Reaffirming Our Promise:
Ramapo College of New Jersey
Self-Study 2020

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by

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List of Acronyms at Ramapo College

AAC – Academic Advisement Council
AACSB - Association to Advance Collegiate Schools of Business
AFT – American Federation of Teachers
ARC – Academic Review Committee
ASB – The Anisfield School of Business
BOT – Board of Trustees
CA – School of Contemporary Arts
CBA - Collective Bargaining Agreements
CCEC - Civic and Community Engagement Center
CEDO – Chief Equity and Diversity Officer
CHCS – Center for Health and Counseling Services
COA - Chief of Staff and Board Liaison
CRW – Center for Reading and Writing
CSI – Center for Student Involvement
CSS – Center for Student Success
CSWE – Council on Social Work Education
CWA - Communications Workers of America
CWAAC – College-Wide Academic Assessment Committee
DCP - Degree Completion Program
DAC – Diversity Action Committee
DLE – Diverse Learning Environments
EDIC – Office of Equity, Diversity, Inclusion, and Compliance
ELO - Ethics Liaison Officer
EMSA – Enrollment Management and Student Affairs
EOF – Educational Opportunity Fund
ETF – Task Force on Extending the Strategic Plan
FA – Faculty Assembly
FAEC – Faculty Assembly Executive Committee
FDF – Faculty Development Funding
FLC – First Year Learning Communities
FRC – Faculty Resource Center
FSSE – Faculty Survey of Student Engagement
FYS – First Year Seminar
GE – General Education
GECCo – General Education Curriculum Committee
GEIT – General Education Implementation Team
HGS – School of Humanities and Global Studies
IACUC - Institutional Animal Care and Use Committee
IDC – Instructional Design Center
IFPTE - International Federation of Professional & Technical Engineers
ILS - Integrated Library System
IRB – Institutional Review Board
ITS – Information Technology Services
LIS – Leaders in Service
MAEL – Master of Arts in Educational Leadership
MASE – Master of Arts in Special Education
MBA - Master of Business Administration
MSAC - Master of Science in Accounting
MSET - Master of Science in Educational Technology
MSN - Master of Science in Nursing
MSW - Master of Social Work
NACAC – National Association for College Admission Counseling
NJAC – New Jersey Athletic Conference
NSSE – National Survey of Student Engagement
OED – Office of Equity and Diversity
OSS – Office of Specialized Services
PAC – President’s Advisory Council
PAR - Performance Assessment Review
RMM - Reclaim My Math
RSA – Ramapo Staff Association
SAC – School Assessment Coordinator
SAIL - Sophomores Advancing in Leadership
SARM - Student Activities Revenue Management
SEM - Strategic Enrollment Management
SGA – Student Government Association
SLO – Student Learning Outcome
SPIF – Strategic Priority Initiative Fund
SPOL – Strategic Planning Online
SPTF – Strategic Planning Task Force
SRAB – Strategic Resource Advisory Board
SSHS – School of Social Science and Human Services
TAC – Transfer Advising Corps
TAS – School of Theoretical and Applied Sciences
TEAC - Teacher Education Accreditation Council
TFSG – Task Force on Shared Governance
TLTR – Teaching and Learning with Technology Roundtable
VPEMSA - Vice President of Enrollment Management and Student Affairs
VPAF - Vice President of Administration and Finance
VPIA - Vice President of Institutional Advancement
VIP - Violence Intervention Peer
WAC – Writing Across the Curriculum
WI - Writing Intensive
Committee Members

Accreditation Liaison Officer
Stephanie Sarabia - Associate Professor, Social Work

Steering Committee
Co-Chair: Stephanie Sarabia - Associate Professor, Social Work
Co-Chair: David Nast - Director, Office of Specialized Services
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- Gurvinder Khaneja – Director, Office of Institutional Research
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- Sharlene Vichness - Member, Board of Trustees
- Stephan Lally – President, Student Government Association (SGA)
- Max Koestler – Freshman, Student Government Association (SGA)
- Stephanie Steiner-Otto – Freshman, Student Government Association (SGA)

Standard I Working Group
Co-Chair: Eddie Saiff – Interim Dean, School of Theoretical and Applied Sciences
Co-Chair: Barbara Harmon-Francis – Director, Educational Opportunity Fund (EOF) Program

- Donna Gibson – Professor, Psychology
- Cardacia Davis – Field Education Coordinator
- Susan Kurzmann - Reference Librarian/Faculty
- Rebecca Root - Associate Professor, Political Science and Director of the Honors Program
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Standard II Working Group
Co-Chair: Melissa Van Der Wall - Dean of Students
Co-Chair: Mike Tripodi – General Counsel

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- Shawn O’Neill - Director, Office of Financial Aid
- Bridgette Quimpo – Athletics/Coach

Standard III Working Group
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Co-Chair: Ben Levy – Director, International Education
- Tim Babasade – ITS/Director of Client Services
- Michael Bitz – Professor, Education and Director of the Instructional Design Center (IDC)
- Rick Brown – Director, Center for Student Involvement
- Kelly Dolak – Associate Professor, Television Production
- Nicholas Salter – Associate Professor, Industrial and Organizational Psychology and Director of the Faculty Resource Center (FRC)

**Standard IV Working Group**

Co-Chair: Benjamin Fine – Assistant Professor, Computer Science
Co-Chair: LaQuan Norman – ASB and Associate Director, Cahill Career Development Center

- Stephanie Barlow – Assistant Director, Residence Life
- Tamika Quick - Assistant Director, Equity and Diversity Programs
- Tom Kitchen – Director, Center for Reading and Writing

**Standard V Working Group**

Co-Chair: Susan Hangen – Interim Dean, School of Humanities and Global Studies
Co-Chair: Peter Campbell – Interim Dean, College of Contemporary Arts

- Paramjeete Bagga – Professor, Bioinformatics
- Sarah Carberry – Associate Professor and Convener, Chemistry
- Christina Connor – Assessment and Instruction Librarian/Faculty
- Timothy Haase – Assistant Professor, Economics
- Shaziela Ishak – Associate Professor, Psychology
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**Standard VI Working Group**

Co-Chair: Kathy Stathis – Senior Budget and Systems Analyst
Co-Chair: Jason Hecht – Professor, Finance

- Naseem Choudhury – Associate Professor, Psychology
- Joseph Connell – Assistant Vice President, Student Success
- Robin Keller – Director of Applications, ITS
- Kathryn Yeaton – Associate Professor, Accounting

**Standard VII Working Group**

Co-Chair: Brittany Williams-Goldstein – Chief of Staff/President’s Office
Co-Chair: Ed Petkus – Dean, Anisfield School of Business

- Kathy Burke – Assistant Dean, Nursing
- Karl Johnson – Associate Professor, African American Studies
- Ken McMurdy – Associate Professor, Mathematics
- Rachel Jaffe Marko – Office of the Registrar

**Verification of Compliance Working Group**
Co-Chair: Patricia Chavez – Director, Internal Audit
Co-Chair: Shawn O’Neill – Director, Office of Financial Aid

- Nicole Morgan Agard – Chief Diversity Officer, Office of the President
- Amanda Beecher – Associate Professor, Mathematics
- Kathleen Hallissey – Director, Student Conduct
- Peter Rice – Director, Office of Admissions
- Mihaela Serban – Associate Professor, Law and Society
- Karen Norton – Assistant to the Dean, Anisfield School of Business
I. Executive Summary

Embarking on its 50th year of service, Ramapo College proudly celebrates its history and standing as New Jersey’s Public Liberal Arts College and reaffirms the commitment it has made over the decades to its students and to the wider community: to be a touchstone of excellence in Higher Education and to provide a rigorous learning experience aimed at preparing a diverse community of students to explore and assume their future roles, not only as professionals but as citizens. Equipped with the skills of critical thinking and self-understanding that are the product of a grounding in the liberal arts, Ramapo College readies its students for 21st Century leadership in a global economy through its culture of teaching and individual attention.

This Self-Study is presented to the Middle States Commission on Higher Education (MSCHE) as the fruit of a nearly two-year process of reflection by a broad and diverse group of faculty, staff, and administrators who were charged with examining all areas of the College’s life and functioning through the lens of the Standards established by the MSCHE. After an overview of the Ramapo College Story, each of these Standards will be discussed in detail to illustrate Ramapo’s full compliance with both the Standards themselves as well as the Requirements of Affiliation particular to each of them. Opportunities for Improvement and Innovation, when identified, will be articulated at the conclusion of each Standard.

Standard I: Mission and Goals
This section describes the Mission, Vision, and Values of Ramapo College and introduces the goals of Strategic Plan 2018-2021: Fulfilling Our Promise. It then goes on to detail the alignment of Strategic Plan 2018-2021: Fulfilling Our Promise with the fiscal and curricular priorities of the institution. A presentation of both the external and internal contexts in which the College is pursuing its goals sets the stage for a description of efforts across the institution to achieve those goals through a consistent focus on student learning and institutional improvement.

Standard II: Ethics and Integrity
This section offers a detailed examination of Ramapo College’s commitment to ethics and integrity in the areas of: academic freedom and integrity, diversity, the effective management of grievances, avoidance of conflicts of interest, fairness and impartiality for its employees, honesty and truthfulness in communications, affordability and informed-decision making, compliance, and transparency.

Standard III: Design and Delivery of the Student Learning Experience
This section describes Ramapo College’s academic programs and their roots in the College’s founding commitment to an education that is international, intercultural, interdisciplinary, and experiential in scope. A review of Ramapo’s new general education GE curriculum, as well as examples of several international and experiential learning opportunities afforded to students are detailed, along with the host of services available to augment and support the learning experience of native and transfer students alike. The makeup and credentials of the faculty are described, along with the variety of faculty resources aimed at ensuring the fulfillment of the College’s commitment to outstanding teaching.

Standard IV: Support of the Student Experience
This section describes the student experience at Ramapo College from first contact to the point of degree completion and beyond. The Division of Enrollment Management and Student Affairs (EMSA) oversees the delivery of this comprehensive student experience. The goals of EMSA are reviewed, as well as the College’s strategies for ensuring access for a diverse body of undergraduate (including transfer students) and graduate students. Ramapo’s efforts to address the academic, personal, social, and civic engagement of its students, as well as their retention and ultimate completion are explored through an elaboration of
the multiple supports made available to students. These include a program of comprehensive academic advisement, tutoring in writing, math and other subjects, and accommodations for students with disabilities, as well as assistance with internships, co-ops, and ultimate employment or advancement to higher study.

**Standard V: Educational Effectiveness Assessment**
This section describes the program of assessment that enables Ramapo College to ensure the delivery of the rigorous learning experience that is its hallmark and its constant goal. From the design and administration of assessment to the analysis and interpretation of results, closing the loop, and the regular updating of the curriculum, this process is overseen by a variety of administrators and faculty including the Vice Provost for Academic Programs, the College-Wide Academic Assessment Committee, the School Assessment Committees, the Conveners, and finally faculty members themselves.

**Standard VI: Planning, Resources, and Institutional Improvement**
This section describes Ramapo’s process of mission-driven planning that oversees and secures the alignment between the Mission and Strategic Plan and decisions regarding the use of fiscal and other resources at the College. These decisions involve not only the design and delivery of all College programs and initiatives but the maintenance and development of College infrastructure through a thoughtful program of facilities management and capital planning. This requires the careful stewardship of all resources including a budgeting process that is grounded in the Mission and Strategic Plan, a comprehensive approach to Human Resources that views employees as the College’s most valuable resource, and an information technology and infrastructure plan that aims for both cutting-edge technological excellence and optimal return on investment. The most recent efforts at Ramapo have been aimed at extending the culture of assessment to administrative areas as well as other departments that support the overall goals of the College. These efforts are discussed in this section.

**Standard VII: Governance, Leadership, and Administration**
This section describes the framework of Shared Governance that supports and facilitates the ongoing life and activity of a community as complex and diverse as Ramapo College. Beginning with the Board of Trustees, its charge, leadership, committees and operations, the section goes on to discuss in detail the roles of the President and Cabinet, Faculty Assembly, Ramapo Staff Association, Student Government Association, and President’s Advisory Council. As it seeks to be ever responsive to the evolving needs of the campus community and to maintain a vibrant and responsive governance structure that can respond to those needs, the College undertook a reorganization of the Divisions that is described in this section. In a similar vein, multiple efforts to enhance communication and to foster the experience of shared community are described. Finally, several illustrations of shared processes that have enhanced the educational offerings and functioning of the College as well as its ability to respond to the needs of the students are provided.
II. Reaffirming our Promise: The Ramapo College Story

Ramapo College at a Glance: 2018

Profile:
- Founded: 1969
- Location: Mahwah, NJ
- Type: Public, Liberal Arts
- Areas of Study: 39 Degree Programs
- 625 course offerings
- Student to Teacher: 16:1
- Average Class Size: 21
- Students: 6,174 (5,609 undergraduate)

Accolades:
- Kiplinger’s Personal Finance Magazine – Best Value (12 consecutive years)
- Princeton Review – Best in the Northeast
- U.S. News and World Report – Best Regional University-North
- Colleges of Distinction – Career Development
- NICHE – #1 Best College Dorms in New Jersey
- Payscale.com – Top School, Return on Investment
- College Choice – #1 NJ Public/ #3 Overall in the State
- Victory Media — Best Military Schools

Ramapo College of New Jersey stands on 300 wooded acres rich in historical significance. In 1700, settlers established a trading post near the Ramapo River in the fertile Ramapo Valley region, traversed for centuries by Native Americans. In the late 1800s, the Havemeyer and Birch families, owners of the estate up to the 1960s, used the land for farming. In 1969, the property and several of its structures, including the Birch Mansion and Ramapo’s iconic Arch, were purchased and became the property of the people of New Jersey and the newly planned public college.

As New Jersey’s Public Liberal Arts College, Ramapo College has been dedicated, from its beginning, to providing students a strong liberal arts foundation for a lifetime of achievement, through its emphasis on rigorous and engaged teaching and individual attention to all students. Moreover, the College promotes diversity, inclusiveness, sustainability, student engagement, and community involvement. At the heart of this enterprise is Ramapo’s exceptional faculty, 93% of whom hold a doctoral or terminal degree.

In its nearly 50-year history, the College has established itself as the premier liberal arts institution in New Jersey and continuously aspires to that status in the region. This has been accomplished through thoughtful strategic planning of academic offerings and specialized programming, expansion of on-campus classroom, study and research space, and data-driven enrollment and retention management.
Ramapo College welcomes nearly 1000 first-year degree-seeking students and approximately 530 transfer students annually, primarily from New Jersey, the Mid-Atlantic and Northeast regions of the United States, as well as from many countries around the globe. In the fall of 2018 Ramapo College received nearly 7,000 applications for its incoming first-year class from all 21 counties in New Jersey, 30 states and territories, and 23 countries.

Undergraduate students may choose to concentrate their studies in one of five schools with more than 625 course offerings and 39 academic programs. Bachelor’s degrees are offered in the arts, business, humanities, social sciences and the sciences, as well as in professional studies that include business, elementary education, nursing, and social work.

Aided by a student:faculty ratio of 16:1 and an average class size of 21, the College facilitates the individualized attention and mentorship that faculty and staff provide to each student with a view toward helping them accomplish their educational and personal goals. Ramapo College students reap the rewards of the institution’s impressive retention and graduation rates that rise above national and state averages. In recognition of Ramapo’s commitment to student success, the College is a recent recipient of an Integrated Planning and Advising for Student Success (iPaSS) grant, funded by EDUCAUSE, the Bill & Melinda Gates Foundation, and the Leona M. and Harry B. Helmsley Charitable Trust, to directly support student success.

Since its founding, the College has been nimble in adapting to ever-changing societal needs. Today the College recognizes and supports the need for lifelong learning that is key to keeping pace with the changing demands of the workplace. Graduate programs at Ramapo lead to master’s degrees in accounting, business administration, educational technology, educational leadership, nursing, social work, and special education. The College proudly reports exceeding the primary goal of its strategic enrollment management plan to enroll more than 8% of its students in graduate programs. As of fall 2018, graduate enrollment stands at 9.2% of total enrollment.

Ramapo prepares learners to be successful leaders and community stewards for a changing world through a fervent commitment to hands-on learning and faculty-student mentoring that goes well beyond the boundaries of the classroom. These close-working relationships with faculty actively prepare Ramapo students for careers and graduate school. Students gain the knowledge and tools to promote civic engagement, equality, and prosperity in their communities. Internships, co-op experiences and service learning further connect theory with practice in real-world environments. In January 2018, Ramapo launched a new career management system, Handshake, with 3,721 internship postings already available to Ramapo students. In addition, a wide range of study abroad and student exchange relationships with institutions all over the world provides students opportunities for a truly international education. Self-submitted Ramapo College student, alumni, and faculty success stories may be found at: http://www.ramapo.edu/success-stories.

With a focus on outcomes, Ramapo develops critical thinking abilities, a broad perspective, and technical and problem-solving skills in its students. This results in graduates who are adaptable, innovative professionals who flourish and are prepared to lead in today’s information-based economy.

Like many institutions nationwide, Ramapo College operates in a higher education landscape that is facing unprecedented challenges. Not least among these are financial challenges. Ramapo’s operational state appropriations as a percent of revenues has declined over the past 12 years to a low of 11.1% in 2018. This represents a 30.2% cut in state appropriations since 2006. The cost of employee benefits has
simultaneously risen to a current full-time fringe rate of 49.1%. To offset these costs and deficits, the College has taken several steps. It has leveled out its debt, revised its Investment Policy, sustained a Strategic Priority Initiative Fund (SPIF), and advanced a comprehensive capital campaign. In addition, it has furthered its Allocation Grant Program funded by the College Foundation, which provides approximately $66,000 per year to the College for projects that enhance the academic environment, further Ramapo’s academic reputation and advance its strategic goals. As a result of the Program’s success and impact, grant awards have increased by 30% since 2014. In fiscal year 2018, 2.9 million dollars in awards were received by Ramapo faculty and staff.

The College’s progress is visible in consistent and ongoing infrastructure enhancement projects. These include the recently completed renovation of the G-Wing building, which houses the Schools of Social Science and Human Services and Theoretical and Applied Science, as well as the construction of the Adler Center for Nursing Excellence, a 36,000-square foot facility with expanded classroom, research, and simulation laboratory space connected by an overhead walkway to G-Wing. In addition, significant investments have been made in improvements to the College’s fiber network, residence halls, dining facilities, and athletics fields.

The College’s ongoing and thoughtful investments in its infrastructure and capital assets foster student engagement in formative experiences through programming offered at the College’s Sharp Sustainability Education Center, the Salameno Spiritual Center, and the Angelica and Russ Berrie Center for Performing and Visual Arts. The Transfer and Veterans Lounge was established in 2016 to provide a hub of resources for transfer and veteran students including meeting space, a TV, a kitchenette, library and reference materials, a charging station, and computer workstations. Additionally, the office of a dedicated transfer advisor is located in the Lounge for the convenience of students. The Topken World Language Laboratory, established in 2018, is our most recently opened facility. It provides access to state-of-the-art language software, a language immersion lounge, and television monitors for students to watch newscasts in the languages being studied.

Current building projects include the renovation of the George T. Potter library into a 21st-century Learning Commons. This space will serve as a dynamic hub where students can interact and collaborate on projects in a manner consistent with a contemporary team approach to problem-solving and will include the library collection, meeting spaces, study space, classrooms, and state-of-the-art research tools. In addition, a campus-wide photovoltaic installation project for supplementing power resources to the campus, established through a public-private partnership, is nearly complete.

Consistently recognized through numerous rankings, awards and accolades, “quality” and “value” are words that have become synonymous with a Ramapo College education. Ramapo has been named among the top three (after Princeton University and Stevens Institute of Technology) institutions of Higher Education in the State of New Jersey and Number One among the public institutions in New Jersey in College Choice’s ranking for 2018. This is the 12th consecutive year Ramapo College is listed in Kiplinger’s Personal Finance Magazines as among the “100 Best Values in Public Colleges.” The College is also ranked among the top 10 annually by U.S. News & World Report as one of the Best Regional Public Universities in the North, is a Top College for the Value according to Money magazine, and is listed by the Princeton Review as being among the “Best in the Northeast.” The John Templeton Foundation named the College to its Honor Roll for “Character-building Colleges,” which recognizes institutions that emphasize character development as an integral aspect of the undergraduate experience.

Ramapo College also joins an elite group of institutions to earn the distinction of accreditation by the Board of Directors of the Association to Advance Collegiate Schools of Business (AACSB International),
an accolade given to fewer than 5% of business schools worldwide. The Bachelor of Social Work and Master of Social Work degrees are fully accredited by the Council on Social Work Education (CSWE). Additional accreditations include the Nursing Program (Accreditation Commission for Education in Nursing), the Teacher Education Program (Teacher Education Accreditation Council), and the Teacher Certification Program, approved by the State of New Jersey.

Ramapo College is committed to supporting diversity and creating a community where talented students, faculty, and staff from various backgrounds and experiences create an inclusive and supportive environment in which all may thrive. One of Ramapo’s ongoing strategic goals is to “Cultivate and Support Diversity and Inclusiveness,” and the College has made investments in this regard which include the expansion of its equity and diversity programming and the establishment of the Office of Equity, Diversity, Inclusion, and Compliance. This is based on the belief that diversity stimulates the examination of perspectives and values, enriches the learning experience, and encourages engagement.

Through its Mission, Goals and Strategic Plan, its academic and co-curricular programs, and the investment and careful stewardship of its resources through effective leadership and planning, Ramapo College remains unwavering in its commitment to reafﬁrming our promise to students and to the wider community we serve. This is the story that will be told in the pages that follow.
Standard I: Mission and Goals

Ramapo College Meets the Requirements of Standard I

A full description and illustration of the ways Ramapo College meets the four criteria and all applicable sub-criteria of Standard I, as well as Requirements of Affiliation 7 and 10 are presented here.

Mission
Ramapo College is New Jersey’s Public Liberal Arts College, dedicated to providing students a strong foundation for a lifetime of achievement. The College is committed to academic excellence through interdisciplinary and experiential learning and international and intercultural understanding. Ramapo College emphasizes teaching and individual attention to all students. We promote diversity, inclusiveness, sustainability, student engagement, and community involvement. (S1.C1: Mission Statement; S1.C1: Board of Trustees minutes)

Vision
As the region’s premier public liberal arts college, Ramapo College of New Jersey prepares students to be successful leaders for a changing world through its distinctive commitments to hands-on learning and faculty-student mentoring.

Values
Ramapo College is the Public Liberal Arts College of the State of New Jersey. The work of the College and its members is conducted with integrity. Our values are:

- Teaching, learning, and mentoring – we are actively engaged in and out of the classroom.
- Developing the whole person – we are scholars, we are creators, we are local and global citizens, and we are individuals.
- Respecting each other and our environment – we are an open, inclusive, supportive, and sustainable community. (S1.C1: President’s Advisory Council Minutes)

Ramapo College Mission and Goals: An Introduction
The Ramapo College Mission and Values statements were developed through collaborative processes that engaged a broad representation of stakeholders. Further, the College’s past and present strategic plans have been grounded on the principles of the Mission and designed to provide students, faculty, staff, alumni, parents and leadership at the College with guidance and direction as they advance the Mission. This synergy between the Mission and the strategic plan provides a set of goals that guides planning, resource allocation, curricular development, and assessment in order to promote student success.

Ramapo College is committed to the broad dissemination of its values to all who interact with our community. For this reason, the College displays its Mission and Values statements on virtually every wall of every academic building on campus, as well as on its website and campus publications. Although the Ramapo Mission statement has evolved throughout the history of the College, the essence of the Mission has been maintained since the College’s inception.

Ramapo was established in 1969 as an interdisciplinary, liberal arts college dedicated to innovative teaching, individualized attention to students, and experiential learning (Bischoff, 1998). A focus on international and intercultural education was added to the Mission statement as a result of a 1986 New Jersey Governor’s Challenge Grant to internationalize the curriculum. Three years later, sustainability was formally added to the Mission. The current Mission and Vision statements are the fruit of the 2012-2013 Strategic Planning Task Force (SPTF) that included 25 representatives from all of the primary
The guiding principles for the work of the SPTF included: Consistency with Mission and Vision; Assessment, Accountability, and Analysis; Collaboration and Transparency ([S1.C1: Strategic Plan 2014-2018]). Stressing these principles, task force members met individually with college constituencies, set up a series of open meetings, and posted a draft plan on the College’s internal website to receive comments and suggestions on the first draft of the plan ([S1.C1: SPTF Minutes]). The task force reviewed the feedback and made adjustments to create the final strategic plan.

In line with Requirement of Affiliation 7, the Board of Trustees approved the 2014-2018 Strategic Plan on 6/30/2013 ([S1.C1: BOT Minutes; S1.C1: 2014-2018 Strategic Plan]) and, in so doing, also approved the revised Mission and Vision statements (Exhibit 1.1.2c BOT Minutes). One of the overarching goals of the process was to create a cogent Mission and Strategic Plan that might be assessed simultaneously ([S1.C1: SPTF Minutes 1.23.12; S1C1: SPIF Minutes 1.30.12; S1.C1: SPIF Minutes 2.27.12; S1.C1: Priorities and Indicators 1.30.12]). The 2014-2018 Strategic Plan featured the revised Mission and four goals with specific objectives and measurable achievement targets.

The Four Goals of the 2014-2018 Strategic Plan were:
1. Advance Academic Excellence and Engagement
2. Enhance Financial Strength and Institutional Sustainability
3. Improve Internal and External Communications
4. Cultivate and Support Diversity and Inclusiveness

As described below, these goals guided administration, faculty, and staff in making decisions related to planning, resource allocation, program and curricular development, and the identification of institutional and educational outcomes during this time period. To further advance the common goal of academic excellence and student engagement, the Divisions of Academic Affairs and Enrollment Management and Student Affairs (the latter two now being one Division) partnered to launch the Student Engagement Project, which has been selected and identified as a best practice across many national conferences including American Association of Colleges and Universities (AACU), American College Personnel Association (ACPA), National Association of Student Personnel Administrators (NASPA) and American Association of Collegiate Registrar and Admissions Offices – Strategic Enrollment Management (AACRAO SEM).

To enhance financial strength and institutional sustainability, resources were redirected to facilitate the establishment of new graduate programs, a Freecycle program was implemented, and a photovoltaic installation project was established through a public-private partnership. To improve internal and external communications, a re-design of the College’s website was conducted, a task force on shared governance was established, the President’s Advisory Council was formed, and the three new monthly online newsletters were created for alumni, parents, and the Board of Governors ([S1.C1: Alumni Newsletter]). The Ramapo Staff Association revised its bylaws and expanded its membership.

To cultivate and support diversity and inclusion, the Office of Equity, Diversity, Inclusion, and Compliance was launched and resources were allocated to diversity training and inclusive programming, the College sought and earned the distinction of being recognized as stigma free, and support services for students on the autism spectrum were expanded.

Toward the end of 2018, a Task Force on Extending Strategic Plan 2014-2018 was established and charged with making recommendations on adding, continuing, modifying, or closing out individual objectives and outcomes within the 2014-2018 Strategic Plan so that the goals might be extended, as

In accord with the Shared Governance Protocols that were adopted by the College in 2017, the charge of the Task Force on Extending the Strategic Plan, hereafter “Extension Task Force (ETF),” was advanced through a formal collaboration between the College President, the President of the Student Government Association, and the President of the Faculty Assembly. The membership of the ETF included an academic Dean (as chair), three faculty members from various schools of the College, four managers, two staff members, and two students from the Student Government Association.

The ETF based its evaluation of the transition to a new strategic plan on assessment data compiled related to the 2014-2018 Strategic Plan that was in effect at that time (S1.C1: Revised Strategic Plan with Targets; S1.C1: SPTF Appendix; S1.C1: Strategic Plan Progress Narratives). It also embraced the College’s Values statement and the following four guiding principles as it pursued its work: consistency with Mission and Vision, assessment, accountability, and analysis, collaboration and transparency, and institutional health and solvency.

Within the framework of these guiding principles, the ETF was given the mandate to ensure that all strategic goals and objectives must be consistent with the College Mission and Vision and the centrality of facilitating student learning while also taking into account the needs and interests of diverse faculty, staff, and alumni, as well as local, state, and global communities.

The ETF completed its work at the end of June 2018 and, with input from the President and Cabinet, Strategic Plan 2018-2021: Fulfilling Our Promise was approved by the Board of Trustees in September, 2018 (S1.C1: Strategic Plan 2018-2021: Fulfilling Our Promise).

The Four Goals of Strategic Plan 2018-2021: Fulfilling Our Promise
1. Increase Student Success and Student Engagement
2. Cultivate and Support Equity, Diversity, and Inclusion
3. Advance Innovation as the College’s Promise and Obligation to its Students, Community, and the State of New Jersey
4. Improve Long-term Financial Strength

While the goals changed somewhat from the previous strategic plan, the outcomes associated with them remained largely consistent, and thus, the Mission and Vision statements were not revisited. Fulfilling Our Promise features four goals, 25 objectives, and 26 outcomes.

In the refresh leading to Strategic Plan 2018-2021: Fulfilling Our Promise, there was an initiative to engage the entire campus via a resource designed to promote and foster the long-term viability and assessment of Fulfilling Our Promise. This initiative yielded Dashboard 2021, a user-friendly document that presents the College’s progress on the goals, objectives, and outcomes in Fulfilling Our Promise that features associated indicators designed to create a transparent presentation with which all stakeholders are able to interface (S1.C1: Dashboard 2021). The 63 indicators in Dashboard 2021 are each mapped to specific goals, objectives, and outcomes. Each is connected to baseline data for 2017 and/or 2018 and a goal for 2021.

The semi-annual tracking of the College’s strategic plan moved to a dashboard model, in part, to foster a culture of institutional effectiveness, assessment and vigilance while also taking into account the reality that shifting fiscal, political, and environmental conditions may prompt the College to adjust its path forward on a year-to-year basis. As noted earlier, the 63 indicators are linked to the goals, objectives, and outcomes in Fulfilling Our Promise and, thus, to the College Mission. A mapping of the goals and
objectives in *Fulfilling Our Promise* to the College Mission was generated as well to demonstrate the synergies among the resources (*S1.C2: Fulfilling Our Promise Mapping*).

Over the course of the 2018-2019 academic year, College leadership made presentations on *Dashboard 2021* as part of campus-wide Communication Meetings in an effort to inform and engage the entire campus on the value and accessibility of this tool (*S1.C4: Communication Meetings*). The goal was to make the assessment process both meaningful and useful to all stakeholders by creating a tool that is user-friendly and accessible to any member of the community. Additionally, by engaging the entire campus, we as a community take responsibility for and pride in our efforts to continuously learn from and improve the student experience at Ramapo College.

Annual assessment of the strategic plan depends upon the collection and analysis of data. These processes are led by the Planning Office and the Office of Institutional Research. Much of the indicator data is published in the Fact Book, which is available on the College website (*S1.C1: Factbook 2018*). Under the previous strategic plan, the Chief Planning Officer developed a grid identifying which units would provide the baseline and subsequent annual data necessary to track progress on the strategic plan. This progress was presented periodically to the Cabinet and Board of Trustees and made available to the campus via Key Performance Indicators (KPIs) (*S1.C1: KPI Updates*).

As will be described in greater detail below, considerable data analysis informed the development of the current *Strategic Plan 2018-2021: Fulfilling Our Promise* (*S1.C1: Revised Strategic Plan with Targets; S1.C1: SPTF Appendix; S1.C1: Strategic Plan Progress Narratives*). The 2014-2018 Plan’s goals and objectives were measured by achievement targets that were tracked throughout the lifetime of the Plan. At the mid-point of the Strategic Plan, the Chief Planning Officer met with the Cabinet to review strategic goals, objectives, and targets. The group considered which achievement targets had been met, which were on track, and which were not measurable as phrased. As a result of the review, some of the achievement targets were revised. For example, Achievement Target 2.4.1 was phrased “The College will decrease its total waste (landfill and recycling) by 20% and increase its recycling rate by 20%.” However, to make it more specific, this was revised to “The College will establish benchmarks for its landfill waste stream in the Academic Complex (library, A-E, Adler, ASB, G, H, and SC of the campus) to help the campus move toward a diversion rate of 25% away from landfills and toward recycling – by a target date of June 2018.”

The 2014-2018 Plan also called for increasing the diversity of our students. Annual KPI reports on this metric revealed a decline in 2014 and 2015 in the percent of first-time degree-seeking students who self-identified as non-White. This data drove decisions to shift resources in academic year 2015-2016 toward targeted, high school-specific strategies such as on-site admissions and guidance counselor lunches, as well as targeted marketing campaigns and the placement of transfer advisors at key community colleges. These strategies were deemed effective, yielding a trend reversal from 30.3% in 2014 and 28.2% in 2015 to 35.4% in 2016 and 41.6% in 2017 (*S1.C1: KPI Updates*).

Alignment of the Strategic Plan and the Allocation of Funds

With support from the Provost and others across campus, in 2017, the Strategic Resource Advisory Board was formed (*S1.C1: SRAB webpage; SRAB Post Review June 2017*). SRAB is comprised of faculty, staff, and administrators. It is charged with ensuring alignment of resource allocations with institutional and academic priorities and is responsible for assessing the integrity and effectiveness of requests. Further, it advises the Cabinet on resource allocation to various units to support the achievement of Strategic Plan goals and objectives (*S1.C1: SRAB Charge*).

In Fall 2018, the college implemented the Strategic Planning Online (SPOL) software, replacing the previous planning and assessment collection software, WEAVE. SPOL is being used to coordinate the
development of unit-based plans and targets, to map those plans to the College’s strategic plan, to assess progress on those plans, and to capture effectiveness of SPIF-funded initiatives. The goal of this initiative is to strengthen the alignment of unit resources and energies with institutional and academic priorities. In line with Requirement of Affiliation 10, SPOL is used to design and inform institutional planning that “integrates goals for academic and institutional effectiveness and improvement.” Further, the SPIF/Capital Request process includes a requirement to provide assessment criteria for SPIF and capital items (S1.C3: SPIF Capital Budget Policy; S1.C3: SRAB Request Scoring Rubric; S1.C3: SRAB Meeting Minutes; SRAB Request Scoring Rubrics). At the current stage of implementation, SPOL is being used to assess administrative units, with information on our academic assessment program to be added subsequently. Nonetheless, academic assessment results are still considered in all resource allocation decisions.

As noted above, SRAB has reviewed SPIF and Capital Requests for the FY18 and FY19 planning years. In its two-year history, SRAB has participated in a self-evaluation and an internal audit. After the first year, SRAB members were polled to evaluate the strengths and weaknesses of the process. The assessment results were used to improve the process (S1.C4: Audit Report Responses). This included such actions as the creation of a rubric on which to score SPIF and Capital Request proposals. The rubric is completed by SRAB members via a Qualtrics survey.

Alignment of the Strategic Plan and the Curriculum
Curricular development is also linked to the strategic plan. Strategic Plan 2018-2021: Fulfilling Our Promise and Dashboard 2021 also make explicit the strategic objective to “facilitate curricular innovation and to ensure that the curriculum remains relevant, founded in the liberal arts, attuned to students’ needs, and responsive to the economic environment.” The Academic Review Committee (ARC), a faculty body that is charged by the Faculty Assembly, reviews all course development as well as the creation of new programs such as majors and minors. The Committee’s New Program Checklist specifically requires that all new programs be aligned with the strategic plan and Mission (S1.C1: Academic Review Committee’s New Program Checklist). This alignment is illustrated in the College’s recently approved of both bachelor’s and master’s programs in Data Science (S1.C1: Data Science Proposal).

Outcomes associated with the objective denote that “New academic programs are evaluated and offered, as appropriate” and that “A systematic approach is used to review and, when appropriate, re-envision academic programs and modes of delivery.” Indicators identified to track progress on these outcomes include “percent of academic program units that conducted self-studies” and “total number of new major programs/new transfer, freshmen, or graduate students enrolled per year in major programs established since Fall 2017”.

The College supports scholarly inquiry and creative activity as part of its effort to fulfill its Mission and Goals. Strategic Plan 2018-2021: Fulfilling Our Promise links faculty scholarship directly to student success and engagement (Goal 1: Increase Student Success and Student Engagement OBJECTIVE 1.7 To support and develop a diverse, highly qualified, engaged, and accessible faculty through activities centered on teaching, learning, and advising; scholarship and creative work; and service and college governance). Relevant indicators are identified in terms of the percentage of faculty engaging with undergraduate students on research each year (e.g., 58% in 2018) and total-dollar amount of awards of competitive grants to fund research (e.g., $5.5 million in 2018). The Office of Grants & Sponsored Programs actively supports faculty applying for competitive external grants and initiated a Grants Challenge to incentivize first-time grant applicants, increasing the number of proposals received from 35 in 2014 to 52 in 2018.
Monies to support research, such as the annually-awarded Foundation Allocation Grants sponsored by the Ramapo College Foundation, are made available from within the College as well. The webpage and application are clear in stating that the top criteria for the awarding of these monies is whether the project supports the strategic plan and Values statement (S1.C2: Grants Application). In addition, all faculty can apply for Faculty Development Funds to support research during the summer months. Each of the five academic schools at the College provide funds for conference travel, as well as funds dedicated to support faculty-student research. Research and scholarly activity are significant factors in faculty reappointment, tenure, and promotion as per the Faculty Handbook (S1. C2: Faculty Handbook PDF).

Students are also supported in scholarly and creative work in many ways. Whether they are engaged in faculty-student research, such as working in the digital archiving project of the Jane Addams Paper Project or completing an Honors Program senior thesis, many students are taking advantage of faculty mentorship to become scholars themselves. For example, 44% of the freshmen responding to the NSSE survey freshmen indicated that they already have or are in the process (4%), or plan to (40%) work with a faculty member on a research project. At the senior level, 24% indicated that they had worked or are in the process of working with faculty on a research project, while another 10% plan to work with faculty on a research project (S1.C1: Faculty-Student Research). The responses reflect rates that are close to their national peers (S1. C4: NSSE survey). Two campus events in particular highlight the scholarly work of our students. Scholars’ Day and the Honors Program Symposium both provide students opportunities to present their research in poster and oral presentations (S1. C2: Honors College Newsletter, S1. C2: Honors College alt Spring Break Trip to Nepal, S1. C2: Ramapo News Article about Honors College Trip to Nepal). In addition, the College sends students to the annual conference of the Council of Public Liberal Arts Colleges (COPLAC) where they have the opportunity to present their original work to students and faculty of other member institutions (S1.C1: COPLAC conference 2018).

External Context: Public Institutions in Northern New Jersey
Ramapo’s Mission and strategic plans exist within an external geo-political context. Program development and student recruitment are done with an acknowledgement of the programs available at the other northern New Jersey public institutions. For example, there are two other New Jersey public institutions of higher education within 25 miles of Ramapo College: William Paterson University (12.1 miles) and Montclair State University (23.5 miles). Both are larger than Ramapo and have increased their graduate offerings substantially in recent years. Montclair State University offers well over 50 graduate degree programs, and William Paterson University lists 30 graduate programs. Ramapo College is unique in northern New Jersey as a medium-sized, predominantly undergraduate, public liberal arts college. On a day-to-day basis, this is reflected in an average class size of 21, a student:faculty ratio of 16:1, and a revised GE program that continues to focus on delivering a well-rounded liberal arts education.

Across New Jersey, nine of the 11 public institutions have university status. Ramapo College is one of the two that has chosen to remain a college, with a focus on undergraduate education and the enrollment of a primarily undergraduate student body.

