Strategic Theme 1: Focusing on Students First
Our unwavering focus on student growth and development

SP GOAL 1.1: **Implement the Engaged Learning Program beginning with the fall 2017 entering class.**

Action Plans and Steps

1.1A: Establish a new position entitled Director of Engaged Learning to be responsible for implementation and assessment of the program.

2017-18: Appointed Sandy Ober Coordinator of Engaged Learning (9-1-17) reporting to Rick Riccardi who provides oversight of the program and is leading, in collaboration with Ed Barboni, the creation of the assessment plan for the program. Finalized Engaged Learning Transcript.

2019-2020 Dr. Cynthia Newman undertake the creation of an assessment plan for the program and Ms. Amy Bennis-Kimball was hired as the Director of the Student Navigation Office, which has primary advising responsibilities for all students regarding the Engaged Learning requirement.

1.1B: Engage faculty, administrators, staff and alumni in the Engaged Learning Program. Create on and off campus internships and other learning experiences through which alumni, administrators and staff serve as mentors, in addition to faculty, and build meaningful relationships with students.

2018-19: CBA engaged alumni in engaged learning activities working through BroncX talks. CDLS collaborated with Student Affairs to provide a diverse menu of leadership programming for the campus community. Developed a leadership workshop series for any/all students that provides context for their service contributions. CIE enhanced and increased participation in the student-exchange portion of our programming by adding bi-lateral exchange partnerships for China, England and New Zealand. Promoted the ISEP consortium. Encouraged and assisted faculty and academic departments in the creation and execution of faculty-led short-term study tours, as the primary vehicles for Rider Students' international travel. CCDS piloted two new alumni focused programs to provide professional development, career guidance and networking opportunities to students and new alumni. Rebovich Institute for New Jersey Politics placed 21 Rider students from several disciplines in political and governmental internships.

2019-20:   Despite the travel restrictions with COVID-19, the CIE planned a total of
15 programs to run in 2020-21. We have shifted several programs from
2020 to be delivered next year to ensure interested students are able to
travel abroad.

The Oxford partnership was expanded to include Innovation Intensive, a
collaborative program with N.B.C.B. and University Advancement. More
than 85 Rider students benefited from the partnership in Summer 2019 and
were able to attend the two programs free of tuition, room, and board
charges.

Created contacts and internship opportunities for CEHS students in
Croatia following CIE's survey identifying Croatia as a country of special
interest to students.

Planned a study tour to Prague and Munich for May 2020 for CEHS, and
conducted several group meetings with our student group prior to the
decision to cancel the trip due to COVID-19. This trip is rescheduled for
summer 2021.A new trip planned for Croatia is planned for summer 2021
as well.

Collaborated with NBCB to re-apply for the Sports Diplomacy grant
which includes partnerships with Special Olympics New Jersey, Special
Olympics Croatia, and three universities in southern Europe.

Due to the travel restriction and closure, the Croatian puppet performance
for local elementary school children on campus postponed to next year.
However, two Rider education students (under the guidance of Dr.
Kathleen Pierce) developed the curriculum for young students and their
teachers in Ewing, and delivered the unit to Ewing school teacher.

CLAS passed uniform internship program proposal through LASCAP.
110 CLAS students completed internships across all programs over the
past academic year. The Departments of Communication (29) and
Psychology (23) lead among programs.

CEHS started a new partnership with the Camden Education Fund that we
hope to pilot with a student teacher who is part of the Noyce grant this fall.
If it works, we may continue to use this partnership in conjunction with
the STEM Scholars and other students in future semesters.

Over 160 N.B.C.B. student internships were registered during the
academic year, with several more engaged in unregistered (not-for-credit)
internship experiences. While some of these were discontinued when
worksites went remote with the COVID-19 situation, others continued as

remote experiences.

2020-2021:   The Student Navigation Office will assume primary responsibility for advising students of the opportunities available for the Engaged Learning Program, working collaboratively with the Engaged Learning Committee, the Center for Career Development and Success, and Student Affairs.

Create a faculty task force charged with the design of a series of academic events that address issues of racism, implicit bias, diversity, equity and inclusion and seek approval from the Engaged Learning Committee that Attendance at six such events, along with the requisite reflection essay, provides 1 point for the category of "Study Abroad and Cultural Awareness."

WCA will initiate conversations with the city of Trenton to offer Arts programming to its citizens. Students participating in such programming will earn points towards the Engaged Learning Program (provided the requisite essay is submitted) towards the "Community and Civic Engagement" ELP category.

CDS and N.B.C.B. will partner with Parker Dewey to launch micro-internship programs.

The dean and provost will meet with WCC students to explain the ELP requirement, and the Sr. Assoc, Provost and Registrar will create Engaged Learning transcripts that capture WCC students engaged learning activities during their time at Rider.

1.1C: Incorporate engaged learning criteria into the promotion and tenure process and as the basis, in part, for existing faculty awards and grants.

2018-19:   Honors Council drafted criteria to recognize outstanding student engagement and contributions from faculty and staff.

2020-21:   Honors Council will include criteria for Engaged Learning in the Distinguished Teaching Awards. Colleges will designate a faculty award for support of Engaged Learning at their annual student award showcase.

1.1D: Build widespread awareness of and recognition for the program. Annually showcase successful student engagement, experiences and learning. Establish an annual award, to be presented as part of an annual showcase event, for students, faculty and/or staff that recognizes outstanding student engagement and learning experiences. Engage broad representation in the nomination process to emphasize the value of the program and elevate its visibility across the University.

2017-18:   Panel Presentation of the Engaged Learning Program at the TLC Forum (8-17); Student presentation at the UAPC Faculty Forum (2-18); Deans' Panel Presentation at the Teaching Institute (5-18); Panel Presentation for new students and parents at New Student Orientation; Provost's Initiative Award presented to Jan Friedman Krupnik and Susan Doughtery for their efforts in implementing the program. Faculty led workshop created a growth of faculty proposals for short-term study abroad programs.

2018-19:   Created a showcase of current student and alumni engaged learning activities, which was held during Homecoming. Continued to provide advisor training to faculty during January Faculty Development Days.

The CBA celebrated student and alumni engagement through its creation of Engaged Learning awards.

2019-20:   All colleges, following N.B.C.B., created student Engaged Learning Awards in each category of Engaged Learning along with an overall award for a graduating senior. N.B.C.B. offered a virtual showcase, announcing the winners.

The Provost's Office supported faculty advisors with guides and reports to ensure that rising sophomores and juniors are making progress in meeting the Engaged Learning graduation requirement.

CLAS formed a Dean's Leadership Council formed with explicit intent of financially supporting EL opportunities for students.

Norm Brodsky College of Business: designed college-level Admissions presentation materials to focus on Engaged Learning dimensions.

CEHS promoted Engaged Learning in the weekly newsletter

2020-21:   Criteria will be created for University wide student Engaged Learning Awards. Student recipients will be drawn from the recipients of the College level Engaged Learning Awards.

Deans will encourage departments to examine P&T criteria for Value for the purpose of including criteria that address support of Engaged Learning.

SP GOAL 1.2:   Develop a first-year experience (FYE) for all freshmen and transfer students.

Action Plans and Steps

1.2A: Develop a credit bearing program for all traditional freshmen and transfer students that anchors them in the disciplines; emphasizes a broad, liberal educational experience; supports their transition to Rider and integrates them more fully into the University

community. Introduce them to their advisors and the learning objectives specific to their majors and the Engaged Learning Program. Provide the practical information needed to effectively navigate their academic and co-curricular experience. Determine how the course will be offered in light of the existing freshman seminar program and previous work to establish an FYE.

2017-18:	Established Provost's Task Force (12-7). Expected presentation of proposal to UAPC – fall 2018.
2018-19:	Obtain approval of the FYE Seminar. Provide faculty development and implement with 1/3 of entering freshman class.

