

**Human Resources
Divisional Plan
2020 -2021**

**Strategic Theme 3: Being an Employer of Choice
The importance of our people**

SP GOAL 3.1: Strengthen and sustain communication and engagement throughout the University to support the shared community in which we live and learn.

Action Plans and Steps

3.1A: Establish mechanisms, both formal and informal, that allow for open, honest and respectful dialogue among employees and offer opportunities to provide feedback on topics of discussion.

2017-18: Established a Climate Committee with faculty, librarians, coaches, the President, Provost and Vice President for Human Resources to strengthen two-way communication with faculty regarding climate issues specific to faculty. The Committee met on three occasions and discussed a wide range of issues including opportunities to show appreciation for faculty accomplishments and contributions and ways to support and recognize scholarship.

Began planning for a mid-cycle climate survey working with the Office of Institutional Research and faculty with expertise in this area.

2018-19: Continued Climate Committee meetings as one avenue of maintaining a dialogue with a cross section of faculty on climate issues unrelated to the collective bargaining agreement.

Implemented a mid-cycle climate survey in fall 2018, a recommendation of the Climate Committee, to solicit feedback from faculty and staff more frequently than every three years. Important feedback was received from over 550 employees as part of this review. Consideration will be given to the development of more focused and frequent surveys to supplement the existing, extensive triennial climate survey process.

2019-20: Conducted the comprehensive, triennial Employee Climate Survey and used the results in discussions with department and division heads. Many of the meetings with faculty and staff groups were postponed indefinitely because of the COVID- related campus closure.

2020-21 While the COVID-related campus closure limited the ability to do much follow up, will continue to explore opportunities to utilize information contained in the results to drive work environment climate progress.

3.1C: Create opportunities for departments to showcase their services to build awareness of the diverse responsibilities required for the University to function effectively.

2018-19: Implemented “Highlight a Department of Broncs” to the entire community via email to highlight a department, sharing information about how the department supports the University.

Related HR Action Plans and Steps not outlined in the SP

2017-18: Completed a series of faculty Title IX Responsible Employee training programs in support of the safety and well-being of our campus communities and support of faculty and staff who may be faced with these issues. Implemented a new online training tool for new employees regarding harassment and discrimination prevention as well as FERPA and Clery responsibilities and requirements. Utilized the new tool as part of faculty search committee training on the topics of diversity, bias and identifying candidates.

2018-19: Completed Title IX responsible employee training for faculty groups on the Westminster campus and expanded this training to include Division of Student Affairs staff, the Department of Public Safety, Athletics, and Facilities and Auxiliary services staff. Designed and introduced a Title IX website and implemented use of a download card to facilitate student access to Rider’s Title IX and other related policies, services and resources.

2019-20: Managed the anticipated changes to Title IX regulations in a way that provides for a continued focus on fair and balanced processes for the adjudication of student as well as faculty /staff issues through clear policies administered by trained and knowledgeable staff. Some of this work was delayed due to the later than expected Department of Education announcement.

2020-21 With the May Department of Education announcement of major changes to Title IX guidelines, to be effective August 14, 2020, complete the policy revisions, and develop and implement corresponding training for all involved staff by this deadline. Once implemented, ongoing work will remain to refine the changes, particularly with regards to finding cost effective ways to provide process advocates as mandated by the new guidelines.

SP GOAL 3.2 Build a diversified workforce where similarities and differences are celebrated and embraced.

Action Plans and Steps

3.2A: 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.

2017-18: Completed the upgrade of the University's applicant tracking system, *RiderHires*, in support of a more open and transparent recruitment process. Among other things this upgraded tool enhances the ability of applicants to upload multiple documents of varying formats and streamlines the internal position approval process based on divisional structures. It also adds the ability to pre-screen applicants against established criteria. Developed a new Guide to University Practices for Faculty Recruitment and Selection, working closely with the Provost, and designed implemented an enhanced search committee training program to familiarize search members on those guidelines as well as best search practices for inclusiveness. This Guideline clarifies roles and responsibilities, pre-search preparation and documentation, and the steps post search to prepare for candidate selection, complete reference and background checking and making the offer of employment. In addition, the Guidelines and training focus on unconscious bias and its potential influence on decision making, provides guidelines related to disabilities and general best practices during the interview and candidate assessment phase of the process.