The College currently offers seven graduate programs, four of which were launched since the College’s last accreditation:

- Master of Business Administration (MBA) (launched in 2012)
- Master of Science in Accounting (MSAC) (launched in 2017)
- Master of Science in Education Technology (MSET)
- Master of Arts in Educational Leadership (MAEL)
- Master of Science in Nursing (MSN)
- Master of Arts in Special Education (MASE) (launched in 2014)
During the same period, two master’s programs, the Master of Arts in Liberal Studies and Master of Science in Sustainability Studies, were discontinued due to a continued decrease in enrollment (S1.C4: Fact Book 2017). In line with Ramapo’s strategic plan, the decision to increase the number of graduate programs is based on areas of demonstrated undergraduate strength, response to societal needs, and ability to generate a positive net revenue within three years so as not to detract from the undergraduate experience. Program planning and development involved, among other elements, market analysis that included an examination of labor statistics and projections, surveys of residents in the surrounding communities, and a detailed consideration of Ramapo’s students and their intentions with respect to graduate education. (S1.C4: Master in Accounting Proposal; S1.C4: MSW Proposal; S1.C4: MSN Proposal). The College does not have a graduate faculty separate from the undergraduate faculty; all full-time faculty teach in the undergraduate programs. In 2018, graduate students constituted 9.2% of the total student enrollment (S1.C4: Fact Book 2018).

Ramapo College is located at the northern border of Bergen County, New Jersey, only two miles from the border of Rockland County, New York to the northeast. There are seven community colleges within 40 miles of Ramapo College, there are 12 other public and private four-year institutions within a 40-mile radius of Ramapo College in New Jersey, and there are more than 20 four-year institutions within that same radius in New York (S1.C4: Map of College and Universities Near Ramapo College).

Given the plethora of institutions of higher education in the region, there is significant competition for potential students. Regional demographic trends show there are fewer high school graduates each year, which is of great concern considering 59.8% of the annual revenues the College receives as a percent of total operating revenues come from tuition and fees (S1.C4: Factbook 2018). Meeting enrollment targets is an ongoing priority at Ramapo College, and the Division of Enrollment Management and Student Affairs has put in place a strategic enrollment management plan designed to achieve specific enrollment outcomes annually. For example, Enrollment Management’s strategic plan calls for increasing new student diversity, which the College achieved by increasing the percentage of applicants of color from 31% in Fall 2014 to 52% in Fall 2018. Similar increases were found in the rates of students of color accepted, deposited, and enrolled. Further detail regarding these achievements may be found in Standard IV.

The interest in Ramapo continues to grow as evidenced by its increase from 6,699 applications in 2014 to 6,943 applications in Fall 2018. Of further note is the increasing diversity of those that have applied to Ramapo College. In Fall 2014, students of color made up 31% of the applicant pool. In Fall 2018, this number increased to 52%. Additionally, in Fall 2014 27% of accepted students were students of color. In Fall 2018, this number increased to 44%. Lastly, in 2014 28% of deposited students were students of color. In Fall 2018, this number has increased to 38%. All three areas have shown significant improvement over a six-year period and demonstrate that the College’s efforts in recruitment and marketing are achieving the goals and objectives outlined in the College’s strategic plan.

Finally, Ramapo College seeks to Cultivate and Support Diversity and Inclusiveness, which requires more than just increasing the percentage of its ethnically diverse students. As a liberal arts institution in one of the most economically and racially diverse regions in the nation, Ramapo is committed to developing students who are prepared and eager to engage as citizens of a multicultural, global society. Given Ramapo’s long-standing attention to international, intercultural, and experiential education, inclusiveness is a key priority for the College. Examples supporting this priority include the establishment in 2016 of the Office of Equity, Diversity, Inclusion, and Compliance, the appointment of a Chief Equity and Diversity Officer to the President’s Cabinet, the work of the Name Committee (S1.C3: Name).
Committee), the increasing number of students participating in study abroad programs (Study Abroad Data), and revision of the Board of Trustees Committee Charter to include responsibility for monitoring progress in growing a campus culture that welcomes and promotes diversity and inclusion (S1. C3: Board of Trustees Committee Charter). Further information about these initiatives is presented in Standard II.

**Internal Context: Reaffirming our Promise**

An attempt to understand the internal context of Ramapo College requires a reflection on the concerted effort to fulfill the promise made to the students and the community by living the Mission and executing its strategic plan. Ramapo’s pride as the public liberal arts college of New Jersey is reflected in the priority given to critical thinking, a broad-based GE program, and methods for engaging in our ever-changing world. These in turn flow from the foundational qualities that support the fulfillment of the Mission and that are the hallmarks of a Ramapo education — one that is international, intercultural, interdisciplinary, and experiential. All of the College’s learning goals come together around the common aim of supporting students for a lifetime of achievement. Numerous examples of this can be seen throughout the Ramapo experience, several of which are shared below.

The institutional priority of diversity and inclusion is evidenced by its prominence in the strategic plan, through events sponsored by the Office of Equity, Diversity, Inclusion, and Compliance and the Women’s Center, and through the visiting scholars program supported by Schomburg grants just to name a few.

The past decade was marked by stability of high-level leadership. In Academic Affairs, this stability has resulted in sustained focus on the curriculum, including a revision of the GE program, support for innovative teaching approaches, and the evidence-based development of new programs that are consistent with the Mission. Among other examples, the College has provided the support and resources of the Instructional Design Center (S1.C3: Instructional Design Center) for faculty to develop and launch online and hybrid courses. Furthermore, the Faculty Resource Center (S1.C3: Faculty Resource Center) is a valuable hub that coordinates ongoing faculty development in pursuit of academic excellence.

Administrative stability in other departments has facilitated a consistent focus on strategic goals and the informed, logical reorganization of some administrative offices. The position of Vice President for Institutional Advancement and Executive Director of the Ramapo College Foundation has been filled by the same individual for the past 25 years. In recent years, Institutional Advancement has successfully completed two comprehensive capital campaigns for the College, the last one raising $56.1 million, significantly surpassing the original goal of $40 million. These campaigns yielded capital support for the construction of the Anisfield School of Business and the Adler Center for Nursing Excellence and the renovation of the science and social sciences wing of the academic complex. Currently, Institutional Advancement is leading a campaign to support the transformation of the George T. Potter Library into a 21st-century Learning Commons, already securing $10 million of the $15 million fundraising goal. The Office of Grants and Sponsored Programs, housed within Institutional Advancement, works collaboratively with all of the Deans, program coordinators and center/institute directors to engage faculty and administrators in securing significant state, federal and private grants. This has resulted in increased grant revenues from nearly $1.8 million in FY14 to nearly $5.5 million in FY18 (S1.C3:OGSP Strategic Plan 2014-2018).

The Ramapo Foundation, a separate 501c3, has just concluded a five-year Foundation strategic plan (S1.C3: Foundation Strategic Plan) that mirrored the goals of the 2014-2018 College Strategic Plan. As one component of that plan, successful fundraising dramatically increased operational support to the College, grew endowment funds for student scholarships and faculty development, and secured restricted gifts and grants to enhance academic programs, centers and research. Recently, the Ramapo College

In the past decade, Enrollment Management has expanded beyond the traditional offices of admissions, Financial Aid, and Advisement to include such student support-related offices as the Center for Student Success, Marketing, Residence Life, Athletics, Public Safety, Health and Counseling, and Career Services. The establishment of the position of Vice President of Enrollment Management and Student Affairs in 2015, effectively brought together marketing, recruitment, retention, student wellness, student engagement, and student completion as a cohesive application-to-graduation cohort. The College develops and implements annual strategic enrollment management plans (S1.C3: Strategic Enrollment Management Plan 2017-2018) that focus on increasing the diversity and retention of incoming classes. Significant in this regard has been Ramapo’s strategic use of technological resources to promote student success (S1.C3: EMS Technology Group Charge). Starfish Retention Solutions student advisement case management and early alert system, known on campus as Connect, for example, has allowed faculty and staff to track more closely students who may be struggling in their courses and to provide needed support. More will be said about this in Standard IV.

The Division of Administration and Finance has made significant strides in focusing efforts to educate and empower all units of the College in fiscal responsibility and stewardship of campus resources. For example, the purchase and campus-wide implementation of the software package Adaptive Insights has allowed units to see year-to-date spending, historical trends and projections for their budgets in one place. The visibility of this information has allowed each unit the ability to track, predict and adapt in a manner that allows more ownership of the unit’s data (i.e., revenue and expenditures). Also pivotal to the success of campus operations has been the support of the Information Technology Services (ITS) department. ITS has been instrumental in the integration of numerous technology solutions that improve the efficiency and viability of academic and administrative initiatives, including Starfish Solutions’ Connect student advisement software, uAchieve, Adaptive Insights, Argos, and SPOL, HireTouch, and Banner 9. In addition, the Budget Office has collaborated with ITS to develop campus-wide policy regarding software purchases in order to eliminate redundancy and ensure the necessary compatibility of any software purchased.

In October 2016, the Office of Equity, Diversity, Inclusion and Compliance (EDIC) was established. Under the direction of the Chief Equity and Diversity Officer, EDIC is comprised of the Offices of Affirmative Action, Title IX and Equity & Diversity Programs. EDIC works with stakeholders across campus to develop policies, procedures and programs that reflect the College’s commitment to diversity, inclusion, compliance and equity and to deliver diversity and bias-related workshops, along with training programs relating to Title IX, affirmative action, discrimination and sexual harassment.

Mission Driven Goals
The goals in both Strategic Plan 2014-2018 and Fulfilling Our Promise (2018-2021) are consistent with and complement the College’s Mission and Values statements (S1.C2: Table of Intersection of Mission and Strategic Plan Goals). The goals, objectives, and outcomes are realistic, and the achievement targets and indicators are specific and measurable.

In July 2018, the Board of Trustees participated in a retreat in which it reviewed the College's progress on the KPIs under Strategic Plan 2014-2018. Specifically, the KPIs that were tracked and discussed during the retreat included graduation and retention rates, educational and occupational outcomes, ethnicity/race of students and full-time employees, composite financial index and debt burden ratio, student debt, Facilities Condition Index, and work environment (S1.C4: Board Assessment and Outcomes 2018; S1.C4: 2018 KPIs and SP). That review, which denoted significant progress in several areas as well as the need
to increase attention or shift focus to others, led the Board to endorse an extension/revitalization of the strategic plan moving forward. This ultimately led to Strategic Plan 2018-2021: Fulfilling Our Promise.

As described earlier, the goals of Strategic Plan 2018-2021: Fulfilling Our Promise were largely extensions from the 2014-2018 Strategic Plan. Ramapo College leadership, including the Board of Trustees and the Cabinet, determined that it would be more appropriate to evaluate the 2014-2018 Strategic Plan with an eye to extending goals that were not yet achieved and potentially closing out those that were met. This intentional decision occurred for several reasons including the review of the Strategic Plan assessment results and the transition to both a new Provost and a new Vice Provost, as well as in recognition of the College’s accreditation cycle.

The development of Strategic Plan 2018-2021: Fulfilling Our Promise was described as a refresh of the previous 2014-2018 Strategic Plan, so a discussion of both plans is important to demonstrate the thought and effort put into aligning the Mission of the College and the Goals of both strategic plans. A primary goal in the process of creating the 2014-2018 Strategic Plan was to ensure alignment between it and the Mission of the College, which received a thorough review as part of the process (S1.C2: SPTF Minutes of 1.23.12). Given that the Strategic Plan 2018-2021: Fulfilling Our Promise is an extension of the previous plan, and in order to ensure that alignment with the Mission continued, the ETF conducted a thorough review of data related to the goals of the strategic plan and their connection to the Mission in order to determine if they should be kept, modified, or adjusted (S1.C2: Revised Strategic Plan with Targets; S1.C2: SPTF Appendix; S1.C2: Strategic Plan Progress Narratives).

**Our Consistent Focus: Student Learning and Institutional Improvement**

In line with Requirement of Affiliation 10, all of the goals of the 2014-2018 Strategic Plan as well as the current Strategic Plan 2018-2021: Fulfilling Our Promise are focused on the experience of students and their success at Ramapo College and beyond in addition to the continuous improvement of the institution. As mentioned previously, Dashboard 2021 documents ongoing progress toward each goal and objective.

**Goal 1: “Increasing Student Success and Student Engagement”** focuses on all the factors that best practices suggest support a meaningful and connected experience at the College. An intentional definition of student success that includes access, engagement, completion and employment is incorporated into the Plan. These practices are supported by groups such as Enrollment Management, which maintain targets for recruitment, retention, and graduation rates, and faculty who aim to engage students through teaching, faculty/student research, and the broader life of the College. Other examples include the use of the Cahill Career Development Center to connect students to cooperative learning experiences and internships, as well as the Center for Student Involvement and other offices tasked with creating and facilitating students’ access to meaningful extra- and co-curricular opportunities.

**Goal 2: “Cultivate and Support Equity, Diversity, and Inclusion”** creates a rich and healthy culture of learning and growth through immersion that benefits students for a lifetime. As described elsewhere in this chapter, EDIC has taken leadership on working with all departments to ensure diversity and equity are achieved throughout all sectors of the College.

**Goal 3: “Advance Innovation as the College’s Promise and Obligation to its Students, Community, and the State of New Jersey”** prepares students for the future not only with research-informed knowledge and cutting-edge skills but also with the ability to apply that knowledge and those skills to the service of the community throughout their lifetime. Some of the objectives and targets focus on Ramapo College’s ability to generate new academic programs and attract the attention of businesses who might hire graduates of the College or place students as interns, while others focus on the use of technology to improve communication, efficiency, and learning opportunities.
Goal 4: “Improve Long-term Financial Strength” creates a culture at the College that values fiscal responsibility. As stewards of this institution, the leadership of Ramapo College is committed to minimizing the financial burden that so many students and their families experience as part of attending college. Objectives related to this goal include fundraising, affordability, raising the public profile of the College, and wise management of all institutional resources across campus.

Fulfilling our Mission and Goals
The fundamental question routinely asked at Ramapo College is “Are we fulfilling our Mission and the aligned goals of our Strategic Plan?” To answer that question, we regularly consult ongoing assessment results. At Ramapo, we conduct a wide array of assessment that allows us to evaluate the relevance of our Mission and goals and ensures that we are indeed living our Mission and achieving our goals (S1.C4: Dashboard 2021).

As described throughout this Standard, the data collected and analyzed on the goals of the 2014-2018 Strategic Plan informed the refresh of Strategic Plan 2018-2021: Fulfilling Our Promise. This could only be done effectively if stakeholders found the data to be accurate, relevant, and actionable. For example, under Goal 4, “Cultivate and Support Diversity and Inclusiveness,” annual strategic enrollment management plans (S1.C3: 2017-2018 Plan) focused on increasing the diversity of our incoming classes, which data indicates has been achieved (S1.C3: Factbook 2018, S1.C3: Strategic Plan Achievement Target Evaluation). However, merely reaching targets related to the percentage of non-White students enrolled at Ramapo does not equate to achieving the goal of cultivating and supporting diversity and inclusiveness. A campus climate survey in 2016 revealed that non-White students felt less than welcome on campus. To address these concerns, the following efforts have been made: offering programs and other supports for students identifying as non-White (Latin@, Native American, African Ancestry, Asian Pacific Islander), Sister Connections, a bi-weekly discussion/support group for women of color on campus to find support and community with other women of color, the All Together Different Retreat, an annual retreat weekend designed to critically examine various issues and “isms” that relate to living in a multicultural and diverse community, and Better Together, a mini-workshop for faculty that aims to foster dialogue on diversity and equity in the classroom, focusing in particular on issues that are important to students. Given that this programming emerged from data about the student experience, it serves as but one illustration of the way such information is used to strive for continual improvement of the institution as a whole.

II. Opportunities for Improvement and Innovation

Based on this process of assessment of and reflection on Ramapo College’s fulfillment of Standard I, the following opportunities for improvement and innovation have been generated:

1. To increase campus engagement with the Strategic Plan, Dashboard 2021 is being used as a tool to involve the entire campus in an ongoing conversation about the College’s goals and progress. In an effort to fully establish a culture of assessment, it is available online, is routinely at Communications Meetings, and is updated regularly.
Standard II: Ethics and Integrity

*Ramapo College Meets the Requirements of Standard II*

A full description and illustration of the ways in which Ramapo College meets the nine criteria and all applicable sub-criteria of Standard II, as well as Requirements of Affiliation 1, 2 and 4 through 15 are presented here.

Ramapo College is dedicated to fostering an environment marked by unwavering ethical behavior and integrity for the benefit of all members of the campus community. The variety of ways the College strives to accomplish this through effective policies and procedures is described in detail throughout this section and speaks collectively to the heart of Ramapo’s commitment to ethics and integrity.

*Ramapo’s Commitment: Respect for Academic Freedom and Integrity*

Ramapo College of New Jersey fully acknowledges the importance of academic freedom in institutions of higher learning. This freedom is essential to the full search for truth and its free exposition. It applies to both teaching and research and shall not be abridged or abused. The College’s commitment to ensuring faculty and staff full freedom in research and in the publication of results as well as freedom in the classroom to discuss their own subject are explicitly stated both in academic policy (S2.C1: Academic Freedom) as well as the most recent faculty collective negotiation agreements (S2.C1: AFT Agreement 2015-2019 and S2.C1: AFT Adjunct Agreement 2015-2019).

The policies and procedures of the College’s Tenure and Promotion Policies and Plan were designed to enable the College to protect academic freedom, reappointments, tenure, promotion, and the requirements of academic due process. The principles implicit in these regulations benefit all members of the College. A college or university is a marketplace of ideas, and it cannot fulfill its purposes of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content or method (S2.C1: Faculty Handbook Section 7).

As of Fall 2018 and in line with Requirement of Affiliation 15, the composition of the faculty and librarians was as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Faculty</th>
<th>Librarians</th>
<th>Overall % of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>175</td>
<td>8</td>
<td>81.3</td>
</tr>
<tr>
<td>Tenure-Track</td>
<td>23</td>
<td>1</td>
<td>10.7</td>
</tr>
<tr>
<td>F/T Temporary</td>
<td>18</td>
<td>0</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>216</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Scholarly inquiry is a required component of tenure and promotion. The faculty follow the Faculty Handbook to ensure that they adhere to the criteria set forth and agreed upon by the administration and the American Federation of Teachers (AFT), the union to which full-time Ramapo College faculty belong. In addition to the review of scholarship and research produced by faculty as they pursue tenure...
and promotion, faculty also highlight their scholarly productivity as part of the career development process that occurs every five years after tenure (S2.C1: Faculty Handbook).

The broad definition of scholarly growth used by the College in evaluating faculty for tenure and promotion also demonstrates the College’s commitment to academic freedom (S2.C1: Faculty Handbook Section 5). Scholarly achievement is recognized in forms beyond that of traditional academic publication. Examples include exhibits, compositions, performances and exhibitions in the fine arts, and other creative work as well as application of scholarly expertise to teaching and learning, community problems and projects, and private consulting.

In keeping with the College’s commitment to shared governance, service by faculty is another component of the tenure and promotion processes, and one in which the faculty are greatly invested. Outlined in the Faculty Handbook, service comprises assistance and participation on all levels from the Convening Group to the School, College and even the wider community and includes a variety of committee work, curriculum development, assessment, task force participation, and more (S2.C1: Faculty Handbook).

The extent of academic freedom is also seen in the process through which courses and programs are developed, evaluated and revised over time. Each of the College’s five schools is headed by an academic Dean. In lieu of department chairs, academic programs are overseen by Conveners, faculty members who foster and promote the effective collaborative decision-making of the Convening Group, particularly in curricular and personnel matters (S2.C1: Convener Job Description). Curricular proposals are forwarded to the Academic Review Committee (ARC). ARC is charged with reviewing academic policies, evaluating new programs, overseeing the GE program, and making recommendations on these areas to the Faculty Assembly (S2.C1: ARC Website). The voting members of ARC are full-time tenured faculty, one from each of the five academic schools.

The College’s Code of Professional Responsibility, which applies to all employees, states that “the College is a proper forum for critical inquiry and the free exchange of ideas. Rights of academic freedom and freedom of expression shall be preserved and shall not be abridged in the application of the Code” (S2.C1: Code of Professional Responsibility). Similarly, the Faculty Handbook discusses faculty and student freedom of speech and assembly (S2.C1: Faculty Handbook Section 14), and the importance of freedom of speech for students is explicitly acknowledged in the Student Code of Conduct (S2.C1: Student Code of Conduct). The College espouses value statements that resonate with academic freedoms, specifically that members respect each other and their environment – as an open, inclusive, supportive and sustainable community (S2.C1: Mission, Vision, and Values). As a result of the self-study process it became apparent that the College lacks a comprehensive intellectual property rights policy. The employees who are part of the American Federation of Teachers (AFT) have their intellectual property rights protected under their collective bargaining agreement. In the summer of 2019, the College began discussion of developing a more inclusive policy to protect the intellectual property rights of students, faculty, and staff related to research, scholarship, and innovation.

The importance of academic integrity is clearly articulated in the College’s academic policies. All members of the community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty is not acceptable. The College has established policies related to violations of academic integrity, including violations related to cheating, plagiarism, academic misconduct, and fabrication that are being fully implemented campus-wide. Cases of academic integrity violations by students are dealt with according to the procedures outlined in the Academic Integrity Policy published in the College Catalog (S2.C1: Academic Integrity Policy), which is included on all course outlines as mandates in the ARC manual and emailed to all students by the Registrar. Student
infractions are adjudicated through the Office of the Provost. The College has a number of resources aimed at helping students learn to avoid plagiarism, including a module on plagiarism created by the Librarians that is used in First Year Seminar courses taken by all incoming first-year students (S2.C1: Plagiarism Module). In addition, academic integrity is strongly emphasized in the five writing-intensive courses all students must take to graduate. The development of a process regarding academic integrity violations involving faculty or staff still needs to be developed and will be addressed by the Provost’s Council in Fall 2019.

Another dimension of Ramapo’s Academic Integrity Policy (S2.C1: Academic Integrity Policy) relates to the use of human subjects and care of animal subjects. All faculty and student research proposals that involve human participants are overseen by the College’s Institutional Review Board (S2.C1: IRB Website), and research involving animals is overseen by the College’s Institutional Animal Care and Use Committee (IACUC). The College’s IACUC is a five-person committee, composed of both scientists and non-scientists, who oversee a wide range of issues related to the use of animals at the College. The IACUC assures that the institution operates in accordance with the Animal Welfare Act and Public Health Service Policy on Human Care and Use of Laboratory Animals (S2.C1: PHS Policy on Humane Care and Use of Laboratory Animals).

**Ramapo’s Commitment: Respect for Diversity in all its Forms**

The College underscored its commitment toward creating a climate that fosters respect by incorporating diversity as a stand-alone goal in both the 2014-2018 Strategic Plan (2.2.1: Strategic Plan 2014-2018) and 2018-2021 Strategic Plan: Fulfilling Our Promise (S2.C2: Strategic Plan 2018-2021).

In the 2014-2018 Strategic Plan, Goals 1 and 4 were both associated with diversity and inclusion and had specific objectives related to this focus (S2.C2: Strategic Plan 2014-2018). In the 2018-2021 Strategic Plan: Fulfilling Our Promise, Goal 2 was similarly associated with diversity, and diversity-related objectives, outcomes, and indicators have been developed and captured through Dashboard 2021 in order to monitor progress and support transparency (S2.C2: Dashboard 2021). For example, indicator #27 in Dashboard 2021 notes, “Four-year graduation rate for first-time, full-time, non-White degree seeking students shall be within 10% of the overall four-year graduation rate.” Data collected for this indicator in 2019, based on the College’s 2014 cohort, found that the rate for non-White students was 56.6% as compared to the overall rate of 60.5%. In addition, indicator #30 in Dashboard 2021 notes, “Percent of faculty that report they spend “some” or “quite a bit” of time structuring their courses so that students learn about understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) will grow from 44% in 2016 to greater than 50% in 2021.” Data collected on this indicator in 2018 found that 58% of faculty spend “some” or “quite a bit” of time structuring their courses so that students learn about understanding people of other backgrounds (S2.C2: Faculty Survey of Student Engagement).

The College maintains a commitment to equitable, diverse, and inclusive policies, practices, and programs. As mentioned in Standard I under “Internal Context: Reaffirming Our Promise,” in 2016, the Office of Equity, Diversity, Inclusion and Compliance (EDIC) was established within the Office of the President with the goal of coordinating leadership for equity, diversity, inclusion and compliance throughout all facets of the College (S2.C2: EDIC Website). The Office has adopted values to foster its Mission (S2.C2: EDIC values) and has defined the terms pertinent to areas within its purview (S2.C2: EDIC definitions).

Prior to the establishment of EDIC, for many years the College brought together faculty, staff, and students through a coalition known as the Diversity Action Committee (DAC). Reporting to the President,
the purpose of DAC was to support issues of diversity, equity, and inclusiveness at the College through the advancement of diversity-related initiatives (S2.C2: DAC Website). Among these, DAC administered three campus climate surveys in 2005, 2013, and 2016. A Diversity and Inclusion Task Force (hereafter “DI Task Force”) was created by the President in 2016 to monitor the progress of the diversity-related goals in the Strategic Plan. The DI Task Force existed in tandem with and included members of DAC until later that year when EDIC was fully implemented, and both DAC and the DI Task Force voluntarily disbanded.

In 2014, the Center for Student Involvement (CSI) developed the Office of Equity and Diversity Programs, which was dedicated to diversity programming for students (S2.C2: OED Website, Definitions and Mission). Led by the Assistant Director of Equity and Diversity Programs, the Office of Equity and Diversity oversaw the programming for all heritage and awareness months as well as associated programs and peer-led discussions connected with LGBTQ+ services and support. A number of campus-wide, large-scale events were launched to serve a community of diverse backgrounds, ideas, and perspectives as evidenced by Diversity Day, the We Care program (food pantry and student financial emergency relief), Pridefest, Students of Color Rites of Passage graduation celebration, and much more (S2.C2: Examples of Events). In 2018, as a way to move all diversity and inclusion efforts under one umbrella program, the President announced that the diversity planning and student-based programming efforts within the Office of Equity and Diversity Programs, and CSI would be subsumed under EDIC with the creation of an Associate Director position reporting to the Chief Equity and Diversity Officer (CEDO).

The College is committed to promoting diverse perspectives, inclusiveness, sustainability, student engagement, and community involvement. As a means of fostering open dialogue in the community, the President’s Advisory Council (PAC) was established in 2014 (S2.C2: Establishment of PAC) and serves as a college-wide body that is an expression of Ramapo’s shared governance structure (S2.C2: PAC Website, Values Statement and Meeting Minutes). More information about the PAC may be found below.

The College advances a fair and unbiased process for faculty promotion as stipulated in the Faculty Handbook (S2.C2: Faculty Handbook Section 9). The process includes the presence of equal employment opportunity-related discussions with respect to candidates who are members of protected classes. The All-College Promotion Committee and All-College Tenure Committee include a non-voting affirmative action representative. More information about promotion is included below.

The College values equity, diversity, and inclusion in the classroom as a place for students to discuss, understand, and be challenged by social issues of the 21st century. The GE program exemplifies the College’s commitments in these areas. Goal 4 (expand our world – develop compassion and ethical understanding across cultures and become an engaged global citizen), for example, includes four related objectives:

- Understand diverse communities on local, national, and/or global levels (First Year Seminar, Historical Perspectives, Global Awareness)
- Analyze ethical implications of the global distribution of power and resources (Historical Perspectives, Social Science Inquiry, Values and Ethics, Systems, Sustainability, and Society)
- Question assumptions about individual and group identity (Historical Perspectives, Social Science Inquiry, Culture and Creativity, and Values and Ethics)
- Demonstrate intercultural understanding required to effectively negotiate a diverse global society (Global Awareness)

The College recognizes the value of assessing how its community thinks and feels about diversity-related policies, procedures, practices, and programs. In Spring 2012, students, faculty, and staff were invited to complete a campus climate survey. The executive summary was discussed at town hall meetings held in
Spring 2013 (S2.C2: Campus Climate Survey Summary 2012). The preview of the results were discussed at town hall meetings in Spring 2016 (S2.C2: Survey Results Preview Slides). One of the outcomes of this was that the Cabinet-level position of Chief Equity and Diversity Officer was created. A new campus climate survey entitled Diverse Learning Environments (DLE), distributed to students in the spring of 2016, led to the creation of the Diversity and Inclusion Task Force which, as described earlier, helped inform the structure of the EDIC office. Using the results from the DLE survey, the Faculty Fellow for Equity and Diversity conducted focus groups in Spring 2019 to better understand the way students think and feel about the Ramapo experience. A report by the Faculty Fellow will be submitted to the CEDO in the spring of 2020 to help shape the College’s diversity plan.

**Ramapo’s Commitment: The Management of Grievances**

The College ensures that acts of harassment, discrimination, and intimidation are managed by adhering to published and distributed grievance polices. Union labor contracts also strictly forbid any acts of intimidation, discrimination, or interference.

The College recognizes that, as a recipient of federal funds, there must be an avenue for students, faculty, and staff to file grievances. As an academic institution in the State of New Jersey, members of the College are bound by and must comply with ethical standards and behavior as set forth in statutes, regulations, codes and guidelines promulgated by federal, state and local entities. All new staff, faculty and adjuncts are required to complete a checklist that includes acknowledgement of receipt of the Uniform Ethics Code (S2.C3: Notification of Notification of Receipt of Policies and Procedures). In addition, all employees are required to complete annual, online training regarding the Uniform Ethics Code (S2.C3: Uniform Ethics Code). The process is managed by the College’s General Counsel/Ethics Liaison Officer and is distributed according to the Yearly State Ethics Commission Requirements (S2.C3: Yearly State Ethics Commission Requirements).

The Student Handbook serves as the vehicle for the communication to the student population of policies, procedures (including those for student-on-student complaints), and expectations of behavior (S2.C3: Website for Student Conduct). The Code of Conduct (S2.C3: Code of Conduct), Section B of which describes how a student can file a complaint, may be found in the Student Handbook. The policy has been established as fair and impartial because it outlines a student’s Rights in All Disciplinary Proceedings. Due process rights are embedded in the procedures. These rights involve procedural protections, including time frames, so that the complaint process unfolds in a timely fashion. Students receive the Student Handbook twice per year (September and January) via their Ramapo.edu email account.

Students are also afforded the right to file complaints of a non-academic nature (S2.C3: Student Complaints of a Non Academic Nature). This policy was created to serve as a mechanism for students to file complaints when the nature of the complaint might concern policies and procedures of the College or the behavior of a person affiliated with the College. Unit Heads are required to keep a log of the complaints of a non-academic nature that documents when the complaint was filed and the manner in which it was resolved. As of Fall 2019, students may file a complaint through an online submission form that is available on the Ramapo College website (S2.C3: Student Complaint Form). This does not preclude a student’s right or ability to make a complaint in person but, it is hoped, will allow students an expedient and, if they so wish, anonymous means of filing a complaint. Inasmuch as this is a new vehicle for lodging a complaint, current students are being informed of its existence in the following ways: 1) a link now exists on the bottom of the home page of ramapo.edu, which immediately redirects students to the online student complaint form; 2) students who appear in person to complains will be made aware of—but not required to complete—the online student complaint form; 3) information about the new online student complaint form has been shared with Division/Unit staff who regularly interact with students so
they can informally share news of the launch of the online form; and 4) the Student Government Association leadership has been informed of the launch of the online student complaint form. Information about the existence and use of this form will also be included in student orientation materials. In addition, a master log of all complaints (regardless of how they are filed) and their resolutions is maintained and analyzed on an annual basis in order to address frequently appearing complaints/issues in a more comprehensive manner and thereby improve the overall student experience at Ramapo.

The Complaint Committee, under the Provost’s Office, reviews these complaints, looks for any patterns that need to be addressed, and provides accountability to ensure that complaints are resolved in a timely manner for students. The purpose of this committee is not to hear actual student complaints, which are handled by the pertinent department, but rather to determine if policy revisions or other enhancements are warranted. The existence of this committee and its prescribed work is necessary for the College to remain in compliance with federal regulations (S2.C3: Verification of Compliance with Accreditation-Relevant Federal Regulations).

The College is committed to maintaining an environment free from harassment and discrimination for everyone and does not discriminate on the basis of race, sex, national origin, religion, sexual orientation, gender identity or expression, or any other protected status. Students who believe they have been subject to discrimination can file a complaint with the Director of Affirmative Action and Workplace Compliance under the College’s Notice of Non-Discrimination Policy (S2.C3: Notice of Non-Discrimination Policy). All complaints are addressed in a manner that is prompt, thorough, and impartial in compliance with Title IX.

The College is in full compliance with Title IX federal regulations and does not deny or restrict a student or employee from participating in a program on the basis of sex or gender. Students may file a complaint of sexual misconduct under the College’s Sexual Misconduct Policy Governing Students (S2.C3: Sexual Misconduct Policy Governing Students). The policy is located in the Student Handbook and sexual assault and reporting options are found on the Title IX website (S2.C3: Title IX Website). The policy documents the College’s commitment to conducting and completing an investigation and/or other appropriate resolution of a report of sexual misconduct in a timely manner. Through the Office of Violence Prevention, the policy is also the focus of many sexual misconduct prevention and education programs that are routinely scheduled for both new and continuing students throughout the academic year, so that students are constantly being reminded of their options for reporting acts of sexual misconduct. Some programs include the SCREAM™ Theater and Zero Shades of Grey that will be discussed further in Standard IV, as well as Violence Prevention Week, Sexual Assault Awareness Month, and NCAA training policy (S2.C3: Sample Violence Prevention Programs).

Grievances filed by Faculty/AFT professional staff can be addressed in several ways. The Statement Concerning Conduct, Responsibility, and Due Process (S2.C3: Faculty Handbook Section 14) is found in the Faculty Handbook, and provides that a faculty member accused of violations of College regulations shall be afforded a hearing in accordance with the procedures adopted by the College. A Collective Negotiations Agreement exists between the State, the Council of New Jersey State College Locals, and the American Federation of Teachers (AFT/AFL-CIO) (“AFT Agreement”) and governs faculty and professional staff at Ramapo College. ARTICLE VII of the AFT Agreement addresses the Grievance Procedure (S2.C3: AFT Agreement 2015-2019).

In addition to the Faculty Handbook and AFT Agreement, faculty/AFT professional staff members are subject to provisions under all college-wide policies as set forth by Board of Trustees Policies (S2.C3: Policies and Procedures Website). The Controversies and Disputes Policy gives the Board of Trustees jurisdiction over all controversies and disputes concerning tenure, personnel matters of employees not
classified under Title 11A of the New Jersey Statutes and other issues arising under Title 18A of the New Jersey Statutes involving higher education (S2.C3: Controversies and Disputes Policy). Faculty/AFT professional staff must also adhere to the policies in the Employee Handbook found under “College Policies” (S2.C3: Employee Handbook Website). This document contains a number of complaint procedures that are relevant for faculty and staff including State Policy Prohibiting Discrimination, Sexual Harassment, Code of Professional Responsibility, Workplace Violence Policy, and Ethics Policy. The Ethics Policy connects the employee to the College’s Whistleblower Policy (S2.C3:Whistleblower Policy). These policies are posted on the Human Resources webpage and provided to all College personnel upon hire in step two of the required online new hire/orientation process (S2.C3:New Hire Orientation Website).

The grievance procedure for members of the International Federation of Professional & Technical Engineers (IFPTE) bargaining unit is summarized under article VII of the Local 195 Collective Negotiations agreement and provides the exclusive vehicle for prompt and equitable solutions and settlements of individual employee grievances and Union grievances arising from the administration of the contract and or other conditions of employment (S2.C3: IFPTE Contract 2015-2019). The grievance process for members of the Communications Workers of America (CWA) bargaining unit is summarized under Article 4 of the agreement, which permits CWA members to use the grievance process to resolve grievances and assures prompt and equitable solutions to problems arising from the administration of the bargaining unit agreement or other conditions of employment by providing a vehicle for the settlement of grievances (S2.C3: CWA Contract 2011-2015 ;S2.C3: CWA Memorandum of Agreement 2015-2019).

Managers such as administrative, professional, supervisory and confidential staff not included in the Collective Bargaining Units of CWA, AFT, and IFPTE have recourse to due process procedure for the resolution of an alleged violation of College policies, administrative regulations, and statutes with respect to conditions of employment or for grieving disciplinary actions under the Employee Complaint Processing Policy (S2.C3: Employee Complaint Processing Policy).

Ramapo’s Commitment: Avoidance of Conflicts of Interest

There are clear and established conflict of interest requirements for the College Trustees, officers, faculty and staff. As a New Jersey State public higher education institution, the College follows the New Jersey Conflict of Interest Law (N.J.S.A. 52:13D-12, et seq.), Uniform Ethics Code (S2.C4: Uniform Ethics Code) and New Jersey State Ethics Commission regulations to avoid conflicts of interest (S2.C4: State Ethics Commission Regulations), Executive Order No. 64 (Christie, 2011) (S2.C4: Executive Order No. 64) and Executive Order No. 2 (Murphy, 2017) (S2.C4: Executive Order No. 2).

Executive Order No.1 (Corzine, 2006) (S2.C4: Executive Order No. 1) requires that every State department, board, commission, authority, agency and instrumentality, including the public State colleges and universities, appoint an individual to serve as an Ethics Liaison Officer (ELO). Currently, the College’s Vice President and General Counsel serves as ELO, and the Assistant Director for Employee Relations serves as the Deputy ELO. The ELO is responsible for administering an agency-based ethics compliance program at the College to ensure that College trustees, officers, faculty and staff avoid conflicts of interest (S2.C4: State Ethics Liaison Officers’ Responsibilities). The State requires 100% compliance with this policy and would inform the College if any employee had not completed the program.

Ramapo’s Commitment: Fairness and Impartiality for its Employees
The College has policies and procedures in place to ensure fair and impartial hiring practices. The Recruitment, Selection, and Employment Policy calls for the College to recruit and hire the most qualified candidates from a diverse pool using competitive selection processes and in compliance with employment law, applicable collective bargaining agreements and civil service regulations (S2.C5: Recruitment, Selection, and Employment Policy). Search procedures for classified, civil service staff are governed by New Jersey Administrative Code 4A and the Civil Service Commission. Procedures for hiring classified staff are published (S2.C5: Hiring Procedures for Classified Staff). Article 13 of the CWA Collective Negotiations agreement and Article 35 of the IFPTE Collective Negotiations agreement address job postings and announcements for classified staff (S2.C5: CWA Contract 2011-2015), (S2.C5: IFPTE Contract 2015-2019) as appropriate. In addition, Article XIII of AFT Collective Negotiations Agreement addresses appointment and retention of faculty and professional staff (S2.C5: AFT Agreement 2015-2019).

The College maintains a Whistleblower Policy that is administered by the Internal Auditor and overseen by the Audit Committee of the Board of Trustees (S2.C5: Policy 224: Whistleblower). The Policy notes, in pertinent part, that Ramapo “is committed to preparing and implementing fair, accurate and complete financial policies, reports and materials, as well as, maintaining the internal controls essential to support its financial and accounting systems. This policy provides an avenue for employees, students, vendors, volunteers and any other persons who suspect fraud, abuse or misuse of College resources, dishonest actions, conflict of interest or any other behavior that violates College policies, laws and regulations to be reported to the College.”

The College promotes internal mobility of qualified employees and recruits external candidates by using transparent internal and external recruiting, selection, and executive search practices. The search process is periodically reviewed and revised. EDIC further develops recruitment initiatives and hiring programs geared toward increasing the number of diverse faculty and staff. The College also has a Nepotism Policy that permits the employment of relatives of current employees as long as no potential conflicts of interest result (S2.C5: Nepotism Policy). Further, the College abides with the State policy prohibiting discrimination in the workplace (S2.C5: State Policy Prohibiting Discrimination in the Workplace).