NOTE: The FYS proposal was submitted to UAPC in November 2018. The proposal was not supported by faculty due to concern that the addition of 3 required credits may impact the possibility of multiple majors, minors, and certifications.

2019-20:	The CLAS Associate Dean and Director of Student Navigation began collaboration on the creation of a FYS experience for GLAS and MSP students.

CBA 110, Business in Action, is now a requirement in the new N.B.C.B. core. All entering freshmen will enroll in this seminar during the academic year, beginning fall 2020.

2020-21:	The CLAS Associate Dean and Director of Student Navigation will continue collaborating on the creation of an FYS for GLAS and MSP students.

1.2B: Offer summer preparatory experiences for all incoming freshmen as an extension of new student orientation to set the tone for their four years at Rider. These experiences may be modeled after existing programs such as EOP, SSS and the STEM Summer Science Institute or they may be centered on building community among new students and faculty/staff. They should include an introduction to both academic and student life at Rider, and should be supported by appropriate faculty development programming that includes effective teaching and mentoring practices.

2017-18:	Summer 2017 and 2018 offered Leadership Camp, Math Boot Camp, Science Research Camp, PRAXIS Camp. Offered Rebovich Statewide Intern Conference for third year in a row with over 100 attendees from high school to graduate students.
2018-19:	Continued to explore summer camps and other move-in week opportunities in collaboration with Student Affairs. Expanded Science camp to include under prepared students. Finalized MOU with Boys State to offer credit-bearing opportunities.

2019-20:   Expanded camp model to mathematics. Offered a summer science camp with funding provided by Bristol Meyers Squibb.

2020-21:   Reflect upon data analysis for summer science programs to consider how or if too revise to better support under-prepared students.

1.2C: Develop a coherent and meaningful set of academic and other experiences for freshmen and transfer students in their first year. Incorporate the Shared Read Program and Rider Classroom Experience events/activities throughout the academic year. Involve each student cohort in planning and hosting events/activities to which all students, faculty and staff would be encouraged to attend. Begin the academic year with a kick-off event in support of these programs.

2017-18:   Added essay submission to Rider Classroom Experience (RCE) Shared Read assignments and book discussion meeting with RCE faculty during move-in week. Created Provost's Intellectual Climate Committee consisting of students, faculty, and staff and charged with selecting the Shared Read and planning events throughout the academic year using the themes within the Shared Read.

2018-19:   Explore folding the Shared Read program into the National Endowment for the Arts (NEA) Big Read program. Create events that include the external community.

      NOTE: After examining the list of required books for the NEA Big Read, the Provost's Intellectual Climate Committee determined that the alignment of the Shared Read with this program would not work.

2019-20:   Chose "The Poisoned City," as the Shared Read. Several first-year students submitted essays and had the opportunity to meet with the author, Anna Clark, during her visit in late October.

2020-21:   Due to the pandemic, the Shared Read will occur during winter break, with activities planned for the spring semester.

SP GOAL 1.3:   **Create a comprehensive holistic advising model for all students that supports their academic planning and progression and career development and success.**

Action Plans and Steps

1.3A: Utilize a team approach that includes faculty, student peers and administrators as advisors.

2017-18:   Established the Holistic Advising Task Force, consisting of faculty, staff, and students. Requested UAPC appoint faculty members at first meeting in September.

2018-19:   The Task Force submitted a proposal to the UAPC in February. Discussion with the AAUP leadership led to revision of the proposal and an understanding that the proposal did not overlap with the scope and jurisdiction of the UAPC.

2019-20:   Construction of the physical space is expected to be completed by August 15, 2020. The director and two navigation coaches were hired and working with new students on the implementation of the Navigate App, a function within the EAB Student Success Management System.

1.3B: Explore the possibility of developing a centralized electronic system by which all student-faculty/staff interactions are documented and accessible, fostering ongoing follow up and cross divisional tracking and awareness. Include access to such information as early warning notifications, academic evaluations (progress reporting and mid-term grading), engaged learning transcripts, financial aid information and career planning and skill-building throughout students' tenure at Rider.

1.3C: Develop a comprehensive set of integrated tools to support student/advisor tracking of academic progress and planning, course selection, etc. Provide ongoing faculty/staff/student training in the use of these tools.

2017-18:   Established the Student Success Innovative Technology Committee (SSTIC) charged with identifying and implementing a software package to track students' persistence towards degree completion. RFP in progress.

2018-19:   Identified and purchased the EAB Student Success Management System for implementation in fall 2020.

2019-20:   EAB Student Success Management Software System began roll out. Progress Report Campaign was successfully launched with faculty representing every college, summer 1. Training video created and shared with participating faculty, Associate Deans, and top Leadership. Full launch will continue with Summer 2 and fall 2020 semester.

2020-21:   Due to the pandemic, roll-out of the EAB software tool will occur on a functional basis. The Warning System will be among the next functions to be launched.

Identify technological upgrades/enhancements for student accommodation

needs.

Identify appropriate supports of current international students and develop a strategy to implement those supports.

1.3D: Ensure consistent and timely feedback to students in all their courses through mid-term grading, progress reporting and early warning notification and follow up.

1.3E: Ensure more frequent student-advisor engagement beyond the course selection process. Develop an online scheduling program through which students can make appointments with their advisors and faculty. Adopt the requirement of an academic advisor's signature prior to first year students' withdrawal from courses. Eliminate the ability of advisors to green light multiple students simultaneously.

   2018-19:   Continued efforts with Department Chairs to create a culture of faculty-student mentoring as well as consistent and timely feedback to students working with department chairs. Included changes to the withdrawal process in the revision of the Academic Policy Manual.

   2019-20:   Began implementation of the Student Navigation Office and the EAB Student Success Management System to foster more meaningful conversation with students and faculty.

SP GOAL 1.4:   **Strengthen students' persistence and timeliness to graduation.**

Action Plans and Steps

1.4A: Engage families beginning with new student orientation to help them understand the challenges and expectations of college life so they, in turn, can better support their students throughout their academic career.

> 2017-18:   Provided an interactive session with parents presenting case studies of common first semester issues (VPs). Faculty facilitated the Rider Classroom Experience with new students.
>
> 2019-20:   Provost welcome to new parents' video-taped. Provost and V.P. Student Affairs are holding live discussions with new parents in late July.

1.4B: Expand programming within the Academic Success Center such as Supplemental Instruction and Success Coaching. Ensure the appropriate academic and other support of students with disabilities through a collaborative effort of faculty and the Office of Services for Students with Disabilities.

> 2017-18:   Increased staffing in the Academic Success Center, which in turn, increased programming including NCT 098 – Finite Math Workshop. Had a 150% increase in appointments with the Success Coach. Increased partnership between the Writing Studio and faculty. The Center for Accessibility and Student Support worked closely with Residence Life to provide accommodations in both dining and living areas, which in turn creates a better environment for learning.
>
> 2018-19:   Hired a Science Success Coach/Tutor with an office in the Science and Technology Center. Expanded the diversity of the Professional Tutors. Expanded the hours of the Academic Success Center to seven days a week. Increased academic supports offered on Saturdays and Sundays and through Google Meet – 46% increase in student use of online tutoring.
>
> Provided faculty education addressing rights and responsibilities under the Americans with Disabilities Act, as revised, and Section 504 of the Rehabilitation Act. Individualized the education to each department's unique needs by working collaboratively with department chairs.
>
> Expanded support to faculty to ensure legal compliance with technology accessibility requirements within the course environment. Offered the following workshops: 11-2-18 "Accessibility 101: Principles of Inclusive Design; 1-14-19 "Accessify your Canvas Course." In addition, Cidi Labs Design Tools for Canvas was purchased to assist faculty in improving the accessibility of course content.

Continued to provide support to students who require accessible classroom materials.

