Branding and Marketing the Integrated Employment Institute to Increase Name Recognition

RLA Fellow: Francine M. Bates, EdD, LPC, WIP-C,   Assistant Professor

Sponsor: Ken Gill, PhD,   Associate Dean of Faculty (SHP), and Department Chair

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Abstract:

The Integrated Employment Institute (IEI or Institute) is a program of the Department of Psychiatric Rehabilitation and Counseling Professions, SHP, RBHS, Rutgers, and exists to promote employment and educational parity for individuals with mental health conditions. Trainings, technical assistance, and consulting provided by IEI are all delivered free of charge to mental health agencies funded by the NJ Division of Mental Health and Addictions Services--IEI's primary customers. Yet, state funding for IEI has not increased since its creation in 2001, diminishing the ability for expansion and self-sustainability. The foremost goal is to find additional financial resources to assure the Institutes self-sufficiency and the expansion of services. By expanding services IEI will be able to provide its services and knowledge to additional stakeholders and funders both in and outside of NJ. This proposal focuses on the initial shorter-term goals of increasing the Institute's national name recognition, the promotion of IEI's areas of expertise. Development of a branding and marketing strategy will focus on advancing communication strategies to reach targeted audiences. The most efficient first step will be to update IEI's mission, web site, brand, and image. A medium range plan of expanding services to reach additional stakeholders.

Key Stakeholders:

- Sate and National Mental Health Agencies
- US and International Campus Disability Centers
- Businesses Interested in Developing a Mental Healthy Friendly Workplace
- Individuals with Mental Health Conditions and their Families

Key Steps/Activities:

1.) Outreach to resources inside and beyond Rutgers to assist with communication, branding and marketing , 2.) development of a preliminary marketing plan, 3.) update website 4.) update the Institutes mission, 6.) tailoring messages to engage diverse stakeholders, and 7.) completion of a SWOT plan**.**

Effectiveness Measures:

1.) Number of web hits/web traffic 2.) number of inquiries or requests from stakeholders, 3.) e-mail engagement, 4.) inquiries, web to lead, 5.) links to landing page, 6.) % of qualified leads converting to transactions.

Communication/Engagement:

Monthly team meetings will regularly include website update, expansion of service provision, and key roles for team members. Meetings with the department chair and Rutgers' marketing and communications division will also be implemented.

Proposed Timeline:

Updated website launch will take place May 2021. Bi-monthly additions to the website will stand as ongoing milestones till the website is fully completed and provides all stakeholders with needed resources. Newly developed services for stakeholders will be initiated starting July 2021 and will be fully available 2022.

Current Status/Future Directions:

Web site update has begun; website update will take place in a stepwise fashion as skill development and resources advance. Preliminary SWOT has been developed and will be reviewed monthly. Updating IEI mission and brand will begin in April. Strategies to assure sustainability need to be developed, including monitoring indicators, keeping website current, and message development.

Development of a Cutaneous Oncology Program in the RWJ Barnabas Health System

Adam C. Berger MD FACS; Chief of Melanoma and Sarcoma Surgical Oncology (CINJ)
Mentor—H. Richard Alexander MD FACS; Chief of Surgical Oncology (CINJ)

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Abstract:
The primary goal of my project is to establish regional centers of excellence throughout the Robert Wood Johnson Barnabas Health System where Cutaneous Oncology care can be concentrated. This will allow patients to have less distance to travel in order to see a multidisciplinary team expert in the care of advanced cutaneous malignancies. The primary outcome that I would expect as this program is implemented would be a standardization of quality care across the RWJ Barnabas Health System for patients with cutaneous malignancies. As part of our initial outreach and development of treatment guidelines, we would identify quality metrics that we would follow over time.

Key Stakeholders:
- RWJ Barnabas Health System leadership
- Hospitals throughout the health system (14 in all at this point—will need to focus on just a couple to start)
- Surgical Oncologists throughout the system who will spearhead the rollout

Key Steps/Activities:
- Identify hospitals within health system with need and patient population—For example, Ocean County has largest # of melanoma cases in the state.
- Identify surgeons interested in being part of this program.
- Expand existing Multidisciplinary Melanoma/ Sarcoma Tumor Board or institute separate Cutaneous Oncology Tumor Board—virtual platform ideal for this.

Effectiveness Measures:
- Increased volume of cutaneous oncology cases seen throughout health system-can be tracked through the tumor registry at each hospital and state tumor registry.
- Increasing number of cases presented at weekly tumor board from sites other than New Brunswick.
- Increasing enrollment of patients on clinical trials both at New Brunswick campus and other campuses.

Communication/Engagement:
- Will work with Chief of Surgical Oncology as well as VP for Strategy for Service Line
- Funding for marketing of new service as well as symposium for Health system and referring practitioners
- Present at monthly Oncology Service Line meetings

Proposed Timeline:
- Autumn 2021-Cutaneous Oncology Symposium and establish Multidisciplinary Cutaneous Oncology Tumor Board for Health System
- Spring 2022-at least one hospital (St. Barnabas) and possibly a second (Community Medical Center) up and running.