The faculty reappointment process is a comprehensive application process that requires all tenure-track faculty members to be subject to several levels of review during their probationary years of employment with the College. The purpose of this process is threefold:

1. To ensure that faculty receive a thorough evaluation of their performance annually and are adequately informed of any and all areas in need of improvement;
2. To ensure that the faculty member satisfactorily meets each of the four levels of criteria (Effective Teaching; Scholarly Achievement; Contribution to College/Community; and Fulfillment of Professional Responsibility); and
3. To provide the College with the opportunity to determine if the faculty member is a good fit for the College and that he/she is deserving of tenure status (S2.C5: Tenure Process Checklist).

With regard to renewal of contract for non-tenured faculty and in order to allow the maximum possible period of time for probationary personnel to demonstrate their qualifications for reappointment with tenure, the reappointment process builds on the recommendations for reappointment that are made year by year. This allows probationary faculty to receive helpful ongoing feedback, as well as the maximum possible notice of their prospects for eventual reappointment with tenure.

With respect to the promotion of faculty, a policy that is particular to Ramapo is that full professors and associate professors will not exceed 75% of faculty and that the percentage of full professors and
distinguished service professors will not exceed 37.5% of faculty. Pursuant to Article XIII, Section J and Article XIV, Section C of the AFT Agreement, the processes for appointment, reappointment and for promotional consideration, respectively, are set forth in the Faculty Handbook (S2.C5: Faculty Handbook Section 5) and Board of Trustee Policy 459 on Professional Rank Ratios (S2.C5: Professional Rank Ratios).

The reappointment process for AFT professional staff is comprehensive and requires all candidates to undergo a thorough review of their qualifications for continued employment at Ramapo College. An Annual Performance Assessment System (APAS) is used to facilitate communication between AFT employees and their supervisors and clarifies job expectations (S2.C5: APAS form). The APAS system serves to align individual employee contribution to the College’s planning and assessment activities. The purpose of this process is twofold:

1. To ensure that professional staff receive a thorough evaluation of their performance and that evidence of past performance and future potential to the College is presented; and
2. To provide the College with the opportunity to determine if the professional staff member is a good fit for the College and is deserving of a multi-year contract. Once an employee receives a multi-year contract, they have a contractual right not to have their position terminated without just cause. This contract is comparable to that of faculty tenure (S2.C5: AFT Agreement 2015-2019).

The College uses the Performance Assessment Review (PAR) system to evaluate the performance of classified staff. There are two versions of the PAR – one for employees and one for supervisors (S2.C5: PAR Form Employee; S2.C5: PAR form Supervisor). The PAR appraisal cycle commences with the College’s academic year September 1 and concludes August 31. The PAR process is summarized in Article 16 of the CWA Collective Negotiations Agreement (S2.C5: CWA Contract 2011-2015) and Article 41 of the IFPTE Collective Negotiations Agreement (S2.C5: IFPTE Contract 2015-2019).

The Competencies Review Process was implemented for managers in Fall 2018 to replace the former APAS process that was in place for the evaluation of managers and AFT professional staff. The APAS remains in place for the AFT professional staff. The Competencies Review Process is an improved evaluation tool for communication, feedback, evaluation and review and is not a one-time effort. The Competencies Review Process: (a) provides an opportunity to develop a clear definition of the competencies needed to succeed in the manager’s role as a leader; (b) establishes employee outcomes and assesses progress toward achievement targets, as well as personal and professional development; (c) encourages dialogue between the supervisor and employee; (d) provides a means of identifying and addressing job-related learning opportunities; and (e) fosters morale. The supervisor completes a Competencies Scorecard (S2.C5: Scorecard Form) with the manager twice annually (September and March) and a 360 evaluation is performed every three years (S2.C5: Competencies Review Process).

A memorandum of agreement dated October 13, 2011 modifies Article XVI of the AFT Collective Negotiations Agreement, which outlines the process for performance-based promotion for AFT professional staff who meet or exceed the criteria for promotions (S2.C5: Performance Based Promotions). Such promotion consists of advancement to the next higher title in the employee’s title series. This provision is separate and apart from the reclassification procedure set forth in Article XVI of the AFT Collective Negotiations agreement (S2.C5: AFT Agreement 2015-2019).

Promotion of classified staff or career service employees are governed by the Civil Service Commission and summarized in Article 34 (Promotion) of the IFPTE Local 195 bargaining unit agreement (S2.C5: IFPTE Contract 2015-2019) and Article 7 (Position Reclassification and Reevaluation Reviews) and Article 12 (Promotion) of the CWA bargaining unit agreement (2.5.3:CWA Contract 2011-2015).
Reclassification procedures are posted on the Human Resources policies and procedures webpage (S2.C5: Reclassification Procedures for Classified Staff). In order for the College to conduct a review of the process, the reclassification procedures were suspended as of September 2018.

As for the promotion of managers, the College has procedures for the reclassification of unclassified staff (S2.C5: Reclassification Procedures for Unclassified Staff). A position may be reclassified when the knowledge, skills and abilities required of that position change so significantly that the current title is no longer appropriate. A request for reclassification of a position may be initiated by the incumbent in that position, the Unit Head, or the appropriate Division Head.

The discharge, suspension, or disciplinary reduction of salary of faculty/AFT professional staff employees during the term of a one-year appointment or reappointment of a faculty member on an initial two- or three-year appointment or any one-year reappointment shall be grievable in accordance with the provisions set forth in ARTICLE VII AFT Bargaining Unit Agreement (S2.C5: AFT Agreement 2015-2019).

Discipline of a classified staff or manager employee shall only be imposed for just cause. Progressive discipline, applied in graduated steps, provides opportunity and coaching for correcting poor performance and improper behavior. The number of steps and their sequencing depends on the seriousness of the offense and the previous disciplinary record of the employee. The College is guided in these processes by State regulation and employment contracts, as well as by general law and accepted management practices. A thorough investigation, including a conference with the employee, takes place in disciplinary situations. When a classified staff member is to be interviewed with the expectation of some disciplinary action against them as a possible result, the employee has a right to have a union representative present to assist him/her. Employees have appeal rights in discipline matters. Discipline procedures and appeal rights are further summarized in IFPTE Collective Negotiations Agreement – Article 8 (S2.C5: IFPTE Contract 2015-2019) and CWA Collective Negotiations Agreement – Article 5 (S2.C5: CWA Contract 2011-2015). Managers have appeal rights under the Employee Complaint Processing Policy (S2.C5: Employee Complaint Processing Policy).

Non-reappointment provisions for the separation of faculty and AFT professional staff are summarized in Article XIII of the AFT Collective Negotiations Agreement and call for a notification requirement (S2.C5: AFT Agreement 2015-2019). Notice of reappointment or non-reappointment of full-time employees governed under the tenure provisions of N.J.S.A. 18A:60-6, et seq., shall be given in writing not later than March 1st of the first and second academic years of service and not later than December 21st of the third, fourth, fifth and sixth years of service. When a full-time faculty member is hired at mid-year, unless the individual is appointed to replace someone on leave or in a bona fide emergency, notice of reappointment or non-reappointment for the next full academic year shall be given in writing not later than April 15th. Resignation, reassignment and retirement are addressed in Article XV of the AFT Agreement. Retrenchment rights are also summarized in Article XLI of the Agreement. Classified staff have layoff and recall rights as summarized in Article 28 of the CWA Collective Negotiations Agreement (S2.C5: CWA Contract 2011-2015) and article 38 of the IFPTE Collective Negotiations Agreement (S2.C5: IFPTE Contract 2015-2019).

With regard to the separation of managers, the College regards them as at-will employees (S2.C5: Employment: Officers, Senior Administrators, and Managers Policy). At-will means that the College can terminate the employee at any time and for any reason, except an illegal one, or for no reason without incurring legal liability. Likewise, the employee is free to leave the job at any time for any or no reason with no adverse legal consequences.
Ramapo’s Commitment: Honesty and Truthfulness in Communications

The College values its internal and external communication in such a way that there was a dedicated goal aligned with communication infused into the College’s 2014-2018 Strategic Plan (S2.C6: Strategic Plan 2014-2018). The College aims to further develop effective collegial planning and governance structures by enhancing relationships with internal and external stakeholders which requires clear, planned, coordinated, timely, and accurate communication. The revitalized strategic plan includes a dedicated goal for communication under Goal 3, “Advance Innovation as the College’s Promise and Obligation to Its Students, Community, and the State of New Jersey” (S2.C6: Strategic Plan 2018-2021). As stated previously, Dashboard 2021 was developed to monitor the strategic plan, and there are a number of measurement indicators associated with Goal 3 (S2.C6: Dashboard 2021). In particular, indicator #45 requires 100% of College managers to complete a Leadership Scorecard by 2021. The Leadership Scorecard was introduced in 2018 and is part of a new leadership competencies model for managerial performance and evaluation. The model is based on five core competencies and among them is communication.

The President holds a semi-annual State of the College address and maintains a public archive of prior addresses (S2.C6: Office of the President website). The address discusses topics such as external factors confronting the College and higher education in general, enrollment strategies and achievements, news and noteworthy items from each of the Divisions, student accomplishments, and capital improvements. Members of the College are invited to ask the President questions at the conclusion of the address. In addition, the President and senior leadership team host communication meetings twice per semester where timely news and information on trends and initiatives at the College are shared. Finally, the President’s Advisory Council (PAC) (S2.C6: PAC Membership) was established in 2014 as a mechanism to improve communication among the various College constituencies: students, faculty, professional staff and community members (S2.C6: PAC Guidelines and Digest Announcement). The President also maintains a website, “The President’s Post,” where news and campus initiatives are shared (S2.C6: President’s Post). Constituents are reminded each day to view the President’s Post by way of the College’s Daily Digest.

Under federal law, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires that colleges and universities that receive federal funding through financial aid must communicate campus crime statistics to the community on an annual basis and in the event of a timely warning notification (S2.C6: Public Safety Website). The communication of statistics is contained in a report, colloquially known as the Clery Report, that is posted online and disseminated via email to faculty, staff, and students each year by October 1st (S2.C6: Clery Crime Fire Report 2018). The Clery Report is designed to provide transparency around campus crime statistics and serves as a document that captures public safety policies and practices, missing student procedures, education about how to get help for alcohol and other drug addiction, and fire statistics. In compliance with the State mandate, the President reports all crime statistics during each general meeting of the Board of Trustees. As an additional means of fostering communication of a safety-based nature, the campus uses the convenient Alert Me Now system to disseminate timely warnings via email, voicemail, and/or text message to all members of the community.Incoming students are required to register, and new employees are registered as part of the hiring process.

The Annual Institutional Profile for the State of New Jersey is a report published once a year that summarizes the school’s vision, Mission, goals, data, characteristics and development (S2.C6: Institutional Profile 2017). The report utilizes tables and charts to show data on information such as student outcomes, demographics, faculty characteristics, academic programs, and development expenditures. The President signs and dates the document certifying that the information is correct to the
best of his knowledge. The document is submitted annually to the New Jersey Office of the Secretary of Higher Education and is made available on the College website.

As a state institution and under the auspices of the Board of Trustees, the College is required to hold an annual public hearing on the budget. Presented by the Vice President for Administration and Finance, the hearing communicates the proposed budget assumptions, projections for the upcoming fiscal year and future outlook (S2.C6: Open Forum on the Budget - May, 2019). The higher education, environment, including State and federal issues and their implications to the College, are also discussed with time allotted for a question-and-answer period. The presentation is publicly noticed and is typically attended by members of the Board of Trustees, students, faculty, and staff. The budget hearing materials as well as Board of Trustees Meeting recaps are made available on the College website.

The Divisions of Institutional Advancement and Enrollment Management and Student Affairs are primarily responsible for the College’s formal internal and external communications. These Divisions develop and implement strategies to promote the institution in support of the College’s Mission and goals through a coordinated advancement and marketing and communications program. The Institutional Advancement program includes communication to alumni, parents, the Board of Governors, and constituent relations from the external community to inform them of events and conferencing, grants, and sponsored programs. All media inquiries are directed to the Vice President of Institutional Advancement who serves as the College’s Official Spokesperson. The Division of Enrollment Management and Student Affairs is responsible for communication via the Office of Marketing and Communications. The Office of Marketing and Communications is responsible for overseeing all advertising and marketing, publications, graphic design, photography, the official College websites and social media channels, internal and external public relations, and branding. The Office oversees a yearly media plan and advertising placements that promote the College via marketing, recruitment, and admissions materials delivered via print, outdoor signage, digital/web ads, websites, social media, and more (S2.C6: Samples of Recruitment Material). Furthermore, the College is a member of the National Association for College Admission Counseling (NACAC) and all recruiting practices must abide by the Code of Ethics and Professional Practice (S2.C6: NACAC Code of Ethics). Admissions recruiting is a year-round process with dates, timelines, and principles that align with NACAC.

All web and print design publications must be approved using the design standard (S2.C6: Design Standard). The College maintains official social media accounts to promote the College through various interactive networks. All members of the College must utilize social media in accordance with the Social Media Guidelines (S2.C6: Social Media Guidelines), the Student Code of Conduct (S2.C6: Code of Conduct), and the Code of Professional Responsibility (S2.C6: Code of Professional Responsibility). Social media accounts of College units, clubs, and organizations must be approved in order to be recognized as officially affiliated with Ramapo College.

College faculty, staff, and students are provided with email accounts for the purposes of conducting official college business. It is the College’s policy that email is the official communication mechanism for faculty, staff, and students and ensures that broadcast announcements are not over-utilized. Announcements are limited to emergencies, health and safety, presidential communications, major campus events approved by the Cabinet, and critical alerts related to human resources. Only authorized staff members are permitted to use the Broadcast email system for their constituent groups under the Broadcast Email and Voicemail Policy (S2.C6: Broadcast email and Voicemail Policy). Members of the College community can communicate with each other about events and campus news via the Daily Digest.
The Public Relations Specialist in the Office of Marketing and Communications serves as a secondary point of contact for media inquiries in the absence of the College’s Official Spokesperson. If any person is to appear in a Ramapo publication, a release form must be signed (S2.C6: Photo Image Release Form). The College also has a General Event Photography and Video Policy to clarify when a student image/photo release is required and when it is not (S2.C6: General Event Photography and Video Policy).

The Faculty Assembly is the discussion and final decision-making forum of the College’s faculty as a whole and follows Roberts’ Rules of Order (S2.C6: Faculty Assembly Bylaws). Within the bylaws, there are flowcharts to demonstrate the correct process guidelines for decision-making. The Faculty Assembly generally meets three times per semester to discuss and vote on matters of importance to the faculty. The Faculty Assembly Executive Council consists of ten members who meet weekly to serve the interests of the College faculty and ensure the faculty’s voice is heard via the shared governance of the College (S2.C6: Faculty Assembly Website, Agendas, Minutes).

**Ramapo’s Commitment: Affordability and Informed Decision-Making**

The College has a consumer information page (S2.C7: Consumer Information) and a net price calculator that provide students and their families with information on how affordable and accessible the College is (S2.C7: Net Price Calculator). The consumer information page also provides families with information on graduation rates (S2.C8: Student and Parent Consumer Information Act), health and safety, financial aid, cost of attendance and academic programs. The New Jersey Association of State Colleges and Universities (NJASCU) has a listing of the State college’s tuition and fees so families can see how affordable Ramapo is compared to other State colleges (S2.C7: NJ State Colleges Tuition and Fee Charges).

Ramapo College is committed to making college affordable for all students as evidenced by a target in the 2014-2018 Strategic Plan (S2.C7: Strategic Plan 2014-2018) that employs strategies toward helping students reduce their indebtedness. The Office of Financial Aid uses a service site named Elm Select that allows a student to compare and review alternative lenders based on interest rates and repayment options (S2.C7: Elm Select Website). The Elm Select resource allows each student and family the ability to choose the loan that is best for them. The Office of Financial Aid staff adhere to a Code of Conduct policy that indicates staff will counsel students and families on borrowing without recommending one lender over another (S2.C7: Financial Aid Code of Conduct). The College has a low cohort default rate (i.e., currently 5.4%), which means that students who are procuring loans are indeed paying them back. The Office of Financial Aid includes shopping sheet information on all award letters so that students, veterans and their families can view the six-year graduation rates, the student loan repayment rate and the median student loan balance. The College has an official Refund Policy, so if a student decides to withdraw from their courses the financial consequences of such a decision are clear (S2.C7: Refund Policy).

**Ramapo’s Commitment: Compliance and Transparency**

Available via the Institutional Research website, the College publishes a Fact Book and Fact Sheets to provide students and their families with information about Ramapo College at a quick glance (S2.C8: Fact Book 2017; S2.C8: Fast Facts Spring 2018). In addition, information gathered from the Alumni Survey and Senior Survey, as well as data on degrees conferred, and the Common Data set are available on the website for Institutional Research (S2.C8: Institutional Research Website). Institutional Research and the Office of Financial Aid utilize the Common Data set to complete a number of externally-required surveys. In order to be eligible for financial aid, students must maintain a certain grade point average (i.e. 2.0 and 3.0 GPA for undergraduate and graduate students, respectively). The College has a Satisfactory
Academic Progress Policy (S2.C8: Satisfactory Academic Progress Policy) as well as an Academic Standing Policy indicating that students must meet certain requirements in order to maintain eligibility to remain at the school (S2.C8: Academic Standing Policy).

The Office of Institutional Research publishes reports on institutional assessment and graduation and retention rates (S2.C8: Institutional Research Website). For example, Ramapo College’s Nursing Program recently celebrated a 92.7% first-time pass rate on the National Council Licensing Exam (S2.C8: NCLEX 2018 Fourth Quarter Results), an average of 81% of Nursing students have graduated within four years, and all Nursing graduates of the past three years have received nursing positions within one year of graduation. Another example is the summaries of the Teacher Education and Certification Program and the performance of its graduates that are available to the public via the Teacher Education Accreditation Council (TEAC) webpage (S2.C8: Summary of the Case, RCNJ Teacher Education and Certificate Program).

The College completes yearly surveys such as IPEDS to allow students and families to use the College Navigator to view cohort default rate, tuition and fees, net price, enrollment, athletics and crime reports (S2.C8: College Navigator Website). The College files a fiscal operations report each year called a FISAP and completes the NCAA Division III reporting requirement each year (S2.C8: NCAA Directory). The 2018-2019 NCAA report shows that the College is disbursing financial aid fairly and equitably to student athletes and non-student athletes (S2.C8: NCAA Report Interim).

In line with Requirement of Affiliation 14, the College’s Credit Hours Policy is in compliance with the MSCHE policy (S2.C8: Credit Hours Policy).

**Ramapo’s Commitment: An Ongoing Commitment to Ethics and Integrity**

As set forth under Criterion 4, the College is governed by ethics laws, regulations and ethics requirements for its Trustees, officers, faculty and staff. In addition, academic integrity and community conduct standards are established for the entire College. The Ethics Liaison Officer (ELO) plays an essential role in ensuring that the College’s employees are aware of and comply with State ethics laws, regulations and executive orders. The ELO is also an important direct link between the College and the State Ethics Commission. The ELO ensures that employees receive required documents, complete necessary filings, attend mandatory training, and otherwise meet the requirements of ethics laws, regulations and orders. The responsibilities of the ELO are set forth by the Commission (S2.C9: State Ethics Liaison Officers’ Responsibilities). The College has a webpage that details requirements for employees and provides links to resources (S2.C9: Ethics Officer Home Page). Additionally, the College has a dedicated email account (ethics@ramapo.edu) for its ethics program.

In accordance with law, the State Ethics Commission conducts mandatory compliance reviews of all State entities, including the College. The College was audited by the Commission during 2016 and was deemed to be in substantial compliance of all State ethics requirements (S2.C9: 2016 Ethics Compliance Audit Letter).

With regard to institutional ethics and integrity policies for students, the Division of Enrollment Management and Student Affairs annually reviews and updates the Student Handbook, which includes the Code of Conduct. For additional information regarding the Student Handbook and Code of Conduct, please refer to the discussion under Ramapo’s Commitment: The Management of Grievances earlier in this Standard. Matters involving the integrity of student’s academic endeavors are addressed by the College’s Academic Integrity Policy and associated procedures, as described above.
Opportunities for Improvement and Innovation

Based on this process of assessment and self-reflection of Ramapo College’s fulfillment of Standard II, the following opportunities for improvement and innovation have been generated:

1. The study has validated that the College underscores the value of equity, diversity and inclusion, as evidenced by its presence in the Strategic Plans. Developing, achieving, and monitoring the targets of the Strategic Plan related to diversity and inclusion will be of great importance for future growth and closing the loop, particularly through campus climate surveys. It is believed this is being accomplished via the creation and implementation of a diversity plan through EDIC.
2. The College should develop intellectual property rights policy that is more encompassing.
Standard III: Design and Delivery of the Student Learning Experience

Ramapo College Meets the Requirements of Standard III

A full description and illustration of the ways in which Ramapo College meets the eight criteria and all applicable sub-criteria of Standard III, as well as Requirements of Affiliation 8, 9, 10, and 14 are presented here.

The Scope of Academic Programs
As the public liberal arts college of New Jersey, Ramapo College is dedicated to providing students a strong foundation for a lifetime of achievement. This cohesive learning experience is organized around the Mission of the College. All new programs are reviewed by ARC and must demonstrate their alignment with the Mission and Strategic Plan of the College in their program goals and outcomes (S3.C1: Data Science Major Proposal).

Mission Driven Academic Programs
The academic enterprise at Ramapo College is distinguished by four hallmarks that speak to the nature of the College as an institution of higher education: interdisciplinary and experiential learning and international and intercultural understanding. For example, 80% of majors include an experiential learning outcome or required experience (S3.C4: Experiential Learning Component Program SLO or Requirement) and just over half of all academic majors include international learning opportunities (S3.C5: International Education Component Analysis). These are described in detail below and will be developed more fully with examples and corresponding assessment data throughout this and other Standards. The culture of learning at Ramapo is:

Interdisciplinary
True to its mission as a public liberal arts college, Ramapo’s faculty and staff foster an environment in which learning is grounded in ongoing conversation and collaboration between the disciplines. Interdisciplinarity is embedded in the GE program through learning objectives like applying disciplinary and interdisciplinary skills to address complex programs shared by three learning experiences: Studies in Arts and Humanities, Quantitative Reasoning, and Scientific Reasoning. Interdisciplinarity is also expressed in a range of interdisciplinary majors (e.g., Biochemistry, International Studies, and Law and Society) and minors such as Women’s, Gender, and Sexuality Studies (S3.C4: Sample Interdisciplinary Description & SLOs). These programs’ commitment to interdisciplinary is reflected in their student learning outcomes. Biochemistry students, for example, will demonstrate a comprehensive knowledge of chemical, biological and biochemical sciences. ASB’s Core also demonstrates the College’s interdisciplinary education, as students must take courses in each of the seven ASB majors and math, and all students complete an interdisciplinary Capstone (BADM 495: Strategic Management) (S5.C1: ASB Interdisciplinary). In addition, interdisciplinary contract majors allow students to construct a program tailored to their learning interests and needs by taking courses in multiple areas of study (e.g., Liberal Studies and Contemporary Arts).

Experiential
Ramapo College places great emphasis on students taking an active stance with respect to their learning both within and beyond the classroom. The GE program’s experiential learning objective is attached to three required courses (i.e., First Year Seminar, Studies in the Arts and Humanities, and Social Science Inquiry) each under the control of a faculty director who ensures consistency in meeting the goals of the course and who oversees assessment of that course. Experiential learning is also seen in program requirements (e.g., ASB’s FINC 301 stock trading simulation), for-credit internships and co-ops (S3.C4:...
CA Internship Opportunities), study abroad, clinical courses (S3.C4: Nursing Clinical Experiences), fieldwork courses (S3.C4: Social Work Field Learning), upper-level laboratory courses (S3.C4: TAS Lab Course), and Capstone courses (S3.C4: Examples of Senior Seminars with Capstones). Experiential learning opportunities are present in the Strategic Plan in Goal 1, Objective 1.8, Outcome 1, “increased student participation in experiential learning opportunities.”

International
Ramapo’s broad-based, liberal education fosters student engagement with the global community. This involves not only the possibility of participation in one of the many opportunities offered by the College for short and long-term study abroad, but the cultivation of an international perspective through a host of curricular and co-curricular offerings on campus. The Global Awareness GE category, for example, includes 50 courses as of Fall 2018 and is scheduled to begin assessment in Fall 2019 (S3.C5: Global Awareness Draft Assessment Plan). In addition to the GE program, students can choose from a range of programs with an international focus (e.g., International Business, Music, and Political Science). An International Business learning outcome, for example, is both international and interdisciplinary, as students will be able to recognize the variety of socio-political and economic environments across countries/regions and will use this to analyze global business operations. This is evidenced in Strategic Plan Goal 2, Objective 2.1, Outcome 2a, “Students demonstrate self-awareness, respect for others, an understanding of the value of diversity, and can examine societal issues from multiple perspectives” (S3.C4: Sample International).

Intercultural
At Ramapo College, an education that prepares students for citizenship and leadership in a world of increasing diversity and complexity must instill sophisticated intercultural understanding both at home and abroad. For this reason, the College actively seeks to cultivate students’ cultural awareness as well as critical thinking and communication so they may better engage in both self-reflection and ongoing dialogue with “the other”. Intercultural understanding is built into the GE program through several learning outcomes including understanding diverse communities on local, national, and/or global levels, which are shared by First Year Seminar, Historical Perspectives, and Global Awareness. A number of majors contribute to intercultural understanding including American Studies, Psychology, and Visual Arts. In Psychology, for example, students will demonstrate an understanding of the ways individual differences and sociocultural contexts influence behavior (S3.C4: Intercultural Sample).

As a New Jersey state institution, Ramapo College’s requirements for graduation are aligned with those set forth by the State of New Jersey Office of the Secretary of Higher Education. Within the guidelines and framework set forth by state regulators, Ramapo College consistently fosters a rigorous and dynamic educational experience for all of our students. As a liberal arts institution, Ramapo aims to guide students through an educational experience that is, at once, broad and deep.

As of AY 2018-2019, Ramapo College offers 39 undergraduate degrees and 7 graduate degrees, all of which are registered with the New Jersey Department of Education (S3.C1: Higher Education Program Inventory).

Undergraduate programs at Ramapo comprise 128 credits including the GE curriculum and at least one major. Master’s programs require at least 30 credits. An overview of our GE curriculum will be provided in this Standard. The requirements of our undergraduate majors and minors, as well as our graduate degree programs may be found in the College Catalog (S3.C1.12: Ramapo College Catalog 2018-2019). For each of these programs, the Catalog lists the Convener and faculty members, information about the program, goals and expected outcomes, and other related information (S3.C3.2: College Catalog Major).
Example). The Catalog also includes specific four-year plans for each major so that students are aware of the courses that they need to take in order to graduate in four years.

A clear course structure guides students’ academic careers at Ramapo College (S1.C1.1:Academic Curriculum Structure). The Ramapo College experience begins with the First Year Seminar (FYS) course that is coordinated by a faculty member and an advisory board and reflects the academic Mission of the College while providing students a strong foundation for lifelong learning and achievement. Though FYS course sections are designed to represent a wide range of disciplines and interests, they share the explicitly stated common learning goals and outcomes of developing students’ critical thinking skills via robust open discussion, reading, writing, and experiential learning opportunities. In AY 2018-2019, Ramapo College offered approximately 40 FYS sections giving students a wide variety of course themes from which to choose (S3.C1.2:First Year Seminar 18-19 Courses).

In addition to their shared instructional goals, all sections of FYS incorporate a required common summer reading that is discussed in class and about which all students write a paper. Moreover, the entire student body as well as faculty and staff are encouraged to participate in the common reading experience. The aim is to establish connections, not only between the members of the incoming class, but also between them and the wider academic community of which they are becoming members. A committee of first-year students, faculty and staff oversees selection of the common reading and solicits suggestions from the wider community. A summer writing contest invites first-year students to submit essays based on the chosen book. Contest winners are awarded cash prizes and the opportunity to have lunch with the author who addresses the campus at the Opening Convocation for the new academic year (S3.C5: Summer Reading Sample).

The General Education Curriculum
Ramapo College provides an education sufficient in scope to draw students to new intellectual experiences as well as to deliver essential foundational skills. Ramapo College’s four GE goals are:

- Explore the world: investigate human cultures and the natural world
- Engage the world: think critically and convey new understanding
- Experience your world: integrate and apply your new learning
- Expand our world: develop compassion and ethical understanding across cultures and become an engaged global citizen

The learning objectives associated with these goals deliver a well-rounded academic experience, expose students to new disciplines, and deliver essential skills (S3.C5: GE Goals and Objectives). Learning objectives are generally shared across different categories (15 out of 16 objectives are shared by two or more categories) yielding multiple learning opportunities for students to acquire and then master the GE objectives (S3.C5: GE Map). In addition, although outside the GE program, the Senior Presentation provides another formal opportunity to develop and assess oral communication skills.

The GE curriculum supports students’ development of such skills as oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with the College’s Mission, the GE program also includes the study of values, ethics, and diverse perspectives. A table that illustrates the way in which these skills and perspectives are addressed throughout the GE program may be found in the Evidence Inventory (S3.C5: GE MSCHE Scope and Skills). The process of ensuring alignment of the GE program objectives with major learning outcomes will be complete by 2019 (S3.C5: MAP to majors Memo, S3.C5: GE Program).
This will allow students to implement what they learn in the GE program throughout their College career until they graduate.

GE categories within the older, discontinued GE program were College English, Business Perspectives, Social Issues, History, International Issues, Mathematics, Intercultural North America, Readings in the Humanities, Science with Experiential, Topics in Arts and Humanities, and Topics in Social Science (S3.C5: General Education Description) (S3.C5: General Education Course Layout). In May 2013 the Faculty Assembly (FA) voted to form a General Education Task Force (GETFII) that was charged with developing a new, updated GE curriculum. In their final November 2015 report (S3.C5: GETFII final report), GETFII outlined a proposed new GE program, which received favorable vote from the FA the following month, including a reduction in assessed outcomes from 27 to 16 (S3.C5: GE Comparison). The General Education Implementation Team (GEIT) oversaw the implementation of the new program, and the new GE program was implemented in Fall 2018 once all State requirements regarding transfer students were completed.

The new GE curriculum consists of eleven courses of which students take ten, divided into two categories (S3.C5 GE Infographic). “Keystone” categories provide the students with a strong foundation in the GE. “Distribution” categories are designed to build on the knowledge gained in the Keystone courses. With respect to the keystone categories, the program is structured to ensure that students are exposed to common learning experiences through First Year Seminar, Critical Reading and Writing, Studies in the Arts and Humanities, and Social Science Inquiry. Students also are required to take courses from a wide variety of disciplines beyond their major through the categories Historical Perspectives, Quantitative Reasoning, Scientific Reasoning, and Global Awareness. Students then choose two of the three Distribution Categories of Culture and Creativity, Values and Ethics, and Systems, Sustainability and Society, making sure that at least one of the distribution courses chosen is offered outside their major’s school. This further encourages students’ learning beyond their primary discipline.

In the Global Awareness category, students are given the opportunity to demonstrate intercultural understanding. In First Year Seminar (FYS), Historical Perspectives and Global Awareness, students begin to understand diverse communities on local, national, and global levels and learn how to question assumptions about individual and group identity. Students also analyze the ethical implications of the global distribution of power and resources and how to critically interpret history and engage with the products of culture in Historical Perspectives and Social Science Inquiry. These concepts are reinforced in the three Distribution Categories.

Students gain basic oral communication skills in the FYS course. This skill continues to be reinforced throughout their time at Ramapo and is used within the students’ discipline when they complete their Senior Presentation. Written communication is introduced in Critical Reading and Writing, a prerequisite for Studies in the Arts and Humanities where the students further develop these skills. Logic and reasoning is an objective that is shared by three Keystone categories and all three distribution categories. The decision to infuse logic and reasoning in various courses was intentional, highlighting the significance of critical thinking across the curriculum. Students also learn how to locate, evaluate and employ information in First Year Seminar, Critical Reading and Writing, and Studies in the Arts and Humanities.

In the GE program, students learn how to apply mathematical concepts effectively in Quantitative Reasoning and Social Science Inquiry. Scientific methods are introduced in Scientific Reasoning and reinforced in Systems, Sustainability, and Society. Students also learn how to use technology effectively in First Year Seminar and Quantitative Reasoning. Students use the interdisciplinary knowledge and skills gained in GE, along with disciplinary knowledge and skills, to solve complex problems in Quantitative
Reasoning, Scientific Reasoning and Studies in the Arts and Humanities.

The GE program also gives students opportunities to practice reflective intrapersonal and interpersonal skills in Critical Reading and Writing as well as Value and Ethics. In First Year Seminar, Social Science Inquiry, and Studies in the Arts and Humanities students participate in at least three engaged experiential activities that are embedded in the GE program so that they will connect what they learn in the classroom to real world settings, thus preparing them for a “lifetime of achievement” (Strategic Plan Goal 1, Objective 1.8, Outcome 1d).

As mandated by the GE Academic Policy, all Ramapo College students must complete the GE requirements in Critical Reading and Writing and Quantitative Reasoning by the time that they have earned 64 credit hours. The current GE curriculum was approved by the Faculty Assembly in Fall 2015 and is steered by the General Education Curriculum Committee (GECCo), which is comprised of faculty representing each of the Schools.

**Writing Intensive Requirement**

Ramapo College is dedicated to ensuring that all graduates are confident and competent writers. Every undergraduate student at Ramapo College takes at least five writing intensive courses in order to graduate, two of which are required via the GE curriculum: Critical Reading and Writing and Studies in the Arts and Humanities. The other three courses are taken in the student’s major. Writing intensive courses emphasize the process of writing, including prewriting and revision. Writing intensive courses are steered by the Writing Across the Curriculum (WAC) committee, which is comprised of faculty members from each of the Schools ([S3.C1: WAC Policies](#)). Student writing progress is also supported by the Center for Reading and Writing, a fully staffed drop-in and appointment-based center where students can get one-on-one writing support and attend workshops ([S3.C1: CRW Workshop Schedule](#)).

**Services for Transfer Students**

The point at which the majority of GE curriculum is completed is also the time that many transfer students enter the Ramapo community. Transfer Connection is an organization within the Center for Student Success that is designed to provide helpful and relevant resources for transfer students at Ramapo College. The Transfer Connection Student Coordinator works to create a monthly transfer newsletter that updates students on upcoming events, disseminates important academic information, and gives advice relevant to the transfer population ([S3.C4: Transfer Connection Newsletter](#)).

**Advisement and the Choice of a Major**

Academic advisement is an integral and critically important aspect of the student experience. Through its use of the appreciative advisement model ([S3.C1: My Advisees webpage](#)), the Center for Student Success (CSS) serves as the primary resource for academic advisement and works collaboratively with faculty and staff in offering optimal advising services to students at Ramapo College.

Every first-year student is assigned an advisor in the CSS who produces and shares with each advisee a major-specific four-year plan for their academic program ([S3.C1: Four Year Plan Example](#)). After this advisor assignment, students who have declared a major are assigned an advisor from their major Convening Group. Those who remain undeclared stay with the CSS advisor until such time as they declare a major, which must occur by the time the student accumulates 64 credits.

Instructors and advisors use a software by Starfish Solutions called *Connect* in order to communicate with CSS and reach students who may need additional academic or emotional supports ([S3.C1: Connect Example](#)). Every semester, instructors are asked to complete progress reports on students using the *Connect* system. Any warnings or flags included in these progress reports are then visible to advisors,
who are encouraged to speak with their affected student about any identified academic performance-related issues. Early alerts for students who are affiliated with offices such as the Office of Specialized Services (OSS), Athletics, or the Educational Opportunity Fund (EOF), which will be discussed below, are simultaneously sent to advisors in these Departments as well.

Once students declare a major, they are assigned an academic advisor within their specific discipline with whom they are encouraged to establish an ongoing, collaborative relationship (S3.C1: My Advisees Webpage). This is intended to serve not only as a means for students to progress smoothly through their degree requirements but also to help the students deepen their appreciation of their field of study and refine their academic and professional goals. As a means of reinforcing the importance of the advisement relationship, students are required to meet with their advisors at key points in their academic careers in order to be able to register for classes. Upon declaring a major (and often minor), students are guided by faculty in one of our five schools: Anisfield School of Business (ASB), School of Contemporary Arts (CA), School of Humanities and Global Studies (HGS), School of Social Science and Human Services (SSHS), and School of Theoretical and Applied Science (TAS).

Learning Opportunities and Resources in Support of Student Success

Multiple learning opportunities and resources, spanning both Academic Affairs and the Center for Student Success, are made available to students. In addition, to meet the evolving needs of the student population and address assessment feedback, the College continually reorganizes, updates, and reevaluates academic and support services including the Center for Reading and Writing and the Mathematics and Science Tutoring Center.

● The George T. Potter Library

Since December 2015, Potter Library has increased its outreach to the campus community with a new Reference, Instruction, and Outreach Librarian position (S3.C2: Outreach Librarian Position). This has helped the library increase its visibility by making connections with campus offices and committees, student organizations, faculty, and staff to promote and share information about the Library and its resources and services.

The Library maintains a collection of course reserves materials to support faculty members’ course-specific instructional requirements, as well as a subsidiary collection of permanent reserve items such as valuable books and DVDs, extremely oversized or undersized books that do not fit in the library stacks, and unique format items (e.g., pop-up books, books with multiple pieces, etc.). The Library participates in the VALE Reciprocal Program, comprised of 51 VALE member colleges and universities. Ramapo faculty, staff, and students who are in good standing qualify for onsite borrowing privileges at these colleges and universities by presenting a signed “VALE Reciprocal Borrowing Application Form” from Ramapo’s George T. Potter Library.

As part of a redesign in Fall 2017, the Library website was built using responsive design to better accommodate various devices and updated to reflect current web design standards. Librarians assist students and faculty with their research and informational needs through our “Ask a Librarian” service. Patrons who have research-related questions may chat online with Ramapo librarians, as well as text, call, email, and visit the Research Help Desk. In February 2018, the Library implemented a proactive chat invitation, in which a customized chat box appears on the Library’s webpages asking if patrons need help, was implemented and has resulted in a 135% increase in the number of chats held.

The Integrated Library System (ILS) is a major component of the Library’s infrastructure. ILS is the source of patron, circulation and library collection data. Based on Library staff consultations, recommendations from other libraries, meetings with vendors and budget considerations, the College
transitioned in 2015 from the LibLime Academic Koha ILS to an open source version of Koha supported by Bywater Systems.

- **Honors Program**
The Ramapo College Honors Program is a community of faculty and students dedicated to intellectual, creative, and moral engagement. Students admitted to the Honors Program benefit from dedicated first-year housing, access to the Honors Lounge with computer and printer access, priority registration, as well as special conferences and field trips. Completion of the Honors Program requires six targeted courses, a project related to the student’s major, and co-curricular civic engagement (S3.C4: College Honors Program Brochure) (S3.C4: College Honors Program Annual Report).

- **First-Year Learning Communities**
First-Year Learning Communities (FLC) is a signature program at Ramapo College and reflects the College’s desire to foster students’ engagement with the campus community and deepen their academic and personal interests and learning. Students who opt to participate in the FLC are part of an academic and residential community along with other students who have similar academic, cultural, and social interests. Participating in a program designed to enhance and enrich learning experiences and community engagement in the first year, FLC students develop ongoing and lasting relationships with classmates, faculty, and professional staff. The FLC provides an opportunity for students to explore different majors and also to connect majors to career choices. Peer facilitators work with students individually to help them make connections between the theme and experience of their FLC and the content of their common first-year courses (S3.C5: First Year Learning Communities) (S3.C5: FLC Report). The FLC program has gone through multiple iterations since it was first launched, always striving for improvement based on faculty and student feedback as well as assessment results. For example, to address some uncovered logistical issues, the program was modified in recent years to better accommodate students’ scheduling needs by creating affiliated courses rather than directly linked courses (S3.C5: FLC Report).