2019-20:   21 sections of CMP were supported by embedded tutoring during AY 19-20 and utilized by 214 students. Mean final grade strongly correlates to the number of sessions attended, with students attending 1-3 sessions earning 2.86; those attending 4-7 times earning 2.99 and those attending 8 sessions or more earning 3.49.

The Coordinator of STEM Student Success continued to support students through individual coaching and study strategy sessions. An intensive Supplemental Instruction session was offered for *BIO 115: Principles of Biology I*, a course repeated by many students-at-risk. The Coordinator of STEM Student Success supported one section and a senior Biology major supported the other. Intentional outreach targeted students at risk. Students attended a mean of 8 review sessions, and these attendees earned a mean final grade of 2.48, a +2.21 difference between that of the non-tutored students.

The ASC had supported writing tutoring through the online writing lab (OWL) for many years and benefited from collaboration with CCS and Instructional designers. This experience positioned them to transition easily to expand online support in varying modalities across the disciplines and forms of tutoring during the pandemic. Of noteworthy success were online *Organic Chemistry II* sessions for which peer tutors planned sessions with the professor and co-facilitated discussions and application activities both during the class sessions and SI workshops. 83% of the students participated in one or both forms of support; these students attended an average of 24 review sessions, earning a grade difference of +0.79 compared to non-attendees.

2020-21:   Every CMP 120 student in an ET-supported class will co-register for the supporting *Composition Workshop*.

Improve the quality of and increase student engagement with all forms of remote academic support services.

Create a career success coach position, the purview of which will be outreach to returning students.

SASS will develop a team approach to student support by collaborating with SNO and MSP.

1.4C: Implement the Milestones Scholar Program (a revision of the programs formerly known as RAP and JumpStart) to provide needed academic and social integration in support of at-risk students.

2017-18:   Implemented Milestone Scholars program.

2018-19:   Continued to provide support and success coaching to entering cohort.

2019-20:   Academic Success Center worked with Institutional Research to prioritize support of high-risk students and with Dean's offices in the creation of appropriate schedules. A total of 11 Milestone Scholars achieved Dean's List honors during the fall and/or spring semester. First year retention is 74% compared to 64% last year.

Admissions has given Milestone Coordinators access to view application materials and provide feedback re possible MSP admits who present high risk. As the minimum gpa required for admission into the Milestone Scholars Program was increased to 2.4, only one student was interviewed by Academic Success Center staff and admitted as a Milestone Scholar.

Continue discussion regarding the possibility of dual enrollments at Rider and Mercer County Community College.

NOTE: Work on this goal was interrupted due to the pandemic and will be pursued during spring 2021.

2020-21:   Implement a strength-based approach in guiding Milestone Scholars in determining the major that is the best fit. Integrate ONET, a feature that is available through the EAB Student Navigation Platform, as a self-evaluation tool, and partner with CCDS to incorporate aspects of the Steps for Success program into the Milestone Scholars Freshmen Seminar.

Schedule panels of professionals who work in fields identified as best fit majors to further expand students' awareness of career possibilities.

1.4E   Expand J-term, summer, late term and weekend course offerings to support timely progress toward graduation.

2018-19:   Expanded course offerings in the intersession and late start formats. Created late start summer classes and offered freshmen who earned a DFW in the Fall or Spring semester an opportunity to repeat a class for free.

2019-20:   Began assessment of the effectiveness of the late start and free-summer class initiatives to inform planning for summer 2020.

1.4F: Expand on-campus jobs through the work-study program in support of students' financial needs, providing additional opportunities to engage students in the Rider community and

provide mentoring opportunities.

2017-18:	Established the Retention Task Force Sub-Committee on strengthening, developing and standardizing the process and policies of the *Rider Student Employment Program* to improve equitability, prepare students for the world of work and increase retention and persistence/timeliness to graduation. The sub-committee is led by the Center for Career Development and Success.
2018-19:	Established the *Rider Student Employment Program.* Hired a Coordinator, as part of Career Development and Success, to manage, operationalize and assess the *Rider Student Employment Program*. Reviewed every undergraduate student employee position across the University.
2019-20:	New program implemented Fall 2019. CEHS student workers participating in training. All GA positions regularly analyzed. Assistantships will be offered to incoming graduate students as a recruitment tool. Review and assessment completed of student employment positions and budgets by division/departments, and report presented to CFO and Ass't VP for Fin. Planning & Budget. Student Employment Orientation developed on CANVAS for students & supervisors with hiring information and aligning SLOs to student employment responsibilities. Partnered with Fin. Aid to develop and communicate new off-campus Federal Work study student employment opportunities for underresourced students gaining a 90% increase in these positions. Graduate Assistant Review Committee formed and first meeting scheduled for 8/2020.
2020-21:	Continue to develop the student employment program including creation/management of the "Student Employment Pool."

SP GOAL 1.5:   **Continue to revitalize curricular offerings and delivery methods to attract and retain students and non-traditional learners, strengthen the best of what Rider has to offer, and reflect advances in higher education, industries and the professions.**

Action Plans and Steps

1.5A: Establish cutting-edge undergraduate and graduate programs in the sciences and technology that attract new students and build on existing curricular strengths. Complete the renovation and expansion of the Science and Technology Center in support of new and existing programs.

        2017-18:   Created and notified the New Jersey Presidents' Council of a B.A. Biology for secondary education majors and a B.S. in Actuarial Science.

                                Faculty and Dean worked with Vice President for Facilities and University Operations to create plans for the renovation of the Science and Technology Center. Renovations began in summer 2018.

        2018-19:   New programs developed: B.A. – Game and Interactive Media Design; B.S. Cybersecurity; B.S. – Exercise Science; B.A. – Dance Science; M.S. – Higher Education Assessment, Analytics, and Change Management.

                                Discussions with the science faculty and industry experts led to the decision to not pursue degrees in Manufacturing Engineering and Mechatronics.

                                Began design of the renovation and addition to the Science and Technology Center.

        2019-20:   Plans being modified for new fiscal realities. One story addition being planned to house Computer Science, Cybersecurity, Software Engineering and new Anatomy and Physiology lab (in support of Health and Exercise Science programs). Construction anticipated to begin late summer, completed by Winter 2022.

                                M.S. Cybersecurity approved for launch Spring 2021. Hired supported by new Lecturer/Director of Program.

                                Development of Software Engineering and Artificial Intelligence tracks within Computer Science being developed. Robotics on hold due to changes in construction project.

        2020-21:   Continue development of Software Engineering and Artificial Intelligence tracks with the Computer Science degree. Complete search for two new faculty in support of these programs.

1.5B: Support the Health Studies Institute as it works to foster multidisciplinary dialogue; build programs and partnerships to benefit students, faculty and staff; support the public and private health sectors; and become a recognized and authoritative voice on topics related to health.

2017-18:   Sponsored the Princeton Chamber of Commerce Healthcare Symposium for fourth year in a row. Community events included:

Feb. 12, 2018 – Movie Premier, "Bending the Arc," a movie about Partners in Health, which looks at the global health movement through the experiences of PIH leaders Dr. Paul Farmer, Dr. Jim Yong Kim, Ophelia Dahl, Dr. Joia Mukherjee, and others.

Feb. 22, 2018 – "Weeding out the Truth, 2018." HSI co-sponsored this forum with the Alcohol/Drug & Sexual Assault Prevention Department and discussed the impact of the legalization of Marijuana on New Jersey.

March 28, 2018 - Joia Stapleton Mukherjee, M.D., Harvard Medical School, Associate Professor of Global Health, from The Partners in Health, featured in the film "Bending the Arc" provided an interactive presentation to a packed STC 102 group of students, faculty, administrators and alums about global health issues.

2018-19:   Appointed Dr. Jonathan Yavelow as a Faculty Fellow to provide leadership to the Health Studies Institute Faculty Leadership Council and provided support staff and additional resources for programming.