2018-19: Implemented the new Guide to University Practices for Faculty Recruitment and Selection in faculty searches this year.

2019-20: Completed a draft of a version to the Recruitment Guide for non-faculty searches, to be implemented in the coming year.

Explored options and selected and purchased a tool to allow the Affirmative Action Plan information (Underutilization and Adverse Impact analysis) to be developed at the college and division level, enhancing our ability to partner more closely with University leadership on Affirmative Action Plan goals.

2020-21 Work with the Provosts Office and Deans on enhanced search committee training with a focus on providing a more open, inclusive process ultimately driving further diversification of our faculty ranks.

Implement the non-faculty revised recruitment guide and enhanced AAP tool.

3.2B: 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.

2017-18: Participated on the President's Council on Inclusion. See Student Affairs divisional plan for more information.

2018-19: Supported the Inclusion Excellence Plan established by the President's Council on Inclusion, specifically those initiatives that pertain to the recruitment and retention of a more diversified workforce. This is an ongoing initiative.

2020-21 Establish a process for the development of employee advocacy groups on campus, designed to support under-represented or marginalized employees and provide a mechanism for these groups to form organically as needed.

SP GOAL 3.3 Promote employees' personal and professional development and advancement.

Action Plans and Steps

3.3A: Revise new employee orientation. Focus not only on the practicalities of beginning employment at Rider but also on the University's rich history; mission, vision and values; its Strategic Plan and where and how new employees fit into the organizational structure so as to integrate them more fully into the University community.

2017-18: Reviewed industry best practices and conducted focus groups in the revision of new employee orientation. Focus will be placed on developing a semester-long program consisting of a series of sessions covering such topics as history, mission and vision; the University's strategic plan, organization structure, and general institutional knowledge.

2018-19: Developed a plan for a year-long new employee onboarding program that will focus on the goals, mission and organization structures of the University, and be less transactional in nature. As part of this process, completed the design of all online forms required for the onboarding module of *RiderHires* to be fully implemented.

2019-20: Effective September 1, 2020 will have fully implemented this new onboarding process tool through *RiderHires*, allowing for a greatly automated and much more efficient processing of individuals from employment application to hire.

2020-21 The next step in the Onboarding enhancement project is to implement a yearlong orientation program, assisting employees with their transition to Rider University, orienting each employee to his/her role vis-à-vis the University mission and goals, and thereby enhancing new employee satisfaction and contributions.

3.3B: Create a fully integrated learning system to develop, train, assess and improve employees' skill sets, utilizing multiple delivery methods, including faculty led workshops.

See 3.3C below.

3.3C: Establish a development program for all supervisors/managers that support their leadership role and help ensure a consistent employee experience.

2018-19: Investigated options for expanded employee training, including certificate programs and utilizing our partnership with LinkedIn Learning as well as other vendors that may be able to provide a more comprehensive approach. Primary focus of this review was technology areas as well as supervisory skills development. As a result, expanded training offerings through Everfi, to provide tools to search committees.

2019-20: As the University moved to remote work this spring, a greater focus was placed on encouraging online training, and many employees took advantage of their remote work transition to focus on enhanced skills development in areas including leadership development, supervisory skills and technical knowledge..

Related HR Action Plan and Step not outlined in the SP

- Continue offering the Academic Leadership Development Program (ALDP), in partnership with Academic Affairs, to provide in-house professional development for faculty, academic department chairpersons and administrators. The program enhances participants' knowledge of leadership strategies, skills, and practices; prepares them for formal and informal leadership roles; and enhances their leadership skills to expand career opportunities.

2018-19: Completed the third cohort of the ALDP in fall 2018, following groundwork completed in 2017-18. A total of 16 faculty and administrators participated in the program that ran from September through December, which brings to 50 the number of total participants over the life of the program.

2019-20: Begin preparations to offer this bi-annual program in 2020-21. *Delayed in response to COVID.*

SP GOAL 3.4 Establish a lifestyle and family friendly environment for all employees.

Action Plans and Steps

3.4A: Continue to offer innovative and flexible approaches to employee work schedules, time off and self-management.

2017-18: Expanded “summer hours” to include the January winter recess period.

2019-20: Unforeseen circumstances related to the global pandemic forced a predominantly full remote work environment. Many lessons learned as a result, including innovative practices adopted in many departments to enhance teamwork and productivity, will certainly serve as a model going forward.

