Rowan University
Division of Diversity, Equity, and Inclusion (DEI)
Unit/Department Strategic Action Plan
2020-2023

The University- wide Diversity, Equity and Inclusion Strategic Action Plan is guided by three DEI Priorities aligned to our Institutional Goals:

1. Creating a more inclusive and equitable campus community (Build human, infrastructure and resource capacity)
1. Recruitment and retention of diverse faculty and staff
2. Environmental conditions
3. Systems are developed and maintained to address equity and inclusiveness for faculty and staff

2-Recruiting, retaining and supporting a more diverse community (Commit to success for all learners)
1. Recruitment efforts
2. Programming and supports to retain diverse students
3. Policies and practices that ensure equity
4. Attention to student performance and outcome data

3-Promoting and supporting inclusive teaching, scholarship and professional development (Engage in innovative discovery, invention, and application of knowledge)
1. Faculty center offerings
2. Partnering with Human Resources on professional development
3. Tenure and reconstructing considerations
4. Reviewing data on student performance by major/college and supporting colleges/departments

Division of Diversity, Equity and Inclusion Mission

The Division of Diversity, Equity and Inclusion at Rowan University leads and supports initiatives that promote diversity, equity and inclusion by developing and sustaining meaningful and collaborative relationships that result in a more diverse and inclusive community and centering the voices of our community to drive university-wide culturally sustaining initiatives and equitable opportunities.

Strategic Planning Guideline: Each Rowan University unit, department, college, and/or division will complete the Diversity, Equity, Inclusion Strategic Planning document which includes the Departmental Self-Assessment and Strategic Plan. It is strongly recommended that all faculty and staff members be provided opportunities to give input in the development of the departmental DEI Strategic Plan. The contributions of all university departments to the DEI Strategic Action Plan will solidify a University-wide commitment to the diversity goals and values of Rowan University.

DEI Departmental Self- Assessment – The DEI Departmental Self- Assessment is an internal tool which provides guiding questions for departments to help identify areas of strength and areas in need of additional exploration as we move toward creating a more diverse, equitable and inclusive University.

Purpose: As a result of the departmental responses from the Self-Assessment activity, in addition to acquiring data, and reviewing current policies and practices, each department will generate a three-year DEI Strategic Action Plan to enhance diversity and inclusion initiatives, programs, polices and curriculum to support faculty, staff and students at Rowan University.

Self-Assessment Steps:

1. **Formation of Self –Assessment Team:** Determine if the team will consist of a core group within your department or the entire department.

2. **Complete the Self-Assessment:** Determine if core team will complete the DEI Self- Assessment individually or as a group. Suggested pros and cons of both approaches:

   As a group
       (Pros):
   - Good learning opportunity
   - Individuals may learn about existing departmental efforts of which they were not aware
   - New ideas may result from group discussions
       (Cons)
   - Can lead to "groupthink" when coming to consensus; also, more challenging logistically as key players may not be able to attend a meeting

Individually

(Pros)

- Get purer baseline knowledge
- Generate more individual feedback, especially from those who may not be available for meetings or prefer to speak in smaller settings.

(Cons)

- Adds a step of building consensus for responses to items; also, can lead to potentially inaccurate/incomplete results if few people know about a given service the campus offers
- If completed individually, the team lead(s) can provide clear instructions on what to prepare for discussing the results as a team (e.g., answer all items for the six strategies, jot down college examples for any items you rate as an "A") and schedule a follow-up team meeting. If possible, identify a team member who can agree to collect all the responses a couple of days before the team meeting and aggregate the individual responses into a single spreadsheet; this can facilitate the discussion.

- o **Guiding Questions:** The Self-Assessment is separated by the three DEI Priorities with guiding questions to assess how well your department is promoting and supporting diversity, equity and inclusion. In addition to the DEI Self – Assessment questions, we encourage each department to review their own professional association/organizations standards for diversity, equity and inclusion, which may address areas specific to your department's mission and purpose. Examples include:

  AIP- American Institute of Physics - https://www.aip.org/diversity-initiatives/team-up-task-force
  AACSB- Association to Advance Collegiate Schools of Business (AACSB) https://www.aacsb.edu/diversity
  CAS - Council for the Advancement of Standards in Higher Education - https://www.cas.edu/standards
  CAEP- Council for the Accreditation of Educator Preparation
  NACADA –National Academic Advising Association
  NASPA – Student Affairs Professionals in Higher Education
  NIRSA- National Intramural and Recreational Sports Association https://nirsa.net/nirsa/wp-content/uploads/nirsa-equity-diversity-inclusion-resource-guide-for-campus-recreation.pdf