Created additional programming and explored the possibility of advertising more broadly, *e.g.*, commercials on WHYY, etc.

Produced *Health 411* on 107.7 The Bronc.

Met with Assemblyman Andrew Zwicker in December 2018 to discuss possible collaborations.

Hosted an evening with Barry Rabner, CEO of UPENN/Princeton Health, to discuss medical ethics.

2019-20:   Finalize the Faculty Research Fellows program.

NOTE: Placed on hold due to indeterminate long-term leave of Dr. Yavelow.

Offered programming around the topics in the Shared Read, including an event that included a panel of every mayor in Trenton Water Works' service territory and other pressing health topics.

2020-21:   HIS will be on hiatus due to a lack of funding for leadership.

1.5C: Strengthen programmatic offerings in the College of Business Administration with a focus on the impact of big data in the business world. Implement targeted renovations in

Sweigart Hall to include, among other renovations, the planned 1,000 square-foot Business Data & Analytics Center, which will serve as a hands-on learning environment to strengthen students' preparedness for an array of business careers by equipping them with the skills, knowledge, and real-world experiences they will need to become leaders in a competitive global environment. The Center will help make CBA students more literate in analytics, technology, and financial problem-solving across all Business majors.

2017-18:   Created and received approval for a B.S.B.A. Analytics, and a B.S.B.A. in Actuarial Science. Received approval for a M.S. in Corporate Finance.

Sweigart Hall renovations planned and started summer 2018.

2018-19:   Finalized the M.S. – Information Systems. Decision made not to pursue the B.S.B.A. Hospitality and Tourism due to the announcement by Stockton University of a similar program taught in Atlantic City at a former hotel.

Incorporated the Business Data & Analytics Center into the revised core curriculum presented to the CBA-APC in spring 2019.

2019-20:   New core curriculum will be implemented Fall 2020. CBA 110 is now a required freshman course, which includes onboarding material, introductory business content, and Business in Action project as an early example of engaged learning. Business APC approved a method for qualifying courses as writing-, oral presentation-, and data analytics-intensive.

2020-21:   Hire a Lecturer and Director -Business Living Lernaing Communities to oversee CBA 110 Inroduction to Business and the N.B.C.B. Living Learning Community.

Complete draftsof the Business and Accounting Continuous Improvement Review (CIR) reports, conduct analyses with respect to faculty qualifications and assurance of learning, and use these analyses to inform college operations.

Engage in a Year 2 of N.B.C.B. Executive in Residence program providing opportunity for the community within the college to more deeply interact with industry professionals.

Develop stackable certificates and short-courses.

1.5E: Continue to offer new undergraduate and graduate programs and delivery methods that respond to the interests of traditional and non-traditional students and working professionals. Expand 4+1 and 3+1 opportunities for talented and academically prepared

undergraduates. Expand online degree and course formats, off-site partnerships (e.g. Bancroft), and partnerships with community colleges (e.g. 3+1 offerings and on-campus community college presence).

2017-18:   Created and received approval for the M.A. – Executive Leadership and Management in the Arts.

Revised Programs include the B.A. – Arts Administration, B.A. – Theatre, Musical Theatre Track, and the M.V.P. – Musical Theatre Track.

Began exploration of a partnership with an Online Management Partner to increase enrollments and expand online programming.

Created a pathway for B.M. Music Education majors to complete the M.M.E. degree in five years.

2018-19:   New programs approved: B.A./B.S. – Game and Interactive Media, B.A. – Dance Science, M.A. – Dance Therapy, M.S. – Higher Ed Assessment, Analytics and Change Management, Teacher Ed STEM (in collaboration with the U.S. Satellite Labs).

Revised B.A. Arts Administration to B.A. Arts and Entertainment and Industries with concentrations in For-Profit Entertainment Industries and Non-Profit Arts Administration.

M.A. – Business Communication, concentration in Health Communication revised to M.A. – Health Communication.

Revision to the writing composition sequence was approved with the elimination of CMP 115 and approval for embedded tutoring in most sections of CMP 120. All sections of CMP will have an enrollment maximum of 16.

Finalized and implemented contract with Pearson Online Management. Implemented launch of the M.B.A., M. Acc, M.A. – Organizational Leadership, M.A. – Business Communication, and M.A. – Health Communication for fall 2019.
Expanded partnership with St. Stephen's House, a Permanent Private Hall at the University of Oxford to help support CAB's focus on innovation and entrepreneurship. In collaboration with University Advancement, engaged a major donor as Executive in Residence.

Submitted a grant proposal to the Sports Diplomacy program which required partnership with two universities in Croatia, one in Bosnia, and one in Herzegovina, as well as Special Olympics Croatia. **NOTE:** The grant application was not successful but we received excellent feedback to

improve the proposal for the next round of submission.

2019-20:   Obtained all necessary approvals for the B.F.A. – Acting, M.S.N. – Nurse Practitioner, and M.S. – Cybersecurity programs.

M.S. in Higher Ed Analytics (100% online) approved and ready to begin fall 2020. M.A. in special education moving 100% online; faculty converting all courses to online in spring and summer.

New Department of Film and T.V. formed in CLAS which will continue to build off the strengths of the Semester in LA program and Film & Media Studies. New construction investments in the TV Studio will enhance and improve this curriculum

Continued collaboration with Pearson Online and launched additional online programs.

Completed construction of the Faculty Recording Studio which provides faculty with the opportunity to enhance the quality of online teaching.

Began addressing the business process issues identified by Pearson in its Institutional Readiness Assessment (*e.g.,* the need to eliminate paper forms or simplify business processes.)

2020-21:   Continue to explore new programming that addresses the interests of prospective students and the workforce needs of the region.

WCA will create a task force to discuss the vision of the 21st century artist and connect these discussions to current and future courses, majors, and other activities as well as review particular curricula for revision. Possible new programs to consider include Music Industry, Music Therapy, Voice Science, and certificates and artist diplomas.

Provide strong support to faculty to enhance remote/online instruction so that students receive the high quality courses they have come to expect.

The CEHS and CLAS deans and ASC will collaborate to revise the delivery of College Reading, CRC-100.

CEHS will successfully launch the alternate Route Teacher Training Program.

The Registrar's Office will continue to implement workflow processes

comparable to the process implemented for the pass/no credit process in Spring 2020.

1.5G: Establish an Honors College that will incorporate all existing honors programs. Create a living/learning community for all honors students that incorporates high levels of engaged learning. Expand scholarship criteria for honors students by requiring a credit-bearing thesis experience. Recognize students who successfully graduate from the Honors College with a special diploma designation.

2019-20:   In collaboration with the current directors of the Business Honors, Baccalaureate Honors and WCC Honors programs, begin the exploration of a university-wide Honors College with cross-disciplinary synergies, engaged learning activities and external awards. Identify faculty to teach in BHP. Benchmark best practices regarding honors colleges. Conduct an external review of existing honors programs at Rider.

NOTE: Given the demands of the many other goals and the pandemic, this action step is put on hold. Discussion will continue through the coming academic year regarding the advantage of implementing this strategy.

1.5I: Capitalize on cross-disciplinary synergies to establish areas of distinction within the colleges and schools. Continue to build on degrees that maximize curricular offerings through core courses within those degrees that can then be customized to the college/school in which the student resides (*e.g.* B.S.B.A./B.A. Organizational Psychology).

2017-18:   Created and received approval for the B.S.B.A./B.S. – Actuarial Science.

2018-19:   Develop and receive approval for the B.A/B.S. – Game and Interactive Media incorporating courses from the B.S.B.A. Information Systems degree. The B.A. degree will be offered through the School of Fine and Performing Arts. The B.S. degree will be offered through the College of Liberal Arts and Sciences.