- **Labs for Student Learning**

  **Topken World Languages Lab**
The World Languages Lab is one physical example that demonstrates Ramapo College’s continued commitment to the international, intercultural, interdisciplinary, and experiential dimensions of the Mission and that enables Ramapo students to explore languages and cultures from around the globe in a state-of-the-art facility and enhances the College’s World Language Program. The Lab is the regularly-scheduled classroom for many of the existing language classes and is the location of weekly tutoring sessions, which are available to students enrolled in language classes as well as anyone in the College community who has a desire to engage with world languages. Individuals may use the Lab for independent language learning during tutoring hours, and co-curricular activities, such as conversation hours, are hosted in the Lab (S3.C4: World Languages Lab).

  **Theoretical and Applied Science (TAS) Labs**
During the 2010 decade, the G-building, which houses the TAS labs, was completely renovated. In addition to containing teaching labs for all lab major programs (e.g. Chemistry, Biology, Physics), the G-building has faculty/student research labs for molecular biology, bioinformatics, cell biology, surface chemistry, analytical chemistry, environmental science, virtual reality, optics, cold temperature physics and nanotechnology. Additional computers and software in the Computer Science and Bioinformatics labs located in the Anisfield School of Business are updated regularly. Furthermore, a fully computerized four-bed nursing simulation lab, which is appropriately located in the Adler Center for Nursing Excellence, has a main control room and conference rooms.
Photography Lab
The Photography Lab has an extensive collection of equipment for in-house use, as well as other equipment that can be checked out by students. Photography Lab staff offer one-on-one assistance to students who seek to use the available gear.

Mathematics and Science Tutoring Lab
This free service provides one-on-one and group session tutoring for a variety of mathematics and science courses. For example, in the summer of 2018 the Nursing program received a Foundation Grant to begin the Nursing Student Success Program that is open to all nursing students but is aimed particularly at students identified as at-risk based on their performance. The pass rate of at-risk students who attended ongoing tutoring was 93% in Fall 2018 and 95% in Spring 2019. The program, which utilizes tutors who are nurses (not students) paid by a grant from TD Bank, will be continued in AY 2019-2020. Similarly, paid peer and professional tutors provide free walk-in math tutoring and hold final exam review sessions for any student taking a math course at the College.

Music Studio
The state-of-the-art Music Studio, which is housed in the School of Contemporary Arts, features a separate control room and live recording room with an isolated vocal booth. The Studio combines analog and digital technologies in order to provide students with opportunities to interact with a wide-range of tools and to expand their creative palettes. All levels of music courses, as well as audio courses in Communication Arts, are taught in the Studio.

● Faculty/Student Research
In the spirit of experiential learning, one of the hallmarks of the Mission, Ramapo College encourages undergraduate students to conduct research that furthers intellectual curiosity, promotes independent and collaborative work, enhances critical and creative thinking, and develops expertise in a particular field of study. Indeed, 44% of freshmen responding to the NSSE survey indicated that they are currently working (4%) or plan to work (40%) with a faculty member on a research project. At the senior level, 24% indicated that they had worked or are in the process of working with faculty on a research project, while another 10% still plan to work with faculty on a research project (S1.C4: NSSE survey; S3.C4: Faculty Student Research). These responses are close to their national peers. Students who work closely with faculty on research projects benefit from strong mentorship and from the opportunities that will emerge as they push their intellectual boundaries.

Each year, the prestigious Faculty-Student Research Awards are given to a team of students or up to two individual students in each of the academic schools who have conducted exemplary research in close collaboration with faculty mentors and made a significant contribution to the project. Students considered for the Awards have presented or exhibited the research at an outside conference or submitted it for publication. In addition, the Office of the Provost provides each selected student with a special award. A few examples of Award-winning Faculty-Student Research projects may be found here (S3.C5: Faculty Student Research).

● Ramapo Journal of Law and Society
The Ramapo Journal of Law and Society is an interdisciplinary, online journal devoted to the publication of undergraduate scholarship in Law and Society (S3.C5: Ramapo Journal of Law and Society). The Journal is published by an editorial board of faculty and students representing the Ramapo College’s undergraduate program in Law and Society in collaboration with colleagues at other institutions nationwide. The Journal’s Mission is to provide a platform for undergraduate students from across disciplines to engage with socio-legal issues in the context of the liberal arts.
● **Trillium**

*Trillium* is Ramapo College’s Literary Magazine (S3.C5: Trillium). Since the early 1970s, *Trillium* has featured poetry, fiction, photography, and other visual arts works of Ramapo College Students. While *Trillium* is edited by students enrolled in LITR 202 Magazine Workshop, its content comes from students pursuing all majors from across the College. The magazine is published every spring and is available year-round free-of-charge.

● **Certificate in Spanish for Health Care Professionals Department of Education Grant**

Spanish language faculty received a $154,794 Undergraduate International Studies and Foreign Language grant from the U.S. Department of Education to support the Certificate in Spanish for Health Care and Human Services Professionals. The award supports four new courses including study abroad, two annual symposiums, experiential learning (Adler Center Co-Op) and a certificate program. This interdisciplinary, international program relies on many parts of the campus working together (e.g., three academic schools, the Roukema Center for International Education, and Grants), and the first symposium was well-received based on data analyzed by an external elevator (S3.C5: Spanish Certificate Grant).

**International, Intercultural and Experiential Learning Beyond the Classroom**

In line with Ramapo’s commitment to international and experiential learning, a number of important programs are offered to foster students’ engagement with and increase their understanding of the global context. These initiatives are intended to help students prepare for and make an effective transition to the world beyond the classroom as they pursue their academic, professional, and personal goals.

● **Schomburg Grant Program**

In 1987, the Minority Faculty and Staff Association of Ramapo College, in concert with the administration, developed and initiated a distinguished visiting minority scholars’ program, which was named the Schomburg Grant Program after the Puerto Rican historian, writer, and activist Arturo Schomburg. The Schomburg Grant Program was originally designed to impact students’ learning experiences by providing exposure to a greater minority presence in the Ramapo community and enriched offerings related to interculturalism/multiculturalism. To date, it continues to provide Ramapo College students with the opportunity to interact with scholars, activists, authors, and artists from diverse backgrounds who have expertise in intercultural/multicultural education (S3.C5: Schomburg Awards).

● **International Programs and Partnerships - The Roukema Center for International Education**

Ramapo College offers a robust portfolio of international experience opportunities, including study abroad, research abroad, internships abroad, global field experiences and more. Through intentional strategies, there has been a sizeable increase in programs and partnerships. In addition, there has been a sizeable increase in graduate-level courses now taught overseas (S3.C5: Study Abroad Data). The Roukema Center for International Education has worked to identify and thoroughly vet international program options for every academic program offered at Ramapo College (S3.C5: Study Abroad Options). In addition, the Center has worked to develop individual webpages for each academic program to highlight these worldwide opportunities (S3.C5: Study Abroad Webpages). Finally, the Center has begun to work with some academic programs to create course equivalency maps with partner international institutions (S3.C5: Study Abroad Communication Arts; S3.C5: Study Abroad Literature). This will allow interested students to be directed to programs that have been thoroughly reviewed and approved by the faculty of their major.

● **Cooperative Education**

Cooperative education experiences (Co-ops) create educational partnerships linking Ramapo College faculty and students with appropriate employers in order to combine classroom learning with practical
work experience. These experiential opportunities allow students to earn academic credit and, often, a salary as well. Ramapo College students are matched with local, state, and national employers. The co-op students are assigned to a variety of special projects and are given duties that blend academic requirements with company goals. Students may earn up to eight academic credits from Cooperative Education courses throughout their academic career at Ramapo College (S3.C5: Cooperative Education Process and Sample Employers).

● The Pathways Program
Designed to be begun in the first year of college, the Pathways Program helps students develop a rich understanding of the career development process by exploring their interests and strengths, résumé writing, and professional interview preparation. Further information on the Pathways Program will be presented in Standard IV.

Concern for the Whole Student
In an effort to develop the whole student, Ramapo offers a variety of additional services intended to support student learning and each individual’s integration into the campus community.

● Center for Student Success
The Center for Student Success (CSS) provides a comprehensive introduction to the academic and social environment of the Ramapo College community with a focus on the success and retention of all students. CSS provides a wide range of services including new student orientation for first-year students, transfers, readmits, adult learners, and families, as well as academic advisement and retention programs. CSS serves as the primary resource on academic advisement for all Ramapo students and works collaboratively with faculty and staff to offer optimal student support services (S3.C4: First Year Student Orientation Schedule) (S3.C4: Student Transfer Schedule) (S3.C4: Family Orientation Schedule) (S3.C4: Family Transfer Orientation Schedule).

● Office of Specialized Services
Recognizing the diversity of learners, Ramapo College features an Office of Specialized Services (OSS) to facilitate equal access and to offer optional academic support for differently-abled students with documented physical, sensory, learning, or psychological disabilities. Aligned with OSS, Ramapo College launched an Assistive Technology Committee in 2016 to identify technological tools and resources that can support all learners (S3.C4: Assistive Technology).

● Educational Opportunity Fund (EOF)
The Educational Opportunity Fund (EOF) Program at Ramapo College provides access to higher education and support for highly motivated students who exhibit the potential for success but come from families/communities disadvantaged by low income and lack of access to quality educational preparation necessary to attend college. The EOF program provides such students full-time admission to the College and necessary support to maintain their continued enrollment through graduation. EOF-offered support includes grants and scholarships which minimize the financial burden of college attendance, as well as services designed to foster academic success and scholarship, promote social responsibility, and involve students in connecting their education to the world of work and graduate study (S3.C4: Equal Opportunity Fund Webpage).

● Testing Center
The Testing Center seeks to provide high-quality testing services for Ramapo College students. The Center administers tests in a comfortable, technologically-advanced environment with the goal of promoting satisfaction and achievement in reaching academic goals. The Center follows the National College Testing Association (NCTA) Professional Standards and Guidelines for post-secondary testing.
centers and offers placement essays, math tests, world languages tests (STAMP), and the College-Level Examination Program (CLEP) (S3.C4: Language Testing Data).

**The Design, Delivery, and Assessment of Courses and Programs**

Design, delivery, and assessment of courses and programs at Ramapo is accomplished through a multi-tiered internal review process that engages key stakeholders from across the College. Proposals for new courses and programs, as well as revision of existing ones, begin at the faculty member and Convening Group level and are driven by the learning needs of the students and by the particular requirements of each academic discipline. Comprised of a representative from each School, the Academic Review Committee (ARC) is a standing committee of the Faculty Assembly (FA) and has oversight responsibility of all undergraduate and graduate programs as well as the GE program at the College (S3.C1: ARC Course Manual). As will be discussed further below, a number of programs (e.g., Business, Social Work, Nursing) are also subject to review by external accrediting bodies, the requirements of which are followed without exception. A first step in the development of new academic programs is a feasibility study that is reviewed and approved by the Provost. New program proposals are reviewed by ARC and then by the FA. Additionally, ARC is charged with reviewing academic policies and making policy-related recommendations to the FA.

Through its weekly meetings, ARC has established a set of guidelines and criteria to ensure that every course at the College meets a common standard of excellence and ensures a rigorous, quality learning experience for each enrolled student. For example, ARC has developed guidelines specifying the anticipated rigor and the general nature expected for each course level (e.g., 100-level, 500-level, etc.), and all courses reviewed by ARC are scrutinized according to these standards (S3.C1: ARC Course Manual). For courses designated as writing intensive, the Writing Across the Curriculum (WAC) Committee has developed guidelines regarding the expectations of these courses (S3.C5: WAC Guidelines). To achieve appropriate levels of rigor in the classroom, the Faculty Resource Center (S3.C2: Faculty Resource Center Webpage) and the Instructional Design Center (S3.C2: Instructional Design Center Webpage) offer workshops on current pedagogy and more so that faculty can stay up-to-date and obtain necessary support, and thus, be as effective as possible. Finally, the extensive work done to assess student outcomes is a testament to the high standard of learning the College achieves and towards which it continually strives. All of these mechanisms collectively ensure that students receive an excellent quality learning experience that is consistent no matter the academic program or course.

**Program Review**

In accordance with Goal 1, Objective 3.1, and Outcome 3b (“A systematic approach is used to review and, when appropriate, re-envision academic programs and modes of delivery”), the College adopted a new program review process featuring a self-study and external review process in Fall 2018. From 2010 to 2018, each academic program completed an internal annual review that included examining program-specific data (e.g., enrollment, student credit hours per FTE) provided by the Office of Institutional Research and faculty and staff evaluation of program performance in various areas (S5.C2: Sample Old Program Review).

Concerned that the annual mini internal review reports were not sufficient, the Provost announced a new plan for academic program review at Ramapo College (S5.C2: Program Self-Study). The new academic program review process is designed to encourage thorough and honest analysis of a program’s curriculum in relation to its goals and those of the College. This new plan calls for deep reviews of each program every five years, which include a self-study, a review by an external panel summarized in a report, and a discussion of the overall findings between the program and the administration. While the previous
program review invited groups to reflect on yearly assessment results, the new program review encourages a multi-year, holistic analysis of assessment results (S5 C2: Program Self-Study, see page 11). It also allows groups to receive valuable assessment-related feedback from external reviewers with demonstrated discipline expertise. The five-year program assessment cycle schedule, with approximately one-fifth of programs assessed each year (S5 C2: Program Review Schedule), allows for fuller and more meaningful assessment of programmatic curricula and efficacy with time for new initiatives to generate assessable outcomes and data. These in-depth reviews will produce a balanced assessment of Ramapo College’s educational effectiveness, planning procedures, resource allocation, and areas of need in a format that can facilitate the accreditation process. The new academic program review process has already shaped College planning. English and Literary Studies (formerly Literature), while completing the first five year review, identified a need for an African American literature faculty line (S5 C3: LITR Program Review), and the external review team agreed with the need (S5 C3: LITR External Review). In Spring 2019, the Provost announced a search for a tenure-track position in African American Literature (S5 C3: Faculty Searches 19-20).

Ramapo College is committed to delivering a quality learning experience in every course regardless of mode of delivery: in-person, online, or hybrid. In 2017, the administration charged a Task Force for Online and Hybrid Learning to evaluate the experience of students in these different course modalities (S3.C1: Task Force for Online Learning Report). Based on conclusions resulting from this evaluation, the Task Force made recommendations that led to the development of a resource document identifying online education best practices. In addition, the Task Force Report was used to guide the Instructional Design Center’s support offerings that are outlined on their webpage and include an online course manual, teaching and training resources, best practices, and articles on online teaching pedagogy (S3.C1: Instructional Design Center Teaching Online). A comprehensive review of Ramapo’s online and hybrid courses will be undertaken in Fall 2019.

Assessment of the Student Learning Programs
The General Education Curriculum Committee (GECCo) oversees the GE program and its assessment. The development of the current GE program was driven by the systematic use of assessment data and evolved as a product of faculty investment and leadership. Examples are reviewed in Standard V. In keeping with the College’s view of shared governance and commitment to a collaborative approach to the curriculum, changes to the planned GE program were implemented as needed.

Graduate and Certificate Programs
Ramapo College offers graduate programs that respond to the needs of today’s professionals, allowing students to engage in a collaborative setting with dedicated faculty in curricula that truly blend theory and practice (S3.C6: Graduate Program Descriptions). The College’s graduate programs are accredited by national and international professional associations, which provides evidence of the quality of graduate academic offerings. A full list of these may be found in the Verification of Compliance document. All accredited programs at Ramapo College remain in good standing.

The graduate programs at Ramapo College offer a number of opportunities for students to conduct research with faculty as well as participate in other scholarship experiences such as conference presentations (e.g., at the annual conference of the New Jersey Council for Exceptional Children). For example, the Master of Arts in Special Education (MASE) offers graduate students multiple opportunities to participate in research and scholarship. All MASE students must complete a Capstone thesis course. Some current Capstone course projects include a student researching Forum School students’ affects and a student assisting a school district to redesign their intervention system (S3.C6: Conference Presentations).
Master of Arts in Education Leadership (MAEL) graduate students are provided extensive opportunities to engage in professionally-aligned scholarship. Specifically, students are required to examine school-based research methods and related strategies that support the educational leader as researcher and change agent. Students gain deep understanding and competence in the application of the action research process to drive school curricular and instructional improvement. Students formulate research proposals that are organized around their particular curriculum area of interest and that include a detailed problem statement, targeted questions, literature review, recommended research methodologies, and recommendations for curriculum design, development and renewal. Ultimately, the proposal is reviewed by MAEL faculty, modified as necessary, and implemented during the year-long internship at the end of which students present white papers that describe their studies and offer findings, analysis and recommendations (S3.C6: EDLD 604 Syllabus; S3.C6: Action Research Project Rubric; S3.6: EDLD 604 Sample Data Sheet; S3.C6: EDLD 606 Sample Work Product). In addition, Ramapo’s Graduate Programs have also recently developed numerous international experiences to further strengthen their curriculum and their students’ global understanding and engagement with their respective disciplines (S3.C6: Graduate Programs and Study Abroad).

The Ramapo College Faculty

- Faculty Credentials and Qualifications
In line with Requirement of Affiliation 15, the College has assembled a faculty that, as Standard III states, are “rigorous and effective in teaching, assessment, scholarly inquiry, and service for the design, delivery, and assessment of student learning experiences.” The Ramapo College Faculty Handbook outlines hiring and employment procedures and policies to ensure that high standards of faculty excellence are maintained (S3.C2: Faculty Handbook Personnel Policies & Procedures). New full-time faculty members are hired by a search committee consisting of faculty members from within and outside of the specific discipline. All new full-time positions are filled through a national search process in an effort to draw the most qualified candidates. As a reflection of Ramapo’s commitment to high quality teaching and faculty development, all new full-time faculty are given a course release in their first semester to ensure they are able to adjust to the culture and professional expectations of the College. This course release allows new faculty time to invest in extensive course preparation and to participate in a semester-long orientation program through the Faculty Resource Center designed to introduce faculty to the workings of the College and the available supports for their teaching.

Faculty are reappointed through a rigorous process of review by colleagues, students, and administrators. The reappointment process requires faculty members to demonstrate their effectiveness in the areas of teaching (40%), scholarship (30%), and service to the College and community (30%). New full-time faculty are appointed for an initial two-year period, after which time reappointment reviews are conducted on an annual basis through the sixth year when they may apply for tenure. If granted, tenure is effective as of the beginning of the seventh year. In recognition of superior performance, faculty members who hold the entry-level rank of Assistant Professor are able to apply for promotion to the rank of Associate Professor and, later, Full Professor (S3.C2: Promotion Process).

According to data from the 2018 Fact Book, 82.9% of Ramapo College full time faculty hold a doctorate, and the remaining 17.1% hold the requisite degrees in their field (S3.C2: 2018 FactBook) (S3.C2: Provost Policy Degree Requirements; S3.C2: Faculty Credential Policy). When applicable, external accrediting bodies also review the credentials of faculty members in the related academic programs.

As noted above, the hiring process is outlined in the Faculty Handbook (S3.C2: Faculty Handbook).
Personnel Policies & Procedures). For full-time positions, after administrative approval is granted to fill a position, a national search is initiated. The hiring manager, in most cases the School Dean, forms a search committee that is charged with developing a job description. Once approved, the open position is advertised through whichever outlets are deemed most appropriate for the given field. The search committee reviews all applications received, conducts phone interviews, and invites finalist candidates to campus. This campus visit commonly consists of meetings with the search committee, staff, faculty, and administration, as well as the hiring manager. Beyond these steps, candidates are asked to briefly demonstrate their teaching and present their research. Portions of the campus visit are open to the public. Following all on-campus visits, the search committee provides a final report and makes recommendations concerning the hire. Finally, the hiring manager makes and negotiates the offer and notifies Human Resources/Employee Relations to finalize the process, which ultimately requires Presidential and Board of Trustees approval.

As noted earlier, Ramapo College has small class sizes (average of 21) with an overall student:faculty ratio of 16:1. Detailed statistics on student:faculty ratios, as well as full-time versus adjunct faculty, can be found in the Evidence Inventory (S3.C2: 2018 Factbook) (S3.C2: Courses Taught by Full vs Part Time Faculty). In addition, externally-accredited programs often require specific student:faculty ratios. As demonstrated in the Requirements of Affiliation, Ramapo College is in compliance with the following organizations that accredit programs at the College: the Council on Social Work Education (CSWE) (S3.C2: CSWE BSW Accreditation Confirmation) (S3.C2: CSWE MSW Accreditation Confirmation) (S3.C2: CSWE Accreditation Standards), the Association to Advance Collegiate Schools of Business (AACSB) (S3.C2: AACSB Standards), the Accreditation Commission for Education in Nursing (ACEN) (S3.C2: ACEN Standards) (S3.C2: ACEN Nursing Accreditation Confirmation), and the Council for the Accreditation of Educator Preparation (CAEP) (S3.C2: CAEP Standards) (S3.C2: TEAC Accreditation Confirmation).

- A Commitment to Rigorous and Effective Teaching
With a student:faculty ratio of 16:1, Ramapo College’s commitment to rigorous and effective teaching is shown not only in the comprehensive methods of evaluating teaching described below but also in the productive relationships between faculty and students. As outlined in the Faculty Handbook, Ramapo College faculty are evaluated on their teaching using a multifaceted approach which includes student evaluations, peer and Dean class observations, and a self-evaluation by the faculty member that identifies their teaching aspirations and reflects on the feedback received from students, peers and leadership on their progress toward those aspirations (S3.C2: Faculty Handbook). Teaching is formally evaluated each academic year during the reappointment and tenure processes and throughout a faculty member’s career through faculty development and opportunities for promotion. As an institution, Ramapo College demonstrates the importance it places on teaching and the enthusiasm with which it supports the development of this craft through the numerous opportunities it offers faculty to improve their teaching effectiveness. Such opportunities include programs conducted by the Faculty Resource Center and the Instructional Design Center.

Ramapo College teaching evaluations and observations are completed annually for full-time faculty who are pre-tenure and periodically thereafter. Convening Groups or Schools determine criteria for the evaluation surveys and observation forms, although observing faculty are free to make their own decisions on what to include in the observation report. Student evaluation data, observations, and excellence in teaching are intricately embedded in the decision-making process for reappointment, tenure, and promotion as defined in the Faculty Handbook (S3.C2: Faculty Handbook Personnel Policies & Procedures).
• **Professional Growth and Innovation**
Ramapo College is dedicated to the professional growth of its faculty in order to ensure the highest quality learning experience and to stimulate advancement in innovation, one of the elements of the Mission. There are a number of different on-campus opportunities for professional development of the faculty.

• **Faculty Resource Center**
The Faculty Resource Center (FRC) offers faculty many opportunities each semester for professional growth and innovation, particularly in their capacity as teachers ([S3.C2: Faculty Resource Center Webpage with offerings](#)). Programs include workshops scheduled throughout the semester, discussion groups that meet every other week, and online resources such as an entire library of webinars. FRC programs are very well attended (e.g., 68% and 77% of pre-tenured faculty attended an FRC event in AY 2016-2017 and AY 2017-2018, respectively). Though faculty of all ranks and levels of experience participate in FRC programs, pre-tenured faculty may benefit most from the offerings in that, as educators in the early stages of their career, they are often still developing their teaching styles. According to a Fall 2018 satisfaction survey, faculty at Ramapo report being highly satisfied with the FRC (82.5% satisfied with the FRC overall, 81.4% satisfied with the variety of programs offered).

In addition to a one-day new faculty orientation in August to which all new faculty (tenure-track, temporary, and adjunct) are invited, the Faculty Resource Center facilitates a semester-long program for first semester tenure-track faculty who are given a course release for their participation. Adjunct instructors and full-time non-tenure track faculty, who do not get course release, are also encouraged to attend any programs of interest. This semester-long, weekly orientation program introduces faculty to key College people and the work of important offices on campus, as well as the important work of assessment ([S3.C2: Fall 2018 New Faculty Orientation](#)). In addition, new faculty participate in two teaching circles in their first semester. One of these is always focused on Course Design ([S3.C2: FRC Teaching Circles 2018-2019](#)).

Faculty feedback on FRC programming, solicited at the end of the semester, ([S3.C2: Fall 2015 New Faculty Orientation Summary](#)) is used in planning orientation for the following year and has resulted in adjustments to format, the schedule of presenters, and the timing of information delivered. Recent faculty feedback indicated that, while they felt a growing sense of connection to Ramapo as a result of their fall orientation, this feeling diminished as they fell into the more ordinary routines of faculty life. In response to this opinion, the Director of the FRC has instituted a mentoring program that pairs each new faculty with a more senior faculty mentor beginning in the spring semester of their first year as an ongoing means of support. As the mentoring setup is a new initiative, feedback will be solicited regarding new faculty members’ and mentors’ experience. All of these support opportunities are intended to help new faculty acclimate well, be productive as scholars and community members, and deliver the best possible learning experience for Ramapo’s students.

• **Instructional Design Center**
The mission of the Instructional Design Center (IDC) is to guide and support faculty and staff to integrate relevant technology designed to improve teaching and learning and to enhance professional development. Along with one-on-one support facilitated by two full-time professional IDC staff, faculty are able to attend workshops dedicated to best practices in educational technology ([S3.C2: IDC workshop schedule](#)) and intended to bridge the gap between technology and pedagogy ([S3.C2: Technology Across Campus](#)). The IDC computer lab is available for faculty use and has both Windows and Macintosh computers, as well as a variety of specialized hardware and software for scanning and printing. The professional staff, a faculty director, and skilled student aides are available to assist users who either drop in or schedule appointments for consultation or training.
Most recently, the IDC has enhanced its offerings dedicated to online and hybrid course delivery. The "Teaching Online" section of the IDC website features resources, best practices, research, and more (S3.C2: IDC website, "Teaching Online" section). The IDC is helping faculty to develop online and hybrid courses with learning outcomes that are identical to on-campus sections but that have been adapted for online delivery platforms. The IDC also offers at least one workshop every semester dedicated to best practices for online and hybrid courses.

Every semester the FRC and the IDC collaborate to host Faculty Development Day (FDD). FDD is scheduled on a day free of all other meetings so that faculty members can fully participate. The FRC sessions are dedicated to topics related to pedagogy and scholarly development. The IDC sessions are devoted to new technologies and resources for increasing student engagement and academic advancement (S3.C2: Faculty Development Day Schedule).

- **Digital Humanities**
  The School of Humanities and Global Studies (HGS) launched Advancing Digital Humanities at Ramapo College to revitalize humanities majors by integrating digital humanities skills throughout the humanities curriculum. HGS received two external grants, from Bringing Theory to Practice and from the Booth Ferris Foundation, to deliver faculty development workshops over the course of AY 19-20. These are multi-institution grants, awarded to both Ramapo College and Seton Hall University. The Teaching and Learning with Technology Roundtable (TLTR) and the Ramapo College Foundation also supported faculty development workshops in this area in June 2019 (S3.C2 DH Grant and Examples).

- **Faculty Award and Recognition Programs**
  There are several opportunities to recognize faculty for their achievements and to promote further professional development, which include conference travel allocations and grants to spur technology in the classroom.

  - The Fred and Florence Thomases Faculty Award is given annually to one or two members of the faculty who demonstrate significant and ongoing contributions to the development of the College. Such contributions include teaching, scholarship, service to committees and outstanding fulfillment of professional responsibility (S3.C2: Thomases’ Award Winners).

  - The Henry Bischoff Excellence in Teaching Award, created to honor deceased Ramapo colleague and historian Henry Bischoff when he retired in 1997, is given to a faculty member whose work as a teacher embodies the best of Ramapo’s teaching culture. Nominations are made by a faculty member on behalf of a colleague (S3.C2: Bischoff Award Winners).

- **Faculty Funding Opportunities.**
  A number of funding sources are available to faculty to support their professional development in teaching and scholarship.

<table>
<thead>
<tr>
<th>Grant/Fund</th>
<th>Description</th>
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<table>
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<tr>
<th>Unit Travel Funds</th>
<th>Allocated by the Provost to the Deans of each School who disseminate funds to faculty to attend and present at conferences or conduct off-campus research</th>
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</thead>
<tbody>
<tr>
<td>Faculty/Student Research Fund</td>
<td>Provided by each School to fund faculty/student research; Deans and Student Affairs also provide funding for students to attend conferences and present their independent or collaborative research.</td>
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<tr>
<td>Faculty Development Fund</td>
<td>An all-college committee reviews the FDF applications and makes merit-based awards for research, curriculum development, and curriculum-related issues.</td>
</tr>
<tr>
<td>Ramapo College Foundation</td>
<td>Grant program for projects that advance the Mission of the College in line with the Strategic Plan, including the support of faculty-led projects (<a href="#">S3.C2: Ramapo Foundation Grants</a>).</td>
</tr>
<tr>
<td>Teaching and Learning with Technology Roundtable</td>
<td>TLTR grants are awarded to engage faculty and support projects that aim to make innovative use of technology throughout the disciplines at Ramapo College (<a href="#">S3.C2: TLTR Grants</a>).</td>
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<tr>
<td>Platinum Funding</td>
<td>Provides funds through the Deans of each School for faculty to offer students co-curricular programming related to their disciplines that advance measurable student learning outcomes. (<a href="#">S3.C2: Platinum Award Assessment Form</a>).</td>
</tr>
<tr>
<td>Provost’s Grant for Faculty Global Engagement</td>
<td>Travel grants made available for full-time faculty for scholarship, teaching and learning, or service/civic engagement in and/or involving the annual region of focus of the Comprehensive Internationalization Plan (<a href="#">S3.C2: List of Global Grant Awardees</a>).</td>
</tr>
<tr>
<td>Provost Funding for Teaching and Learning Conference Travel</td>
<td>Up to 15 grants of a maximum $1,800 per grant awarded per year to full-time faculty for attendance at events primarily devoted to teaching and learning; funded faculty are expected to demonstrate how attendance at the conference impacted their teaching.</td>
</tr>
<tr>
<td>Professional Teaching Development for Adjuncts</td>
<td>The Office of the Provost offers current teaching adjuncts a stipend of $50 for each workshop they attend at the Faculty Resource Center (FRC) or the Instructional Design Center (IDC).</td>
</tr>
</tbody>
</table>

**Opportunities for Improvement and Innovation**

Based on this process of assessment and self-reflection of Ramapo College’s fulfillment of Standard III, the following opportunities for improvement and innovation have been generated:

1. Continued implementation and ongoing assessment of the new GE program
2. Formalize faculty/student research in graduate programs
3. Although the Academic Review Committee (ARC) reviews each online and hybrid course for rigor and to ensure credit hour policy is satisfied, a more comprehensive system of auditing online courses should be developed to ensure that online and hybrid courses mirror on-ground courses in their requirements and content.
Standard IV: Support of the Student Experience

Ramapo College Meets the Requirements of Standard IV

A full description and illustration of the ways in which Ramapo College meets the six criteria and all applicable sub-criteria of Standard IV, as well as Requirements of Affiliation 8 and 10 are presented here.

The Goals of Enrollment Management and Student Affairs: An Overview

While from 2010-2014, the Divisions of Enrollment Management and Student Affairs reported separately through the Provost/Vice President of Academic Affairs, an institutional reorganization and restructure in 2015 merged the two divisions together into a newly created EMSA Division under the newly created position, Vice President of Enrollment Management and Student Affairs (S4.C1: EMSA Org Chart 2018 2019). At the time of the merger, the Division engaged in a reflective and goal-setting exercise aimed at creating an overall vision statement, a “how we work” document and a set of Division-wide goals to guide the programs, policies, procedures and objectives of EMSA.

- EMSA’s Five Goals:
  1. Campus Climate: Facilitate a safe, supportive, inclusive and healthy living and learning environment for students.
  2. Student Engagement: Offer services and implement programs that provide students with the opportunity to be active academically, socially, personally and civically engaged members of the community.
  3. Diversity: Design strategies and implement activities to increase the recruitment, retention and graduation of under-represented students.
  4. Technology: Innovatively utilize technology to increase operational efficiency and effectiveness.
  5. Brand: Promote the Ramapo Brand to raise awareness, support strategic goals, and enhance the overall student experience.

In 2017, the EMSA Division furthered their work on a common divisional vision and advanced a set of student learning objectives to guide the delivery of the student experience overseen by EMSA. Each of the student learning objectives is tied directly to one or more of the five divisional goals:

- Student Learning Objectives for the Student Experience as Delivered by EMSA:
  - Students apply curricular and/or co-curricular knowledge and skills to real-world settings. (Goal Connection: Student Engagement)
  - Students reflect upon their interactions with individuals from other backgrounds to deepen understanding of diversity and inclusivity. (Goal Connection: Diversity)
  - Students interact meaningfully and establish faculty, staff and peer mentors. (Goal connection: Student Engagement)
  - Students demonstrate a strong connection to the Ramapo campus. (Goal connection: Student Engagement)
  - Students demonstrate leadership skills. (Goal connection: Student Engagement)
  - Students actively engage as responsible citizens of the Ramapo campus. (Goal connection: Campus Climate)
  - Students engage in local, national, and global issues. (Goal Connection: Student Engagement and Diversity)
● Students demonstrate self-care, self-management and wellness skills. (*Goal Connection: Campus Climate*)

Beginning in Fall 2018, Each Unit within EMSA identified at least one high-impact, high-priority, or high-cost program it offers that the Unit believes contributes significantly to student learning and that identifies student learning as a primary function of the initiative. Units were asked to complete a template that included student learning objectives, objectives for the Unit delivering the initiative, target measure and a determination if the measure was direct or indirect (*S4.C6: EMSA SLO Template*). The result the result of the activity was an EMSA SLO mapping document (*S4.C6: EMSA SLO Matrix*).

In Spring 2019, EMSA dedicated one of its divisional leadership meetings to reviewing the assessment plans and results for each EMSA initiative. The focus of that meeting was on the interpretation of the findings, to closing the loop, and planning for next year’s programming. Reassessment will occur in Spring 2020. Given that 2018-2019 was the first year of EMSA’s SLO assessment model, SLOs will be reviewed at the end of the academic year 2019-2020 to determine if they are appropriate, measurable, and aligned with divisional goals.

*A Focus on Engagement, Empowerment & Success*

Ultimately, the 17 Units within EMSA work collaboratively to achieve the EMSA vision of fostering an environment for highly engaged, inclusive and individualized experiences that provide students with opportunities to be empowered for academic achievement, to connect to the campus, to practice responsible citizenship, and to graduate prepared for success in their future endeavors (*S4.C1: EMSA SA Home Page*). The unique advantage and distinction of the EMSA Division is its intentional focus on ensuring alignment between the institutional promises that are made through the marketing and admissions and the delivery of that experience through programs aimed to engage, retain and ultimately graduate Ramapo students. The alignment between the promise and experience is assessed annually in our first-semester survey and reflects that over 90% of first-year students report that the college has, early in their career, delivered on its promises (*S4.C1: Material Accurately Portrayed the Campus*).

The professional staff members EMSA collaborate regularly and intentionally with a highly dedicated faculty and staff complement in Academic Affairs to design, implement and assess support programs for students based on national models and best practices. Collectively, EMSA partners with Academic Affairs to advance the institutional purpose and strategic goal of student success. At Ramapo College, student success is defined across four dimensions: access, engagement, completion, and employment (*reference Ramapo College Strategic Plan Goal 1*). The five EMSA divisional goals are woven throughout the four dimensions of student success.

**Dimension 1: Access**

Since 2010, the College’s enrollment plan shifted modestly to maintain its academic preparedness levels, while placing increasing priority on diversity, the enrollment of non-traditional populations (adult and graduate students) and student success outcomes (mainly retention and graduation (*S4.C1: Strategic Enrollment Management Plan 2017 2018*)). The report of the team also suggested that Ramapo “Consider whether using a more holistic approach in the evaluation of students for admission and scholarships will promote the College’s diversity”.

*a. Undergraduate Enrollment - New Students*
To enroll its classes, the Office of Admissions applies a holistic approach in the evaluation of students for admission and scholarships. This holistic review consists of a comprehensive evaluation of academic performance including, the high school institution, course selection and rigor of courses in addition to earned grades and overall grade point average, performance on standardized tests (SAT and/or ACT), a review of extra-curricular activities, letters of recommendation, and a review of the required essay. Each application is reviewed by at least two staff members before a decision is rendered. A summary of the criteria and processes is outlined on the Office of Admissions website (S4.C1: Admissions Requirement Home Page).

The interest in Ramapo continues to grow as evidenced by its increase from 6,699 applications in 2014 to 6,945 applications in Fall 2018, an increase of 4% (S4.C1: Application Admission and Enrollment Figures). Of further note is the increasing diversity of those that have applied to Ramapo College. In Fall 2014 students of color made up 30% of the applicant pool. In Fall 2018, this number has increased to 52%. Additionally, in Fall 2014 27% of accepted students were students of color. In Fall 2018, this number has increased to 44%. Lastly, in 2014, 28% of deposited students were students of color. In Fall 2018, this number has increased to 38%. All three areas have shown significant improvement over a six-year period and demonstrate that the College’s efforts in recruitment and marketing are achieving the goals and objectives outlined in the College’s strategic plan.

Aggressive use of existing housing capacity has enabled the college to compete more effectively in both domestic out-of-state and international student markets. Out-of-state and international students receive an Out-of-State Housing Grant applied to their room charge to help mitigate the financial difference between in-state and out-of-state tuition and benefit from the out-of-state tuition freeze initiative launched in 2018. Ultimately, the College has exceeded its enrollment target of 1000 first-year students by enrolling a record 1037 students for Fall 2019, a 15% increase over 2010’s first-year enrollment of 900 (S4.C1: FactBook_F17_Final_3.16.18_rev10.29.18.pdf; S4.C1: New Students Enrolled at Ramapo College (Fall 2014 and Fall 2018; S4.C1: Welcomes Largest-Ever Incoming Class Press Release).

b. Transfer Enrollment
A strategic priority has been to increase the enrollment of transfer students, particularly from partner and feeder county colleges. The College has identified the Northern New Jersey area as a key partnership building area. Beginning in AY 2016-2017 and with seed funding from the iPASS grant referenced above, Enrollment Management, Student Success and Admissions launched the Transfer Advising Corps (TAC) program. TAC is a program in which Ramapo staff in the Offices of Admissions and Student Success are identified as on-site advisors at partner county colleges, spending at least one day per week on the county college campus. Each TAC advisor is responsible for building the Ramapo brand on the campus, meeting with prospective students to provide early advisement for a more seamless transfer, and connecting county college and Ramapo faculty to create detailed articulation agreements in high-demand majors. In return, the county college provides the TAC advisor an office space, permission to communicate with their students, and support for the promotion of Ramapo College.

After successive years of decline in applications and enrollment, in AY 2018-2019 Ramapo College increased applications and enrollment from its key partners suggesting the TAC initiative was successful. In Fall 2018, Ramapo formalized partnerships with Bergen Community College, County College of Morris, Sussex County Community College and Warren County Community College. Aggregate applications and deposits from these four schools with a Ramapo advisor on-campus presence provided further evidence of success in that Ramapo was up 11% in applications from these partners and 26% in deposits from accepted students. This contributed to our overall 12% increase in transfer enrollment compared to the previous fall.
Through AY 2018-2019, partnerships were established with Rockland County Community College, Hudson County Community College, Raritan Valley Community College and Passaic County Community College. An existing staff member in EMSA spends one day per week on the partner campus building brand, formalizing articulation agreements in order to provide clear pathways between the academic programs offered at the community colleges with those at Ramapo, and exploring opportunities for future partnerships (S4.C2: Transfer Agreements Undergraduate; S4.C2: Press Release Ramapo College Enters into Transfer Partnership with Hudson Community College).