Current Status/Future Directions:
At this point, there are surgical oncologists in place at St. Barnabas (Franz Smith) and Community Medical Center (CMC-Victor Gall) with a focus on Cutaneous Oncology. Dr. Smith participates in CINJ tumor board regularly. There is also a Medical Oncologist at St. Barnabas who is interested in these cancers but not a regular participant in the tumor board. There is no dedicated Medical Oncologist at CMC. I have had preliminary discussions about establishing some level of presence at Clara Maas Hospital as well as some interest from RWJ-Hamilton Hospital. We would also like to expand the RWJ Barnabas Dermatology program across the health system.

Improving Patient Education and Information Seeking at the Lattimore Practice

RLA Fellow: Rajita Bhavaraju, Deputy Director

Project Sponsor: Alfred Lardizabal, Associate Professor of Medicine & Executive Director

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Abstract:

The Lattimore Practice at the Rutgers Global Tuberculosis Institute in Newark serves patients with active tuberculosis (TB), contacts, B-waiver immigrants, and some high-risk patients with latent TB infection (LTBI) from University Hospital's (UH) ambulatory care clinics. The last group, LTBI patients, who are not high priority, often call the clinic anxious for an appointment after being referred by their UH provider. Often a nurse needs to be called in to speak to and re-assure the patient about not needing an appointment right away. The call back to the patient does not happen immediately, and only when a nurse is available. Additionally, the process would be easier, if referring providers' staff made the appointment instead, and then provided education to the patient. There is a need for up-front patient education prior to the clinician encounter and for LTBI patients prior to coming to the clinic.

Key Stakeholders:

- LTBI patients
- Nursing staff,
- Referring providers
- Registration staff
- Medical staff
- Human Resources

Key Steps/Activities:

1. Development of protocol and algorithm for priority patients
2. Creation of registration staff script
3. Training of registration staff
4. Provision of feedback by registration staff on script and algorithm
5. Share protocol for referrals with providers
6. Development of an evaluation mechanism

Effectiveness Measures:

- Referring provider satisfaction
- Patient caller
- Staff comfort and perceived efficacy

Communication/Engagement:

Initial meeting with stakeholders

Proposed Timeline:

May 3-7: Meet with involved with staff

May 10-21: Develop script and training process

May 25-28: Conduct training

May 31-July 2: Implement program/Receive process feedback

July 5-16: Impact evaluation process

Current Status/ Future Directions:

- Agreement by stakeholders in pending
- Similar models being assessed

Entrepreneurship Across Campus

Jasmine Cordero-West, Encouraging student awareness of entrepreneurship activities and collaboration across campuses
Ted Baker, Professor and George F. Farris Chair in Entrepreneurship

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Abstract: Entrepreneurship activities take place across all three Rutgers campuses. These activities are organized and facilitated by different departments, student groups, etc. Entrepreneurship activities are isolated to its particular campus and many times specific School. There are missed opportunities because we do not know what activities are taking place across the campus. This project helps solve this issue by the creation of the Entrepreneurship Open House for students across all three campuses and Schools where they showcase their ideas, have opportunities to network and receive information that can help them further their business ideas.

Key Stakeholders:
- Student
- Rutgers Business School

Key Steps/Activities:
1. Research schools/departments beyond the Business School engaging in entrepreneurship activities.
2. Build relationships with key contacts at these departments/schools.
3. Create the Entrepreneurship Open House Event and engage the key contacts in this process to get buy-in.
4. Create marketing materials.
5. Create surveys to get feedback on the event.
6. Host the event.
7. Debrief and analysis the feedback to determine changes for the next year.

Effectiveness Measures:
1. The number of relationships we build across the 3 campuses will be important. One of the goals is to reach students engaged in entrepreneurial activities across all campuses.
2. We will measure the number of relationships we have established with new departments and centers across all campuses. Our long-term goal would be to establish relationships with all departments and centers across all three campuses engaged in entrepreneurial activities.

Communication/Engagement:
I will meet biweekly or monthly, depending on the need, with the mentors of the project to discuss our implementation plan and progress. I will then have quarterly meetings with the key stakeholders to discuss our progress. We can create a group of student ambassadors across the campus that will volunteer to help with the Entrepreneurship Open House and promote it to other students. Meetings with them will be monthly and quarterly, depending on need.

Proposed Timeline:
Implementation of this project will take about 12 months.

Current Status/Future Directions:
The project has not yet started. Now that the project plan has been fully approved by RLA, the project can begin. The first step will be sharing this presentation and full plan with the key stakeholders and start the implementation process.