NOTE: Due to the more pressing need to create the B.S. – Cybersecurity, the B.S. – Game and Interactive Media Design was tabled until faculty with the appropriate expertise are hired and have time to assimilate in the Computer Science/Physics Department.

2019-20:   Continued conversations regarding the suite of programs that will touch the area of Cybersecurity with N.B.C.B., as well as the Homeland Security MA program.

2020-21:

CLAS is exploring the creation of stackable certificates between the M.S. in Cybersecurity and the M.A. in Homeland Security.

The new department of Film and T.V. will establish interdisciplinary relationships with SFPA (e.g., Acting for the Camera).

WCA and CLAS will explore opportunities for cross-disciplinary collaboration between technology and the arts.

1.5J   Create options for student designed majors and interdisciplinary exploration to enable students to study more widely across the curriculum while also satisfying graduation requirements for their major.

2019-2020:   Determine the multi-disciplinary program opportunities for students and report the findings to the University community.

NOTE: Due to the pandemic, this analysis is moved to the 2020-2021 academic year.

1.5K: Build career preparation more fully into the curriculum across the institution following the model used by the College of Business Administration. A focused integration of the curriculum and the services of the Center for Career Development and Success prepares students for the world of work and highlight the transferable skills expected of future employers. (e.g. Bancroft), and partnerships with community colleges (e.g. 3+1 offerings and on-campus community college presence).

2017-18:   450 individual students met with the Career Advisors. 25 employers came to campus for on-campus recruitment, 200 new employers were added to the Handshake software program, and 250 employers attended the career fairs

CCDLS partnered with the School of Fine and Performing Arts to offer a networking brunch and partnered with the College of Liberal Arts and Sciences to offer a career conference in February.

2018-19:   Implemented a pilot program with EOP students, *STEPS to Success,* to support the career preparation/professional development of underrepresented and first-generation students.

Created career preparation and support the Engaged Learning Program through a two semester CLAS Professional Development Initiative that included a mix of CDS workshops, programs*, CLAS/CDS Bootcamp* and faculty planned events. **NOTE**: Implementation was unsuccessful due to a lack of interest on students' part.

2019-20:   N.B.C.B. refreshed the Career Planning course (CBA 236) that will now be required for all Norm Brodsky College of Business students

Expand *STEPS to Success* to include MSLI students and additional collaboration with EOP and MSLI alumni.

NOTE: ASC: Initial plans were made to expand partnership with the Milestone Scholars Program, beginning with summer orientation presentations and inclusion of O-Net in the EAB student app. MSP will include aspects of STEPS to Success in their summer bridge program and freshman seminars.

Extended Professional Development Initiative to include all colleges and add professional development programs during Career Fairs. *CDS Career Development Series* developed and implemented - as a continuation of the CLAS Career Development Series - a succession of workshops, programs, events and individual career advising to support the professional development of all students - allows students to earn one credit on their Engaged Learning transcript.

RiderConnect launched in April 2020, a platform that allows alumni, students, parents, faculty, staff, employers and "friends" to network professionally and socially in an online community to increase alumni engagement, support internship and job development and build a comprehensive student-alumni mentoring program - over 800+ members as of July 1, 2020.

Implement an assessment process for resume reviews using a rubric aligned with SLOs.

2020-21:   STEPS to SUCCESS will expand in 20-21 to include alumni partnerships and mentoring via RiderConnect to build student's professional network, strengthen work-based learning and support career navigation.

MSP will include aspects of STEPS to Success in their summer bridge program and freshman seminars

1.5M: Strengthen the academic portfolio based upon the recommendations of the Academic Prioritization Task Force and the strategic initiatives cited above. Allocate resources to programs based upon the outcome of the Academic Prioritization process and the utilization of the Boston Consulting Group matrix. Implement a zero-based budgeting process and consider the use of Responsibility Centered Model (RCM) for graduate program budgeting.

2017-18:   Announced elimination of the German program and Art program upon the
                  retirement of the faculty in that program.

                  Established new process for departments in requesting faculty allocations.
                  Criteria used to justify a position request include much of the data
                  submitted in the Academic Prioritization process as well as an update
                  regarding the action plan established by the department.

                  Developed a template for departments to use in determining the Adjunct
                  Overload budget.

2018-19:   Created an RCM budget model for programs incorporated into the Pearson
                  Online Management partnership.

2019-20:   The Adjunct Overload Budget Template was implemented with
                  department chairs providing data as part of the FY 2020-2021 budget
                  process. Work on automation will continue as part of a larger project
                  involving a potential faculty information system that could replace OACS
                  and 4D.

                  In collaboration with the Finance Division, provided input on data
                  collection and analysis of program PNL.

2020-21:   In collaboration with the Finance Division, identify the criteria for
                  determining the PNL of each academic program and use the resulting
                  analysis in preparation for the next Prioritization Assessment.

SP GOAL 1.6:   **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.**

Action Plans and Steps

Vibrant Learning Action Plans

1.6A: Develop and promote a diverse university community that is reflective and supportive of
        our diverse student population. This can be facilitated through ongoing intentional
        discussions in the campus community regarding issues of diversity as they relate to both
        the student experience at Rider and in society at large, fostering dialogue related to issues

of diversity within academic programs, and employee hiring and support practices (as further reflected in the importance of our people theme).

2017-18:   TLC Workshops on inclusive pedagogy included presentations by Peter Felton, José Bowen, and Michelle Camacho. TLC Master Class read "Teaching Naked," by José Bowen. Offered Teaching Institute which included a presentation by the V.P Student Affairs in which the demographics of our student body was discussed.

Established the Supporting Students of Color sub-committee of the Retention and Student Success Task Force charged with proposing future actions to promote enrollment, address barriers to persistence and graduation as this demographic of students potentially expands at Rider and defining support structures, such as intentional support and mentoring programs for students most at risk of attrition, *e.g.* Hispanic students, African American men.

2018-19:   Created mentoring programs to support underrepresented groups of students and first-generation students in collaboration with Student Affairs.

Continued to offer TLC workshops focused on the inclusive pedagogy.

2019-20:   The TLC assisted and coordinated Dr. Damon Williams' session for faculty, "Bringing inclusive excellence into the classroom" in FA 19. Dr. Williams engaged with a variety of stakeholders on strategic topics related to advancing Rider University's Inclusive Excellence Plan.

The N.B.C.B. dean formed a dean's advisory panel of external DEI professionals and hosted the first in a series of panel discussions, which included student discussion breakouts regarding DEI in industry.

The CLAS dean and faculty will identify and implement action steps from the Inclusive Excellence Plan.

The CEHS dean will convene a group of faculty, students, and K-12 administrators to identify and implement action steps related to the Inclusive Excellence Plan.

N.B.C.B. will offer a second event involving the DEI Advisory Council, which is scheduled for late September.

SFPA, WCC, CCS and N.B.C.B. held conversations with students of color to learn about the academic environment and experiences of the students.

SFPA held a conversation with faculty to share the comments of the

students and has created a task force to identify necessary action steps to improve the learning environment and experiences of our students.

Continued to follow the *Guide to Faculty Hires* in all searches for new faculty. History created a position in Africa diaspora, Caribbean and African American History and successfully met the goal of a diversity hire.

2020-21:   In collaboration with Student Affairs, analyze findings from the Student Satisfaction Inventory to improve the student experience

The WCA dean working with students, faculty and staff will employ the Arts to improve the University environment through events such as the Color of Music, providing a more diverse repertoire of performances that embrace the rich history, influence and contributions of people of color.

Provost, academic deans, department chairpersons, and faculty will engage in dialogue regarding revision of course content to include issues of racism, implicit bias, diversity and inclusion, including existing systems the promulgate racisms in this country.