Review and Discuss Self-Assessment Responses: Reflect on the self-assessment results to generate a collective understanding of your department through a DEI lens. The responses that generate an answer "Yes" should be accompanied with evidence and documentation:

- Diversity goal statements
- Goals and objectives related to diversity, equity, inclusion, and access
- Training plans and agendas for personnel
- Lists of programs and curriculums related to diversity, equity, access and inclusion
- Personnel policies, procedures and/or handbook with statements against harassment, discrimination, etc.
- Assessment results such as participation rates, demographics, campus climate, and student needs

Responses generating a "No" or "I Don't Know," should be used for further exploration and consideration of your department's Strategic Action Plan goals and objectives. If you don't know an answer, contact the Division of DEI to assist in determining campus resources.

Division of Diversity, Equity and Inclusion Departmental Self-Assessment		
Department/Unit/College:		
Department Mission Statement:		
Strategic Priorities	**Dept./Unit/ College Self-Assessment – Guiding Questions to Consider**	**Response:** **Yes**, what evidence do we have to support this statement? **No,** what action is needed to support this statement? **I Don't Know** **N/A**
SPC 1-Creating a more inclusive and equitable campus community 1. Recruitment and retention of diverse faculty and staff 2. Environmental conditions 3. Systems are developed and maintained to address equity and inclusiveness for faculty and staff	1. Does your department review staff demographics (race/ethnicity/gender)?	
	2. Has your department evaluated the employee demographics in comparison to the university student demographics?	
	3. Does your dept. address imbalance in staffing patterns among selected populations of program personnel?	
	4. Has your department implemented strategies to ensure a diverse hiring pool?	
	5. Does your department monitor the balance of representation of department leaders?	
	6. Does your department provide opportunities for leadership mentoring/development for diverse employees	
	7. Are there diversity and inclusion statements in your division,	

	department, programs/units? -Mission Statement -Goals/objectives -Student learning outcomes	
	8. Are diversity and inclusion statements and images used to promote awareness through? -websites -brochures -posters -email -social media -publications? -other	
	9. Are diversity and inclusion policies in place regarding hiring, promotion, tenure, and recruitment?	
	10. Has your department established an inclusive culture where all members of your organization feel safe, respected and valued.	
	11. Are staff members assessed/acknowledged, rewarded for proposing/implementing strategies for the advancement of diversity and inclusion?	
	12. Does your department ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable?	
	13. Does your dept. have practices in place to ensure cultural responsiveness of its candidates during hiring practices to ensure values of diversity and inclusion in new hires?	
	14. What are strengths, activities, or practices of your department that support diversity and inclusion? 15.	
Strategic Priorities	**Dept/Unit/ College Self-Assessment – Guiding Questions**	**Response:**

		Yes, what evidence do we have to support this statement? **No,** what action is needed to support this statement? **I Don't Know** **N/A**
SPC 2-Recruitment and retention of diverse students 1. Recruitment efforts 2. Programming and supports to retain diverse students 3. Policies and practices that ensure equity 4. Attention to student performance and outcome data	1. What student populations does your department consider underrepresented?	
	2. Does the student recruitment program enhance diversity and inclusion by increasing the enrollment and retention of underrepresented groups?	
	3. Does your department have any support or retention programs?	
	4. Are student support and retention programs reviewed regularly to ensure they are promoting and retaining a diverse student body?	
	5. Are you aware of the demographic breakdown of students enrolled in your program/major?	
	6. Has your department taken measures to support students from diverse populations?	
	7. Has your department/college utilized Universal Design measures to contribute to an equitable campus environment?	
	8. Are you aware of the trends in five-year retention rates of	

	underrepresented students in your college or university-wide?	
	8a. If a gap exists, does your department have evaluative measures to determine the cause?	
	9. Has your department taken any steps to improve the retention of underrepresented students?	
	10. Have you reviewed your policies and business practices to ensure they are equitable for all student population?"	
	11. Does your department address imbalances in participation among various populations of students?	
	12. Are financial support programs available specifically for underrepresented groups?	

Strategic Priorities	Dept/Unit/ College Self-Assessment – Guiding Questions	Response: Yes, what evidence do we have to support this statement? No, what action is needed to support this statement? I Don't Know N/A
SPC 3-Promoting and supporting inclusive teaching, scholarship and professional development 1. Faculty center offerings 2. Partnering with Human Resources on professional development 3. Tenure and recontracting considerations 4. Reviewing data on student performance by major/college and supporting colleges/departments	1. Have faculty/staff in your dept./college/unit utilized Universal Design measures in the environment/classroom to ensure an inclusive and equitable learning environment?	
	2. Have steps been taken to make your curriculum appealing, relevant, and equitable for the full diversity of our student body?	
	3. Does the curriculum include topics that address bias and stereotypes?	
	4. Are semester reviews of grade distribution conducted for each college? major? course?	
	4a. Are race and gender gaps reviewed?	
	4b. If gaps exist, are strategies implemented to address (pedagogy, curriculum, etc.)	
	5. Does your dept. ensure faculty/staff are culturally responsive?	