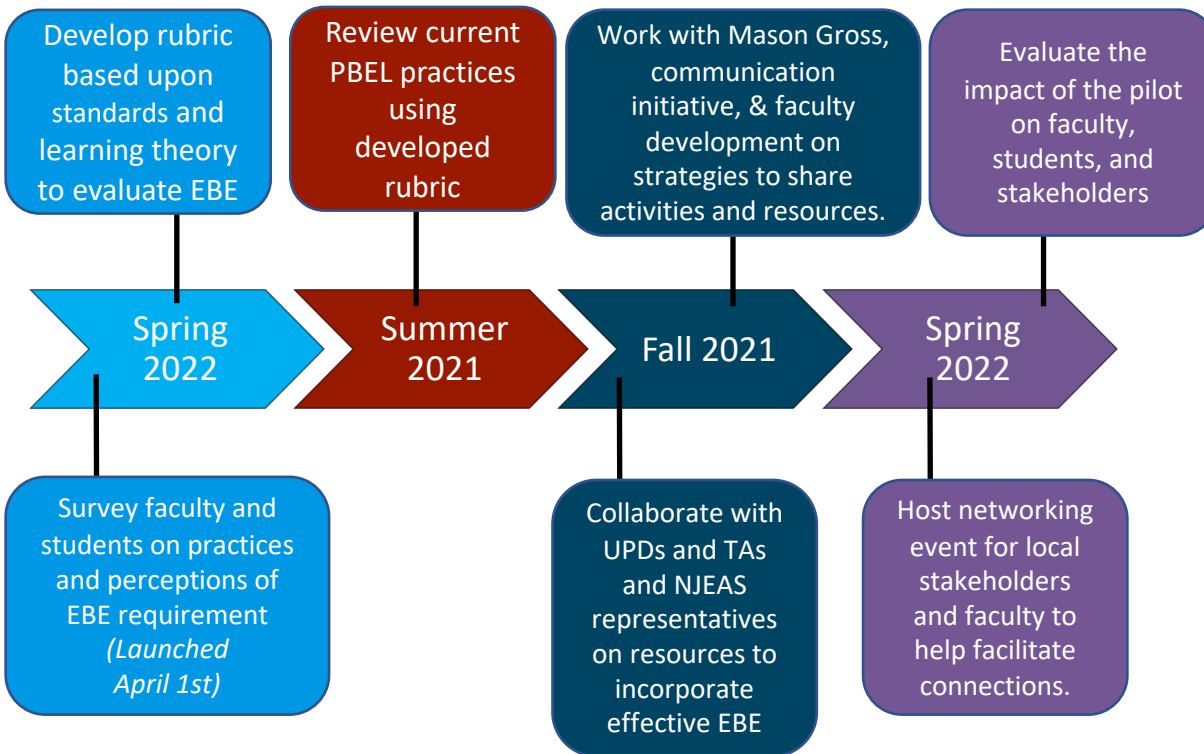# What is PBEL? Incorporating place into learning at SEBS

Carrie Ferraro, PhD and Mary L. Nucci, PhD
Dr. Laura Lawson, Interim Executive Dean of Agriculture and Natural Resources

What

As a land grant school, the School of Environmental and Biological Sciences (SEBS) has a historical responsibility to engage with the local community. Experience based education (EBE) allows students to see first-hand and apply the concepts that are addressed in their courses locally and globally, contributes to student success and retention, increases systems thinking, and fosters understanding of different knowledge sources and eco-justice. While there are many benefits of incorporating EBE into learning environments, instructors may be unprepared or unaware of the value and/or effective practices for implementing EBE and the campus resources to help them achieve their learning outcomes*. The aim of this work is to further improve communication of the benefits and opportunities for meaningful EBE experiences among SEBS faculty and teaching assistants and expand partnerships with local stakeholders.

How

Develop rubric based upon standards and learning theory to evaluate EBE

Review current PBEL practices using developed rubric

Work with Mason Gross, communication initiative, & faculty development on strategies to share activities and resources.

Evaluate the impact of the pilot on faculty, students, and stakeholders

Spring 2022 → **Summer 2021** → **Fall 2021** → **Spring 2022**

Survey faculty and students on practices and perceptions of EBE requirement *(Launched April 1st)*

Collaborate with UPDs and TAs and NJEAS representatives on resources to incorporate effective EBE

Host networking event for local stakeholders and faculty to help facilitate connections.

Who

- SEBS faculty and staff
- SEBS students
- Office of Faculty Development
- SEBS Dean Council

Why

Benefits to be assessed include:
- Faculty confidence in supporting students in effective EBE practices
- Student awareness of requirement and the options to fulfill the EBE requirement
- Increased partnerships between Rutgers and external stakeholders
- Greater engagement within SEBS/NJAES across units and roles (faculty, staff, students)
- Enhanced opportunities for students to earn EBE credits, engage in systems thinking, and increase engagement with STEM fields

Ultimately, engaging in these activities can help advance President Holloway's vision of beloved community, academic excellence and institutional clarity

* References include: NRC, 2000; Sobel 2004; PCAST 2013; Usher et al., 2008; Gruenewald, 2003; and Angstmann et al., 2019

Developing a Community of Practice: Creating a Pre-Nursing Team

Jane Ferrick, Director, Rutgers School of Nursing
Dr. Kyle D. Warren, Senior Vice Dean, Rutgers School of Nursing

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Abstract:

Over the next few years, the School of Nursing will be undergoing several changes to the undergraduate program, implementing a new undergraduate curriculum, shifting the 2nd-degree program to our Newark Campus, a gradual increase in undergraduate enrollment on our New Brunswick Campus. One component of these changes will be the addition of a pre-nursing program on our Newark campus. For my capstone project, I focused on the pre-nursing program and the development of a pre-nursing team. Outcomes for this project include finding a way to increase the informal and rapid flow of information to improve the shared body knowledge and build awareness regarding the students we support. This information would enable the School of Nursing to maintain the nursing profession's high safety standards while creating the scaffolding required to meet the students' learning needs. The program would result in recruiting and retaining a diverse body of students prepared to meet the nursing profession's evolving challenges. The pre-nursing team will model the communication and collaboration practices that nurses follow in their careers as participants in inter-professional healthcare teams. Lastly, this program would allow for a more flexible approach to respond to feedback and align efforts with Rutgers strategic focus.