The Provost, working with the Director of Employee Relations, will revise portions of the "Guide to Faculty Hires" and work with the academic deans, department chairpersons, and faculty search committees to implement best practices for faculty searches that will expand the diversity of candidate pools. Additional activities will include search committee meetings with the Director of Employee Relations to discuss diversity/implicit bias training, understand objective interviewing methods, consider position descriptions and qualifications as well as create job postings that will attract diverse candidates.

1.6C: Expand the array of linked courses and living and learning communities.

2017-18:   Implemented the Communication/Journalism Learning Community.

2019-20:   In collaboration with Student Affairs, implement the recommendations of the Living and Learning Communities Task Force.

NOTE: Student Affairs established Coordinator of Living Learning Community responsibilities associated with one Community Director position, enhancing communication with faculty leads and improving consistent communication across LLCs. However, implementation of the Task Force's recommendations requires prioritized collaboration and commitment to engage faculty and align resources. Given the current pandemic and financial needs of the University, discussions in this regard are on hold.

2020-21:   The Asst. V.P. of Academic Affairs, CLAS Dean and Assoc. Dean will initiate discussions regarding linked courses with a goal to create a plan for implementation no later than fall 2022.

In collaboration with Student Affairs, establish a Westminster Choir College living learning community for first-year students.

Pause the LLC comprehensive recommendations due to COVID-19 response, with the intent to reconvene with Student Affairs 2021-2022 to determine priorities.

1.6D: Expand on programming and services that address the specific academic and student life needs of commuting, transfer, veteran and Continuing Studies students, integrating them more fully into the Rider community.

2018-19:   Expanded on programming and services, such as weekend and online tutoring hours, that address the specific academic and student life needs of commuting, transfer, veteran and Continuing Studies students, integrating them more fully into the Rider community.   Was the inaugural member of Mercer County Stakeholders Group, an organization that includes all Veteran Service Organizations. Partnered with the Veterans Administration to offer VA services (including counseling), through the VA's VITAL program, to veterans on campus.

2020-21:   The Student Navigation Office will provide an on-boarding program for transfer students.

Veterans' Affairs will collaborate with the Center for Diversity and Inclusion to create year-long programming for Veterans of Color.

1.6E: Expand academic and cultural programming in the evenings and on weekends. Tie programming into the Engaged Learning Program, First Year Experience, Shared Read Program, Rider Classroom Experience, etc.

2017-18:   Established the First-Year Community Engagement category for first-year students. Students can earn one point towards their Engaged Learning requirement by attending six events on campus during their first-year.

Created Provost's Intellectual Climate Committee consisting of students, faculty, and staff and charged with selecting the Shared Read and planning events throughout the academic year using the themes within the Shared Read.

2018-19:   Academic Success Center increased academic support by offering hours on Saturday afternoon and Sunday evenings and through Google Meet.

Provost's Intellectual Climate Committee planned programming throughout the academic year focused on the themes in the Shared Read.

Departments continued to offer academic events and, working with the Provost's Office, enhanced advertisement for these events.

2019-20:   In collaboration with Student Affairs, initiated programming regarding free expression on campus and benchmarked efforts at other institutions as research for the creation of policies that reflect Rider's values as they relate to free expression. Developed, in collaboration with Student Affairs, a series of events on the topic of free expression and the First Amendment including a presentation by Frederick Lawrence and workshops offered by Pen America.

In collaboration with Student Affairs, began implementation of the Inclusive Excellence Plan established by the President's Council on Inclusion, and develop a series of events surrounding the Shared Read, including the author visit, Green Film Series, and HSI events.

The Rebovich Institute for New Jersey Politics scheduled events that included Former Governor James McGreevey, presidential advisor Michael Pillsbury, and Bridgegate mastermind David Wildstein for evening discussions that drew capacity audiences.

Road Trips to the Real World launched in January 2020, a program paid for by CDS sponsors in which students learn about various career paths in different fields and benefit from networking with Rider alumni currently working in a geographic area outside of NJ. Nine undergrad & grad students from across colleges went on the first *Road Trip* to Washington D.C. which included career site visits to the US Department of Treasury, NASA Goddard Flight Center, the White House, and the IRS-Criminal Investigation offices, as well as a tour of the U.S. Capital building and a networking with alumni. Students received engaged learning points for this trip and one student got secured a summer internship at the USDOT through this experience.

2020-21:   Campus events for the spring 2021 semester will be planned during the fall 2020 semester if it appears that such events are possible.

Strategic Theme 2: Raising Rider's Profile
The branding, marketing and promotion of our University

SP GOAL 2.1: **Build a dynamic marketing program that integrates marketing, advertising and public relations strategies to raise the University's profile, position Rider to be a university of choice for students and employees, with name recognition and brand awareness, and emphasize Rider's value proposition.**

Action Plans and Steps

2.1F: Identify, market and promote pillars of excellence across the institution. These should include the best that Rider has to offer in term of academic and other programs. Marketing of these programs should be consistent, cohesive and enhance Rider's reputation and name recognition.

2017-18: Created the first issue of *Campus Chronicles*, April 2018. Mailed to U.S. News & World Report Northern Region Institutions. Deans created Weekly Wrap-Up Newsletters for faculty and student accomplishments in each of the colleges.

2018-19: Continued to work with University Communications to produce *Campus Chronicles*. Deans continued to send Weekly Wrap-Up Newsletters and increased social media presence.

Create Provost's blog to periodically highlight pillars of excellence in Academic Affairs. **NOTE:** Tabled at this time.

2019-20: Academic deans and the Provost continue to promote the academic culture on campus through promotion of faculty and student success with weekly college newsletters and The Campus Chronicles. Re-vitalized the faculty seminar series with 1 offering in FA19 and 2 planned for SP20.

CEHS offered "Gifted Education Symposium," EAB's "Preventing Misbehavior PK-5" and NJCEE "Money Talks."

NBCB created a list of potential speaker topics based on faculty areas of expertise; shared with select industry partners.

2020-21: The Provost and academic deans will create the first annual report of faculty scholarship and creative activity to share with the University community.

The enters and offices within Academic affairs will present their efforts to support students to the Board of Trustees.

> Select faculty will present to the Board of Trustees the work they do to support student learning, as well as their scholarly agendas and value contributions to the University.
>
> Working with the TLC, create a virtual Academic Affairs showcase available to all members of the University that highlights the best of the work in all areas of Academic Affairs.

SP GOAL 2.2:   **Build deep, long-lasting and loyal relationships with alumni and the broader external community to strengthen their connections to the University and place Rider prominently at the center of community life.**

Action Plans and Steps

2.2B: Promote life-long learning opportunities and partnerships that position Rider as a center for life-long engagement in living, learning and well-being.

2.2C: Utilize alumni as mentors who provide networking, career guidance and engaged and/or experiential learning opportunities for students. Expand roles for students on the Alumni Board of Directors, creating ever stronger linkages between our alumni and students, our "alumni-in-residence."

> 2018-19:   Continued to collaborate with Alumni Relations on developing a comprehensive alumni mentoring/engagement program with online platform to provide career guidance, networking and engaged learning and job opportunities for students.
>
> 2019-20:   Continued to grow the engagement of alumni in academic activities. CLAS formed a Dean's Leadership Council and created and socialized among the faculty a Google form to capture alumni visits to campus. CDLS formed the LDP Alumni Council and held its first meeting in November 2019. Developed a survey for current members to consider best ways to connect with alumni. Met June 25, 2020 to discuss results and develop new programs/initiatives to connect current students to alums. All graduate programs in CEHS have developed their own advisory boards with many alumni members to review assessment data and advise on curricula. N.B.C.B. Alumni returned as part of BRONCx Talks (2), career panels (e.g., Insurance, Banking), trending/topical events (Diversity in Analytics; 'Off the Clock' networking event, Inclusive Excellence at Work panel event, Global Supply Chain careers event, etc.), discipline-specific advisory councils, guest lectures, and Executive in Residence program.