	6. Does your department provide DEI training for new staff?	
	7. Does your department offer or require annual DEI professional development? (And/Or) Does your department offer/support ongoing professional development in inclusive and culturally responsive/sustaining pedagogy	
	8. Are professional development resources readily available for faculty/staff?	

Next Steps- Establish Goals and Objectives in Strategic Action Plan: Identify action steps within your department to address diversity, equity and inclusion resulting from the discussion of your Self-Assessment results. Prioritize the areas of focus and develop a three-year plan of action to be documented in your departmental DEI Strategic Action Plan.

Data Collection to prepare for Strategic Action Plan

Rowan University and the Division of DEI are committed to assisting each department with resources that you may find useful after completing the Self-Assessment to further explore areas that will aid in the development of your goals and objectives for the Strategic Action Plan. The Division of DEI is available to help departments obtain the data needed which will aid in presenting a well-balanced picture of your department as you accomplish your newly developed goals.

Rowan University IRT: Tableau/Dashboard- Information Resources & Technology

Dashboards are visual displays that organize and present complicated and comprehensive data sets in an easy-to-understand and digestible format. These interactive dashboards also allow in-depth analysis of data based on various parameters. You can select filters to view specific subsets of data or compare information. Student information such as enrollment, admissions, retention, graduation, student course history, student race/ethnicity, major, gpa, and geographic location of student residence is available through this resource.

Department Employee Demographic Data- Rowan University Employee ethnic/gender demographic information by department/college is available on the DEI Confluence page.

Additional Data Sources:

  • State and national data sources (e.g. accountability reports, federal IPEDS reports, or loan default rates, http://nces.ed.gov/ipeds/Home/FindYourCollege).

  • The Education Trust's College Results Online comparative data (http://www.collegeresults.org)

  • College Completion produced by the Chronicle of Higher Education (http://collegecompletion. chronicle.com).

  • Student applications, including both college application and FAFSA, which can indicate whether students or their families qualify for SNAP, TANF, or whether the student is an unaccompanied youth at risk of homelessness.

To complement quantitative data, we encourage qualitative evidence which can assist with telling the unique experiences of marginalized and diverse students and employees at Rowan. Speaking directly to underrepresented and marginalized students and staff about their daily realities and the faculty and student services professionals who work with them on a regular basis can help inform your department's approach to support, service delivery and policy. Sources of qualitative data can include surveys, focus groups, interviews, listening sessions, and town hall meetings. The goal of the DEI Self-Assessment is to help identify areas of priority, need and opportunity. Accurately and completely demonstrating needs will help each department make sound decisions about policy and practice changes, as well as the allocation of resources.

Strategic Action Plan Development

The next step in completing the Strategic Action Plan is to identify available and relevant quantitative and qualitative data that will build a foundation for moving the conversation forward. The purpose of the data to inform the discussions and to provide an evidence-based foundation for faculty, staff, and administrators to leverage their expertise and develop insights about how to make improvements in practice and policy. It is not necessary to gather perfect or comprehensive data before moving forward. The team should start with Rowan -specific administrative and non-administrative data sources.

As a result of your Self-Assessment information and discussion, your team should identify action goals to improve diversity, equity and inclusion efforts within your department over the next 3 years. For each action plan, indicate the target student or stakeholder group, intended outcome(s), measure(s), expected challenges, lead person(s) (at least 1-2 people recommended), timeline, and any necessary resources/ supports. The action planning template below can be used as an example.

Examples of Goal/Objectives:
- Process steps such as identifying how a broader range of practitioners at Rowan can engage with the Division of DEI
- Policy changes that have implications for low-income diverse or underrepresented student success
- Creating a system to increase faculty departmental training
- Opportunities to collaborate with campus partners to offer workshops
- Implementing a strategy to get student feedback about existing supports

Reflection Questions: To Be Considered and Addressed Overall and/or per Initiative:
1. What are the goals, target populations and objectives?
2. What are the top 3-4 results you hope this initiative achieves as it relates to DEI?
3. How will you know you achieved project results?
4. What organizational capacities and data sources are needed / available to implement the initiatives?
5. Is the initiative implemented as per the plan to address goals and objectives?
6. How well is the initiative meeting the goals and objectives?
7. How will continuous quality improvement strategies be included?
8. How will the initiatives be sustained?