3.4B: Explore ways to more closely connect annual compensation increases to performance and/or goal achievement.

2018-19: Revised the Outstanding Achievement Award to enhance the connection between compensation and performance. The Award is given as part of the annual performance appraisal process to individuals who further Rider’s mission and vision by providing a unique contribution during the recently completed academic year.

3.4C: Formalize an employee health and wellness program with specific goals that are assessed annually.

2017-18: Transitioned to a new Employee Assistance Program (EAP), partnering with Penn Medicine/Princeton Health Care, to provide a more local EAP presence for our employees in need of assistance.

Made considerable progress in the development of an online open enrollment tool designed to assist employees with the process of making the best decisions regarding their benefits choices, considering each individual’s personal and family situation.

2018-19: Worked with Penn Medicine to implement a series of “lunch and learn” programs related to work-family balance. These programs included: Health Boundaries Workshop, (2) Pre-Retirement Workshops, Lightening Your Life with Laughter and Relaxation, a Retirement Check-Up Workshop, and a program entitled “Proof Positive.”

Implemented the new online open enrollment process and tool, greatly enhancing the employee experience by providing easy access to a broad range of assessment devices designed to allow employees to more thoroughly assess their options from the University's menu of choices.

Expanded employee benefits options through the implementation of three new voluntary plan offerings including Accident Coverage, Critical Illness Insurance and a Hospital Indemnity Plan.

2019-20: Shifted focus from health to retirement plans. The development of a Retirement Readiness Program is underway, designed to provide individualized information to all employees who participate in the University's retirement plan, concerning their progress towards personalized retirement planning goals. Included with this project is an Auto-Enroll feature for all newly hired employees, implemented effective July 1, 2020, greatly automating retirement election and change processes.

2020-21 Complete Retirement Readiness project per above.

3.4D: Create opportunities for employees to showcase their work life to their families/children with annual events such as Take Your Child to Work Day.

2017-18: Implemented a revitalized Take Your Child to Work Day Program in April 2018. With approximately 75 participants, the program was well received and provided a solid foundation to build on in future years. Faculty and staff from all corners of the University came together to plan and execute an exciting day that consisted of approximately 10 separate workshops and activities for our employee's children and grandchildren.

2018-19: Planned and implemented Take Your Child to Work Day 2019. This program exceeded the previous year's participation by 33%, with the campus community again coming together to provide participants with an educational and fun day and supporting our goal of providing a family atmosphere.

2019-20: Continue this successful program. – *Postponed this year because of COVID*

SP GOAL 3.5 **Instill a culture of appreciation where employees are recognized and celebrated for their contributions to work and life at Rider.**

Action Plans and Steps

3.5A: Establish an Awards Council, comprised of faculty and staff, responsible for oversight of a multifaceted recognition program that includes existing and future faculty and staff awards and recognitions. Ensure that appreciation and recognitions are sincere, specific, timely and publicized, and that they include something tangible that employees can proudly display. Also ensure that award/recognition criteria and methods of selection are appropriately communicated.

2017-18: Established the Awards Council, a university-wide, cross-functional committee that met a number of times throughout the year.

Moved the 2017 faculty and staff awards recognition event to again coincide with the annual holiday party in December. Recognized Outstanding Achievement Award recipients for the first time at this event. Revised the event such that past award recipients presented to current year recipients. Both changes contributed to increased attendance.

2018-19: Announced *RiderRecognizes*, a comprehensive approach to recognition and engagement. Elements include Acts of Kindness, Thank a Bronc, Thank a Department of Broncs, Highlight a Department of Broncs, employee birthday cards, sympathy remembrances and new baby congratulations.

2019-20: Continued the roll-out and enhancements to *RiderRecognizes*. – Over 1,500 Peer to Peer “Thank a Bronc” cards have been exchanged between February 2019 through July 2020.

3.5B: Utilize various platforms for publicly recognizing employee accomplishments, inspiring others and reinforcing a culture of appreciation. These can include, among others, the website, radio station, Rider News, Rider Report and Rider Magazine.

2018-19: See mention of *RiderRecognizes* above. This approach utilizes cards and Emails, encouraging individuals and departments across the University to recognize and thank one another.