Key Stakeholders:

- Students
- School of Nursing Admissions
- Registrar
- Advising
- Student Engagement
- Office of Academic Success
- Baccalaureate Faculty
- Deans

Key Steps/Activities:

- Assembly of key stakeholders. Representatives would act as cross-functional pre-nursing team
- Create a statement of purpose: The pre-nursing team will develop and implement the programmatic pieces of the pre-nursing pathways program.
- Develop a meeting schedule and timeline of key tasks for each meeting.

Effectiveness Measures:

1. Successful transfer of pre-nursing students into the nursing program.
2. Students will receive a B or higher in the following courses; Anatomy and Physiology I & II, Microbiology, Statistics, Chemistry.
3. Students will connect with one or more upper-level nursing student leaders and one or more School of Nursing faculty/staff.
4. Students will demonstrate a skill set associated with self-directed learning.

Communication/Engagement:

To promote communication, the pre-nursing team will establish meeting dates connected directly to specific benchmarks. The meetings will be used to further review data both collected and observed through interactions with the students. The pre-nursing team will discuss benchmarks and any task adjustments needed to reach the goals of the program. The team will also maintain shared notes on Microsoft 365 for detailing considerations for future semesters.

Proposed Timeline:

The timeline will consist of seven working meetings over the summer and fall semesters. Summer meetings will have a planning focus. The first three meetings will focus on the development of the program. The remaining meetings will evaluate the second set of program benchmarks, review implementation tasks, and determine if program adjustments are needed to reach program goals.

Current Status/Future Directions:

If small, the pre-nursing team and peer tutors can manage the initial implementation for the first year of the pre-nursing program. The hiring of additional staff in future semesters would help establish the pre-nursing program as an integrated part of the School of Nursing, strengthen the unique attributes for the pre-nursing program, and establish a model that can sustain expansion.

Designing a Customized Data Management System for My Department

RLA Fellow: Michael Hayes, Assistant Professor
Project Sponsor: Lorraine Minnite, Department Chair

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Abstract:

Currently, my department **lacks a customized data management system to make critical decisions** (e.g., course offerings) and **to evaluate the progress of our departmental objectives/goals** (e.g., degree competition, meeting minimum course enrollments, etc.). This lack of a data management system has resulted in the following problems:

- Offering course that don't much student needs to graduate on time
- Offering courses that don't meet minimum course enrollments
- Making course scheduling time consuming and inefficient

The lack of a customized data management system is the result of relying on external data sources, and we do not have a method/process to compile and organize this data into one system that can be used to make above mentioned decisions.

Key Stakeholders:

- Department Chair
- MPA Graduate Director
- Department Faculty Members
- Department Students
- Office of Enrollment Services
- Registrar's Office

Key Steps/Activities:

- **Summer 2021** – Develop a faculty and student survey to measure current severity of scheduling issues
- **Early Fall 2021** – Implement survey; collect and analyze data
- **Mid-Fall 2021** – Meet with a randomly selected group of students to get more detailed feedback
- **End-Fall 2021** – Meet with Department Chair and Graduate Director to share findings
- **Spring 2022** – Sabbatical Leave

- **Summer 2022** – Present key findings to faculty members in a recorded video.
- **Fall 2022** – Create the data system to track faculty course preferences, faculty availability, student needs
- **End-Fall 2022** – Use the data system for the first time to schedule the Fall 2023 courses.

Effectiveness Measures:

- **% of classes that run at "overcapacity"**
- **% of classes that are cancelled**
- **% of student complaints about scheduling**
- **2-year graduation rate for full-time students**

Communication/Engagement:

My plan is to update my key stakeholders at every step along the way to provide them opportunities to offer feedback and concerns **to maximize the likelihood of "buy-in".** I will use both survey questionaries, focus-groups, and individual meetings to keep them updated. I will also present key findings from these questionnaire and focus-groups to all key stakeholders. The goal is **to create a transparent process that everyone feels like their specific ideas and concerns are being valued/considered.**

Current Status/Future Directions:

- I am currently **working with my project sponsor/department chair to finalize my faculty and student survey**, which I plan to distribute in Summer 2021 (see my timeline on the left-hand side).
- There won't be any significant short-term or long-term monetary funding needed for this project. However, I will ask for a reduction in my normal department-level "service" and the use of a graduate assistant to help with data collection and analysis.

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ENHANCING IMPLEMENTATION SCIENCE AT RUTGERS

Carolyn Heckman, PhD, Co-Leader of Cancer Prevention and Control at Rutgers Cancer Institute
Project Sponsors: Shawna Hudson, PhD and Benjamin Crabtree, PhD

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Abstract:

Despite an abundance of available research, evidence-based healthcare does not always occur. One of the aims of the Rutgers Cancer Institute of NJ Cancer Prevention and Control Program is to foster dissemination and implementation (D&I) of evidence-based practices such as the use of the behavioral interventions that members develop and test. In 2018, a D&I Science Working Group was formed to encourage D&I research at the Cancer Institute. The initial goal of the proposed project is to formalize and expand the D&I Science Working Group. A future goal is to expand and enhance D&I research at the Cancer Institute and Rutgers. This might eventually take the form of an NIH P01 program project grant, formal academic section, Center, or Institute.