Ramapo College has publicly disclosed policies (S4.C2: Transfer Applicants Transfer Policies - Catalog 2018-2019) and procedures (S4.C2: Transferring Academic Credit Procedure) to allow for credits earned outside the College's curriculum to be applied to its degree programs. While the Office of Admissions reviews transfer student applications and transcripts, course equivalencies are established statewide by NJTransfer.org and internally, as necessary, by the Transfer Advisor in coordination with the faculty (S4.C2: Transfer Home).

The Office of Financial Aid provides detailed information regarding undergraduate and graduate tuition, expenses and financial assistance on the Financial Aid & Tuition website (S4.C1 Financial Aid & Tuition - admissions & Aid). Costs associated with attending the College are prominently displayed for undergraduate (in-state and out-of-state rates) and graduate programs. The Office of Financial Aid awards federal and state financial aid to all students who file a FAFSA form and meet the eligibility requirements for financial aid. All accepted students who have filed a FAFSA form are reviewed and their financial aid award (federal grants, state grants and loans) is created based upon their individual need to use the loans and grants (S4.C1: Verification Policies and Procedures Manual 1819 (draft).doc). The College has a net price calculator that a family can use to estimate the cost of attendance, as well as a consumer information page (S4.C1: Consumer Information Page) that contains links to additional website pages that further describe expenses, financial aid and loans. Financial aid resources, calendars and video tutorials are available to help students navigate options. Every student who accepts federal student loans is required to complete a master promissory note and a loan entrance counseling session that explains his/her rights and responsibilities in regards to taking out Federal Student loans. Once a student graduates or withdraws from Ramapo College, he/she is given exit counseling information and is directed to complete the exit counseling session online so he/she can understand the rights and responsibilities regarding paying back federal student loans. The success of this program and institutional commitment is evidenced by a significantly lower than national average cohort loan default rate.

c. Non-Traditional Students and Graduate Enrollment
The Accelerated Degree Completion Program (DCP) (S4.C1: Adult Students Degree) was designed and launched in 2012 to allow those who are working, raising children, or changing professional pursuits to complete in as little as two years an accelerated bachelor’s degree program in Social Science (SSHS) or Communication Arts: Professional Communication (CA) (S4.C1: DCP Accelerated Social Science Major curriculum; S4.C1: DCP accelerated Contemporary Arts) through a combination of online and classroom study. Two eight-week sessions are offered in the fall, spring and summer terms. The Prior Learning Assessment (PLA) program that is in place allows students to earn college credit for learning that was gained through work, family and volunteer activities (S4.C2: PLA Application 18-19.pdf). Enrollment in DCP has grown from 66 (2014) to 101 (2018), as it continues to serve the non-traditional student population across the two majors (S4.C1: Enrollment in Nontraditional Programs Chart).

The 2014 Strategic Plan identified enrollment in graduate programs as a key institutional priority with a target of 8% of total Ramapo student enrollment by Fall 2018 (S4.C1: Strategic Plan 2014-2018) (specifically 1.4.6). To that end, and through its membership on Deans’ Council, EMSA worked closely with Academic Affairs to launch graduate programs that aligned with three key criteria established by the
President’s Cabinet. The program must build on an existing undergraduate strength, respond to a societal/demographic need, and must not detract from the undergraduate program and be revenue positive in three years.

From 2013 to 2017, the College launched one new graduate program per year resulting in tremendous graduate enrollment growth. With the additions of Master of Arts in Special Education, the Master of Social Work, Master of Accounting and two new tracks in the Master Science of Nursing (Family Nurse Practitioner and Nurse Administrator), the College met its established strategic goals in Fall 2018 (S4.C1: Graduate Student Enrollment Chart).

Dimension 2: Engagement

The College seeks to increase students’ academic, social, civic, and personal engagement through enhanced curricular, co-curricular, and extra-curricular programming by EMSA and Academic Affairs.

a. Academic Engagement

Academic engagement is measured through academic performance of students in particular clubs, organizations, or programs, as well as through partnerships between Academic and Student Affairs. Each semester GPA reports are produced for students affiliated with the Office of Specialized Services, Greek Life, and Athletics to determine if high levels of mentorship and engagement yield increased academic engagement and performance in the classroom. (S4.C1: Athletic GPA to College GPA 2016-2019; S4.C1: Fraternity and Sorority Life Grade Report)

One particular highlight of fostering academic engagement is the Platinum Program, a joint program between Academic Affairs and the Center for Student Involvement (CSI) that provides Student Activities Revenue Management (SARM) funding to faculty to develop and implement co-curricular activities connected to their courses in order to connect theory to practice and provide opportunities for enhanced experiential learning. The program is a direct link between Student Affairs (where the financial and assessment features are housed) and Academic Affairs (where faculty create activities and programs for students that enhance the classroom curriculum). Faculty members are invited to submit applications for funding that are then reviewed and approved by their respective School Dean. Current criteria for funding include the following:

- Must have a direct link to measurable student learning outcomes or support activities intended to further student learning related to a particular college-sponsored activity
- Must identify a learning outcomes assessment measure(s)
- Must be initiated by a faculty member(s) (S4.C4: CA Application form)

b. Social Engagement

EMSA regularly creates programs and opportunities for students to meet and interact with each other outside of class through the 160-plus on-campus clubs and organizations (S4.C1: Club List for Middle States) and the myriad of programs that are sponsored by individual offices, such as Residence Life community building programs, Wellness events sponsored by the Wellness Coalition throughout the year (S4.C1: Wellness Coalition Events 2018-2019) or athletic events designed to build school spirit and pride.

Much of the significant work of the College in recent years has focused on the social responsibility of students to prevent sexual assault, be aware and educated about alcohol issues, and take active roles as bystanders and good samaritans. In 2014, the College contracted D. Stafford and Associates to assess its procedures relevant to sexual assault prevention, alcohol awareness and education, and bystander intervention. A resulting comprehensive report helped shape the development of Ramapo: Advance and
subsequent planning documents to inform programming aimed at improving the campus climate (S4.C1: Stafford Final Report Phase Two 5-37-2015). Areas from across EMSA partnered to respond to the findings of the report and adopt best practices. A progress report of efforts made across the Division and across the College is posted on the College’s website (S4.C1: Standing Together to Advance Campus Safety 8.22.17).

A significant outcome of the work of the Stafford assessment report was the opening of the College’s Office of Violence Prevention which promotes awareness of the realities of dating violence, sexual assault, stalking and other forms of interpersonal violence. In the inaugural year (2017-2018) of the Office of Violence Prevention, the Prevention Education Coordinator developed the Violence Intervention Peer (VIP) program, which enrolled 10 peers. The VIPs learned how to identify healthy versus unhealthy relationships, the definitions of forms of interpersonal violence and affirmative consent, survivor support, and bystander intervention practices. The VIPs also engaged in diversity and cultural competency skill development, along with developing effective oral presentation skills.

In the second year of the VIP program, a student learning outcome was developed and implemented so that the staff could assess the knowledge gained by students who became VIPs. Outcomes indicate success with, for example, all VIPs achieving post-training passing scores on bystander behavior tests in FY19 (S4.C6: VIP Student Learning Outcome). Many of the VIP students have expressed an interest in entering a career that associates with violence prevention and see the learning outcomes of the VIP program as critical toward their future career development.

The College is committed to implementing comprehensive educational programs to prevent sexual assault and support survivors. In 2015, the College commissioned two consultants to assess and make recommendations to enhance alcohol, sexual assault, and bystander intervention policies, practices, and programs (S2.C2: Consultant reports). In 2017, the College published Standing Together to Advance Campus Safety as a progress report to share with the community the actions taken to advance campus safety (S2.C2: Standing Together to Advance Campus Safety). Three examples of campus initiatives are the It’s On Us Campaign, Students Challenging Realities and Educating Against Myths (SCREAM™ Theater) and Zero Shades of Gray.

The College takes active steps to implement programs and assess the campus climate. In 2015, 2016 and 2017, the College joined the national It’s On Us Campaign to engage the community around sexual violence (S2.C2: It’s On Us Campaign). In Fall 2016, the College launched, for the first time, the It’s On Us survey aimed at assessing how the community thinks and feels about issues of sexual assault. In April 2018, a forum was held whereby the community could learn the survey results and next steps. A more comprehensive summary that aimed to inform the community of the substantive action the College has taken to advance campus safety and foster a respectful educational environment can be found in the report Standing Together to Advance Campus Safety: Sexual Assault Prevention and Response Progress Report (S2.C2: Standing Together to Advance Campus Safety). The It’s On Us Campaign features student leaders and administrators discussing the importance of bystander intervention. The video was launched on campus and then subsequently supported by a video specifically for student-athletes (https://www.youtube.com/watch?v=aKiHOTLlx28).

SCREAM™ Theater is a mandatory sexual assault and bystander intervention training for all first-year students during welcome week. The effectiveness of SCREAM™ Theater is assessed via the First Semester Survey. The student learning for SCREAM™ Theater was assessed and showed stable results between 2016 (97.7%) and 2017 (97.6%) for students who either strongly agree or agree that they are able to “step up” and be a bystander after seeing SCREAM™ Theater (S2.C3: First Semester Survey SCREAM™).
Zero Shades of Grey is another mandatory sexual assault, bystander intervention and affirmative consent training for first-year students. The effectiveness of Zero Shades of Grey is assessed via the First Semester Survey. The student learning for Zero Shades of Grey was assessed and showed stable results between 2016 (97.6%) and 2017 (97.1%) for students who strongly agree or agree that they are able to tell a friend the definition of affirmative consent (S2.C3: First Semester Survey Zero Shades of Grey). The Center for Student Success shares the First Semester Survey results with the staff from the Office of Violence Prevention on an annual basis so that, if necessary, the staff can revise the presentations to have a more meaningful impact on students.

Finally, through a partnership between the Center for Health and Counseling and Athletics, and Social Work, the College secured an NCAA Alcohol Education Choices Grant that provides funding for NCAA member institutions and conferences to integrate athletics into campus-wide efforts to reduce alcohol abuse. NCAA CHOICES projects must partner Athletics with other campus Departments in the development and implementation of effective campus-wide alcohol-education programming. Student athletes and Greek students, along with other student groups, were involved in each of the eight After Dark events. Survey data from AY 2017-2018 demonstrate that 94% of students self-reported not consuming alcohol before an After Dark event, and 95% had no intent to use alcohol after the event. (S4.C6: NCAA Year 2 Annual Report) The College’s 2018 Clery Report documents declining liquor law violations disciplinary actions/referral following program implementation (S4.C6: Clery Crime Fire Report 2018).

c. Civic Engagement
The Civic and Community Engagement Center (CCEC) sponsors programs to support students in their leadership development and provide opportunities for students to identify their leadership paths. Evaluations of these programs reveal very positive student feedback (S4.C6: CCEC Evaluations of Leadership Programs). Specific programs to highlight include:

- **Leaders in Service (LIS)** allows students to become involved in civic and community engagement, to get involved at Ramapo College, to become familiar with the democratic process and to instill in students a commitment to service. Participation has exceeded the target of 40 students per year with 44 students participating in AY 2017-2018.

- **Sophomores Advancing in Leadership (SAIL)** is a structured co-curricular leadership development certificate program. Sophomore students attend monthly seminars, participate in community events and give back through community service. Participants completing the program are recognized at an end-of-year leadership reception and receive a SAIL certificate and an honor cord which may be worn at commencement. Target participation is 30 to 35 students per year with actual participation exceeding the target every year since AY 2016-2017. At the completion of the program, students must create and upload videos to explain leadership in their own terms (https://www.youtube.com/watch?v=fm2Kit1C-ZA).

CECC also sponsors “alternative breaks” during which participating students spend spring break week abroad or in the United States, engaging in community service focused on social issues such as poverty, education reform, or conservation. In addition to community service, students learn about culture, customs and the socio-economic conditions of the locale. These activities support Strategic Plan Objective 1.10: To increase students’ academic, personal, social, and civic engagement through enhanced curricular, co-curricular, and extra-curricular programming; Objective 3.2: the College will strengthen mutually beneficial partnerships with alumni, parents, friends, business, professional organizations, as well as community and government agencies; and Objective 4.3: the College will develop and promote...
curricular, co-curricular, and extra-curricular programs that demonstrate the value of diversity, self-awareness, examination of multiple perspectives, and respect for others (S4.C1: Strategic-Plan-2018-2021-Fulfilling-Our-Promise-1.pdf).

Over the past three years, the CCEC has begun sponsoring alternative breaks with specialized populations including fraternity and sorority students, commuter students, Student Government Association students, Honors Program students, and Educational Opportunity Fund (EOF) students. In AY 2018-1019, alternative break trips occurred as follows:

- Winter Break – India – nine students attended Ramapo’s first trip to India
- Spring Break – Nepal – 15 students attended Ramapo’s first trip to Nepal
- Spring Break – Ghana – seven students attended the Ghana Student Leader trip
- Spring Break – Costa Rica – nine students attended the Costa Rica trip
- Spring Break – New Orleans – six students attended the New Orleans trip

Further, as the College identified diversity as a strategic priority in the 2014 Strategic Plan, the Center for Student Involvement and its allocation of resources reorganized in order to support and demonstrate a shift in institutional priorities at the student programming level. In Fall 2013, there was no SARM funding dedicated to equity and diversity programming. However, in Fall 2017, almost 7% of the SARM budget supported equity and diversity programming. A college-wide restructuring created a new Office of Equity, Diversity, Inclusion and Compliance (EDIC) which now houses some of the original equity and diversity initiatives, but strong partnerships between EMSA and EDIC exist to engage more students in issues of diversity.

d. Personal Engagement
Counseling

The Center for Health and Counseling Services (CHCS) provides free medical treatment and basic mental health counseling to students. The Mission of the Center for Health and Counseling Services is to support the educational mission of Ramapo College of New Jersey through the provision of health and psychological services (S4.C6: Counseling Satisfaction Survey Spring 2018). Through health care and psychological counseling, students are empowered to make healthy lifestyle choices that promote overall health and psychological well-being. Two new programs to support students have recently been implemented at Ramapo: a support program for students on the Autism Spectrum (ENHANCE) and the Roadrunner Collegiate Recovery Program, which provides recovery housing and a support program for students are in recovery from substance use disorders.

There has been an increase in demand for mental health services at institutions of higher education across the country. National data between Fall 2009 and Spring 2015 demonstrates that counseling center utilization increased by an average of 30-40% while enrollment increased only by 5% (Center for Collegiate Mental Health 2018 Annual Report). At Ramapo, the number of students seeking treatment increased by 17% from AY 2016-2017 to AY 2017-2018. In looking at data across a decade (Fall 2007 compared to Fall 2017) the increase is even more significant with a 91% increase in Ramapo students seeking therapy services. To promote the availability of mental health services and reduce the stigma for those who seek on-campus help, Counseling Services continually delivers campus-wide presentations (S4.C6: CS Presentation to EMSA).

Athletics

Ramapo College is a Division III member of the NCAA and, in line with the Division III philosophy, places the highest priority on the overall educational experience of the student-athlete, as well as the successful completion of their academic careers. It also seeks to establish and maintain an environment in which a student’s athletic activities are conducted as an integral part of the student-athlete’s educational
experience in which coaches, administrators, and support staff play a significant role as educators. We also seek to establish and maintain an environment that values cultural diversity and gender equity among our student-athletes, coaches, administrators, and support staff.

The Ramapo College Athletic Department strives to maintain a highly competitive, visible and viable athletic program consistent with the overall mission of the College. The Athletic Department provides ongoing support for nearly 400 student-athletes participating on 20 intercollegiate sports teams, coaches, and athletic administrators in order for our student-athletes to achieve success academically, athletically, professionally, and personally during their time at Ramapo College.

Nicknamed the Roadrunners, Ramapo College is a Division III member of the New Jersey Athletic Conference (NJAC) sponsoring 20 intercollegiate sports teams with close to 400 student-athletes. The Roadrunner Athletic Department reports to the Vice President of Enrollment Management and Student Affairs (EMSA), and Athletics integrates as a key contributing participant with the other EMSA departments (S4.C4: EMSA Organizational Chart).

Office of Specialized Services
The Office of Specialized Services (OSS) serves as a resource for differently-abled students to provide equal access to all programs and activities at the College. Additional details on OSS are found later in this chapter.

● **Dimension 3: Retention and Completion**

Ramapo’s strategic enrollment management (SEM) philosophy is evidenced by the College’s commitment not solely to increasing access but to retaining and graduating the students it enrolls. Ramapo provides an integrated and intentional student-centered experience that helps students advance from initial deposit through graduation, ultimately delivering on the promise of individualized attention made during the recruitment process (S4.C1: Student Success’s Web of Connection).

Placement, Testing and Preparation – Ramapo College uses multiple methods to determine the appropriate placement of new students into foundational courses for reading, writing, and mathematics. These methods can include SAT scores, ACT scores, Accuplacer placement test scores, prior academic work, and curriculum requirements of a student’s major (S4.C1: Math Course Sequence Flow Chart; WS4.C1: Writing Course Sequence Flow Chart).

Reclaim My Math – The Center for Student Success has offered Reclaim My Math (RMM) (S4.C1: Reclaim My Math Center), a voluntary, non-credit bearing review course since AY 2012-2013. RMM provides incoming students placed into developmental mathematics an opportunity to advance their placement through a hybrid-format course which may lead to successful re-testing in mathematics. Eligible incoming students learn about RMM at the conclusion of mathematics placement testing session through academic advisement and through orientation presentations. Additionally, information about RMM is shared with the Office of Specialized Services and the Adult Degree Completion Program. RMM has proven to be successful for many students. In AY 2017-2018, 21 of 37 students who began RMM placed into higher level math when retested, and 90% of these students successfully completed their math course (S4.C6: RMM Fall 2017 Executive Summary Review.docx).

The Center for Reading and Writing (CRW) – The CRW offers academic support for students seeking help with reading and writing-related assignments and projects. The CRW approach is non-discipline-specific, and students receive help with work from across the curriculum. The aim of the CRW is to help
foster independence, initiative, self-reflection, and critical thinking skills for all Ramapo College students. CRW services are of two basic types: reading and writing-related tutoring (both one-on-one and group, both on-site and online) and scheduled workshops on reading- and writing-related topics. Tutoring is performed by both a professional team of four full-time and one part-time ESL specialist and paid student staff.

Educational Opportunity Fund (EOF) – Ramapo College seeks in-state students to participate in its state-funded EOF program, which is now also receiving support from a $1 million endowment secured by the Ramapo College Foundation. Participants are financially challenged students who are academically able and motivated, but who do not fulfill all criteria for general admission. The program provides such students the support needed to maintain continued enrollment and student success through graduation, including additional funding via the EOF State grant to minimize the financial burden of pursuing a post-secondary education. EOF students receive support services such as counseling, tutoring, and developmental coursework and participate in a summer bridge program prior to their first year. Students in the program participate in activities and events designed to foster academic success and social responsibility with the assistance of a Student Development Specialist (S4.C6: EOF Annual Report Narrative A Y 16 17.pdf; S4.C6: Four, Five, and Six-Year Graduation Rates and 7th Year Continuation Rate of EOF Students).

These programs have demonstrated successful outcomes including first-to-second-year retention rates increasing from 79% in 2011 to 93% in 2016 and first-to-third-year retention rates increasing from 71% in 2011 to 83% in 2015 (S4.C6: First and Second Year Retention Chart).

The Center for Student Success (CSS) – The CSS, through collaboration with numerous Ramapo offices, provides a comprehensive introduction to the academic and social environment of the Ramapo College community with a focus on the success and retention of all students. CSS provides a wide range of services including new student orientation for first-year students/transfers/readmits/adult learners/families, Welcome Week programming, Family Day, academic advisement and retention programs. All new first-year and transfer students are required to attend a new student orientation. Each year, the CSS hosts nine first-year, one-day orientations and six transfer, one-day orientations (S4.C1: Student Schedule- FY) (S4.C1: Student Schedule- TR) (S4.C1: Family Schedule- FY). In addition, CSS delivers more customized orientations for adult students, readmit students and others. CSS administers a survey at the end of each orientation, shares those results at an annual EMSA meeting, and uses the information to make changes to its program for the coming year (S4.C6: 2018 Orientation Executive Summary).

CSS serves as the primary resource for academic advisement for all community members and works collaboratively with faculty and staff to advance a vision that includes mandatory advisement during key touch points in a student’s career through a hand-off model from CSS professional staff advisors in the first year to faculty advisors in the second year and beyond. Mandatory advisement is enforced by registration holds and weekly reports that are reviewed by appropriate administrators during registration windows.

Since Fall 2006, the Banner CAPP Degree Audit software has been the staple for tracking degree/curricular change and students’ progress towards degree completion (S4.C1: Academic Advisement Plan Update). However, through funding made available by the receipt of the iPASS2 grant funded by Educause, the College had an opportunity to evaluate CAPP and consider the needs of advisement and degree planning for today’s student. A committee of faculty and staff, guided by the results of a survey administered to identify academic planning needs, were charged with evaluating and
selecting a new degree advisement tool to be. In AY 2017-2018, a new degree audit system, College Source’s uAchieve Degree Evaluation/Planning Tool, was selected because of its ability to easily track a student's progress toward degree completion and its semester enrollment planning feature, and a phased implementation plan approved by Deans’ Council has been executed on campus (S4.C1: uAchieve Faculty Training MJ-v2; S4.C1: uAchieve Faculty Information and Training).

Arguably one of the most significant student success initiatives since 2012 has been the College’s use of technology to facilitate student success. Identifying a need for early alert software, a task force comprised of faculty and staff sought and selected Starfish Retention Solutions case management and early alert systems, referred to on campus as Connect. The implementation of this system allowed the College to eliminate surveys distributed by individual departments (OSS, EOF, and Athletics), while increasing the percentage of students who received mid-term alerts (S4.C6: Connect Master Slides). Data reported by students in the first semester survey shows that they are not only motivated by receiving feedback from faculty through Connect, but inasmuch as Connect offers faculty the ability to refer students to tutoring, advisement, and other institutional support services (S4.C6: Connect Master Slides), it also encourages students to take specific actions. The use of Connect has expanded across the campus and annual reports enable the College to determine participation rates and resolution of academic early alerts. Athletics leads the College in closing the loop at 97%.

A further point of pride and an example of collaboration between Academic Affairs and EMSA has been the creation of the Faculty Fellow for Enrollment Data Analytics position. Ramapo has leveraged faculty expertise to work with Enrollment Management to incorporate predictive modeling into advisement and student success efforts. The Faculty Fellow has worked closely with the Vice President of EMSA to develop and utilize a predictive model, built on student demographic data, to develop estimation of retention scores for all first-year students which are then shared with Student Success, where student outreach is organized with a focus placed on students whose scores identify them as at-risk (S4.C1: Predictive Model Executive Summary).

To encourage and cultivate a culture of advisement at Ramapo College, the Academic Advisement Council (AAC) continues to promote the Advisee/Advisor Role and Responsibilities and the Definition of Academic Advisement at Ramapo College to all faculty/staff advisors. Faculty are meeting or exceeding targets, releasing student holds at a rate of 88-93% (S4:C1: 2018 Academic Advisement Plan Update; S4.C6: Holds Released by School - Fall 2017).

Transfer students make up approximately 35% to 40% of the student population at Ramapo College of New Jersey. They are a diverse group of students with a wide variety of experiences, needs and interests (S4.C1: Transfer Student Initiatives Executive Summary.pdf). The transfer population is increasingly important to the College (Strategic Planning Goal 1 Objectives 1.3: To increase the number of students transferring from partner institutions (S4.C1: Strategic Plan 2018-2021-Fulfilling Our Promise 1.pdf; S4.C6: Factbook2018)).

Transfer students are also part of Ramapo’s focus on achieving goals set with its Integrated Planning and Advisement for Student Success (iPASS) Grant (S4.C6: Ramapo College-IPASS Progress2018-Final.docx). Since Fall 2012, the CSS has taken significant steps to add to programming designed to increase the engagement and retention of transfer students. A timeline of program implementation, data points highlighting the gains that have been made among this population, and information on the assessment and progress with the Transfer Advisor can be found in the Transfer Student Initiatives Executive Summary (S4.C1: Transfer Student Initiatives Executive Summary).
Peer facilitators, serving as upper-class mentors, work with First Year Seminar (FYS) faculty to forge bonds with and among students in their classes. Each peer facilitator is assigned to a specific FYS class. Through their presence and weekly class facilitation they help new students feel comfortable and provide them with tools to help them excel at Ramapo. Through exercises in self-reflection, team building, trust and acceptance, peers pass on their knowledge to ease the transition to college life, enhance the first-year experience, and immerse students in the College community. The program provides new students with direction, a sense of what to expect during their first few months and a network of support that extends beyond the classroom (S4.C1: Sample Curriculum). Consistently over the past five years, Ramapo first-year students rate their peer facilitators at 94% or higher in terms of their ability to help students adapt to college life, being easily accessible, helping to learn about campus resources, covering appropriate topics and enabling students to be comfortable asking advice (S4.C6: Peer Facilitation Questions on First Semester Survey-Spring 2019).

The Office of Specialized Services (OSS) carries out a variety of activities that promote the recruitment of students with disabilities and ensure differently-abled students have equal, effective and meaningful access to programs, resources and services. OSS uses services and accommodations to promote self-determination, academic advancement and personal growth. OSS administers a federal TRIO Student Support Services grant that provides funding for additional tutoring, academic counseling and career advising for students with disabilities.

OSS learning outcomes are linked to Strategic Planning Goal 2, Objective 2.2: To close the achievement gap by increasing retention and graduation rates of students by student type and race/ethnicity (S4.C1: Strategic-Plan-2018-2021-Fulfilling-Our-Promise-1.pdf). Six-year graduation rates, good academic standing, and fall-to-fall persistence of TRIO Support Services students have exceeded set targets for the last three years. Satisfaction with adaptive testing services provided to meet the needs of students with disabilities surpassed the target the last three years, and satisfaction with disability accommodations provided for students have exceeded targets in the last two years (S4.C6: OSS Outcomes Table).

- **Dimension 4: Employment**
  The Cahill Career Development Center consists of a central office that serves four Schools (Contemporary Arts, Humanities and Global Studies, Social Science and Human Services, and Theoretical and Applied Science) and a satellite office in the Anisfield School of Business. The Career Center provides a range of services, programs and advising to help students explore career interests, help students adapt to college life, being easily accessible, helping to learn about campus resources, covering appropriate topics and enabling students to be comfortable asking advice (S4.C6: Peer Facilitation Questions on First Semester Survey-Spring 2019).

  The Career Center provides administrative support services to students working on campus through the Student Assistant Program and to those seeking internships and co-operative education. The Student Assistant Program employed 991 students in Spring 2018 and piloted an on-campus internship program in FY19 in 11 offices across campus. The Co-operative Education Program has enrolled more than 300
students annually in the past three years, with Contemporary Arts students making up the majority of participants completing co-ops for their majors (S4.C6: FY18 Initial Data for CR).

The Center is introduced to students through First Year Seminar outreach and embedded in the student experience through the Pathways Program. The Pathways Program is designed to help students develop a rich understanding of the career development process, foster self-awareness and promote experiential learning to become better prepared to navigate the labor market before entering the workforce. The Pathways Program assists students through web-based career assessments, hands-on activities and direct interaction with career advisor, and also includes include self-reflection and career assessment; communication of attributes, skills and experiences through résumés, cover letters or LinkedIn profiles; and interview practice to prepare students to speak about their goals, education, skills, work interests and values with industry professionals or graduate school admissions.

Three of the five Schools at Ramapo have Pathways as a graduation requirement, with the Anisfield School of Business implementing the program in Fall 2015, Social Science and Human Services implementing the program in Fall 2016 and Theoretical and Applied Sciences implementing the program in Fall 2018. Since Pathways’ inception, 97% of participants have successfully completed the program (S4.C1: ASB Unit Council Cahill). A proposal is currently in development to make Pathways a graduation requirement for the School of Contemporary Arts beginning in AY 2019-2020. Monthly reports assess the Pathways Program’s progress towards the goals of the particular Schools (S4.C6: Career Courses and Pathway Assessment Final) (S4.C6: February 2019 Pathways Status Report).

The College maintains a success-stories website (S4.C1: Success Stories Home Page) that captures the experiences of alumni who speak to the value of the Ramapo experience and a Ramapo degree. These stories are used in the recruitment process to set the expectation for what that experience will look like for incoming students. Ultimately, the success of students informs the conversation around return on investment in a Ramapo education, a key proposition for enrollment and recruitment.

As a state college, Ramapo is affordable compared to many other higher education institutions, particularly given its private-like attributes at a public college price tag (small classes, beautiful campus, modern residence halls). Ramapo College is ranked by U.S. News and World Report among the “Best Regional Universities North” (S4.C1: US News Best Colleges). While many schools discuss price, Ramapo proudly reframes the conversation around value. Ramapo College is the smallest state school in New Jersey with less than 6000 undergraduates and an 16:1 student to faculty ratio and an average class size of 21 (S4.C1: About Ramapo College Home Page). Incoming students have several opportunities for mentorship beginning in the first semester and First Year Seminar and extending throughout the four-year (or two-year for transfer students) experience in mandatory academic advisement, undergraduate faculty/student research and co-op/internship and other experiential learning opportunities that build on our core value of mentoring. As a result of that high level of engagement with faculty and staff, Ramapo College boasts graduation and retention rates that exceed national and state averages. Further, our students are prepared for a lifetime of success upon graduation evidenced by the success stories collected (S4.C1: Success Stories Home Page) and data showing placement and graduate school enrollment. The institutional value as a public college, coupled with the administration’s focus on affordability, has resulted in Ramapo having the lowest average tuition increase over the last five years while our default rate remains well below the national average (S4.C6: Cohort Default Rate).

**Student Records**
Ramapo College recognizes the importance of maintaining the privacy of student educational records as dictated under the Family Education Rights and Privacy Act (FERPA). To protect the rights of students regarding these records, the College has established policies and guidelines that describe the records maintained, provisions for releasing information, provisions for student inspection and review of records, and provisions for changes in records when warranted. These policies are supervised by the Office of the Registrar (S4.C3: FERPA Policy).

With the student’s written consent, any confidential information on file may be disclosed to any individual or agency named by the student. Disclosure to others at the student’s request will not be made if any payments due the College by the student are in arrears.

Students may grant permission for members of the Ramapo staff and faculty to discuss information contained in their educational records. The permission must be given in writing using Ramapo’s FERPA Waiver Form (S4.C3: FERPA Waiver).

In order for new users to gain access to the Banner system that contains student records, they must review and sign the “Statement of Confidentiality.” The Statement lays out the expectation for proper confidentiality of College information and explicitly describes what Ramapo defines as unauthorized access (S4.C3: Confidentiality Statement).

Criteria 4

This chapter has presented a variety of examples of how the Athletics Department and CSI co-curricular activities are woven throughout the College. These examples illustrate the complete integration of these Departments within the College and EMSA. These Departments follow the same EMSA assessment and budgeting process as any Department or Unit in the Division (S4.C4: EMSA Organizational Chart).

Opportunities for Improvement and Innovation

Based on this process of assessment and self-reflection of Ramapo College’s fulfillment of Standard IV, the following opportunity for improvement and innovation has been generated:

1. Continue to move toward more direct assessment in administrative Units.
Standard V: Educational Effectiveness Assessment

Ramapo College Meets the Requirements of Standard V

A full description and illustration of the ways in which Ramapo College meets the five criteria and all applicable sub-criteria of Standard V, as well as Requirements of Affiliation 8 through 10 are presented here.

This Standard begins with a description of the College’s institutional learning goals as represented by the GE program and program learning goals and demonstrates that these goals are interrelated as well as connected to the College Mission. Next, the Standard details the institutional structures for assessment and proceeds with examples of assessment of student learning outcomes at the program level as well as college-wide, including the GE curriculum. Evidence of clearly articulated statements of student learning outcomes across all programs and a systematic process of assessment data collection, analysis, and utilization will be presented.

Educational Goals Linked Across Program Levels

Ramapo College has clearly stated educational goals at the institutional (S5.C1: GE Goals), program (S5.C1: Sample Program Outcomes), and course levels. Academic program outcomes are linked to appropriate aspects of the College’s Mission (S5.C1: Mission Maps) and institutional learning outcomes (S5.C1: GE Program Alignment Sample). Program outcomes are, in turn, linked to appropriate course outcomes (S5.C1: Program Maps). Course syllabi, in accordance with the ARC Manual, include matrices or other indications of the relationship between program outcomes, course outcomes and course assignments. INTL 127: Introduction to International Studies illustrates educational linkages across different levels of the College. The syllabus includes a program outcome connected to the international aspect of the College Mission (demonstrate knowledge of current international issues) that is measured through student products like tests and a presentation. As a GE Global Awareness course, it also includes institutional learning outcomes such as demonstrating intercultural understanding required to effectively negotiate a global diverse society, which is measured by products like short papers (S5.C1: INTL127).

Assessment Structures and Processes at Ramapo College: An Overview

The College uses an interlocking committee structure to support and sustain the assessment of student learning as well as structures, policies, and procedures that prioritized faculty participation and engagement. There are approximately 50 faculty members serving on assessment committees at the all-college or Unit level including the College-Wide Academic Assessment Committee (CWAAC), School Assessment Committees (SACs), and the General Education Curriculum Committee (GECCo) (S5.C2: Assessment Committees).

Academic programs create their own learning goals and outcomes, with assistance from the SACs, the Vice Provost, the Director of Assessment, and the Academic Review Committee (ARC) regarding new programs or courses, to ensure ownership of organically developed assessment activity. This includes providing group discretion over certain decisions, such as whether to have a progressive curriculum map (e.g., IPM: Introduce, Practice, Master) or check-offs to link program outcomes and courses. Review of assessment plans and reports is conducted by the SACs, which are composed exclusively of faculty and supported by the Vice Provost and the Director of Assessment. The Deans now supervise some important elements of the collection process, including the auditing of syllabi prior to the start of each semester to
ensure that learning outcomes are consistent throughout academic programs. Assessment is sustainable, as evidenced by the typical 86 to 100% report submission rate for major programs (S1.C2. Report Submissions; S5.C2: Assessment Tracking), expanding to new programs, and meaningful in that it routinely leads to tangible improvements in teaching and learning.

The creation of a process for tracking, managing, and evaluating assessment practices was a vital step in the College’s development and led to a comprehensive institutional structure of reporting that extends directly from the classroom through to the administration. Ramapo College’s interlocking committee structure supports and sustains the assessment of student learning. These committees oversee assessment and provide regular feedback as well as a mechanism for communicating results across campus.

- **The College-Wide Academic Assessment Committee**

The College-Wide Academic Assessment Committee (CWAAC) is currently chaired by a faculty member who serves as the Director of Assessment and includes representatives from each academic School who serve as School assessment coordinators, the GECCo Chair, a Library representative, and the Director of Institutional Research (S5.C2: CWAAC Membership). Each School representative for CWAAC serves as the chair of his/her respective SAC and is compensated with a stipend. CWAAC has met approximately monthly since Fall 2010 (S5.C2 CWAAC Topics 2010-18; S5.C2: CWAAC Agenda Minutes Links). The flow chart and description of college-wide assessment processes demonstrate the way that assessment is embedded into the College structure (S5.C2: Assessment Flow Chart).

Members of CWAAC perform a wide variety of specific duties for which the Director of Assessment and the five School representatives are compensated with stipends (S5.C2. CWAAC Responsibilities). CWAAC reviews the academic assessment process on campus as well as assessment plans and reports that fall outside the five Schools (i.e., those from the Library, the College Honors Program, and GECCo) to provide peer feedback, to promote collaboration, and to review overall progress made towards the achievement of institutional goals (S5.C2: GE Library CHP Feedback). CWAAC then makes recommendations for changes in processes and policies, from college-wide academic programs such as general education to academic majors or freestanding minors.

To assist faculty in carrying out assessment, the Vice Provost and the Director of Assessment, in coordination with CWAAC, prepare a planning packet that outlines the Ramapo assessment process along with templates, vocabulary, examples, deadlines and other resources including the checklist used for review (S5.C2: Planning Documents). CWAAC reviews planning materials yearly. In Fall 2018, for example, a new assessment template was developed to enhance efficiency by combining planning and reporting into one document and to provide more explicit attention to reassessment as part of loop closing (S3.C5: CWAC Agenda Sept 2019; S5.C5: Assessment Template). This template also offered an easy means of visualizing whether all essential assessment information has been provided, thereby reducing the number of revisions required. Externally accredited programs are encouraged to use a format that suits their needs rather than the assessment template after conversations with faculty in these areas revealed that some programs created two sets of assessment documents: one for external accreditors and one for the College’s internal documentation (S5.C5: External Accreditation).

In addition, CWAAC:

- Administers the assessment website, which along with the Assessment Briefs, has improved the communication and transparency of assessment processes across campus and provides a venue for academic assessment activities to be shared (S5.C2: CWAC Homepage; S5.C2: Assessment Briefs; S5.C2: Brief Email and Posting).
- Coordinates assessment workshops with the Faculty Resource Center (FRC) (S5.C2: FRC Assessment Sessions; S5.C2: Workshop Freestanding Minors): Assessment of student learning is
GE assessments and loop-closing sessions are shared with staff and faculty who teach the course (e.g., S5.C2: FYS Loop Closing) and Faculty Assembly (e.g., S5.C2: FA GECCo). Assessment updates are integrated into the once-per-semester meeting of all major and minor Conveners (e.g., S5.C3: Fall 2019 Conveners Meeting). At the Spring 2019 Convener Meeting (S5.C2: Spring 2019 Convener Meeting), the Director of Assessment presented Conveners with an all-college view of written and oral communication by aggregating three years of assessment data from major programs, GE, and institutional assessments (e.g., Collegiate Learning Assessment, National Survey of Student Engagement, Higher Education Research Institute). The results indicate that 87% and 85% of program-defined targets for written communication and oral communication, respectively, were met. The analysis also indicates that, while 88% of majors have at least one writing SLO, only 53% have at least one oral communication SLO. As a result of this comprehensive look at written and oral communication student performance, the College is increasing attention to oral communication learning opportunities through implementing the senior presentation across all majors (S5.C2: Senior Presentation). The CWAAC Chair also regularly keeps the Board of Trustees apprised of program-level academic assessment results (S5.C2: Assessment BoT).

**School Assessment Committees & Convening Groups**

While CWAAC is charged with general oversight of academic assessment, academic programs and Schools represented on CWAAC oversee and/or conduct the assessment of individual programs. The number as well as the diversity of academic programs in the Schools require a more complex support system. The School assessment coordinators, who sit on CWAAC, chair their respective School Assessment Committees (SACs) (S5.C2: SAC Members, S5.C2: School Assessment Coordinator Responsibilities). As part of its duties, each SAC reviews all assessment plans and reports in the School and provides written feedback directly to the Convening Groups usually in the form of memos (S5.C2: Report Feedback). This review process assures program faculty that their peers have read their plans and reports while providing the faculty with assessment support and input on using assessment results.