Implemented alumni guest speaker program to support online classes in which video interviews with alumni will be recorded and utilized as learning objects in online classes. Norm Brodsky College of Business implemented Executive in Residence Program with five executives committing to each engaging in a number of activities for the Spring 2020 semester (guest lectures in classes, participating in career panels and speeches, student club/organization presentations).

2020-21:   CLAS is planning an advisory board being for WISE (women in scientific endeavors) and computer science.

2.2E: Build partnerships with local and regional community organizations while also promoting community engagement and civic responsibility among students, faculty, staff and alumni (i.e. serving on local boards, participating in service projects). Work with the Bonner Community Scholars Program, the SGA Community Service Committee, and Campus Compact in this regard. Consider a freshman class project and encourage faculty to connect classroom learning to the community.

2020-21:   Rebovich will hold public discussions that are highly relevant to the campus, the region and the state on the major issues facing these communities.

CEHS will continue to purse a Professional Development School with Edison School District and will develop an additional cohort of Past-Baccalaureate Teacher Education students in Freehold Borough.

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 allows for open, honest and respectful dialogue among employees and offer opportunities to provide feedback on topics of discussion.

2017-18:   Continued Academic Conversations between the Provost and faculty during the fall semester.

President and Provost met with many of the academic departments throughout the year.

Established the Climate Committee with representation from the faculty, librarians, and coaches. Committee met with the President, Provost, and Senior Vice President for Human Resources to discuss initiatives to improve the climate.

2018-19:   Continued Academic Conversations and President and Provost meetings with academic departments.

Implemented suggestions developed by the Climate Committee, *i.e.*, reinstated travel funds for bargaining unit members. The President and Provost met with the President and Vice President of AAUP.

2019-20:   Institutional Research supported Human Resources with the analysis of the triennial 2019 Climate Survey.

Established the President's Faculty Advisory Council the purpose of which is to provide the faculty perspective and input to the President and Cabinet on issues pertaining to Rider's vision, mission and strategic plan; campus climate; information technology; budgeting; fundraising and other issues that do not overlap with the scope and jurisdiction of the Rider Chapter of AAUP as outlined in Article XIII of the Collective Bargaining Agreement. Each academic department has a representative who serves a 2-year term. Council is co-chaired by Provost and a faculty member elected by faculty Council membership. Two meetings were hold in both the fall and spring semester.

Periodic communications sent to Rider and external community regarding the WCC transition.

At the end of the spring semester, eight Faculty-Provost Conversations occurred with discussions regarding the pivot to remote teaching. d 135 faculty attended.

TLC held three Happy Hour Zoom meetings with full-time faculty to provide an opportunity to discuss issues with remote teaching.

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:	Established The Guide to Faculty Searches in collaboration with Human Resources.

2018-19:   Implemented search process outlined in The Guide to Faculty Searches.

Increased the diversity of student and professional tutors.

Secure funding to create Post-Doctoral Fellows in an effort to expand the diversity of candidate pools in future searches.

NOTE: Postponed to 2020-21.

2020-21:   As positions become available, continue to adhere to the revised process identified in the "Guide to Faculty Hires," and apply such practices to the hiring of staff.

Secure funding for Faculty Fellows, those individuals who are close to or have finished the terminal degree and are looking for additional research and teaching opportunities. Such positions will allow Rider to grow the pipeline of faculty of color and prepare the individuals for success.

Explore the possibility of faculty exchange programs with HBCU's and MSI's.

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

Action Plans and Steps

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.

2019-20:   Continued to provide workshops on inclusive pedagogies through the Read and Connect series, January TLC Days, Teaching Institute, TLC Forum, and New Faculty year-long workshops.

2020-21:   Continue to provide TLC workshops on inclusive pedagogies.

Support opportunities to education faculty, students, and staff on issues related to racism, implicit bias, diversity, equity, and inclusion.

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

2020-21:   Continue to co-chair the Mazzottie Women's Leadership Committee with the V.P. for Strategic Planning and Assessment and provide input for women's leadership activities.

3.3D: Establish a mentoring program for all new employees and those seeking mentorship opportunities. Coordinate it with the existing faculty mentoring program.

2019-20:   Continue to support professional development for the Faculty Mentoring Committee which is currently researching best practices in mentoring faculty of color.

2020-21:   Finalize a structure for the Faculty Mentoring Committee that provides employs best practices for supporting faculty of color and collaborate with the new CDO to provide training and education regarding issues of racism, implicit bias, diversity, equity and inclusion.

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:   Hosted the *Celebration of Promotion and Tenure* in the fall semester.

Created the Provost's Initiatives Awards in which individuals are recognized for their work in supporting goals within the Academic Affairs Division. Awards were presented to Kendall Friedman for her work in the Academic Success Center, Ed Barboni for his work in creating a culture of assessment of Student Learning Outcomes, and Jan Friedman-Krupnik and Susan Doughtery for their work in the implementation of the Engaged Learning Program.

2018-19:   The Honors Council established draft criteria for awards for students, faculty, and staff for their involvement in the Engaged Learning Program. The first awards were presented by CBA in May 2019.

2019-20:   Following the process implemented by the CBA, created a similar process in CCS, CEHS, CLAS, and WCA that will then roll up into a University

award.

2020-21:   Criteria that recognize contributions to the Engaged Learning Program
               will be added to the criteria used to select the Distinguished Teaching
               Award.

Strategic Theme 4: Investing in Our Future
The strategic cultivation, management and investment of our resources.

**SP GOAL 4.1   Build tuition and other net revenue to meet capital and operating
                       needs.**

Action Plans and Steps

4.1A   With input from Rider's enrollment partner, transition to lower per student costs to
       compete more effectively with cross-admit peer institutions and improve admissions
       yield and retention. Implement innovative pricing and other financial aid strategies to
       better attract and retain students, support affordability and generate greater net tuition
       revenue.

       2020-21:   As part of the tuition "reset" plan, increase support for the enriched Career
                      Experience umbrella that includes the ELP categories of Internships, Co-
                      ops, and Field Placement; Guided Research and Independent Scholarship;
                      and Arts, Media and Creativity.

                      Meet with members of the Mercer County Community College
                      administration to discuss dual enrollment of students wanting to attend
                      Rider but in need of more basic academic preparation to be successful.

4.1B   Evaluate proposals to acquire Westminster Choir College and retain the programs in
       Princeton, acquire the programs for relocation to the successor institution, or acquire the
       campus real estate. The proposals will be evaluated relative to a set of Guiding Principles
       designed to ensure the long-term success of Westminster Choir College and of Rider
       University as a whole. Invest proceeds in strategic program development and facility
       improvements.

       NOTE: This action step was revised beginning July 1, 2019 to transition Westminster
       Choir College programs to the Lawrenceville campus by fall 2020 in support of a re-
       envisioned Westminster College of the Arts. This effort is led by a Campus Transition
       Team chaired by the Provost and Vice President for Academic Affairs. Working groups
       comprised of faculty, staff and students, where appropriate, are engaged in the process as
       well.

2019-20: Continue to lead the Campus Transition Team toward fall 2020 integration of Westminster Choir College programs on the Lawrenceville campus. Renovation of facilities is on track for an August 31, 2020 start date.

2020-21: Continue discussions regarding the integration/evolution of the cultures and traditions associated with WCC.

The Provost, Dean, and faculty will begin discussions regarding a new vision and identity for WCA including transformation of the curriculum to embrace issues of diversity, equity, and inclusion.

In collaboration with divisions, provide programming that embraces and welcomes all members of the WCC community.

Continue to provide communications to the community regarding progress in the transition and celebrate milestones.

4.1C: Right size the University in terms of the number and mix of undergraduate and graduate programs and students.

2020-21: Continue to explore programs, certificates and short courses that meet the needs of prospective students and the regional workforce.