Key Stakeholders:

- Cancer Institute faculty, trainees, and leadership
- NJ ACTS Community Engagement Core
- School of Public Health faculty and trainees
- School of Communication and Information faculty and trainees
- Rutgers faculty and trainees interested in D&I

Key Steps/Activities:

- First objective: Create a steering committee
- Other early objectives: Create a mission, goals, and strategic plan
- Examples of potential future objectives: create a webpage; increase and broaden membership; seek internal funding; host more external speakers; develop a mechanism for tracking activities; compile a list of resources; potential implementation partners, and training materials; fund a pilot D&I research project; recruit a staff person; seek external funding.

Effectiveness Measures:

1. Primary: An increase in the number of D&I-related publications by working group members compared to prior years
2. Secondary: An increase in the number of D&I working group members versus prior years
3. Future: An increase in investigators doing D&I research, inter-programmatic D&I research, D&I-related publications and grants

Communication/Engagement:

- Presentations and discussions at scheduled meetings
- Group email list
- It has been a challenge to promote two-way communication.
- We plan to eventually create a webpage.

Proposed Timeline:

- By Summer 2021: Create a steering committee (i.e., send invitations and receive acceptances).
- By December 2021: Create a mission, goals, and strategic plan. I.e., schedule and conduct meetings with steering committee, draft and edit documents, distribute draft to working group for feedback, edit and distribute final documents to working group.
- Future: See Steps/Activities above.

Current Status/Future Directions:

- Works In Progress and didactic presentations/discussions at scheduled meetings, now remote and will likely return to hybrid.
- Announcements, events, updates, etc. sent via a group email list at least monthly
- Approached several stakeholders to begin "buy-in"
- See Steps/Activities and Timeline.

DEI Continuing Education and Reconciliation Program
Oscar Holmes IV, Ph.D.
Associate Dean of Undergraduate Programs & Associate Professor of Management
Nyeema Watson, Ph.D., Vice Chancellor for Diversity, Inclusion and Civic Engagement

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Abstract:
Despite verbal and written commitments to diversity, equity, and inclusion at Rutgers-Camdent, far too many instances of injustice, bias, discrimination, and social identity threatening situations take place on campus. Moreover, victims of these instances are rarely afforded proper resolution. To resolve this issue, I propose to create a robust DEI continuing education and reconciliation program that would be implemented as a part of the orientation and onboarding process of new employees and a part of the continued professional development of current employees.

Key Stakeholders:
- Faculty
- Administrators
- Staff
- Students
- Parents
- Clients/Contractors
- Community Partners

Key Steps/Activities:
This program requires the support, financial investment, and policy adoption from administrative leadership first. Then, a vendor must be contracted to develop the curriculum and supply the online platform for deployment. Then, Human Resources will need to get involved to deploy and schedule the training, track results, update and secure personnel files, and provide the administrative support to manage DEI issues submissions and field them to the appropriate departments. Finally, responsibility for the management of the program will move under the portfolio of the Vice Chancellor of Diversity, Inclusion and Civic Engagement.

Effectiveness Measures:
Desired outcomes of the program would be greater DEI competencies among all faculty and staff, more positive diversity climate perceptions from the various stakeholders (e.g., students, staff, faculty, vendors, host city, etc.), fairer representation and greater access of historically excluded group members across departments and levels, a constant review to eliminate or mitigate systemic barriers, and greater investment in DEI programs and initiatives to address past and current discrimination and unfair treatment. Employees would earn credits for each DEI module they complete and have an opportunity to earn a DEI Certificate after they reach a certain number of earned credits. Survey results will be examined often to determine when changes/updates need to be made to the program.

Communication/Engagement:
All employees will be required to take a certain amount of DEI continuing education credits in a certain time period to remain in compliance and to ensure that every employee stays current with respect to DEI issues and creating inclusive environments. Additionally, a service will be set up so that people can report DEI issues and a committee will investigate, mediate, and resolve the issues as necessary.

Proposed Timeline: Approval and funding are required first. If these are secured, then this program can be rolled out within 6 months.

Current Status/Future Directions: The University has made a number of public commitments to DEI. A DEI Strategic Committee is present on each campus now and are creating DEI strategic plans. It seems like this DEI continuing education and reconciliation program could be a part of each of the campus' strategic plans.