Although the SACs provide invaluable support in facilitating and sustaining the assessment process in their respective Schools, the heart of assessment in the Schools lies in the Convening Groups, where faculty take an active role. Programs plan and review assessments in Convening Group meetings and discuss assessment during Unit Councils. Each Convening Group has an assessment coordinator. Each Convening Group is responsible for assessing its own learning outcomes on a three-year cycle. Programs typically assess two outcomes per year, thereby assessing all outcomes within three years. The program-specific outcomes are published in College Catalog along with other important information including program descriptions and requirements. In the fall, academic programs submit plans indicating the outcomes they plan to assess that year, along with the measures to be used to assess those outcomes and the targets set to define acceptable student achievement levels. The SACs provide feedback and programs submit assessment reports in June, again with feedback from the SACs. Programs assess student learning over the course of the academic year and then report the findings and actions in the late spring.

**Improved Student Learning: The Goal of Assessment**

The ongoing processes of assessment described above demonstrate that Ramapo College systematically and extensively conducts assessment studies, the results of which ultimately are to be used to improve student learning. Major academic and curricular changes have emerged from rigorous assessment processes. Two important examples of Ramapo’s culture of assessment have been the creation and
implementation of a new GE program in 2018 and evidence that faculty regularly use assessment data in order to improve pedagogy and curriculum.

- **A New General Education Program**
  

The 2010-2018 assessment process for general education was designed by a sub-committee made up of a few GECCo members with the Vice Provost of Curriculum and Assessment and was led by a representative of one of the GE categories. The sub-committee reported its findings to GECCo, and the report was forwarded to CWAAC. Closing-the-loop sessions were held once the analysis was complete. This occurred in FA meetings or in open meetings which faculty members teaching in the categories were invited to attend (S5.C3: GECCO Loop Closing FA 2013). Reassessment was discussed in reports where data from previous reports could be compared (S5.C3: GE CI 2017; S5 C3: GE QR 2016-17; S5.C3: GE Way World Works 2016-17; S5.C3: GE DAR 2011 to 2015). The assessment results were also published on GECCo’s website.

As previously noted, Ramapo College implemented a new GE program in Fall 2018. Changes to the GE program were a direct result of the assessment studies. The first assessment cycle of GE (2010-2013) revealed below-target student achievement, unclear learning outcomes, and inconsistent delivery of outcomes. Based on these assessment results, the College decided that the GE curriculum needed review, which prompted the College to call for a thorough review of the GE program. To this end, the Provost charged the General Education Task Force II (GETF II) with revising the GE curriculum (S5.C3: GE Task Force Charge).

The GE review process began with a look at GECCo-led GE assessment study results (S5.C3: Sample General Education Task Force II Meeting). Based on this review, GETF II noted, among other issues, inadequate communication of the program’s purpose to students, unclear learning outcomes, haphazard curricular design, and course categories populated with too many options. In response, the Task Force developed a conceptual framework to communicate clearly to students and other constituents the value of general education and began a four-year process that led to the creation and implementation of a new GE program.

GECCo began developing an assessment plan for the new GE in 2017, while simultaneously continuing assessment of the old GE program. An agreement between Deans and the Provost created additional policies and requirements for the GE program (S5.C2: GECCo Criteria). GECCo held sessions to aid faculty in developing courses that would fit well in the new GE program (S5 C2: GE Syllabus Workshop). Syllabus templates and checklists ensure that required objectives and SLOs mapped to mandatory assignments in the course as well as faculty commitment to participate in GE program assessment (S5.C2: HP Checklist). GECCo reviewed each course proposed for GE inclusion, and 147 courses were ultimately accepted into the new GE program.

Based on recommendations of previous GE assessment reports, GECCo now assesses courses by category instead of by student learning outcomes (S5.C2: GECCo Minutes 9-17). The development of GE
category-specific assessment plans is under way with collaboration between categories that share common objectives and outcomes. Curriculum Assessment Teams (CATs) are responsible for developing plans and conducting assessment (S5.C2: Sample GE Assessment Plans). In Spring 2019, the Director of Assessment, the GECCo Chair, and GECCo CATs met by category for planning sessions for AY 2019-2020. In AY 2019-2020, all GE Categories will assess one or two objectives, so that each category will be able to assess all of its objectives within three years. The assessment schedule will be staggered to allow newer categories more time to be populated with courses (S5.C2: GECCo Minutes Assessment Schedule). Assessment planning has been moved to the semester prior to implementing the plan, which is a departure from planning and implementation in the same semester, that often encountered unforeseen delays.

In AY 2018-2019, GECCo implemented a new assessment template to conduct the first assessment of the current GE program starting with two categories (S5.C2: GECCo Template), First Year Seminar and Critical Reading and Writing, and a pilot assessment for Values and Ethics to evaluate a signature assignment. The First Year Seminar information literacy assessment indicated, for example, that 88% of students could identify appropriate search strategies (S5.C3: FYS Report 2018-2019). The report also indicates that the “current iteration of the Experiential Component, linked to the Diverse Communities Objective, was seen to be unworkable.” The directors of First Year Seminar, Social Science Inquiry, and Studies in Arts and Humanities along with the GECCo Chair and the Director of Assessment developed a new experiential learning objective (participate in an engaged, experiential activity that connects the course to real-world settings), which was approved by Faculty Assembly (S5.C3: GE FA Experiential Vote).

- **Assessment Drives Improvements to Teaching and Learning Across the Schools**

Programs in all five Schools at the College are engaged in regular, systematic assessment. Some examples taken from each School are below, along with School-specific processes.

**Anisfield School of Business (ASB)**

Assessment in the Anisfield School of Business is divided into two processes: core and program. All ASB majors pursue a common core of 14 business courses that share the following learning goals and outcomes: Communication (both oral and written), Ethics, Foundation, Perspectives, and Reasoning. ASB programs have one to three major-specific outcomes (e.g., S5.C1: Finance Outcomes). Learning outcomes are assessed systematically using a faculty-driven process led by the School Assessment Committee, which is composed of the Assistant to the Dean, MBA Director, Graduate Program Coordinator, and six faculty from a variety of ASB programs. At a minimum, two core learning outcomes are directly assessed each academic year and two indirect measures (syllabi review and student perception of learning) are conducted annually. In addition to the core, each of the seven ASB programs directly assess a major-specific outcome every other year. The continuous assessment process has kept ASB compliant with the stringent requirements of AACSB accreditation (S5.C3: ASB Accreditation; S5.C3 AACSB Peer Review Team Report).

The School Assessment Committee approaches each learning outcome with a three-semester cycle: preparation, implementation, and closing the loop (S5.C2: ASB Assessment Calendar and S5.C2: ASB Assessment Roles). Preparation includes communicating with the faculty who teach the course where assessment takes place in order to prepare assessment tools and timelines and to ensure the faculty teaching the course collect appropriate assessment products. Implementation is when the assessment is conducted, where the Committee holds ongoing inter-rater reliability sessions, and where the rubric used to assess each learning outcome is refined as suggested by faculty users. ASB holds a faculty assessment retreat every semester to compare results of previous assessment cycles and generate loop-closing ideas. To further enhance the process, these retreats often include education workshops prepared by ASB faculty who have done research on effective teaching methods to achieve specific learning outcomes (S5.C3:...
ASB Retreat 2017). In Fall 2016, results were slightly below expectations for one assessed writing trait: style. Faculty determined that the chosen assignment was not ideal to assess written communication and agreed to change the course, student product and rubric. Reassessment of this outcome indicates that the percentage of students with acceptable and excellent rating for style increased from 78% to 91% (S5.C3: ASB Written Comm 2016-17; S5.C3: ASB Core Assessment Written Comm 2018-19).

Each ASB program also directly assesses a program-specific outcome every other year. Economics, for example, assesses Economic Reasoning in the intermediate courses (Intermediate Microeconomics or Intermediate Macroeconomics). Assessment in AY 2015-2016 took place in Intermediate Microeconomics using an embedded exam question. It was decided that this tool was not ideal due to time constraints on the students who may be focused solely on producing the correct answer and not elaborating on the process of arriving at the answer. The Economics faculty decided to instead assess in Intermediate Macroeconomics using a take-home assignment in order to permit students time to fully develop their answers. The percentage of students who can draw implications and insights from analysis, for example, rose from 55% to 90% (S5.C3: Economics Report 2015-2016; S5.C3: Economics 2017-18).

School of Contemporary Arts (CA)
Convening Groups discuss assessment study findings and recommended actions either in a scheduled Convening Group or in a designated meeting (or “assessment retreat”) that takes place at the end of the academic year or during the following fall. Over the years, assessment in CA has resulted in course-, program- and advisement-related actions including the following: adding topics or assignments (S5.C3: Comm Report 17-18); aligning and standardizing sections of the same course taught by different instructors (S5.C3 Music Report 17-18); revising program requirements (S5.C3: Music Report 16-17); initiating new faculty hires (S5.C3: Music Report 16-17); creating new courses (S5.C3: Music Report 16-17); building a new music classroom (S5.C3: Music Report 17-18); and providing extra-curricular activities such as master classes (S5.C3 Music Report 17-18).

Assessment in CA presents some unique challenges. Students’ original art works need to be evaluated appropriately according to their discipline or concentration, so evaluating two courses using a single set of criteria can be problematic. Likewise, the expectations of some outcomes vary depending on the chosen concentration (e.g., Theater Program’s Outcome 3 is to develop artistic and/or practical skills in students’ particular disciplines). As a result, assessment of many outcomes in CA benefits from evaluating a large number of different courses and sometimes using a separate set of criteria for each discipline (S5.C3: ARTS Report 14-15). Additionally, some outcomes are broad and thus require assessing different aspects or applications through several courses (S5.C3: Music Report 16-17). Also challenging is the small class size of studio courses, which can result in small sample sizes as well as large variability among sections of the same course and across different semesters. CA programs address this challenge by assessing multiple sections of the same course, which has the added benefit of standardizing the curriculum (S5.C3: COMM Report 17-18; S5.C3 Music Report 17-18).

In Spring 2019, CA assessed its new school core and found, for example, that 85% of students could describe and analyze the contexts in which creative work is produced (S5.C3: CA Core Assessment). These initial results will serve as a baseline for future reassessment of the CA school core.

School of Social Sciences and Human Services (SSHS)
Five SSHS programs coordinate with outside agencies to receive external accreditation. These programs are the BSW and MSW in Social Work, the MA in Educational Leadership (MAEL), the MA in Special Education (MASE), and the Elementary Education certification program (e.g., S5.C3: Teacher Ed Sample). The MAEL has begun to streamline the assessment process by using many of the same measures for the external accreditation and the internal program review. In addition, some programs use
measures for outside accreditation in the SSHS assessment. For example, the Elementary Education program utilizes students’ scores on Praxis core and Praxis Subject Assessment exams as assessment measures (S5.C3 Teacher Ed Report 16-17).

The results of previous assessments in the Psychology program (S5.C3: Psychology Report 13-14) indicated that students were struggling to meet many of the learning outcomes. Faculty held discussions on pedagogy, student writing, and improving competence in APA style in the assessed courses. Two of the faculty members also published a paper on best practices of APA style in undergraduate writing (S5.C3 Ishak & Salter, 2017) and shared their findings with the Psychology faculty. Ultimately, the post-assessment changes implemented went beyond the courses themselves, as the Psychology faculty adjusted learning outcomes, changed course requirements, and redesigned the overall program to better meet the revised learning outcomes of the American Psychological Association (APA). Faculty also added a student research project requirement in social psychology courses. The new Psychology program was implemented Fall 2014, and student learning outcome assessment results have shown great improvement. Specifically, results of AY 2014-2015 direct assessment (S5.C3: Psychology Report 14-15), which consisted of students who were part of the old program, showed that the achievement target was met for only one of seven learning outcomes assessed that year. The most recent direct assessment, using the same courses, the same raters, and the same assessment measure, shows that the achievement target was met for six of seven of the same learning outcomes (S5.C3: Psychology Report 17-18). Furthermore, whereas only 32% to 80% of students’ papers were scored as meeting the expectations across different learning outcomes in AY 2014-2015, 75% to 100% of the students’ papers were scored as meeting the expectations of the learning outcome in AY 2017-2018. Students have clearly benefited from assessment-driven changes made in the psychology program.

Emphasis on loop-closing has dramatically increased in SSHS. While only two of 15 programs (i.e., 13%) closed the loop in AY 2014-2015, nine of 15 programs (i.e., 60%) reported closing the loop in AY 2017-2018. (Note: The remaining SSHS programs are in the middle of their assessment cycles and require another round of assessment to close the loop (S5.C2: Reassessment Tracking).)

School of Theoretical and Applied Sciences (TAS)

The Bioinformatics program provides an example of loop closing and improving student learning. Although one round of outcome assessment (S5.C3: Bioinformatics 12-13) in AY 2012-2013 indicated that students met expectations for making scientific observations and testing hypotheses, it was recognized that there was still room for improvement, particularly for better preparing the students to analyze results of statistical tests. To address this finding, bioinformatics majors were encouraged by program faculty to take a required statistics course earlier in their academic program. This implemented program-level change seems to have been fruitful, as 90% of submitted student reports were found to exceed expectations related to analyzing the results of statistical tests in AY 2016-2017 cycle compared to only 70% in AY 2012-2013 (S5.C3: Bioinformatics 16-17). In TAS, it has become common practice to reassess and close the loop in order to further improve student learning. In AY 2017-2018, all programs that participated in assessment had valid assessment plans with clearly-defined goals and outcomes, reassessment was evident in 88% of the reports, and loop-closing was either evident or in progress in 77% of the cases. These data represent solid improvement over previous years (S5.C2: Reassessment Tracking).

School of Humanities and Global Studies (HGS)

HGS programs have consistently used assessment study results to make curricular changes. For example, the Political Science program began requiring both Comparative Politics and International Politics after two assessments indicated subpar knowledge of politics within and between nations. After implementing
this change, student proficiency on this outcome increased from 50% to 77%. While below the 80% achievement target, the increase in student performance indicates a successful educational intervention (S5.C3: Political Science 17-18). The History program developed more targeted historiographic assignments for all courses in Fall 2018 after failing to meet its achievement target the previous year (S5.C3: History Report 17-18) and will reassess to determine whether students demonstrate an awareness of historiography relevant to course content improves over the next three years.

In AY 2014-2015, although most HGS programs were presenting actions to address assessment results, many did not conduct reassessment (S5.C3: Literature Report 14-15) or else only reassessed one outcome (S5.C3: History 2014-15). By AY 2017-2018, five out of the eight majors demonstrated clear evidence of integrating reassessment into their loop-closing activities (S5.C2: Reassessment Tracking).

In AY 2018-2019, HGS began assessing its school core (foreign language requirement). Based on the STAMP computer adaptive test, French and Italian sections could adequately use knowledge of language to understand main ideas and explicit detail in everyday language, but Spanish sections fell below the 75% achievement target for both reading and listening comprehension. The Spanish program will “incorporate more reading and listening comprehension practice and strategies in all introductory level courses” (S5.C3: HGS Core Assessment).

The College Honors Program
Faculty who teach Honors courses assess student learning in the College Honors Program. Annually, these faculty develop signature assignments and rubrics, an ad-hoc faculty committee assesses student work, and the Program Director coordinates loop-closing activities. In recent years, the Honors Program assessed two outcomes per year, each via two measures (at least one of them a direct measure), just as academic majors do. Assessment plans and reports are developed by the Honors Director and then discussed and approved by the Honors Advisory Board, a group of faculty who weigh in on important decisions regarding the Program. The Honors Program consistently meets its achievement targets. In Spring 2019, for example, 85% of students met or exceeded expectations for the three measured components of written communication: organization, content, and clarity (S5.C3: Honors Report Spring 2019). In Fall 2019, the Honors Program implemented new program outcomes that are a mixture of GE program outcomes (e.g., write effectively in scholarly and creative contexts) and Honors-specific outcomes (e.g., conceive, plan and execute a professional quality academic/research or creative project from the perspective of one’s own discipline) (S5.C3: Honors Fall 2019; S5.C3: Honors 2019 Feedback).

Library/Information Literacy
Potter Library assesses information literacy in courses that use library services. A team of Library faculty analyzes the results and shares them with the information literacy faculty at an annual meeting dedicated to discussing assessment results, developing actions, closing the loop, and, if necessary, revising assessment instruments. In AY 2017-2018, 83% of 100-level students were able to determine a manageable idea/paper topic based on a LibWizard quiz and this held steady in AY 2018-2019 (84%) when reassessed (S5.C3: Library 17-18; S5.C3: Library Report 2018-19). The Library has three information literacy goals and three student learning outcomes, adopted from the Association of College and Research Libraries Information Literacy Standards. While librarians assess all sessions requested by faculty for internal review and discussion, information literacy is as a student learning outcome for three GE courses: First Year Seminar, Critical Reading and Writing, and Studies in the Arts and Humanities. Library assessments from these courses are shared with GECCo. Since information literacy is taught developmentally, achievement targets are progressive (i.e., Introduce, Reinforce, Master) model.

All three information literacy outcomes are assessed each year by the librarians teaching the sessions. The assessment is administered via a web-based service called LibWizard, which provides students with their
results for the session and corrective information if necessary, as well as allowing comparisons across cohorts and demographic groups. Aggregated results are evaluated by the Assessment and Instruction Librarian, who then shares the findings with information literacy librarians and the College-Wide Academic Assessment Committee (CWAAC).

- **A More Comprehensive Approach to Assessment**

Assessment now includes areas of the curriculum that were initially omitted or partially addressed by previous initiatives because they were not part of majors. In addition to majors and traditional minors, the College offers “freestanding minors,” or minors that are not housed within a traditional major. Prior to 2018, it was practice that only freestanding minors with more than ten declared students conducted assessment. For example, the Women’s, Gender, and Sexuality Studies minor used their assessment to “evaluate[e] our program goals and outcomes, and determined that we included too many outcomes for our minor. There were so many outcomes that we were unable to re-assess outcomes in a timely manner” ([S5.C3: WAGES Assessment](#)). In Fall 2018, all freestanding minors were asked to develop assessment plans ([S5.C2: Email FSM](#)), and there was a workshop to assist freestanding minors ([S5.C2: Assessing Freestanding Minors PPT](#)). The workshop focused on assessing small and/or interdisciplinary programs through portfolios and Qualtrics-based direct and indirect measures to increase assessment efficiency while generating useful data. All freestanding minors were asked to develop at least one learning goal, two learning outcomes, and curriculum maps and assess one outcome per year. By Spring 2019, 17 out of 19 freestanding minors submitted appropriate plans and reports ([S5.C3: Freestanding Minors Reports](#)).

Also beginning in Fall 2018, assessment plans are in place for courses that do not directly contribute to academic degree programs such as exercise/sports science and conditioning courses and career preparation courses ([S5.C3: COND and EXSS Assessment Report; S5.C3: Pathways Plan](#)). The Roukema Center for International Education has assessed student learning resulting from faculty-led and provider study abroad programs since 2016 but focused mostly on indirect assessment data. Starting in Fall 2019, the Roukema Center is fully integrating direct measures into its assessment plans. The Center has also revised and reduced the number of its outcomes to facilitate manageable assessment including both direct and indirect measures ([S5.C3: Roukema Center Plan](#)).

Ramapo College has many small and/or interdisciplinary majors and minors, which are sometimes challenging to assess because of limited enrollment (i.e., small sample sizes). Building on the freestanding minor assessment workshop, the Director of Assessment and CWAAC will encourage new assessment strategies such as portfolio-based assessment, as well as focus on program requirements that all students must complete such as introductory, Capstone, defacto Capstone, and independent study courses.

**CLA, NSSE & FSSE**

The College administers the Collegiate Learning Assessment (CLA), the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and other surveys that collectively provide a direct and indirect picture of student learning. In addition to posting the results on the College’s website and to sharing results at appropriate venues ([S5.C3: Sample CLA NSSE FSSE Meeting Minutes](#)), standardized and institutional results were shared with each Convening Group Dean (e.g., [S5.C3: IR Conveners Meeting Spring 2017](#)). In an effort to promote efficient assessment practices, GECCo has used the CLA as a direct measure in assessing both written communication and critical inquiry ([S5.C3: GE Critical Inquiry Report 17-18; S5.C2: FA GECCo](#)). The Spring 2018 Critical Inquiry report revealed irregularities in administering the CLA test to students in their senior year. As a result, CWAAC, GECCo, the Director of First Year Seminar and the Director of Institutional Research collaborated on a solution to reduce the chances of a similar issue ([S5.C3: Critical Inquiry Feedback](#)). The GETF II also reviewed CLA results for critical inquiry and shortcomings associated with NSSE quantitative reasoning results for quantitative reasoning as part of its comprehensive review and revision.
of the GE program. In 2014, seniors were, for example, slightly less likely to report reaching conclusions based on their own numerical information (S5.C3: GE Revision Minutes Institutional Data; S5.C3: NSSE QR 2014).

Archiving Assessment Data

From 2010 to 2017, the research analyst in the Office of Institutional Research, a Unit that reports to the Provost, input all assessment plans, reports, and related documents into WEAVEonline, Ramapo College’s assessment software. Ramapo College is transitioning to a new strategic planning and assessment software (i.e., Strategic Planning Online, SPOL), and CWAAC adjusted its assessment templates for plans and reports to make data collection and analysis more efficient in Fall 2018. SPOL will allow the College to improve the impact of assessments and to identify common issues more readily so that they can be addressed.

Opportunities for Improvement and Innovation

Based on this process of assessment and self-reflection of Ramapo College’s fulfillment of Standard V, the following opportunities for improvement and innovation have been generated:

1. In an effort to increase assessment efficiency and sustainability, develop further the use of technological resources such as SPOL with a view toward integrating student learning assessment throughout courses to easily provide aggregate data
Standard VI: Planning, Resources, and Institutional Improvement

Ramapo College Meets the Requirements of Standard VI

A full description and illustration of the ways in which Ramapo College meets the nine criteria of Standard VI, as well as Requirements of Affiliation 8, 10, and 11 are presented here.

Mission Driven Planning at Ramapo College

The College engages in a cycle of continuous improvement in which planning and assessment coupled with resource allocation lead to institutional renewal. With institutional strategic plans as the roadmap, the College fulfills its Mission by deploying fiscal, human, technical and physical resources to accomplish institutional goals and priorities. This is achieved by the development of Division- and Unit/School-level plans which drive institutional renewal and revitalization. The following tools are used by planning Unit Managers to accomplish this goal and will be discussed in this Standard: the Strategic Priorities Incentive Fund (SPIF) and Strategic Planning Online (SPOL), our new planning and assessment software, to help managers monitor and assess their plans.

At Ramapo College the fulfillment of the Mission means that the College allocates existing resources and attempts to secure new resources – human, financial, space, technological, etc. – in a way that prioritizes initiatives and functions most directly related to the goals and objectives of the Mission and strategic plan. This is achieved by using assessment results to inform budget and planning processes.

As an example, the College’s ability to secure the iPASS grant allowed the furtherance of efforts to enhance student achievement of educational goals across three key areas identified by iPASS: education planning, coaching and counseling, and targeting risk and intervention (S6.C1: iPASS Final Report). These areas are connected to Ramapo’s 2014-2018 Strategic Plan goals (S6.C1: 2014-2018 Strategic Plan) to improve retention and graduation rates, particularly for more at-risk student populations.

Student success initiatives, such as those funded through the iPASS grant, enhance the College’s ability to deliver on its brand promises (e.g., faculty and staff who teach and mentor) and are reflected in the numerous accolades the College has received (S6.C1: Accolades). Student success remains our driving force, and as such, it is the first goal of Strategic Plan 2018-2021: Fulfilling Our Promise (S6.C1: Accolades: Increase Student Success and Student Engagement).

Funding in Support of Strategic Priorities: Planning and Assessment

In addition to planning, since spring of 2017, Ramapo has tied funding to strategic priorities through the Strategic Resources Advisory Board (SRAB) to ensure alignment of institutional and academic priorities with resource allocations (S6.C3: SRAB Charge). The move towards SRAB flowed from the Spring 2019 review and updating of the 2012 Institutional Effectiveness Plan (S6.C8: Administrative Assessment Committee Primer). Following an integrated planning model, SRAB reviews requests for Strategic Plan Incentive Funding (SPIF) and Capital funding and recommends to Cabinet the SPIF or Capital funding of those initiatives most closely tied to the Mission and strategic plan goals/objectives. Through SPIF, which has awarded over $25 million since its inception in 2006, individual Units can request a small percentage of the approximately 1-2% of the operating budget set aside each year to encourage innovation and goal achievement (S6.C8: SPIF and Capital Requests).
Units have used SPIF funds to advance academic excellence by efforts such as providing initial (i.e., seed) funding for the Anisfield School of Business Trading Lab; funding software initiatives such as Adaptive Insights, Slate, Argos and uAchieve; creating a Bloomberg Certification program; purchasing software for the Language Lab; and providing the initial funding to launch the MBA program. The College annually reviews SPIF initiatives through assessment, first in WEAVE and now SPOL, to determine progress made as well as viability for continuation, which often requires the College to provide required future funding through its operational budget.

As for planning, the 2018-2021 Strategic Plan will guide Ramapo until a new strategic planning committee convenes utilizing the recommendations of the Self-Study and the assessment of the strategic plan (S6.C1: Strategic Plan 2018-2021) to inform their work. The current strategic plan enables the College to focus its efforts and resources in a planned, integrated way to respond to critical issues and opportunities and to advance its Mission, vision and goals. Given the rapidly changing higher education environment, anchoring proposed initiatives to the plan provides a clear guide for resource allocation decisions.

**Technology Driven Solutions for Planning and Improvement**

At Ramapo, budgeting and planning are aligned with a constant view toward accomplishing institutional goals. In a number of important instances, this has been facilitated by the use of technology. For example:

- The purchase and implementation of uAchieve degree planning software from College Source is one such example (S6.C2: Degree Planning Task Force Summary). Inasmuch as the former degree planning software, CAPP, was no longer being updated by the manufacturer, the College had an opportunity to advance its advisement efforts with the implementation of a new system that responded to the needs of the College community. A 2015 needs assessment survey of the campus community resulted in selection of the uAchieve planning software. Launched in Fall 2017 for graduate students and Fall 2018 for undergraduates, this tool allows each student at Ramapo to build a customized four-year degree plan and positions Ramapo as a forerunner in higher education for advancing student success through investing in people and technology. uAchieve supplements Ramapo’s primary student success enterprise system (i.e., Starfish by Hobson’s) and the student information system (i.e., Banner by Ellucian).

- With the College’s former planning software (WEAVE), Units annually assessed how their objectives furthered the Strategic Plan. In AY 2017-2018, Strategic Planning Online (SPOL) replaced WEAVE and, with the greatly expanded capabilities of the SPOL software package, integrated the budget process with assessment and planning (S6.C2: Planning Software Selection Matrix). Additionally, SPOL integrated faculty credentialing, which assists in making faculty teaching or extra-curricular assignments as well as in accreditation efforts. Utilizing WEAVE then and SPOL now has facilitated continual assessment of progress towards strategic plan goals and objectives.

**Assessing our Planning, Processes and Resources**

In addition to linking planning and budgeting functions, the College has improved communication and transparency of assessment processes across the campus community. Examples include the enhancement of the College Fact Book by the Office of Institutional Research (IR), Academic Assessment Briefs (S6.C9: Factbook; S6.C9: Assessment Brief) and the use of college-wide survey results.
A 10-year survey calendar, which was approved by the President’s Cabinet, lists all of the surveys that have been and will be administered through IR. These surveys assess such topics as student engagement, student learning and alumni outcomes. For example, data from the National Survey of Student Engagement (NSSE) has been used by a variety of committees on campus to improve students’ engagement. The Division of EMSA makes extensive use of NSSE results for the purpose of increasing student engagement on campus. The leadership of the 17 EMSA units reviewed the 2016 NSSE results and identified a number of items on which Ramapo scored lower than its COPLAC, Carnegie, and 2015-2016 peers (S6.C9: 2016 NSSE EMSA Metrics). From these, division leadership identified those most likely to improve student engagement and developed action items and strategies aimed at achieving this goal (S6.C9: 2017 NSSE Responses; S6.C9: NSSE action steps). This project is ongoing and has resulted in such actions as the creation of an EMSA pledge that is visible in all 17 EMSA offices, as well as the implementation of a second residential shuttle.

Similarly, results from the Graduating Senior Survey and the Alumni Survey have been used in academic program reviews. Data from Institutional Research surveys, which are posted on the IR website, are password protected and only viewable by College employees (S6.C9: IR Website).

IR sits on the College-Wide Academic Assessment Committee (CWAAC). In addition, IR provides data reports for other areas of the campus to support continuous improvement. The Semester Enrollment Report provides the sum of credit hours for full- and part-time students, so the data can be reviewed for trends within these groups and guide enrollment planning (S6.C9: Spring 2018 Enrollment Report). The One-Year-Out Alumni Survey includes data for students who went to graduate school and/or attained employment. This occupational outcomes information is also now gathered as part of the National Association of Careers and Employers (NACE) First-Destination Survey to provide benchmarking (S6.C9: NACE First-Destination Survey December 2018). This kind of information has contributed, for example, to the Cahill Center for Career Development’s enhanced focus on employer engagement and relations and the drive to foster greater connections between students and employers. This resulted in the hiring, in 2018, of an Assistant Director of Employer Engagement, and subsequently, the largest Career Fair in the history of Ramapo College with over 90 employers and 500 students. Utilization of the Cahill Center has increased and is projected to continue on this trajectory (Cahill Career Center Outcomes).

Sustaining planning, accountability and assessment within individual units and broader College Divisions requires campus-wide support. The College has identified, established and regularly monitored performance indicators, as reflected in Dashboard 2021, linked to strategic goals and objectives (S6.C9: Dashboard 2021). Housed on the College webpage, Dashboard 2021 is part of the effort to engage the entire Ramapo community in understanding the College’s progress with respect to its strategic goals and objectives. Updates are given to the Board of Trustees and the Divisional Vice Presidents who discuss the analyzed data with their Unit leaders in order to inform decision-making.

As a result of the self-study process, Ramapo developed an administrative assessment structure to support assessment in administrative departments of the College. A look at the Integrated Planning Model shows an integrated planning and assessment process, begun in Spring 2019, incorporating both academic and administrative assessment (S6.C9: Integrated Planning Model). In this model, academic assessment committees (i.e., GECCo and CWAAC) join two administrative committees (i.e., Administrative Assessment Committee (AAC) and SRAB) in the new Institutional Effectiveness Council (IEC) (S6.C8: Administrative Assessment Committee Primer) in order to fully support and integrate assessment efforts across the institution. The IEC includes the Chairs of GECCO, CWAAC, AAC and SRAB and provides an overarching big-picture analysis and synthesis of the College’s annual activities to demonstrate overall institutional effectiveness as well as alignment with the Mission and strategic goals of the College (S6.C8: Administrative Assessment Committee Primer).
The Administrative Assessment Committee (AAC) was established in the spring of 2019 to assist administrative units in identifying and implementing meaningful, streamlined, and sustainable assessment practices that are intended to promote continuous improvement and firmly establish a campus-wide culture of assessment. The AAC includes members from various Divisions whose functions lend themselves to enterprise-wide perspectives, systems knowledge, assessment, and/or data analysis. Somewhat mirroring the successful CWAAC model, each AAC member convenes a Division Effectiveness Committee (DEC), which coordinates planning and assessment that is conducted by Departments and other Units (for Committee Structures, S6.C8: Administrative Assessment Committee Primer).

Within its first year of existence, the AAC developed and endorsed the Administrative Unit Rubric which was used to assess 2017-18 and 2018-19 Unit plans, consolidated the number of reporting Units, and created an AAC website inclusive of meeting minutes and informative resources (S6.C8: AAC Website). Among the AAC’s first successes was its development and implementation of a checklist for administrative assessment (S6.C8: AAC Checklist). The checklist, designed to demystify the planning and assessment process and to simplify and streamline the use of related terminology, was used to inform the design and content of the Administrative Unit Rubric (S6.C8: Administrative Rubric). All AY 2017-2018 and AY 2018-2019 Unit plans, tasks, measures, targets, results and findings were assessed against the rubric, the results of which are presented below.

As a result of AY 2017-2018 rubric findings, AAC focused its energies on working with DECs to strengthen their Unit purposes and outcomes as well as their tasks/measures/targets. The year-over-year comparison of AY 2017-2018 and AY 2018-2019 plans revealed significant improvements (S6.C8: YOY Analysis of Rubrics) in these areas. For example, across Unit plans, the quality of purpose statements and unit-level outcomes improved from 1.89 (developing) to 2.28 (competent). In addition, across Unit plans, the quality of tasks/measures/targets improved from 1.66 to 1.89.

As a result of AY 2018-2019 findings, the AAC advanced a recommendation, which the Cabinet later endorsed, to consolidate Unit Plan Reports for FY20 (moving from 70 to 46); to assess Units’ strategic objectives and discontinue the practice of capturing Units’ operational/individual performance in SPOL; to ensure the terminology is consistent on all platforms (i.e., planning software to checklist and rubrics); and to foster integrated planning through the creation of intra-divisional collaboration opportunities (S6.C8: Cabinet Minutes 5.21.19; S6.C8: ACC Memo to Cabinet). The AAC will also focus its AY 2019-2020 energies on working with DECs to continue to improve in all areas with special attention given to ensure 1) tasks, measures, and targets are appropriate and clearly written, and 2) results are used to inform decisions and close the loop in a manner that facilitates a culture of assessment.

Financial Planning & Budgeting

In keeping with Requirement of Affiliation 11, planning and budgeting are central to ensuring the long-term stability and sustainability of Ramapo College (S6.C3: FY20 Budget). All planning is driven by the College’s strategic plan (S6.C3: Strategic Plan 2018 – 2021) which advances four key strategic goals that shape Unit-level plans and priorities. Ramapo College continues to enhance the processes and tools necessary to address and ensure attainment of key strategic and financial goals. For example, the recent acquisition of Adaptive Insights budgeting software works hand in hand with the SPOL budget model and has allowed for a more transparent and accountable process across the College (S6.C3: Capital 2019 Adaptive Upload; S6.C3: Planning Objective Report). This system is updated daily and provides a user-friendly interface including detailed categories of expenses and comparisons to prior periods, features which allow Unit Directors to access and monitor both year-to-date and trend-style budget information.
and current-year expenditures in a nearly simultaneous manner (S6.C3: Adaptive Insights Reports for unit Directors; S6.C3: Unit-Specific Dashboards Snapshot). Unit Directors are responsible for monitoring their expenditures and must verify monthly that all budget information has been updated so that, in doing so, spending is reconciled on a monthly basis (S6.C3: Monthly email sent to Unit Directors).

● The Budgeting Process
The budgeting process at Ramapo College is comprehensive and collaborative and based on the incremental budget model. Foundationally, it is based on senior administration expectations about prospective enrollment, revenues and other determinants of operational and financial results. However, all academic and operational areas are ultimately engaged in the budget process. Thus, in an effort to provide Unit Directors adequate time and information to evaluate and prioritize budget requests, they are notified well in advance of any upcoming fiscal year deadlines and procedures (S6.C3: FY20 Budget request memo). This process begins each year when the Office of Budget & Fiscal Planning (S6.C3: Office of Budget & Fiscal Planning) sends the Budget Request Memo to all Unit Directors delineating the procedures and documentation necessary to make budget requests and changes. With the implementation of Adaptive Insights, the College has enabled each planning Unit to document its request for budget changes. In addition, by allowing the Unit Directors a clearer picture of both historical and anticipated spending for each Unit, managers are better able to see trends.

The budget process also prompts units to assess their needs for the subsequent year and adjust resource allocations to meet their assessment-identified goals and objectives. Any modifications required in the course of the fiscal year are discussed with the Vice President who oversees the Unit in question. If changes involve personnel, the Position Review Committee (PRC) reviews the proposed position in light of the goals of the Unit and the resources needed to accomplish them.

Two Main Components
The budget process has two main components, both of which are driven by the strategic goals and priorities of the College. The first addresses the operational budget of each Unit while the second addresses Strategic Priority Initiative Fund (SPIF) and Capital requests (S6.C3: SPIF & Capital request policies/procedure).

● Prior Year Operational Budgets
Prior year operational budgets, following analysis by the Budget Office regarding any anticipated operational changes, serve as the baseline for budget projections for the upcoming year. During the budgeting process, Unit Directors are invited to request budget changes which are entered into Adaptive Insights by the Unit Director or a designated proxy. After all requests have been accumulated, the President’s Cabinet reviews and approves them based on the College’s strategic priorities (S6.C3: FY19 Budget Change requests and approvals) and available assessment study results.

● SPIF and Capital Requests
The second component of the budgeting process addresses the Unit Directors’ SPIF and Capital requests as submitted to the Office of Institutional Effectiveness and Planning (S6.C3: SPIF & Capital request policies/procedures). SPIF and Capital requests must be tied to specific activities or projects that advance and/or impact an institutional goal, objective, or outcome (S6.C3: ASB FY19 SPIF Request, S6.C3: SPIF RUBRIC). Metrics for measuring results are required at the time of the request. SPIF and Capital requests are reviewed by the Strategic Resources Allocations Board (SRAB) who make recommendations to Cabinet based on the College’s strategic goals and outcomes, institutional priorities, and Division targets (S6.C3: SRAB Charge; S6.C3: SRAB FY19 Executive Summary; S6.C3: SRAB Minutes from 4/11/18). Approved requests for funds are included in the annual budget using both SPOL and Adaptive Insights (S6.C3: FY20 Budget Planning Calendar).
The Budget Office summarizes and formulates the final comprehensive fiscal year budget for the College and evaluates its assumptions against alternative scenarios (e.g., weaker vs. stronger enrollment) to determine the potential financial and operational impact on key strategic goals and priorities. The Budget Office then presents the budget to the Vice President for Administration and Finance (VPAF) who evaluates it with respect to the overall financial health and sustainability of the College (S6.C3: FY19 Open Forum Presentation; S6.C3: Budget Presentation BOT).

The VPAF presents the budget to the President’s Cabinet for evaluation and approval (S6.C3: Cabinet Minutes (Redacted) April 26, 2018). A draft of the budget is then communicated by the VPAF to the entire Ramapo College community in an open forum meeting (S6.C3: FY19 Open Forum Presentation; S6.C3: FY20 Budget Planning Calendar). Final recommendations are presented to the Board of Trustees for approval (S6.C3: BOT Minutes Open June 2018). The final budget is then published to the Budget & Fiscal Planning webpage (S6.C3: FY19 Budget Book), and Unit Directors are advised that the budget has been approved by the BOT (S6.C3: FY19 Approved Budget Memo).

Throughout the fiscal year, the Budget Office prepares and analyzes monthly financial statements and comparative financial information. By doing so, the Budget Office routinely monitors the College’s finances and is responsible for the initial preparation and updating of both year-to-date and year-end projected revenue and expense results (S6.C4: Internal Financial Statement). The Budget Office reviews the financial information with the Vice President for Administration and Finance (VPAF) monthly, and in turn the VPAF shares the information with members of the Board of Trustees at all Human, Capital, and Financial Resources Committee and Board of Trustees meetings (S6.C4: BOT Financial Report October 2018) to ensure that the Trustees (i.e., financial stewards of the College) are well informed.

**Transparency and Effectiveness: The Role of Auditing**

In order to improve transparency of College operations and to monitor the effectiveness of internal controls, Ramapo College established the Office of Internal Audit in October 1986. Internal Audit conducts independent reviews and appraisals of the College’s policies, procedures and operations. These reviews provide management with an independent appraisal of the various operations and systems of control. Internal Audit assists College management and the Audit Committee of the Board of Trustees in accomplishing their objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of the College’s risk management, financial controls, and governance processes.