Benchmark Dates:
- February 2020   Complete Self-Assessment/ Develop Goals and Objectives
- August 2020   Rowan University Strategic Action Plan Goals and Objectives Report Submitted to Dr. Houshmand
- February 2021   Submission of Year 1 Strategic Plan Progress
- August 2021   Rowan University Year 1 Strategic Action Plan Progress Report Submitted to Dr. Houshmand
- February 2022   Submission of Year 2 Strategic Plan Progress
- August 2022   Rowan University Year 2Strategic Action Plan Progress Report Submitted to Dr. Houshmand
- February 2023   Submission of Year 3 Strategic Plan Progress
- August 2023   Rowan University Year 3 Strategic Action Plan Progress Report Submitted to Dr. Houshmand

Division of Diversity, Equity and Inclusion
Strategic Action Plan (example)

Division/College: Division of DEI   **Department Unit:** Office of Student Equity and Compliance

Department Mission: Engage and educate the Rowan community on prevention, identification, and reporting of all matters of discrimination, harassment, and gender-based violence by developing, implementing, and monitoring appropriate policies, procedures, and practices designed to ensure compliance requiring the prompt, thorough, and equitable resolution of all complaints.

Goal 1. Raise Bias Reporting Awareness

Objective: The university will develop and implement a campus wide education effort to raise awareness among students, faculty and staff about the various ways to report bias. The university will actively educate the campus community about all available avenues of reporting (online, by phone and/or in person), as well as about conflict resolution services and other resources for those experiencing bias.

Aligns with DEI Priority: #1. Creating a more inclusive and equitable campus community (Build human, infrastructure and resource capacity)

Action Plans	Responsible Party	Timeline/Target Date	Expected Outcomes	Resources Needed	Assessment Measures of Success
1.A Present to all student clubs and organizations on Glassboro, Camden and Stratford Campuses	OSEC- Monise Princilus/ DEI Investigator	May 2020	Increased use of Discrimination, Harassment, Retaliation (DHR) reporting tool	OSEC Brochures Giveaways	Attendance Survey Tracking DHR reports
1.B. Present at all faculty and staff department/division meetings Glassboro, Camden and Stratford Campuses	OSEC –Monise Princilus/ Dei Investigator	May 2021	Increased use of (DHR) reporting tool	OSEC Brochures, Giveaways	Attendance Survey Tracking DHR reports
1.C. Develop a video on bias and ways to report. Video can be used at orientation sessions and placed on OSEC website	All OSEC Staff	May 2022	Increased use of (DHR) reporting tool	Collaboration with RTF/Public Relations	Monitor website views Tracking DHR reports

Goal 2: Increase Bias awareness, prevention and response

Objective: OSEC will develop increased communication strategies to engage students, faculty and staff in defining an inclusive campus and launch campaigns that highlight Rowan University values, reinforce its commitment to DEI and emphasize community expectations for individual behavior.

Aligns with DEI Priority:#1. Creating a more inclusive and equitable campus community (Build human, infrastructure and resource capacity)

Action Plans	Responsible Party	Timeline/Target Date	Expected Outcomes	Resources Needed	Assessment Measures of Success
1.A. Launch a new student DEI/OSEC advisory group	OSEC/SGA	May 2023	Student group will meet monthly to review current outreach and communication; develop initiatives and recommendations for additional programming.	n/a	Minutes/ Attendance – regular meetings Initiatives developed

Goal 1: Improve Inclusive Facilities

Objective: To increase and coordinate campus efforts and to develop and implementation strategies for a new inclusive facilities checklist.

Aligns with DEI Priority:#1. Creating a more inclusive and equitable campus community (Build human, infrastructure and resource capacity)

Action Plans	Responsible Party	Timeline/Target Date	Expected Outcomes	Resources Needed	Assessment Measures of Success
1.A. Launch a new Facilities DEI working group	Facilities and Operations in collaboration with: Office of facilities, HR Office of Employee Equity, Office of Student Equity and Compliance, Academic Success Center	Fall 2020	Working group will establish campus-wide guidelines for renovations and new construction that support a more accessible and inclusive physical environment. The working group will partner with units across campus whose missions support accessibility and inclusion.		Development of inclusive and accessibility guidelines and policies/procedures for usage.

Resources:
CAS Standards
Lumina Foundation: Beyond Financial Aid Self-Assessment: www.luminafoundation.org
SUNY, Diversity and Inclusion Checklist
University of Michigan, Diversity, Equity and Inclusion Strategic Plan