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Rutgers Future Musicians: Planning a Pilot Program to Identify and Nurture Talent

Maureen Hurd, Associate Professor of Clarinet & Head of Woodwinds, Department of Music, Mason Gross School of the Arts
Sponsor: Rebecca Cypess, Associate Dean for Academic Affairs, Mason Gross School of the Arts

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Abstract:
A number of pre-college musicians, particularly those from underserved communities, do not have financial access or mentoring guidance to lead to the specific and advanced preparation needed to succeed in a college music program and professional music career. In order to be admitted to post-secondary music study, young people need to demonstrate advanced proficiencies that are not always well-addressed in school music programs and need to be developed with private study. Students may not be exposed to this advanced outside training or realize the need for it and audition for college music programs believing they are well-prepared when they are not. Some demonstrate raw talent but with underdeveloped skills that put them behind their peers and cause them to not be admitted. Some are admitted but are overwhelmed by the college experience or other challenges and are not successful and retained. This project is a planning process for a pilot program to identify a small group of talented underserved pre-college musicians in partnership with a public school in order to connect these students to Mason Gross/Rutgers where they can receive advanced private training on their instrument or voice, attend concerts and other university events, participate in performing ensembles, take theory classes, etc. This project is inspired by Rutgers Future Scholars.

Key Stakeholders:
- Talented pre-college musicians
- Public school partner(s)
- Mason Gross School of the Arts Dept. of Music
- Mason Gross School of the Arts Admissions
- Rutgers Community Arts
- Equity, Diversity and Inclusion Committees (MGSA and Dept. of Music)
- Rutgers University

Key Steps/Activities/Timeline:
Step 1: Meet with Rutgers Future Scholars to learn more about their model.
Step 2: Meet with Mason Gross and music department stakeholders to learn about relationships already established with public school partners.
Step 3: Meet with RCA Director and Mason Gross Admissions Director for their input and to determine their ability to support and contribute.
Step 4: Meet with Mason Gross Dean for input and guidance.
Step 5: If pursuing Spencer Foundation funding, meet with Mason Gross music education faculty to determine how a research project would align.
Step 6: Meet with public school teacher(s) for their input and ideas and to determine a timeline and structure for identifying students.
Step 7: Identify students.
Step 8: Identify Mason Gross and/or RCA teachers for students' individual lessons, theory/ear training classes, chamber ensembles, and large ensembles.
Step 9: Work on transportation and logistics.
Step 10: Begin pilot program.

Effectiveness Measures:
This project will be successful when the pilot program is implemented. That will mean gathering the stakeholders for conversation and planning, developing a means for identifying students for the program, planning lessons/educational opportunities for the students, and securing funding and staffing.

Communication/Engagement:
Regular meetings and email/phone/Zoom communication will be necessary with fellow stakeholders, as we plan and proceed with research, grant-writing, connection with public school teacher(s), development of means of student identification, engagement of Mason Gross and Rutgers faculty and staff, logistics management, and development of a structure for lessons/classes/activities for identified students.

Proposed Timeline:
May 2021: Research and conversations with stakeholders start and continue through Summer and Fall 2021. (Steps 1-6 above.)
Spring-Summer 2022: Students and teachers would be identified. Logistics arranged. (Steps 7-9 above.)
Fall 2022: Pilot program would begin. (Step 10 above.)

Current Status/Future Directions:
This project is currently hypothetical, but it is in alignment with Rutgers values of equity, diversity, and inclusion, and there are faculty and staff interested in exploring these and related ideas. Long-term, this and projects like it could mutually benefit Rutgers as well as identified students.

Affordable Global Education For All RU Students—New Funding Model

Shakirat Bola Ibraheem, Business Manager, Rutgers Global
Sponsors: Dr. Karen Stubaus (VP) and Drew Kaiden (AVP)

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Abstract: Studying abroad and Global learning have become vital and expected part of University and College education experience as the world becomes more interconnected. Employers are looking for candidates with global experience and cultural sensitivity as the job environment becomes more diverse. Studies have proven that students who studied abroad gained life impacting experiences, valuable problem solving ability, critical thinking, and professional skills that set them apart from other graduates. Subsequently, many American Universities have committed to and woven Study Abroad (SA) into the fabric of their educational offerings. Rutgers has been trailing behind others, not because we lack the initiatives or sufficient student population, but because the cost of studying abroad is higher than studying on campus.

Key Stakeholders:
- Rutgers Students
- Study Abroad Staff
- Faculty-SA Directors
- University Administrators
- Rutgers University

Key Steps/Activities:
This project will rely heavily on data, that are readily available, e.g. BTA and Open Door report of Big Ten schools. We will also look at the historical number of students that started the Study Abroad Application and the number of students that finally was able to study abroad. I will include interview with Study Abroad Alumni, what impact do studying abroad has on their career path, where are they now?

Effectiveness Measures:
1. Steady increase in the number of Rutgers students of all background who study abroad, as a result of lack of price differential in student studying on campus or abroad.
2. Decrease in the number of students who started but are not able to complete their study abroad application for financial reasons.
3. The University reputation and prestige sour as a leader in Global Education and as an incubator producing a large pool of well rounded, well travel alumni with global perspective.

Communication/Engagement:
Since the implementation of this project will rely heavily on the University Top Administrator whose time and availability is limited, we will work with them to identify a staffer that we can work with on this project, who will relay the progress of the project to them periodically and who will initiate meeting between them and us at interval. We will prepare and circulate progress report once a month to all the sponsors and the working group and solicit feedback and recommendation.

Proposed Timeline:
The first part of the project will be creation of the Study Abroad Capital Campaign. we will start the leg work as soon as possible this Fiscal year to put all the paperwork that will be required together, get all the signature and approval to the University foundation before June 31, 2021. We are hopeful that all will be ready in time for the FY22 University Fund Campaign.