In line with Requirement of Affiliation 11, the College undergoes a financial audit each year. This includes an audit of the Ramapo Foundation. In FY16 and FY17, the accounting firm of PKF O'Connor Davies audited and issued an opinion regarding the Ramapo College financial statements. The auditors’ report indicates that the financial statements present fairly the financial position of the College (S6.C7: Independent Auditors Report 2016; S6.C7: Independent Auditors Report 2017). In addition, PKF O'Connor Davies also prepared "management letters" dated June 30, 2016 and June 30, 2017. Both sets of reports attest to and document the veracity of Ramapo College's financial statements. Notably, the 2016 and 2017 management letters "did not identify any deficiencies in internal control that we consider to be material weaknesses as defined above." Management responses to address and correct specific observations by the auditors are also delineated in the reports (S6.C7: Management Letter 2016; S6.C7: Management Letter 2017).

Credit Profile Report). S&P cited the following factors supporting their rating of the College's long-term debt:
1. “good student quality and historically stable enrollment, which we expect to continue”
2. “consistent, although softening, full accrual operating surpluses, reflective of the college's conservative budgeting and financial practice”
3. “excellent adjusted unrestricted net assets (UNA) as a percentage of adjusted operating expenses at 38.9% as of June 20, 2017”

S&P also remarked that Ramapo's "strong retention ratio and enrollment and demand profile is ‘above average’". Furthermore, S&P supported the achievement of this specific strategic plan goal by stating: "We believe Ramapo is achieving its strategic goals through a relatively stable demand profile and consistently positive full-accrual operations" (**S6.C8: Core Financial Ratios and Composite Financial Index**).

**Human Resources at Ramapo College**

The Human Resources functions at Ramapo College are principally overseen by two areas.

- **Human Resources**
  The Human Resources (HR) (**S6.C5: Human Resources Webpage**) Department at Ramapo College consists of an Assistant Vice President (AVP) for Human Resources and 11.5 FTE staff members. This staff, including the AVP, oversees approximately 688 full-time employees and 425 part-time employees (including adjunct instructors) and, in conjunction with the Cahill Career Development Center, jointly oversees approximately 1,000 on-campus student employees. The functional areas that fall within HR encompass recruitment/selection, classification and compensation, labor relations, learning, development and performance (LDP), employee benefits, payroll and employee relations. HR is structured with one manager per area who generally is responsible for the overall function of each area (**S6.C5: HR Organization Chart**).

- **The Office of Employee Relations**
  The Office of Employee Relations (ER) is now incorporated within HR and is responsible for the administration of faculty tenure, promotions, career development, and the collective bargaining agreement between the College and the American Federation of Teachers (AFT) (**S6.C4: AFT Agreement**). ER is responsible for the disciplinary, reappointment, and performance appraisal processes for professional staff. ER also monitors the College’s policies related to Conflict of Interest, Intellectual Property, and Code of Professional Responsibility along with compliance to all federal and state policies, statues, regulations and procedures, and provides assistance to the General Counsel regarding the College’s Ethics Compliance Program to ensure agreement with ethical standards and behavior as set forth in federal, state and local statues, regulations, codes and guidelines. In addition, ER is responsible for the administration of the Communication Workers of American (CWA) contract (**S6.C4: CWA Contract and updated MOA**) and the International Federation of Professional and Technical Engineers (IFPTE) agreement (**S6.C4: IFPTE Agreement**).

**Cultivating and Supporting Equity, Diversity and Inclusion**

One of the HR Department’s main goals is to support the College in Goal 2 of the strategic plan, To Cultivate and Support Equity, Diversity and Inclusion. To this end, the Department promotes initiatives that foster an inclusive, diverse and supportive environment for work, study and social interaction.

HR works in conjunction with the Office of Equity, Diversity, Inclusion and Compliance (EDIC) to optimize advertisement of faculty and staff job postings in order to further the College's efforts of
attracting a more diverse pool of applicants. Inasmuch as one of the objectives in the College's strategic plan is to "recruit employees who reflect and are committed to diversity and inclusiveness," these efforts are being monitored and assessed (e.g., compared to the previous year’s data), and the development of an assessment-based action plan is currently underway (S6.C4: A message from the Chief Equity & Diversity Officer, S6.C4: Faculty job posting from INSIGHT Into Diversity, S6.C4: Advertisement in September 28, 2018 The Chronicle of Higher Education’s “Diversity in Academe Special Issue”, S6.C4: Job Posting for Director of Employment Equity and Affirmative Action in the Professional Women of Color Network, S6.C4: Job Ads sent via Higher Ed Jobs Diversity & Inclusion email list).

**Technology Driven Human Resource Solutions**

HR uses Banner 9.0, the College’s enterprise resource planning (ERP) system, as its main information system. The HR Department has implemented an applicant tracking system by utilizing HireTouch software, which enables an instant view of each candidate and monitors progress at every step of the recruitment and selection process. HR-related metrics for the new strategic plan will be established in Fall 2019 and will be reported on in January 2020 and January 2021. These metrics will include cost per hire, time to fill vacancies, employee turnover ratio, demographic data, training courses, LDP, recruitment and search data, absenteeism, safety, health and wellness, and performance management and training. Any metric that is not meeting its established target will be investigated, and appropriate action plans will be developed and implemented in a timely manner to achieve continuous improvement in operations.

**Leadership and Development for Organizational Effectiveness**

In order to fulfill its commitment to enhancing the current and future organizational effectiveness of the College, Human Resources has implemented over the past two years two major programs, a formal program for professional development and a new leadership model as described below.

- **Formal Professional Development Training Program**

  A formal program for professional development was put in place in Fall 2017. Since the program’s inception, 57 training sessions attended by approximately 400 employees have been held, and 92% of attendees rated these sessions satisfactory or better (S6.C4: LDP statistics). These training sessions have covered a variety of topics in multiple formats. Courses aim to promote diversity and inclusion, help employees develop interpersonal and leadership skills, foster team building and productivity, and more in order to improve the level of work, life, and job satisfaction. Some of the courses offered by LDP include Time Management, Understanding Your Personality Style at Work, Emergency Preparedness, and Mindful Leadership. An assortment of articles and videos is posted on the LDP webpage, which can be accessed by all employees, on a number of topics such as Excelling as a Manager or Supervisor, Managing and Motivating the Most Challenging Employee Behavior and Empathy at Work. Additional learning opportunities are offered via a membership with Academic Impressions, which provides consultation and hands-on experience and partners with Ramapo in delivering complex professional development programs to the campus. Employees may expand their knowledge on issues such as student housing, student success, health/wellness, enrollment services, and orientation. LDP uses surveys (S6.C8: LDP Workshop Evaluation) to assess the effectiveness of the training sessions and uses participant feedback to make improvements to delivery methods, as well as to elicit suggestions for new training topics. For example, as a result of survey feedback, LDP held Learning Day in June 2019. The day offered faculty and staff 10 one-hour learning sessions on a variety of topics including mindfulness, supervision skills, communication, and performance reviews (S6.C8: Learning Day 2019).

- **A New Leadership Model**

  The second new program facilitated by LDP is the new leadership model that was launched in July 2018 to develop highly effective leaders and to address the swift pace of change and the complexity of the challenges facing higher education in general and Ramapo College in particular (S6.C8: New Leadership.
Model). This model will be used to support leaders’ achievement of personal and professional growth in order to create Ramapo managers who are resilient, anticipatory thinkers, risk tolerant and supportive of creativity, effective facilitators, courageous decision makers, and able to bounce back after a crisis or when faced with an obstacle. Since the program was begun, LDP has offered 54 workshops, and 100% of Ramapo managers attended at least one LDP workshop.

● Manager Competencies Review
Within the new leadership model, the Manager Competencies Review (S6.C8: Manager Competencies Overview) is an ongoing process of communication, feedback, and evaluation that provides an opportunity to:
● develop a clear definition of the competencies needed to succeed in the role of a leader at each level
● establish employee outcomes and assess progress toward achievement targets, as well as personal and professional development
● encourage dialogue between the supervisor and employee
● provide a means of identifying and addressing job-related learning opportunities
● foster morale

Conducted two times per year, the Manager Competencies Review uses a scorecard to measure performance and success along five areas of competency: organizational, position-specific, analytic, personal, and communication. Performance improvement plans and coaching follow when necessary. Additionally, a 360 review by peers and subordinates will be completed every three years, with the first round having been launched in February 2019 (S6.C8: Manager Competencies Scorecard). The initial round of scorecard assessments resulted in 98% of managers participating in the process and completing the interim scorecard. To date, 100% of managers have done so. Data collected indicated that most managers and supervisors agreed on what the skills gaps were (S6.C8: Interim Score Card Results). For example, in the Analytic Competencies section, Stakeholder Analysis scores were lowest at 3.7 and 3.8 on a five-point scale for managers and employees, respectively. Driven by these findings, the Learning Day that was held in June 2019 offered, to over 70 employees who attended them, sessions aimed at helping managers further develop their analytic competencies skills (S6.C8: Learning Day 2019).

● Performance Appraisal for all Employees
In addition, performance appraisal for all other employees at Ramapo College is used to assess performance to date, facilitate communication between employees and their supervisors, and to clarify job expectations (S6.C8: Performance Appraisal). Classified employees in the CWA and IFPTE unions are evaluated using the State of New Jersey Performance Assessment Review (PAR) (S6.C8: PAR 2018-2019 form for employees, S6.C8: PAR 2018-2019 form for supervisors, S6.C8: PAR Overview & Instructions). This rating cycle starts in September by setting up job expectations and individual objectives and goals that are tied to the departmental/unit goals. Supervisors meet with their employees in March for an interim assessment and in August for a final assessment.

AFT Professional Staff are evaluated with the Annual Performance Assessment System (APAS) in an annual review process (S6.C8: AFT Prof Staff PBP Procedures, S6.C8: AFT Prof Staff PBP 2018-2019 Calendar, S6.C8: AFT Professional Staff Assessment Calendar, S6.C8: 2019-2020 AFT Professional Staff 2nd and 3rd Reappointment, S6.C8: 2019-2020 AFT Professional Staff 4th and 5th Reappointment, S6.C8: 2019-2020 AFT Professional Staff Multiyear Reappointment, S6.C8: AFT APAS Instructions, S6.C8: AFT APAS Form). The APAS cycle starts in July (for 12-month AFT Professional Staff) and September (for 10-month AFT Professional Staff) when employees and supervisors meet to assess and close out the prior year and to prepare the APAS for the upcoming year. Supervisors/employees follow the respective reappointment calendar (for those in single year contracts) or the assessment only calendar (for those in multi-year contracts not going through the reappointment process) to complete the APAS,
which is then submitted either as part of the reappointment application or by itself through the assessment only process.

- **Faculty Review for Reappointment**
  Faculty are reviewed annually for reappointment until they have attained tenure, which usually occurs in their seventh year of employment. After being tenured, each faculty member engages in an in-depth self-study every five years “to determine the manner in which he/she may best advance his/her own professional growth” (**S6.C8: Career Development Procedures**, **S6.C8: Career Development Calendar**, **S6.C8: Career Development Checklist**).

- **Support for Employee Morale**
  Fun, social events have been added to the college-wide calendar beginning with the President’s Welcome Back Reception held at his on-campus residence, the Havemeyer House. Additional events include a summer ice cream social and food truck visits, a support staff breakfast, and a holiday luncheon. The College has great success hosting its annual Take Your Child to Work Day, which began in 2017. This program was developed so that employees could give their children a glimpse of the working world and expose them to their work environment. Informal feedback has been positive in that employees reported that the program enhanced the “community of Ramapo through welcoming our children.” A service awards program celebrates employees’ anniversaries of employment (**S6.C4: List of Events for employees**, **S6.C4: Emails from parents of participants**, **S6.C4: Evaluation results TYCTWD**). The College promotes work-life balance by following flexible hours during the summer when employees work extended hours Mondays through Thursdays and enjoy Fridays off. The week of spring break in March will also follow the flex work schedule and offer an additional Friday off for employees (**S6.C4: 2019 College Office Hours Calendar**).

**Information Technology Services at Ramapo**

Information Technology Services (ITS) is comprised of four separate but highly integrated operating areas: Applications Development, Client Services, Infrastructure/Media/Telecom, and Instructional Design. Decisions that affect other ITS areas or the campus at large follow a hierarchical process from ITS unit directors to the CIO and, if necessary, to the Vice President of Administration and Finance (**S6.C5: ITS Org Chart 2018**).

Within ITS, each director is responsible for their respective operations and is accountable for the performance and productivity of the associated staff. There is excellent cross-area collaboration and communications among the ITS managerial staff as well as clear direction and support from the CIO and the Vice President of Administration and Finance as is formally documented in ITS-related policies and procedures (**S6.C1: ITS Strategic Plan**). (**S6.C1: RCNJ IT Handbook**).

- **Technology Planning and the Strategic Plan**
  All technology planning is driven at the highest level by the College’s strategic plan and is aligned with the College’s strategic goals. ITS works together with other Units on campus to investigate, assess, manage and/or implement technology across the campus. ITS’s Mission is to enable the College to enhance its overall quality of data, extend access to its programs and services, and improve operational effectiveness and efficiency. Plans are presented to various individuals, including the Provost, Deans, faculty, students and staff, for their feedback. ITS then incorporates relevant feedback to formulate a final plan to pursue each year (**S6.C1: ITS Strategic Plan**).

One of the strategic goals is to use information technology to enrich the educational experience by enhancing access to and the quality of student learning, student services and student engagement in the
college community (S6.C1: ITS Strategic Plan). For example, the SPIF-funded adoption of Canvas as the College’s new learning management system (LMS) in AY 2019-2020 will improve delivery of the online and hybrid learning experience and also help with the assessment of SLOs. This decision resulted from a faculty survey that revealed dissatisfaction with the use of Moodle, the College’s most recent LMS. In response, the Task Force for Online and Hybrid Learning and the Learning Management System Task Force investigated options and ultimately recommended the adoption of Canvas (S6.C9: Task Force for Online Learning Report and Recommendations; S6.C9: Canvas at Ramapo).

Banner 9
In Spring 2019, the campus completed an upgrade to Banner 9, which continues to serve as the operational backbone of the College’s technology infrastructure by supporting and interfacing with several cloud and on-premise applications spread throughout the campus. Banner 9 is cloud-ready and can be accessed via a smartphone, tablet, or traditional workstation. Greater functionality was added to its Self Service module. This implementation took two years and utilized resources from across campus. A rigorous training calendar was implemented and a training room was set up to enable small groups of end users to participate in hands on learning (S6.C1: Ramapo College Mail – Important new about Banner 9 Rollout.pdf). The staff of all offices using Banner 9 Admin Pages (formerly Banner INB Forms) have been trained. While daily training sessions were offered from August 2018 through December 2018, ongoing support is still available through the Web Help Desk Application and through Banner User Group meetings. Banner 9 Self Service improvements will impact several areas including those used by students and faculty. The Registration module has new features that seamlessly integrate with another new product the campus has implemented, uAchieve.

uAchieve
uAchieve consists of degree audit and planning tools that aid students in more accurately planning their course load so they may meet their educational objectives and graduate in a timely manner. The implementation was a team effort between the Center for Student Success, the Office of the Registrar and ITS. As of April 2019, the Center for Student Success has worked with all first-year students to create customized graduation plans in uAchieve, which will further Ramapo's strategic plan efforts to increase four- and six-year graduation rates (S6.C6: What’s New in Banner 9; S6.C6: Degree Planning Task Force Summary).

Slate
In 2016, the Office of admissions implemented a new SPIF-funded recruiting and admissions cloud-based tool, Slate from Technolutions. Slate is a Customer Relationship Management (CRM) online tool that has eliminated the majority of hard copy applications and transcripts, thereby making the process more efficient and reducing the need for paper storage. For instance, Ramapo College received 8,044 total applications in Fall 2017. Since the average number of pages per application before Slate was adopted was 20, this resulted in an estimated 160,880 total document pages in 2017. In 2018, Ramapo College received 9,034 total graduate and undergraduate applications, an estimated 180,680 total pages. The total amount saved over two years (Fall applicants only) through the implementation of the Slate system is, thus, 341,560 pieces of paper (S6.C6: Peter Rice Email Slate Paper Savings January 17, 2019 – Middle States).

As a further effort to improve efficiency, applications to Ramapo College, registration for events, and other necessary communications have all been moved online. Communication has further been enhanced with the ability to text as well as email recruits and applicants. (6.6.4: Slate Peter Rice Analysis)

Schedule 25
As a result of feedback from the community, another SPIF-funded application that was introduced in summer 2019 is a robust room scheduler. Schedule 25 from CollegeNet replaced the previous room scheduler that was found to be ineffective. Selection of the Schedule 25 product resulted from a collaborative effort of several stakeholder units on campus including ITS to ensure compatibility with other software platforms and will be used mainly by the Office of the Registrar as well as Events and Conferences. The Registrar is now able to schedule classrooms automatically for upcoming semesters, which will allow Events and Conferences to more efficiently set up events without needing to coordinate with the Registrar. Schedule 25 offers an extensive choice of reports, including a report on campus-wide room usage which will allow for optimal allocation/utilization of space resources at the College (S6.C6: Scheduling Software Task Force and Review.pdf; S6.C6: Ramapo Series25 Cost Proposal 2_2_18; S6.C6: ITS New Software Evaluation Worksheet).

● Optimizing Technology to Address the Needs of the Community

Another collaborative effort between Enrollment Management, the Center for Student Success, Cahill Career Center, admissions, Athletics and ITS was initiated to examine students’ technology needs and determine if current in-use applications could be used to address them. Given that research has shown students prefer communication via text rather than email, the College is currently assessing the best tool to use for text communications with students, as well as evaluating the existing applications being utilized. This will be completed in the Spring 2020 semester with a recommendation to be implemented in Fall 2020 (S6.C8: Email Charge to Form EMSA Technology; S6.C8: EMSA Tech Group Summary; S6.C8: ACUHO-I Institutional Questions 15-16; S6.C8: ACUHO-I Institutional Questions 16-17; S6.C8: ACUHO-I Institutional Questions 17-18).

ITS solicits feedback from campus by meeting with Units, analyzing Help Desk reports, and occasionally attending campus Units’ weekly meetings. Each Unit Director also meets frequently with the CIO, sharing feedback from across campus. An example of informal feedback comes from the Banner 9 orientation sessions, as these one–on-one sessions allow ITS to understand the end-users’ requirements and challenges in executing their business processes. From these sessions it was discovered that one-to-one and/or one-to-few contact is essential, and that even very brief individual meetings were more impactful than informational emails sent to the campus community.

● Improving the Technology Infrastructure

The College continues to improve its technology infrastructure to effectively carry out the College’s Mission. For example, resources were allocated to move from a Unix to a Linux environment, which will result in a more flexible operating environment as well as reduce costs. This project is underway and has two phases (final verification of the system that controls all logins and the migration of the Banner Oracle databases off of Sun UNIX and onto RedHat Linux) that will be completed in Fall 2019. Moreover, the migration to a Virtual Machine (VM) environment has allowed the elimination of several stand-alone servers, and the plan is to continue to reduce the footprint of the server pool and gradually move, as appropriate, to a cloud-based environment (S6.C1: ITS Strategic Plan).

All staff and faculty have transitioned to Google’s Gmail as of January 2017. This followed the student email, which was migrated in September 2010. All Ramapo College email is now housed on a Google server in the cloud. Along with aiding in disaster recovery, Gmail offers better security, larger storage capacity, and access to Google’s collection of online applications such as Google Groups, Google Docs and Google Sheets. It also provides extra storage space for the end-user with its application, Google Drive, as well as a more collaborative work environment. One such example of campus-wide information sharing that is now possible with this new platform is the routine use of the Deans’ Council and Provost’s Council discussion boards (S6.C1: ITS Strategic Plan; S6.C8: Email Stefan Becker to Faculty).
Client Services, Infrastructure, Telecom and Media are all lending their services to the completion of the new Learning Commons, which began in Spring 2019. These Units are working in concert with the Capital Planning Unit as well with the architects and engineers of the Learning Commons to complete the entire project by Fall 2021, as planned. (S6.C1: ITS Strategic Plan)

In August 2017, based on feedback from the community, the College significantly increased its bandwidth to improve internet access and allow for future expansion. The completion of the residence hall WIFI upgrade was followed by a full upgrade of the entire campus, which was finalized in Spring 2019. While the voicemail system was upgraded in FY 2019 in order to keep pace with current technology, a campus-wide telephone system upgrade is currently set to take place over the next few years (S6.C1: ITS Strategic Plan).

The Office of Facilities Management and Capital Planning

Ramapo College of New Jersey engages in comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution’s strategic and financial planning processes. The physical infrastructure is adequate to support the institutions operations wherever and however programs are delivered.

Over the past ten years, the College has undergone significant growth, which is reflected clearly in the physical appearance of the campus. Six buildings have been constructed since 2005, and most other buildings have seen marked improvements or upgrades. As the campus has expanded, so too has the College’s commitment to maintain the facilities and grounds at the highest level. The College’s Maintenance and Housekeeping Departments provide superior support and care, as evidenced by the beauty of the campus and the excellent condition of the residence halls as well as academic and administrative buildings (S1.C3: Campus Facilities Master Plan). In 2018, Niche ranked Ramapo College as having the best dorms in New Jersey (S1.C3: Report on Dorms).

The Office of Facilities Management and Capital Planning (OFM & CP) are responsible for the development of Ramapo College’s facilities master plan, space planning, and space management on a daily basis for 300 acres, 43 buildings and approximately 2,000,000 square feet of space. It is the primary function of these offices to support Ramapo College’s strategic plan (S6.C6: Strategic Plan 2018-2021) for improving and/or supporting campus learning, living, and recreational spaces and programs.


- **Space Management**

  Space management is implemented via requests to and initiatives of the Space Management and Allocations Advisory Committee (SMAAC). Space management and allocation is the effective and strategic stewardship of space to optimize use and to reduce the cost of waste. Re-conceptualized in 2017 from a space planning and request model to a space management and allocation model, the goal of this committee is to ensure space is used optimally in alignment with the strategic plan and in furtherance of
the Mission and goals of the College. This transition led to the establishment of principles and a refresh of the Committee’s processes (S6.C6: SpaceManagementPolicy). The Committee, whose members represent constituencies across the College, provides proactive input and feedback on space management and allocation strategies including space requests. The Committee reports to the President’s Cabinet through the Chief of Staff, who began serving as its Chair in 2017. Since 2017, the Committee has issued year-in-brief reports via its website (S6.C6: Space Management Website). The reports summarize the Committee’s activities and, in 2018, the reports began describing the Committee’s work in ways that better reflected the College’s Strategic Plan 2018-2021: Fulfilling Our Promise and Dashboard 2021. For example, the AY 2018-2019 SMAAC year-in-brief report notes that, per Dashboard 2021’s indicator # 55, the Committee advanced several projects that increased the existing assignable square feet of campus space repurposed or reallocated for student/instructional use.

● **Our Commitment to Sustainability**
Ramapo College has a clear commitment to sustainability as is evidenced in its Mission statement (i.e., “We promote diversity, inclusiveness, sustainability, student engagement, and community involvement.”). With the opening of Ramapo College’s Sharp Sustainability Education Center and the signing of the American College and University Presidents Climate Commitment, the College continues to dedicate itself to creating a more sustainable campus. For example, the College has entered into a public/private partnership to install a photovoltaic system that will be used to offset electricity/fuel consumption. This will be described in greater detail below.

● **The Facilities Master Plan**
Ramapo College’s Campus Facilities Master Plan (S6.C6: FacilitiesMasterPlan) provides a valuable and productive road map for future development and includes an analysis of existing conditions; a space utilization analysis; development of a prioritized list of future needs for renovations, new construction and infrastructure; massing diagrams for future new construction; and a project implementation schedule.

The Campus Facilities Master Plan was developed with sustainability in mind to be compatible with the goals and objectives outlined in the strategic plan. In the 2013 Master Plan, the renovation of existing buildings was prioritized over new development, ensuring efficient use of existing space and resources while establishing a pattern for future growth. To this end, the following projects were completed in accordance with the Master Plan:

**A-Wing & B-Wing**
Completion of the Language Laboratory renovation and Honors Lounge renovation

**Birch Mansion**
Accessibility and safety issues have been resolved by the repair of the entry ramp and stairs, as well as office improvements on the second floor.

**G-Wing**
G-Wing was completely renovated to house the Schools of Social Science and Human Services and Theoretical and Applied Science. As part of this renovation, a new nano-technology lab was constructed on the first floor.

**Learning Commons**
The renovation of the existing George T. Potter Library into a more inclusive space exemplifies Ramapo’s commitment to ongoing evolution to fit the 21st-century climate in higher education (S6.C6: Library/Learning Commons). Recognizing that the role of libraries has changed since the construction of the current facility, a more innovative design consistent with best practices in higher education was
developed following a highly-engaged process of study and consultation with stakeholders (S6.C6: President’s-Advisory-Council-LTF-April-2017). The renovation of the existing library and addition of approximately 20,000 square feet will result in a state-of-the-art Learning Commons that supports the intellectual growth of our students and community. More specifically, the new space will allow for a mix of quiet and collaborative space with access to special collections and electronic resources, the creation of digital documents and presentations, and consultation with Library faculty and College Learning Specialists.

Newly designed areas will include spaces where students can process data, determine what is relevant, and form their own conclusions. In addition to housing the College’s library collection, the Learning Commons will be a place where students can read, reflect, and conduct research in both individual and group settings. Students will also be able to collaborate with their peers and faculty, invent and create, and practice presentations, all while using state-of-the-art technologies (S6.C6: Library/Learning Commons).

**Linden Hall**
While the Learning Commons is being constructed, Linden Hall was taken offline as a residence hall and currently houses the library functions. Once the Learning Commons opens in 2021, Linden Hall will be repurposed in a manner consistent with the Facilities Master Plan and the emphasis on the re-utilization of existing space when possible, rather than the construction of new buildings.

**The Hub of the Campus: C-Wing**
C-Wing was renovated and additional seating spaces were created to attract students. The Student Center Food Court was fully renovated, and the Carriage House adjacent to Kameron Pond was converted from a print shop to the new Padovano Commons, which hosts a variety of College events including student functions in the evenings.

The Campus Facilities Master Plan is currently being updated, and a consultant has been engaged to perform this work.

- **Capital Improvement Project Requests**
The Capital Improvement Project Request system facilitates requests from all departments at Ramapo College. This work order system assists in planning by streamlining two types of capital project requests: Minor Requests (e.g., renovation, modification) and Major Capital Improvements Project Requests. All Capital requests that are identified outside Capital and Facilities are submitted during the annual budget process. A detailed description and justification that connects the requested project to the College’s strategic plan, its priorities and three-year deferred maintenance projections is required (S6.C6: CapitalImprovementsRequestProcess).

Requests are reviewed and then prioritized by the SRAB, OFM & CP, and the VPAF. The approval process uses specific criteria relating to, among others, environmental concerns/sustainability, health and safety, compliance, and asset protection. After a project and associated funding are approved, the OFM & CP creates and oversees an appropriate project management plan while consulting the Unit/Division Head, College oversight departments, and any external regulatory agencies.

- **The Office of Environmental Health & Safety**
Under the guidance of the Facilities Management Office, the Office of Environmental Health & Safety develops, establishes and administers the College's policies and procedures for campus environmental compliance, health and safety (S6.C6: EnvironmentalIssues). This ensures the College’s compliance with all federal, state and local laws, regulatory guidelines, OSHA and industry standards relating to the
environment, health and safety. The Office works with the campus community to minimize loss exposure and liability and to assure a safe, healthy environment for students, faculty, staff and visitors.

- **Ongoing Facilities Assessment and Maintenance**
  OFM & CP conducts a five-year full facilities conditions assessment, which is updated every year ([S6.C6: Ramapo FCA Academic; S6.C6: Ramapo FCA Residence](#)). This audit is conducted by an outside vendor and documents the condition of every square foot on campus, as well as the work order system and repair effectiveness on a real-time basis. OFM & CP also periodically conduct a thorough needs assessment, where key issues that require attention (e.g., poor communication, lack of accountability) are identified and addressed. Each fiscal year, OFM & CP Department Heads review business practices and present recommendations, if needed, for service delivery improvements. This practice encourages innovation and constant improvement of the delivery of services to all constituents, internal and external, including mechanisms to review processes and practices to ensure that services provided by the unit are accessible, seamless and effective. The Department periodically monitors activities input into a SPOL actions plan, which might include modifying processes, operations, or practices of the unit as well as modifying intended outcomes or measures.

For FY18, out of a total of 16,041 work orders, not including preventative maintenance items, 14,729 (i.e., 92%) were completed with the remaining 1,312 marked as open, deferred or cancelled.

**School Dude**
As of June 2019, students, faculty and staff can access a new web-based system SchoolDude ([S6.C6: SchoolDude Service Request](#)) that allows users to input a request for routine services to residence life and other campus buildings. In addition to providing students with a direct link to report needed repairs, a survey link is sent after repairs are complete that allows the department to internally assess its process and the possible need for any future improvements in order to provide a better experience for the Ramapo community. The information is used to effect improvements in both long-and short-term issues in maintenance and building services.

**Deferred Maintenance**
Most major maintenance, repair, and building renewal projects are funded as deferred maintenance. These projects include roofing replacement, correction of structural defects, repair or replacement of installed utility and distribution systems, and other high-cost projects, which cannot be funded by the Facilities Management operating budget. If not an emergency, these projects, ranging in cost from several hundred to several million dollars, are placed in the Capital Renewal maintenance backlog.

- **Photovoltaic System Public/Private Partnership**
  In May 2012, the College entered into a Public/Private Partnership (PPP) with National Energy pursuant to the New Jersey Economic Stimulus Act of 2009. As a result of this PPP, National Energy has constructed and is operating a photovoltaic system on the College campus, which will further Ramapo’s commitment to sustainability and protecting the environment and also greatly reduce its ongoing campus electricity costs. Array installations on all academic buildings are complete, while installation of ground-mounted arrays and carports, which began in May 2017, is ongoing. This kind of Capital investment funds new and upgraded facilities, more basic facilities and equipment, and ongoing renewal and replacement of systems.

**Opportunities for Improvement and Innovation**
Based on this process of assessment and self-reflection of Ramapo College’s fulfillment of Standard VI, the following opportunities for improvement and innovation have been generated:
1. Continue to support the professional development of administrators regarding administrative assessment processes and practices. Also utilize assessment forums to discuss and share administrative assessment outcomes, making sure that they are used for continuous improvement. Further the development and adoption of an effective overall assessment structure for the College.
2. Update the Campus Facilities Master Plan to align with the revised strategic plan (i.e., Strategic Plan 2018 – 2021 Fulfilling Our Promise).
Standard VII: Governance, Leadership and Administration

Ramapo College Meets the Requirements of Standard VII

A full description and illustration of the ways in which Ramapo College meets the five criteria and all applicable sub-criteria of Standard VII, as well as Requirements of Affiliation 12 and 13 are presented here.

Governance and Administrative Structures at Ramapo: An Overview

● The Board of Trustees

The Makeup and Activities of the Board
Ramapo College is governed by a Board of Trustees (hereafter referred to as the “Board”) appointed by the Governor with the advice and consent of the New Jersey State Senate (S7.C1: N.J.S.A 18A:64-3, 2014). Up to eleven trustees on the Ramapo College Board may be appointed in this manner. A Student Trustee, interviewed and screened by a committee of peers and selected by the Ramapo College Student Government Association, also sits on the Board and has full voting rights with the primary exception of personnel decisions as determined by statute (S7.C1: N.J.S.A. 18A:64-3.1, 2014). In addition, an alternate Student Trustee is selected by the Student Government Association and sits on the Board and, in the absence of the Student Trustee, has full voting rights with the aforementioned statutory exceptions.

As a fiduciary body, the Board holds the College in trust and, as such, is vested with the conduct of the business of the College. State law specifies that, among its many powers and duties, a college Board in New Jersey has the authority to determine the institution’s curriculum, to borrow money, to direct and control its expenditures, to set policy, to hire and evaluate the college President, and to fix and determine tuition and fee rates (S7.C2: N.J.S.A. 18A:64-6, 2014).

The President and Board maintain an open line of communication, and the President meets routinely with members of the Board outside of the regular meeting schedule to discuss College activities and statewide issues. The makeup of the Board has changed significantly in the past decade. Most notably, the Board has been functioning in recent years with a full slate of eleven trustees (S7.C2: Board of Trustees Bylaws 4.30.18, see Section V-a). While greater continuity in service has been established, one Board member whose term has expired continues to serve while awaiting further direction from the state, and six Board members are eligible for reappointment, but confirmation of such has not yet been received (S7.C2: Board Member Profiles).

The College has had sporadic influence in getting the state to address the expired terms. In recent years, the College proposed three individuals for consideration by the state. Any of the three individuals, had they been advanced by the legislature and Governor, would have brought cultural, ethnic, and professional diversity to the Board, which is currently comprised of two appointed white/non-Hispanic females and nine appointed white/non-Hispanic men (not including the Student Trustee and the College President who is an ex-officio member). Diversifying the Board to better reflect the population the College serves remains a priority of the institution (S7.C2: Trustee Nominations Background 2.14.17; S7.C2: Nominations and Governance Committee Minutes 2.14.17; S7.C2: Board of Trustees Minutes 2.27.17 Excerpt, see Section C2).
In addition to regular Board meetings during the year, the Board Chair and the College President, with guidance from the Nominations and Governance Committee of the Board, establish half- or full-day retreats to address specific issues in depth and also devote a portion of the regular meeting day to work/development sessions. The subjects of these retreats and development sessions are driven, in large part, by the Board’s generally biannual self-assessments which focus on the Board’s understanding and fulfillment of their fiduciary duties of care, loyalty, and obedience. Retreats and development sessions allow for extensive discussion of specific issues and often involve the participation of senior administrators and other College personnel. In recent years, the Board retreats and development sessions have been shaped by the self-assessment results, as well as national and regional contexts, and have included topics such as: Ramapo College Board Performance Assessment: Identifying our Strengths, Areas for Improvement, and Action Plans (S7.S5: Board Assessment and Outcomes 2018); Trusteeship in the 21st Century (S7.C2: Board Assessment and Outcomes 2014); the Role of the Board in Risk Management (S7.C2: Board Risk Assessment and Outcomes 2016); and Emergency Preparedness (S7.C2: Board Retreat Minutes Emergency Preparedness 2017).

Orientation to Board Membership and Responsibilities
In addition, the Board has implemented a comprehensive Board orientation program with an accompanying manual that includes: a formal orientation to trusteeship, a calendar of engagement activities and opportunities for trustees, a series of development workshops focused on the range of fiduciary responsibility, and programming through the Association of Governing Boards and the New Jersey Association of State Colleges and Universities (S7.C2:Board of Trustees Orientation Manual Table of Contents). In addition, Section II of the manual, titled Understanding Trusteeship, contains resources outlining principles of good governance, a statement of trustee responsibility, and documents clarifying the role of trustees in providing oversight of the college and support of the president versus the role of the president in managing the College’s day-to-day operations and keeping the Board adequately informed of institutional issues (S7.C2: Board of Trustees Orientation Manual Table of Contents; S7.C2: Section II Trustee Manual: Understanding Trusteeship).

The Charge of the Board and its Committees
The Board Committees’ charges are detailed in the Board’s Committee Charter (S7.C2 :Board of Trustees Committee Charter) and therein outline the Board’s fiduciary responsibilities in policy making, ensuring academic quality, and fiscal management, among others. For example, among the responsibilities of the Audit Committee are ensuring the integrity of the College’s financial statements, overseeing the independent auditor’s qualifications, independence, and performance, and providing oversight of Whistle Blower Policy and the Internal Auditing Policy (PS7.C2: Policy 224: Whistle Blower; S7.C2: Policy 415: Internal Auditing). Annually, the Audit Committee approves a planner that details the timing and compliance associated with its activities (S7.C2: Audit Committee Planners FY16-18).

In addition, the Human, Capital, and Financial Resources Committee charge notes it is responsible, in part, for overseeing all aspects of the College’s fiscal operation and fiscal viability (e.g., financial policies, operating and capital budgets, priority spending plans, tuition and fee schedule) and reviewing matters related to the campus infrastructure, technology, and physical environs. At each of its meetings, the Committee is provided with and discusses the College’s financial statements and status of reserves, as well as a list of personnel actions and other items (S7.C2: Operating Statement Sample; S7.C2: Status of Reserves Sample; S7.C2: Executive Summary Sample). In addition, the Committee is responsible for the annual advancement of the budget for approval by the full Board each June and for approval and oversight of Capital projects. The Committee also engages in policy review, and in recent years have facilitated several policy revisions including Policy 449: Employment of Officers, Senior Administrators, and Managers; Policy 215: Recruitment, Selection, and Employment; Policy 403: Investment; and Policy
Further, the Mission Fulfillment Committee charge notes its responsibility for ensuring the integrity of the College’s academic, student affairs and institutional advancement functions (S7.C2: Committee Charter April 30 2018 Page 10). The Committee has been engaged with a range of academic, student affairs, fundraising, and alumni relations issues over the years including but not limited to review of the annual Delaware Study that is aimed at determining academic program efficiency; progress on Academic Affairs goals; the revision of the GE curriculum; shared governance; faculty development and research; academic rigor; experiential learning; policy review; recruitment strategies and yield outcomes; planning and resource allocation; accreditation; and enrollment and population trends (S7.C2: Provost Report Nov 2015, S7.C2: Provost Report Feb 2016, S7.C2:Recruitment and Yield Initiatives, S7.C2:Provost Report June 2016, S7.C2:Provost Report Sept 2016, S7.C2:Enrollment and Population Trends, S7.C2:Provost report February 2017, S7.C2:Provost report April 2017, S7.C2:Provost Report April 2018). In addition, the Committee reviews and advances to the full Board for approval the establishment of new programs, the designation of faculty emeriti, and the authorization of sabbaticals. The Committee also approves policy and procedure for named gift opportunities and gift guidelines.

The Board periodically conducts a comprehensive review of its Bylaws and Committee Charter, which was most recently accomplished in 2017. This yielded a strategic consolidation of committees and the redefinition of each Committee’s charter, as described further below. The Board Bylaws and Committee Charter were last amended by the Ramapo College Board in April 2018 and were amended prior to then in December 2017, September 2016, and October 2014 (S7.C2:Board of Trustees Minutes April 2018, see Sections G2 and H1a; S7.C2:Board of Trustees Minutes December 2017, see Sections B, and H4a; S7.C2:Board of Trustees Minutes September 2016, see Section H1; S7.C2:Board of Trustees Minutes October 2014 Draft, see sections Report of the Chair and Consent Agenda Items, and Board Resolution Amending Bylaws and Charter October 2014).

In 2014, as part of its comprehensive review of the President, the Board approved significant revisions to Policy 208: Presidential Compensation and Evaluation. These revisions formalized the evaluation process by introducing specific procedures so as to provide the President and Board with an explicit means to regularly evaluate the performance of the President on mutually agreed upon, measurable criteria. This formal Presidential review process has yielded annual evaluations that are conducted by the Board as well as a comprehensive periodic evaluation that was conducted by a third party and advanced to the Board for action. These evaluations are personnel records and are treated accordingly, but they serve as the impetus for formal Board action on Presidential remuneration and performance. Policy 208 is periodically reviewed by the Board and was most recently revised in April, 2018 (S7.C5: Policy 208: Presidential Compensation and Evaluation).

Meetings of the Board
The Board holds up to six formal regular meetings including an annual budget hearing per year and Committee meetings focused on particular areas such as academic and student affairs, human, capital and financial resources, audit, governance, and ad hoc committees created by the Board to serve a specific purpose.

