **National Center for Faculty Development and Diversity**, a nationally recognized, independent organization that provides online career development and mentoring resources for faculty, post-docs, and graduate students.