SP GOAL 4.2:   **Continue to reduce operating and other costs and seek energy and other efficiencies, contributing to a culture of lean thinking that also emphasizes quality.**

Action Plans and Steps

4.2B: Working with the AAUP, identify efficiencies and savings within the collective bargaining agreement.

2019-20: Prepare for and negotiate the 2020-2023 Collective Bargaining Agreement between Rider University and the Rider University Chapter of AAUP.

NOTE: Due to the pandemic, successfully negotiated a 1-year extension to the 2017-2020 Collective Bargaining Agreement.

2020-21: Negotiate a new Collective Bargaining Agreement with the AAUP that includes financial efficiencies/savings.

4.2E: Engage faculty, staff and students in the effort to reduce costs and seek energy and other efficiencies. Consider establishing a task force to identify and track initiatives and communicate progress across the institution.

2020-21:   Identify cost savings due to the pandemic.

Engage in discussions that examine the management of resources, identifying areas for cost savings as well as opportunities to increase revenue for the institution.

SP GOAL 4.5:   Establish a new information technology master plan that supports the University's strategic goals, adapts to evolving needs and reduces risk.

Action Plans and Steps

4.5D: Mitigate cyber security and other risks by replacing legacy and custom developed data/reporting systems in business units across the institution with more secure proprietary systems and addressing other key recommendations of the fall 2015 cyber security audit.

2019-20:   Senior Associate Provost, chair of the Data Analytics Team, will lead efforts to begin replacing legacy systems.

NOTE: Put on hold while new CIO acclimates to Rider and I.T. issues regarding the pandemic are resolved.

4.5E: Strengthen analytical, reporting and other capabilities in business units through the use of technology to increase self-sufficiency, generate efficiencies and facilitate decision-making.

2018-19:   Re-branded Office of Institutional Analysis to the Office of Institutional Research creating a support system for data collection and reporting.

Increased the collaborative efforts across business units regarding data analysis and reporting pertaining to student success (e.g., NotSel process).

2019-20:   Implement an institutional research calendar and guide for internal administration of surveys/research involving students, faculty, and staff at the University as part of the creation of the Rider University FactBook.

NOTE: Factbook put on hold due to pandemic.

4.5F: Establish a centralized, reliable and secure data repository with standardized data definitions to be used across the institution.

2018-19:   Began work on a centralized data repository with standardized data definitions to be used across the institution and included in the Rider University FactBook.

2019-20:   Complete the University FactBook.

                  NOTE: Factbook put on hold due to pandemic.

Strategic Theme 5: Always Improving
Our commitment to planning, implementation and continuous improvement

**SP GOAL 5.1   Strengthen student learning outcomes assessment across the
                       University.**

Action Plans and Steps

5.1A: Design and implement an "assessment as learning" strategy utilized by students, faculty
       and staff to continuously evaluate student success as it pertains to achievement of both
       the University Student Learning Outcomes and disciplinary outcomes. Encourage the use
       of capstone experiences and program portfolios to evidence student learning.

       2017-18:   Successfully met the MSCHE standards for student learning.

                         Faculty continued to revise Student Learning Outcomes and collect data to
                         assess students' progress in meeting them.

                         Developed an overall revision to University's assessment process.

       2018-19:   Reviewed and synthesized 2017-18 assessment reports by school/college
                         and provided feedback to the major programs, their department
                         chairpersons, respective deans, and the Provost.

                         Collaborate with major programs to refine SLOs for inclusion in the
                         catalogue and/or Rider's web site. **NOTE:** Tabled to 2019-20 due to
                         medical leave of Director of Assessment and Institutional Effectiveness.

                         Develop curriculum maps for majors. **NOTE:** Tabled to 2019-20 due to
                         medical leave of Director of Assessment and Institutional Effectiveness.

       2019-20:   N.B.C.B. is analyzing data from first two cycles of assignment-based and
                         developmental assessment system, to feed results back to departments for
                         enhancing courses and programs

                         Developed and began the implementation of a multi-year assessment plan.

                         Completed SLOs for all major programs.

                         Prepare majors' SLOs for publication in the catalog and/or on our website.

NOTE: Put on hold due to a decision that the creation of a multi-year assessment plan was more important.

Collaborated with Rider's deans and others to design and begin the implementation of an assessment strategy for Rider's various general education curricula which are mapped to the University's SLO's.

Created a plan to expand the assessment of the University's SLOs beyond writing and information literacy based upon the curriculum maps for each of the University's major programs.

Began assessment of Rider's graduate programs.

2020-21: Continue assessment of Rider's graduate programs.

The TLC will create Zoom showcases that highlight faculty who have embraced best practices in remote instruction as well as in assessment of student learning.

Continue to work with departments and programs to improve the assessment of student learning, regardless of the status of the assessment process. This may include such actions as working with departments/programs to write measurable student learning outcomes, assisting departments/programs in the collection and interpretation of data, discussing the use of data to revise course content or curricula; and/or encouraging departments/programs to close the loop through more data collection and analysis.

Building upon the work already completed by the Norm Brodsky College of Business and the AAC&U Value Rubrics, the Faculty Assessment Committee will establish rubrics for each of the University's Student Learning Outcomes.

All departments/programs will update alignment of major/program student learning outcomes to the University Student Learning outcomes and will collect and make note of such data.

The Assessment Committee will produce a University report detailing the progress of all departments/programs in the assessment process, following the template adopted by the committee.

5.1B: Provide faculty development opportunities for designing and modifying courses, assignments and rubrics that also highlight best practices as they pertain to student learning and outcomes assessment.

    2017-18:   Teaching Institute included a session on assignment design.

        New Faculty Orientation included a day long workshop focused on creating Student Learning Outcomes, assignment design, and syllabus design.

        Teaching Friday talks continued the conversation for new faculty throughout the academic year.

    2018-19:   Director of Assessment and Institutional Effectiveness will focus on assignment design for assessment as learning to achieve disciplinary and University SLOs. **NOTE:** Tabled to 2019-20 due to Director's medical leave.

    2019-20:   The TLC offered workshops that introduce faculty to the assignment design process that is currently included in the Pearson online course design that can be used in all courses regardless of modality.

5.1C: Work with faculty members to increase use of evidence-based pedagogical strategies to improve student success.

    2018-19:   Created an 'experts' database of Rider faculty who demonstrate evidence-based teaching to enhance student learning, and collect their teaching artifacts.

        Re-envisioned programming for faculty that includes an opportunity to redesign courses through workshops and Master Classes that include common readings of highly regarded texts and provide opportunities for faculty to share ideas and perspectives on teaching and learning and important topics in higher education.

    2019-20:   The TLC continued to offer programs and support on inclusive teaching and learning.

5.1E Expand the use of existing technologies (e.g., Canvas, DegreeWorks, Bronc Nation) to support learning, instruction, advising and retention.

    2019-20:   Implemented new online course design process and assist faculty to enhance the quality of the recorded lectures using the recording studio with lightboard.

        Implement the EAB Student Success Management System.

SP GOAL 5.2   **Establish a regular calendar for academic program review/competitor analysis and academic and student life prioritization to support curricular and co-curricular innovation and keep pace with advances in higher education, industry and the professions. Work closely with departments within each division to implement recommendations from these reviews.**

2018-19:   CEHS successfully completed the CAEP re-accreditation process.

2019-20:   In collaboration with the Finance Division, began collection of data for the PNL of each academic program to use in identifying the criteria to use for the for the next Prioritization Assessment in 2022.

Re-engaged the External Review process for CLAS programs that are not accredited by an outside agency beginning with the Chemistry, Communication and Mathematics programs.

2020-21:   Continue work on the PNL data analysis for the next Prioritization Process.

CLAS will press pause on the external review process while the dean undertakes a vigorous review and revision of the process. Beginning fall 2021, several departments within CLAS will engage in the process.