Full Board meetings are open to the public, and members of the audience are invited to participate in public comment per the New Jersey’s Open Public Meetings Act. In recent years, to foster sustainability efforts as well as meeting effectiveness, the Board transitioned to BoardPaq, a secure portal system featuring paperless operations. Electronic copies of Board meeting materials are provided to campus.
stakeholders in advance of the meetings via email, and hard copies are available to the public at meetings. Recipients of meeting materials include but are not limited to the senior administration, Faculty Assembly President, Staff Association President, Student Government Association President, internal auditor, union Presidents, Deans, and the general public.

Before decision items are introduced for a full Board vote, matters are discussed at Committee meetings. Board Trustees, the President, the Provost, and other senior officers sit on the majority of the Board committees, along with non-voting representatives from the administration, Faculty Assembly, the Ramapo Staff Association, and the Student Government Association. These representatives, upon appointment by their respective constituency groups, meet with the Chief of Staff & Board Liaison and are provided an orientation to their respective committee(s), as well as to their role as a non-voting representative and their responsibilities therein to share information, as appropriate, with the Board as well as with their constituents (S7.C2: Board of Trustees Bylaws 4.30.18, see sections Vc and d). College personnel, such as members of the President’s Cabinet, the Faculty Assembly President, and the Ramapo Staff Association President, as well as the Student Government Association President also attend full Board meetings wherein they are invited to present reports and serve as resources to the Board. Following each Board meeting, the Board update/recap is prepared by the Office of the President and is distributed across campus to all faculty, staff, and students. Each Board update/recap highlights recent Board actions and is archived on the Board’s website (S7.C2: Bylaws Committee Charter Calendar Recaps).

Avoidance of Conflict of Interest by the Board
As discussed in Standard II, there are clear and established conflict of interest requirements for the members of the Board of Trustees. These requirements as well as institutional policies and state mandates regarding immunity and ethics are included in the Board of Trustees Manual (S7.C2:Board of Trustees Orientation Manual Table of Contents), reviewed with Trustees during their orientation to the Board, and annually assessed in concert with the College’s Ethics Liaison Officer who certifies the Board’s compliance for the State Ethics Commission. As a New Jersey state public higher education institution, the College follows the New Jersey Conflict of Interest Law (N.J.S.A. 52:13D-12, et seq.), Uniform Ethics Code (S7.C2:Uniform Ethics Code) and New Jersey State Ethics Commission regulations to avoid conflicts of interest (S7.C2:State Ethics Commission Regulations).

● Administration: The President and Cabinet

The President is designated the chief executive officer of the College and is responsible for the administration of the College (S7.C3:N.J.S.A. 18A: 64-8, 2016). The President, who is presently in his fifteenth year at Ramapo, is also an ex-officio (non-voting) member of the Board of Trustees and College Foundation Board of Governors (S7.C3:President Curriculum Vitae).

Effective in 2015, the members of the Cabinet all report to the President directly (S7.C4:Ramapo Organizational Chart). These include the Provost/Vice President of Academic Affairs, Vice President of Administration and Finance (VPAF), Vice President of Institutional Advancement (VPIA), Vice President of Enrollment Management and Student Affairs (VPEMSA), Chief Equity and Diversity Officer (CEDO), Chief of Staff and Board Liaison (COS), and General Counsel (S7.C4: Provost Resume; 7.20_VPAF Resume; S7.C4: VPIA Resume; S7.C4: VPEMSA Resume; S7.C4: CEDO Resume; S7.C4:COS Resume; S7.C4: General Counsel Resume). In addition, the Government Relations Officer, Ombudsperson, and Director of Internal Audit also report to the President directly, with the latter two positions also authorized as confidential reporters to the Board.

The President’s Cabinet, the senior administrative body of the College, aids the President in decision-making. The Cabinet generally meets weekly to discuss campus-wide issues and initiatives, decisions
being considered, policies and procedures, and items of importance to the well-being and advancement of the College. Cabinet members provide advice and counsel to the President, assisting him in making decisions that align with the College’s strategic plan. Members of the Cabinet are responsible for bringing forth information pertinent to the areas they oversee, fostering horizontal communication and collaboration across Divisions, and relaying institutional decisions vertically through their direct reports.

The Cabinet meets annually with the Faculty Assembly Executive Council (S7.C4: Cabinet and FAEC Agenda 2017; S7.C4: Cabinet and FAEC Agenda 2018). Similarly, the President and Provost are invited to provide reports at every meeting of the Faculty Assembly as part of its general meetings. The President also meets routinely with the leadership of the Ramapo Staff Association and the Faculty Assembly, as well as with student leaders (e.g., the Student Government Association President and Vice President, the Student Trustees). In addition, the President, Chief of Staff, and General Counsel meet monthly with the three union Presidents to discuss a range of issues that do not fall under the purview of collective bargaining such as staff training, recruitment and orientation practices, campus safety, etc. Matters that do fall under the purview of collective bargaining are directed to Human Resources and/or Employee Relations, as appropriate.

● Faculty

As described in Standard I, Faculty at Ramapo are hired by discipline and belong to one of five Schools: the Anisfield School of Business (ASB), the School of Contemporary Arts (CA), the School of Humanities and Global Studies (HGS), the School of Social Science and Human Services (SSHS), and the School of Theoretical and Applied Science (TAS). In lieu of academic Departments, faculty members belong to Convening Groups from which programs such as majors and minors are administered. Convening Groups are led by a Convener, typically selected by the Convening Group and appointed by the Dean, who serves for annual renewable terms. The Convener facilitates collaborative decision-making within the Convening Group, both informally and formally through regular Convening Group meetings. Conveners coordinate the curricular dynamics of the academic disciplines, ensuring that program requirements are relevant and clear, that regular assessment of student learning outcomes is conducted, and that all proposed new courses are closely reviewed and approved by the Convening Group. Conveners are also responsible for coordinating program reviews, student advisement, textbook order approval, assistance with new faculty orientation (full-time and adjunct), and communicating the Convening Group’s resource needs to the Dean.

Each School is headed by a Dean, who is responsible for School-based resource allocation and who reports to the Provost. The Deans from each of the schools constitute the Deans’ Council, and meet twice monthly to discuss current issues in academic affairs (S7.C4: Dean’s Council). In a similar way, the Provost’s Council, made up of campus-wide representatives plus faculty from all the Schools, meets monthly to discuss academic policies (S7.C4: Provost’s Council). Convening Group meetings and Unit Council (all the faculty members of a given School) meetings are held regularly in each School (S7.C4: Faculty Meeting Schedule 2017-18). Faculty members may belong to multiple Convening Groups. This structure of Units and Convening Groups supports the College’s academic Mission particularly well in that it facilitates interdisciplinary programs and close collaboration between faculty members from different disciplines. For example, the Bioinformatics Convening Group, which includes faculty from the disciplines of Computer Science, Chemistry, and Biology, spent much of its Convening Group meeting time reviewing assessment across the disciplines and related courses (S7.C4: Ramapo College Schools, Convening Groups and Conveners - Fall 2019; S7.C4: Bioinformatics Convening Group Meeting Minutes 17-18).

Faculty Assembly
The Faculty representative body in all governance-related matters is the Faculty Assembly (FA), whose voting membership is comprised of all full-time faculty, Library faculty, and professional staff with contractual teaching obligations (S7.C4: Faculty Assembly Bylaws). The Faculty Assembly elects a President who may serve up to two consecutive two-year terms. In 2007, the bylaws of the Faculty Assembly were updated to establish the Faculty Assembly Executive Council (FAEC). The FAEC has two at-large members who are elected by the full body of the Faculty Assembly, in addition to one representative from each School who is elected by Unit Faculty. The FAEC advises the FA President and steers the agendas for all FA meetings. In addition, they regularly meet with leadership of other constituent groups at the College and, in particular, interface with Units at Unit Council meetings. Thus, the FAEC plays a crucial role in facilitating healthy communication of both a vertical and horizontal nature at the College.

- **Faculty Assembly Committees**
  Chief among faculty committees subsidiary to the Faculty Assembly is the Academic Review Committee (ARC). Along with other responsibilities, ARC reviews academic policies and new program proposals, making recommendations to the Faculty Assembly. ARC is also responsible for maintaining an updated ARC Manual of academic and curricular guidelines that standardize course delivery by Faculty (S7.C4: ARC Manual 2018-19). For example, the Manual provides a syllabus template with required content areas. As with the Faculty Assembly Executive Council, each School elects a representative to ARC, and the ARC Chair is chosen by the members. Two additional standing FA committees, the General Education and Curriculum Committee (GECCo) and Writing Across the Curriculum (WAC), assist ARC by making policy and curriculum recommendations within their respective purview. GECCo oversees the GE program and evaluates new and existing courses from the perspective of appropriateness for inclusion within a particular GE category. Similarly, WAC makes policy and curriculum recommendations related to student writing and evaluates new and existing courses for the writing intensive (WI) designation.

- **Student Leadership**

  The Ramapo College Student Government Association (SGA) is the consistent voice of the student body. SGA represents student interests on the Ramapo College Board of Trustees, the Board of Governors, and the President’s Advisory Council. The SGA President and Vice President meet monthly with the President of the College, and the SGA President presents a report to the Board of Trustees at each regular public meeting. In addition, upon invitation, the President of the SGA or any SGA member can attend a meeting of the Faculty Assembly Executive Council to collaborate on matters of interest to both students and faculty. In the past year, for example, the SGA, Office of the Provost, and FA have collaborated on an Open Educational Resources initiative.

  The SGA President is supported by a Cabinet, similar to that of the President of the College, whose members are focused on specific areas of the College (S7.C4: Ramapo SGA Organizational Chart). The Secretary of Academic Affairs’ primary focus is issues related to education, student life, and the upholding of Ramapo’s degree value. The Secretary of Academic Affairs meets monthly with the Provost and has a seat to represent the students’ interests on Provost’s Council. The Secretary of Diversity and Inclusion (a new position established in AY 2017-2018) is charged with promoting and advocating inclusion for students at Ramapo College, a goal that is directly in line with Ramapo’s strategic plan. Among other duties, the Secretary of Diversity and Inclusion works with diversity/multicultural club leaders in order to create a presence among the student body and meets monthly with the College’s Chief Equity and Diversity Officer. Although the SGA has more than two Secretary positions, the above examples were listed to illustrate how they parallel Cabinet-level administrators at the College.
The SGA Senate is given voting power on the SGA. The Senate runs independently of the SGA President and the SGA Cabinet. SGA Senate leadership is comprised of a President, a Vice-President, and a Secretary. The Senate has the ability to pass legislation, allocate budgets for events, and set the direction of the SGA. The Senate President meets with the Dean of Students at least once a month as well. Five SGA Senators represent the five academic Schools (i.e., one student per School who has declared a major in that School) and one Senator assigned to the Library. Each Senator must meet with the Dean of his or her respective School at least once a month. The remaining 15 Senators are assigned to other areas of the College such as Athletics, Residence Life, Office of Specialized Services, Student Conduct, the Center for Student Involvement, Facilities, etc. (S7.C4: SGA Constitution; S7.C4: SGA General Meeting Minutes April 17 2019; S7.C4: General Meeting Minutes April 24 2019).

- **Ramapo Staff**

The vast majority of employees at the College are unionized. Master contracts or Collective Bargaining Agreements (CBAs) are negotiated by the state of New Jersey and represent the American Federation of Teachers (AFT), Communication Workers of America (CWA), and International Federation of Professional and Technical Engineers (IFPTE). Managerial staff are not represented by any CBA and serve at-will.

The Ramapo Staff Association (RSA) bylaws, following the release of the Shared Governance Task Force Report, were revised in May 2018 to expand its membership to now include professional staff (AFT), CWA, and IFPTE members (S7.C4: Ramapo Staff Association Bylaws). The RSA, however, does not engage on matters that fall under the purview of collective bargaining. The RSA Executive Board meets monthly with the President and collaborates on matters primarily pertaining to staff development, recognition, and morale. In recent years, they began publishing a newsletter that highlights the work of their members and brings attention to important topics/trends in higher education (S7.C4: RSA January 2019 Newsletter; S7.C4: RSA May 2019 Newsletter).

**Strengthening Governance at Ramapo College**

In the past 10 years, a number of steps have been undertaken to strengthen the role of governance at Ramapo.

**Reorganization of Division of Academic Affairs**

In October 2014, the Division of Academic Affairs was significantly reorganized based in part on feedback from MSCHE. This reorganization resulted in the establishment of the Division of Enrollment Management and Student Affairs (EMS A) and the reduction of the number of offices in the Division of Academic Affairs (AA). The President communicated to the campus then, “I wrote in July advising that Enrollment Management and Student Affairs were to be formally combined into one division and would report to me through a Vice President. This decision acknowledges foremost that recruitment, retention, graduation and student satisfaction are not divisional focuses but rather ones that are best addressed synergistically. In so doing, it also heeds the Middle States Commission recommendation that the Provost’s portfolio merited rebalancing” (S7.C4: October 2014 Establishment of EMSA).

A Vice President for Enrollment Management and Student Affairs (VPEMSA) position was created following two simultaneous vacancies of Associate Vice Presidents of Student Affairs. The position of Dean of Students was also instituted to report to the VPEMSA and to supervise the majority of student development-centered units.
In conjunction with the appointment of the VPEMSA, several changes took place with explicit goals of aligning like functions, decreasing the portfolio of the Academic Affairs Division, and facilitating the College’s Strategic Enrollment Management Model. The EMSA Division thus assumed responsibility for the following recruitment- and retention-focused Units, which had previously been housed in the Division of Academic Affairs: the Cahill Career Development Center, Office of Residence Life, Student Conduct, Office of Specialized Support Services, Educational Opportunity Fund Program, and Athletics, Intramurals, and Recreation. These new EMSA responsibilities added to those that already existed: enrollment management, admissions, and academic advisement.

In September 2015, Public Safety was moved from the Division of Administration and Finance (AF) to EMSA to foster synergies and alignment with the student experience, campus safety, and compliance with student-focused legislative directives regarding Title IX and the Clery Act (S7.C4: President’s Post #87 State of the College Address Fall 2015).

In sum, the transfer of several functions from Academic Affairs fostered the Provost’s capacity to focus on advancing the academic plan by working with the Deans, faculty, and others to promote curricular/program development, assessment, and scholarship (S7.C4: Academic Plan 2017-2018). Not long after the 2015 reorganization, the Provost’s Office, in conjunction with the faculty, launched the Class Schedule Task Force and the GETF II among other initiatives.

Despite the redistribution of responsibilities, connections between Academic Affairs and EMSA were maintained through several strategies including but not limited to: the continued service of the VPEMSA on the Provost’s Council and Deans’ Council, the co-chairmanship of the Student Engagement Project by the Provost, VPEMSA, and Vice Provost, and the range of cross-divisional committees and task forces with broad divisional representation such as the Committee on Student Complaints, Graduate Council, and the First Year Experience Board.

The membership of the President’s Cabinet was also recalibrated around this time to both reflect the new divisional structures, advance the College’s Strategic Plan 2014-2018, and reduce the number of divisional representatives at the table (S7.C4: 2014 Org Chart; S7.C4: 2015 Org Chart; S7.C4: 2017 Org Chart).

**Formal Orientation for New Board of Trustees Members**

In the past several years, the Board of Trustees has developed a formal orientation and Board development program which has been complemented by routine reviews of its Committees’ Charters and Bylaws. The Charter of the Board’s Nominations and Governance Committee, for example, was revised to include the specific responsibilities of “developing and implementing an orientation program for trustees” and “seek(ing) training and development opportunities for Trustees” (7.41 Board of Trustees Committee Charter).

Following the results of a self-assessment of the Board in 2013, which revealed that new Trustees would benefit from a systematic orientation for example, a formal Board of Trustees orientation manual was developed (7.8 Board Assessment and Outcomes 2013, 7.12 Board of Trustees Orientation Manual Table of Contents). The manual includes six key sections: Welcome, Understanding Trusteeship, Organization, Immunity and Ethics, Select College Policies, and Board Development. In addition, it contains several guiding documents: Mission & Vision, Strategic Plan, Master Plan, Bylaws, Charter, Statement of Trustee Responsibility, Principles of Good Governance, Managing Expectations, The Board-Management Relationship, and NJ Statutes Pertaining to Board Governance.
The manual, which is updated periodically, is provided to new Trustees as part of an orientation to the campus which includes significant time spent with the President, the Chief of Staff and Board Liaison, a tour of the campus, and small group sessions with other campus constituents at the Trustee’s request.

- **Self-Assessment of the Board**
  The Board generally assesses itself every two years and uses the results to inform retreat agendas, shape its bylaws or committee structures, and/or identify subject areas for work/professional development sessions. Since 2014, the Board retreats have focused on a range of topics including Trusteeship in the 21st Century ([S7.C5: Board Assessment and Outcomes 2014](#)), the Role of the Board in Enterprise Risk Management ([S7.C5: Board Risk Assessment and Outcomes 2016](#)), Emergency Preparedness ([7S.C5: Board Retreat Minutes Emergency Preparedness February 2017](#)), and Trustee Self-Evaluation & Key Performance Indicators and [Strategic Plan 2018-2021: Fulfilling Our Mission](#) ([S7.S5: Board Assessment and Outcomes 2018](#)).

In 2015, the Board began setting aside time prior to each regular meeting for a 45 to 60 minute development session ([S7.C5: Board Assessment and Outcomes 2014](#)). Those sessions were used to present information to the full Board on a range of timely topics of interest to Trustees including institutional effectiveness, recruitment and retention, Title IX, ethics reporting and legal obligations, etc.

**Enhanced Formal Shared Governance**

In terms of structural changes, a significant development was the President’s establishment of a new all-college body (i.e., the President’s Advisory Council (PAC) ([S7.C4: PAC Membership March 2019](#))). While the PAC does not have formal decision-making purview, it nevertheless serves a vital role in the governance process by providing a forum for communication and deliberation that spans all constituent groups. Aside from this one structural addition, significant advances have also been made in formalizing shared governance principles, expectations, responsibilities and mechanisms, largely through the work of the Task Force on Shared Governance (TFSG). In what follows, we provide a more detailed account of both the work of the TFSG and the establishment and operation of the PAC.

- **Task Force on Shared Governance**
  The origin of the Task Force on Shared Governance (TFSG) can be traced back to the establishment of a Subcommittee on Shared Governance within the FAEC in Fall 2013. The goal of the Subcommittee was to propose a set of principles of shared governance, design a rubric for assessing decision events with respect to those principles, and complete a “pilot study” assessing shared governance at the College based on case study analysis. The Subcommittee completed this work and produced two annual assessment reports in Spring 2014 and Spring 2015. While the work was undertaken by faculty members on the FAEC, the Subcommittee met several times with the President and the Provost in order to hear their perspectives and address their concerns. Both the President and the Provost were supportive of the work done by the Subcommittee, and it was specifically cited in a May 2014 letter to faculty as a guiding factor in the Administration’s initiative to address various key issues surrounding the College’s credit hour structure ([S7.C4: May 2014 Pres and Provost Letter to Faculty](#)).

While the work of the FAEC Subcommittee on Shared Governance undeniably moved the dialogue forward and identified several potential areas for improvement, it also was limited by the fact that it was initiated and conducted by faculty and, hence, primarily driven by faculty perspective. To address this one-sidedness, a truly joint process was undertaken in Fall 2016 to assess and improve shared governance at the College. As a launching point for this effort, a delegation of faculty supported by the Provost’s Office was sent to the AAUP Conference on Shared Governance in Washington, DC. Informed by feedback from this delegation, the FA President and the Provost agreed to jointly charge a Task Force on Shared Governance (TFSG) with representation from Administration, Faculty and Students. The charge
was as follows: *The Task Force on Shared Governance at Ramapo College is charged with developing principles of shared governance that are in keeping with the Mission of the College and that will allow the institution to fulfill its vision and strategic goals.*

The Task Force on Shared Governance (TFSG) fulfilled its charge in developing principles of shared governance centered on three organizing principles: Respect and Collegiality, Trust and Transparency, and Clarity and Compliance ([S7.C4: Report of the Task Force on Shared Governance](#)). The Task Force also went a great deal further in seeking to develop a framework for operationalizing shared governance at the College. In particular, while shared governance was viewed as much more than shared decision-making, significant effort was invested in devising a dynamic protocol for shared decision-making. Recognizing that it was not possible to enumerate and lay out a specific process for every foreseeable type of shared decision at the College, the Task Force instead proposed a general protocol for approaching any shared governance decision of a sufficiently transformative nature. Most importantly, the protocol calls for leadership of the various constituent groups to meet at the outset of a shared decision in order to agree on relative roles and levels of responsibility based on the nature of the decision. Some guidelines for assigning levels of responsibility are also given in the report, and particular attention is paid to the importance of setting an appropriate timeline and identifying the most effective “channels of communication.” Overall, the goal of this protocol is not only to ensure optimal shared decision-making from an outcome perspective but also to minimize the likelihood of significant misunderstandings and dissatisfaction with the decision-making process.

One of the most crucial points to understand about the work of the TFSG is that it was truly embraced by the entire campus community. With a draft report completed in early Fall 2017, the Task Force embarked on a robust cycle of feedback and revision, presenting the draft in numerous venues: Communication Meetings, Unit Councils, Faculty Assembly, SGA, Cabinet, etc. Feedback on the report was further obtained through a Qualtrics survey, and a special open forum for the whole community was held in November 2017. Following the issuance of the Task Force’s final report in early December, it was formally endorsed via votes by the Faculty Assembly, Student Government Association and Cabinet. The Board was also kept apprised of the Task Force’s work and enthusiastically endorsed the report, asserting only for clarification that the processes and decision-making responsibilities laid out in the TFSG report must never supersede the statutory decision-making authority and responsibility of the Board.

Here, a special note regarding the role of staff in the TFSG process and shared governance at the College in general is warranted. While staff were not formally represented on the TFSG, this oversight was openly regarded by the Task Force and presented to the community partially as an unfortunate consequence of the fact that staff at Ramapo College did not have a mechanism for representation in governance matters analogous to Faculty Assembly, SGA or Cabinet. As the work of the Task Force carried on, its vision for shared governance at the College became less centered on administration and faculty and clearly evolved to be far more inclusive of staff as well as students. In fact, a prominent recommendation in the report called for the development of such a representative body for staff, a goal that is in many ways being realized with the renewed and reformulated Ramapo Staff Association (RSA). Nevertheless, it is important to note that staff did participate significantly and give valuable feedback throughout the revision process leading to the final report of the TFSG.

Several additional practical recommendations for improving shared governance at the College were also provided in the TFSG final report. Many but not all of these deal with continued improvement in vertical and horizontal communication. While some of the recommendations have yet to be implemented, the work of the TFSG has successfully energized and united the College community around a common vision for improved shared governance at the College. Moreover, the dynamic protocol has already been
deliberately employed in significant decision events, including the renewal/revitalization of the Strategic Plan which yielded Strategic Plan 2018-2021: Fulfilling Our Promise.

● President’s Advisory Council
In January 2014, President Mercer wrote to the campus regarding the establishment of a President’s Advisory Council (PAC) (S7.C4: Establishment of PAC January 2014). His correspondence noted:

Our activities as a College are becoming more complex and interwoven and internal communication is correspondingly more important than ever. As President… I have many opportunities to communicate with internal constituencies and individuals separately. Up until now, however, there has been no physical forum through which representatives of all College constituencies could offer their comments while asking and answering questions of each other. As its name suggests, the proposed PAC is not intended to be a formal decision-making body and its establishment would not derogate from the current decision-making structures at the College. However, the fact that the PAC’s function would be advisory does not mean that it would not be influential. Given its proposed membership, it is most unlikely that strong recommendations emanating from it would not be considered.

PAC agenda items are generated by the PAC membership which includes faculty, staff, students, administrators, and others. Members are asked to submit agenda topics, those topics are compiled, and members are then asked to vote on the submitted topics with the most supported to be advanced as agenda items.

Since its inception, the PAC has discussed a range of topics including the Library/Learning Commons, Accreditation, Shared Governance, Sexual Assault and Prevention, and Equity, Diversity, Inclusion and Compliance. The PAC has taken formal action to adopt a set of guidelines and expectations for itself (S7.C4: PAC Guidelines & Expectations Final) and includes the following statements: “PAC members will foster an environment that is committed to learning, mutual respect, and information sharing” and “PAC members will maintain interaction on Moodle and routinely liaise with their respective representative groups to solicit input on PAC proceedings.” The PAC has taken formal actions including adjusting its membership, developing a Values statement for the College and advancing it to the President who accepted their recommendation, and endorsing the report of the Task Force on Shared Governance. Moreover, the PAC moved to revise “its purpose statement to include the advancement, implementation, and sustainability of the recommendations of the report of the TFSG” (S7.C4: PAC Draft Minutes Dec 2018).

Enhanced Communication Across and Within Constituent Groups

Contained within the report of the TFSG is a chart summarizing “Current Channels of Communication/Shared Governance” at Ramapo College, i.e., ways that various groups/bodies may interface so as to provide the communication across and within constituent groups that is essential for effective shared governance (S7.C4: Report of the Task Force on Shared Governance, p. 16). For example, if communication regarding some particular issue is needed between the Provost and the faculty, Deans serve as a conduit for information, as they meet regularly with both faculty in Unit Council and the Provost in Deans’ Council. For other such issues and depending on the topic, the Provost meets directly with all Conveners along with other members of the administration (e.g., the Director of Institutional Research, the Director of Assessment). In order to improve communication across and within constituent groups more generally, the College has also taken several additional steps, a few of which are listed below.
● **Communications Meetings**
Communications Meetings were established in 2007 and are held two to four times per year for employees. They include formal agenda items and opportunity for question and answer. The Chief of Staff and Board Liaison convenes these meetings, and the President often leads the discussion. Communications meetings are designed to provide pertinent and timely information to employees and to answer questions posed at the sessions or submitted anonymously in advance. Topics are solicited from the entire campus and agendas have addressed budget and planning efforts, staff recognition awards, enrollment trends, accreditation, shared governance, Strategic Planning, etc. Summaries of the meetings are made available to the campus via the President’s Post at www.ramapo.edu/pres-post.

● **Daily Digest**
The Daily Digest, a daily communication of news and happenings on campus, is emailed almost every day to students, faculty, staff, and friends of the college. It was recalibrated in 2016 in an effort to enhance its utility to all constituents. The Daily Digest used to send all announcements, regardless of their audience, to students, faculty, staff, and others. The recalibration transitioned the Daily Digest to customizing the announcements and distributions for specific groups (e.g., student-focused announcements could be sent only to students). This recalibration, along with updates to the Digest’s aesthetic, improved the rate at which these emails are opened by 9% and 33% among students, and faculty and staff, respectively, from 2016 to 2018 (S7.C4: Daily Digest Readership Report).

● **State-of-the-College Address**
The President delivers semiannual state-of-the-College addresses that seek to provide campus constituents with valuable information regarding the College, external environment, and trends in higher education. The addresses also often highlight significant achievements by students, faculty, staff, and alumni. Question-and-answer sessions follow each address. Summaries of the addresses are available at www.ramapo.edu/president.

● **President’s Post**
The President’s Post is routinely updated with messages and news from the President. While there was an average of 10 posts per year from 2009 to 2014, this number increased to 16 posts per year between 2015 and 2019. New posts are commonly announced in the Daily Digest (S7.C4: President’s Post September 2019; S7.C4: Post Archive).

● **Provost’s Discussion Board and Lunches**
The Provost’s Discussion Board is an outlet administered through Google Groups that is meant to engage faculty in shared discussion of academic issues that are significant to the community(S7.C4: Provost’s Discussion Board). The evolving nature of the commentary on the Discussion Board allows for maximum participation of faculty in a constructive and thoughtful dialogue that represents the views of all constituents. Lunches with the Provost provide an ongoing opportunity for all members of the community to gather with the Provost and Vice Provost in the Padovano Commons for an informal exchange of thoughts and views about any matters that they feel are important.

● **Board Updates**
In June 2014, the President’s Office formalized the distribution of information following each regular meeting of the Board of Trustees. Board updates or Board meeting recaps are distributed via email to the entire campus following each regular meeting of the Board. The recaps highlight formal actions the Board has taken and commemorate any recognition ceremonies (e.g., President’s Staff Awards) or presentations (e.g., awarding of emeritus status). The Board recaps are archived on the website of the Board of Trustees at www.ramapo.edu/board/bylaws/.
Establishment of the Philosophy Major

The approval of a new Philosophy Major in 2018 is an excellent example of how the governance structure at Ramapo facilitates changes in curriculum that are faculty-driven and support the College’s identity as a liberal arts institution.

Prior to beginning the formal approval process for the new Philosophy major in Fall 2016, members of the Philosophy Convening Group laid the foundation for the program by planning out course requirements, benchmarking with other institutions and informally coordinating with other impacted Convening Groups. In October 2016, the formal approval process was initiated with the submission of a feasibility study, designed to assess resource implications and programmatic implementation, to the Provost. The study also compellingly delineated competitive programs in the state and region and provided a comparison of curricular offerings. This step is meant to ensure that a program can actually be implemented, should it be deemed appropriate by the faculty from the curriculum perspective. Once the feasibility study was approved by the Provost in January 2017, a full proposal was brought to the Academic Review Committee (ARC). Such a proposal must carry with it the approval of the appropriate Dean on behalf of the School in which the program resides, as well as the approval of the Convener of any program that delivers courses in the proposed new program. The latter requirement safeguards against complications arising from unforeseen enrollment changes in those courses. In this case, the proposal for the new Philosophy major was approved by the School of Humanities and Global Studies at Unit Council in February 2017. Thus, the full proposal went to ARC in March 2017, carrying the signatures of the Dean of HGS and all Conveners of impacted programs (e.g., Literature, Political Science, History, Africana Studies, Anthropology).

Upon review of the proposal, ARC conveyed to the Philosophy Convening Group some minor concerns primarily related to the array of interdisciplinary courses in the proposed major. After a short feedback/revision cycle, the new program proposal was approved by ARC in October 2017 and brought to Faculty Assembly for a full vote in November (S7.C4: Philosophy Major Proposal). There, the proposal was approved by the full faculty with an 88% “yes” vote. As a final internal step, the proposal was brought by the Provost and President to the Board of Trustees, which approved it in December 2017 (S7.C4: Board of Trustees Minutes Dec 2017, Section H1f).

As Ramapo College is a part of the New Jersey system of state colleges and universities, it was then necessary to submit the proposal for an independent review process involving an external evaluator as well as the New Jersey Presidents’ Council. External approval was received in May 2018, and the major was fully implemented in Fall 2018. A summary of the complete approval process is as follows:
The above example demonstrates several key points about the governance and administrative structure at Ramapo College. First, it shows that new programs can arise organically from the faculty and that cooperation between Convening Groups is encouraged at the earliest stage. By the time a formal proposal reaches ARC, it has already been assured that the primary Convening Group, the School in which the program will be housed, and all directly impacted Convening Groups are in full agreement. While a feasibility study must also be approved by the Provost, this step is a necessary check ensuring that resource implications have been considered and can, in fact, be met by the institution. Once ARC, as the primary curriculum-focused standing committee of the Faculty Assembly, approves a program, it then moves to the full Faculty Assembly for a vote. If approved by FA, it can be brought to the Board by the Provost and President with full confidence that it has been approved by the faculty on curricular grounds and is feasible from a resource perspective.

Establishment of Food Pantry and Emergency Student Relief Fund

This example demonstrates the synergy created by the open communication between the SGA, the Center for Civic and Community Engagement and academic programs. In Fall 2016, the SGA in collaboration with the Social Work program and the Center for Civic and Community Engagement began exploring and documenting Ramapo student’s health, hunger, and mobility issues as well as homelessness (S7.C4: HHAW Presentation). The SGA then created a working group to identify potential stakeholders, contributors, and the most essential form of support. Rutgers, Montclair, George Washington, Temple and Western Michigan universities were identified as institutions with model programs offering food pantries and/or student relief funds/loans. A campaign, modeled after Western Michigan University’s “The Invisible Need” project, was launched in Fall 2016 to promote hunger and homelessness awareness.

Following legislative recognition and approval by SGA, the Emergency Student Relief organization (ESR) was established as a subcommittee of the Association in October 2016. In its first meeting that month, sources of external and additional support were identified. The President of Ramapo’s AFT was consulted, and support from the AFT was promised. Support was also quickly provided from the following: the Faculty Assembly Executive Committee, the Dean of Students who proposed meal plan vouchers, Student Activities Revenue Management staff (SARM) who suggested funding sources, and the
Director of Residence Life who began brainstorming food pantry donations and a potential location. Membership of the ESR was also increased to include the Assistant Director of Equity and Diversity, the Director of Financial Aid, and the Director of the Center for Student Involvement. Further support was received from the VP of EMSA and the College President who then assigned the Chief of Staff to serve as the official liaison to the group.

Synergy continued, with Assemblyman James Holley introducing a bill supplementing chapter 3B of Title 18A of the New Jersey Statutes to permit students at public institutions of higher education to donate unused meal plan funds for distribution to New Jersey food banks in January 2017. Testimony was provided by Ramapo students to the Senate Higher Education Committee and Senate Health, Human Services and Senior Citizens Committee Joint Hearing to Discuss Hunger among College Students at Trenton in February, 2017. The Executive Director of NJASCU (New Jersey Association of State Colleges and Universities) was consulted to glean ideas and suggestions from colleague institutions.

Back at Ramapo, the Assistant Vice President of Alumni & Development Information was added to the ESR. The revised ESR then held its first meeting and created their mission statement in February 2017. One SGA Senator held best practice discussions with the Coordinator of Housing at Western Michigan University regarding the Student Emergency Fund of WMU serving as a model for Ramapo’s program. In March 2017, ESR continued to hold procedural discussions with the VP of Administration and Finance detailing the establishment of accounts, Check Box systems, and donation of unused Flex dollars to the ESR. In order to establish a Ramapo Foundation account, the Development Office assisted the group in developing eligibility, a selection committee, an application process, sources of initial funding, and the determination of a manner of disbursement. Each year funds are donated to the “We Care” program from the Foundation’s Scholarship Dinner, as well as a “Giving Tree” established to collect gift cards at the Annual Holiday Luncheon.

In April 2017, the first draft of the bylaws for the ESR was established and added by the SGA to its Bylaws (S7.C4: SGA Bylaws Section IV, K), and a formal request to the Ramapo Foundation for the establishment of a special account was approved. In July 2017, ESR was identified as a beneficiary of funds raised at the Annual Alumni Barbeque. Campus space was requested and approved for an October start. A Graduate Social Work Intern assisted with program implementation in September 2017 when the first student request was received. The “We Care” program (S7.C4: We Care Program Web Page), overseen by the Center for Student Involvement (CSI), was thus officially established, incorporating a holistic approach to homelessness and hunger.

**Strategic Plan 2014-2018 Task Force**

As was fully described in Standard I, Strategic Plan 2014-2018 was the product of over one year’s work by a 25-member task force made up of Faculty, Students, Staff, Administration and including representatives of the alumni, the Ramapo College Board of Trustees, and the Ramapo College Foundation Board of Governors. Discussion and deliberations of the task force, both as a whole and in smaller working groups, were unfailingly comprehensive, data-driven, constructive and cordial. During the last several months of the process, the task force was ably guided and assisted by an external consultant with a rich and extensive background in higher education strategic planning. The task force produced a plan that, compared with its predecessor, was more concise and more focused with each goal accompanied by clear objectives and targets. This greater precision made easier determination of to what extent the goals, objectives, and targets were being met. To this end, the Planning Office was charged to issue periodic progress reports to be made publicly available.
The “bookends” to the strategic plan were the statements of Mission, Vision and Guiding Principles and the Glossary of Key Ideas and Definitions. Together they provided the College with a context for understanding and implementing the plan. Several groups of task force members met individually with a broad array of college constituencies to receive their comments and suggestions on the plan draft. This feedback was incorporated into the plan as appropriate, and then the Plan was advanced to the Board of Trustees for approval.

In identifying the strategic goals of advancing academic excellence and engagement, enhancing financial strength and institutional sustainability, improving internal and external relations and communications, and cultivating and supporting diversity and inclusiveness, the Strategic Plan 2014-2018, served as a blueprint for the immediate future. Specifically, for example, from 2013 to 2017 the following occurred: 1) the College saw a 6% increase in applications; 2) rankings by *US News and World Report, College Choice,* and *Kiplinger’s Personal Finance* boasted of Ramapo’s continued value; 3) the percentage of students who identified Ramapo as their first choice for undergraduate education increased from 62.8% to 64.5%; 4) the College’s debt started to be retired significantly; and 5) predictable tuition revenues and ancillary revenues were deemed sufficient to cover continuing shortfalls in state funding (S7.C4: FY16 Budget Book, S7.C4: FY17 Budget Book, S7.C4: FY18 Budget Book, S7.C4: FY19 Budget Book).

**Strategic Plan 2018-2021: Fulfilling Our Promise**

In Spring 2018, the Cabinet evaluated the progress made by the College in achieving its 2014-2018 Strategic Plan goals and concluded, with the support and input of the Board of Trustees, the President of the Faculty Assembly, and the President of the Student Government Association, that progress should continue under a revitalization of this Plan. As a result, following the protocols established by the College’s 2017 Task Force on Shared Governance, in February 2018, the President formally engaged the President of the Faculty Assembly and the President of the Student Government Association in a discussion on revitalizing and extending Strategic Plan 2014-2018. Together, the groups advanced the establishment of a Task Force on Extending the 2014-2018 Strategic Plan and partnered to determine its membership, timeline, and deliverables.

The draft report of the Task Force was furnished to the President in Summer 2018. Additional decisions were made to strengthen the revitalized plan and largely included recognizing “innovation” as an institutional priority and, in turn, a new goal to advance innovation was incorporated. The plan was endorsed by the Board in September 2018 (S7.C4: Board of Trustees Sept 2018 Minutes Excerpt sections B2 and G3). In addition, a visual mapping of the plan’s associated indicators was developed to provide easy monitoring of progress made. This mapping, *Dashboard 2021,* provides the campus with key indicators of institutional progress on the plan (S7.C5: Dashboard 2021).

**Revisions to the Board of Trustees’ Bylaws and Committee Charter**

The Board approved significant revisions to its Bylaws and Committee Charter in December 2017 (S7.C2: Board of Trustees Minutes December 2017, Sections B and H4b). Driven by best practices and the results of the Board’s self-assessments, as well as by the shifting external environment, the revisions sought to achieve several key outcomes:

- The Committee Structure shifted from seven to five Committees yielding:
  - Fewer Regular Board Meetings (from seven to five: September, December, February/April, May Budget Hearing, June) with two-hour Strategic Work Sessions in advance of each meeting
  - Fewer but longer Committee meetings
  - Refinement of the Executive/Judicial Committee Charge to focus on Strategic Planning, issues that transcend Committee jurisdiction, and Presidential compensation/evaluation
Robust resource-focused deliberations and decision making by combining the Human Resources, Diversity and Equity Committee with the Finance and Capital Improvement Committee to create the Human, Capital and Financial Resources Committee

Robust Mission-critical deliberations and decision making by combining the Academic and Student Affairs Committee with the Institutional Advancement and Alumni Relations Committee to create the Mission Fulfillment Committee

At its retreat in Summer 2018, the Trustees assessed the effectiveness of the new committee structure and, noting early positive outcomes (e.g., revisions to the Bylaws and Committee Charter have fostered more strategic and collaborative deliberations among the full Board as well as the Committees), agreed to continue the structure as implemented and reassess in 2019 (S7.C5: Board Assessment and Outcomes 2018).

Opportunities for Improvement and Innovation
Based on this process of assessment and self-reflection of Ramapo College’s fulfillment of Standard VII, the following opportunities for improvement and innovation have been generated:

1. Continue efforts to diversify the Board
2. Continue to advance the recommendations of the Shared Governance Task Force Report