Current Status/Future Directions:
Rutgers has the lowest percentage of study abroad participants among the Big Ten schools, and other schools of similar size and the most expensive program among the Big Ten Academic Affairs (BTAA). The goal of this project is to create and bring about Affordable Study Abroad for All Rutgers' Students and increase Study Abroad participation and enrollment for students from all background.

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REDESIGN OF THE RUTGERS SCHOOL OF NURSING MINORITY NURSE LEADERSHIP INSTITUTE

Olga F. Jarrín, PhD, RN, Assistant Professor, School of Nursing
Sangeeta Lamba, MD, MS-HPEd, Vice Chancellor for Diversity and Inclusion

Abstract:

Established in 1999, the Minority Nurse Leadership Institute was designed to improve healthcare and health outcomes for urban and minority communities. Professional development for minority nurses focuses on the knowledge, skills, and professional networking nurses need to address political, social, and cultural barriers to health equity including historical, personal, institutional, and structural racism and bias. The goal of this project is to redesign the Minority Nurse Leadership Institute for online learning, enhance the national recognition and reputation of this signature program, and increasing access, engagement, and impact in New Jersey, nationally, and globally.
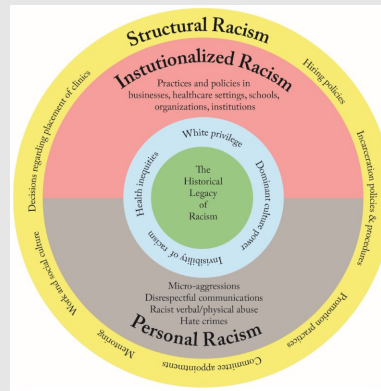
Key Stakeholders:

- University & Divisions
- Schools, Institutes & Centers
- Rutgers & RWJBarnabas Health
- Alumni & Friends
- Future of Nursing Campaign
- Nursing Organizations
- Community Organizations
- Healthcare Organizations
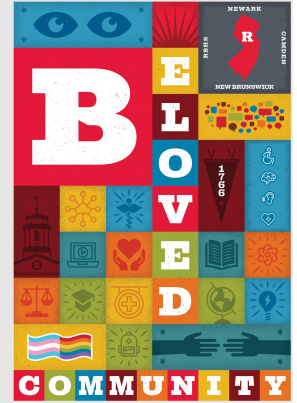
Key Steps:

1. Critical evaluation of program history, impact, metrics, strengths, weaknesses, opportunities & threats.
2. Planning / advisory committee
3. Engage stakeholders
4. Curriculum (Backwards by Design)
5. NJ Launch and Evaluation
6. National Launch and Evaluation

Effectiveness Measures:

- Program enrollment, engagement, and impact
- Participant outcomes including self-efficacy and leadership skills
- Increase in number of minority nurses in leadership positions
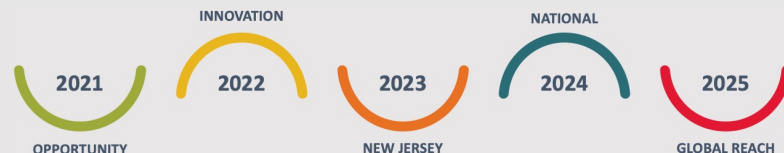- Increased visibility of minority nurses in leadership roles
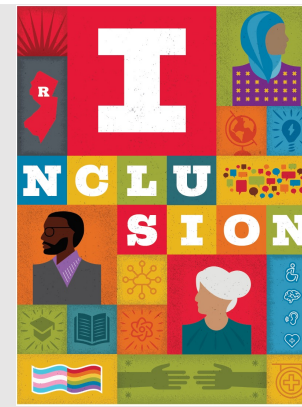
Communication:

- Listening sessions
- Social media
- Mainstream media
- Professional journals
- Academic journals
- Email / mailing list
- Fireside chats
- Annual report

I DIDN'T BECOME A **CHIEF NURSE OFFICER** JUST SO THAT I CAN **MAKE A LIVING.** I BECAME A CHIEF NURSE OFFICER BECAUSE I WANTED TO **TACKLE RACIAL INEQUITIES IN HEALTHCARE FROM THE TOP DOWN.**

@RU_MNLI

Proposed Timeline:

OPPORTUNITY — 2021
INNOVATION — 2022
NEW JERSEY — 2023
NATIONAL — 2024
GLOBAL REACH — 2025

Future Directions:

- Leadership resource library / toolkits
- Leadership tracks (hospital, community, academic teaching, academic research)
- Massive open online course (MOOC)

References:

1. Nardi, Waite, Nowak, Hatcher, Hines-Martin & Stacciarini. Achieving health equity through eradicating structural racism in the United States: A call to action for nursing leadership. Journal of Nursing Scholarship, 2020; 52:6, 696-704.
2. Universitywide Diversity Strategic Planning Toolkit: Charting Our Inclusive Path Forward. 2001. Rutgers University. https://diversity.rutgers.edu/sites/default/files/2021-01/Rutgers_Strategic%20Plan_012821_FINAL.pdf

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School of Nursing
MINORITY NURSE LEADERSHIP INSTITUTE

Rutgers-Camden Undergraduate Research Center (RCURC)

Kwangwon Lee, Associate Professor

Project Sponsors: Howard Marchitello, Dean; Benedetto Piccoli, Vice Chancellor for Research; Michael Palis, Provost

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Abstract:

One of the main strategic directions of the Rutgers-Camden is 'Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning'. Although there are ample undergraduate research opportunities and supports for such opportunities available on campus, the maximum potential for these opportunities for undergraduate students has not been achieved for several reasons. First, research opportunities are not visible to students, especially for the first-generation college students and students from underrepresented groups. Second, because of the challenging research funding environment, financial supports for undergraduate research offered by the individual professor are limited and not consistent. Third, the funding agencies and private scholarships have a strict guideline for the eligibility of the scholarship/internship; for example, some scholarships are not allowed for pre-med students or human-disease related research projects, and some scholarships are limited to biomedical research. PIs need an administrative assistant to identify undergraduate researchers that fits to the scope of the funding. Creating a centralized office for supporting undergraduate research would benefit all stakeholders at Rutgers-Camden community. RCURC will co-ordinate the undergraduate research activities on campus.

Proposed Timeline:

Phase I
RCURC supports the students/faculty in STEM departments (Biology, Chemistry, Physics, Computer Science, and Mathematics).

Phase II
RCURC supports the students/faculty in all departments/programs at CCAS.

Phase III
RCURC supports the students/faculty in all departments/programs at Rutgers-Camden

RCURC Activities:

1. Trainings/Courses offered to students/faculty
- Exploring Careers in Major (Biology, Chemistry, Physics etc.)
2. Research Funding
- One stop resource center for students finding a research opportunities
- Financial support in supporting undergraduate research
3. Conferences
- Undergraduate Research Conference
4. Publication of Undergraduate research
- https://jbs.camden.rutgers.edu

Effectiveness Measures:

Rutgers-Camden Undergraduate Research Center (RCURC) Logic Model

Current Status/Future Directions:

All the proposed RCURC activities are offered and optimized in the Undergraduate Biology program for the past eight years. We are in talks with other STEM departments to launch the parallel curricular research training programs. At the same time, we are seeking external and internal STEM education funding for RCURC. Once an adequate and sustainable funding, administrative staff, faculty support are secured, Phase I of RCURC will be launched. The program should run 3-5 years with a measurable positive outcome before preparing the Phase II.

Key Stakeholders:

- Undergraduate students
- Faculty
- Administrator
- Local community and Alumni/Donor

Communication/Engagement:

The activities and success of RCURC will be communicated to stakeholders through the dedicated website, and regular newsletters in the form of email and also brochures. There will be annual evaluation of the RCURC's performance for identifying weaknesses of the program for improving the center's activities.

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UNUSED ENDOWMENT SPEND: STREAMLINED PROCESS

Jason MacDonald, Chief Investment Officer
Sponsor: Mike Gower, EVP – CFO & University Treasurer

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Abstract: Every year there is a significant subset of annual endowment spending dollars that goes unused for one reason or another. For context, the "Endowment" is a pool of assets that is actually made up of over 2,500 individual endowments which were created by donors, departments, or schools to support a variety of causes – some of them quite old. Annually, each endowment receives 4% of a 3-year market value average of these assets (the "spend") to fund their specific purpose. Therefore, funding very important initiatives without affecting the University's budget. These funds (the "spend") sometimes go unused for a variety of reasons, increasing budgetary burdens. Some of the most common reasons include: lack of proper protocols or understanding at the department, lack of clarity on what the money can be spent on, or the purpose of the gift is too narrowly focused and cannot be spent. The University needs a uniform annual auditing process to evaluate unspent funds and provide a standard set of procedures that would outline the necessary steps and people to engage in order to remedy the situation in the most efficient manner possible. If successful, this would free up possibly millions of dollars of unspent funds to be used for great causes while reducing the University's budgetary burdens. This would also create additional goodwill amongst donors who often times become frustrated when the endowments that they've donated are not used effectively.

Key Stakeholders:
- Campuses, Schools, and Depts. (Bus. & Finance Mgrs.)
- Donors & Rutgers University Foundation
- Students
- Researchers
- Budget Officials
- University Community
- State of New Jersey

Key Steps/Activities: Creation of a university-wide working group to develop the processes and procedures needed. The initial group would consist of senior representatives from the following areas: UFA, Office of the General Counsel, Foundation, and senior finance officials across Chancellor units.
- **Run data and analyze**
- **Create categories for specific issues and develop procedures to resolve them**
- **Communicate & train the field in order to execute**

Effectiveness Measures:
- Tracking of "serial unspent accounts" being reviewed
- Witnessing a down trend in the amount of "true-endowment" unspent dollars over time
- Surveying Budget & Foundation officials regarding unspent money as a pain point

Communication/Engagement:
- Identify the wider population of people directly affected (business managers, finance professionals, foundation)
- Announce the formation of our working group and its purpose. Encourage feedback based on this mission from the larger audience at the onset
- Announce a draft set of new procedures and who will likely be contacted about training or participation (encourage feedback again)
- Announce final procedures and process steps to complete our 1st audit

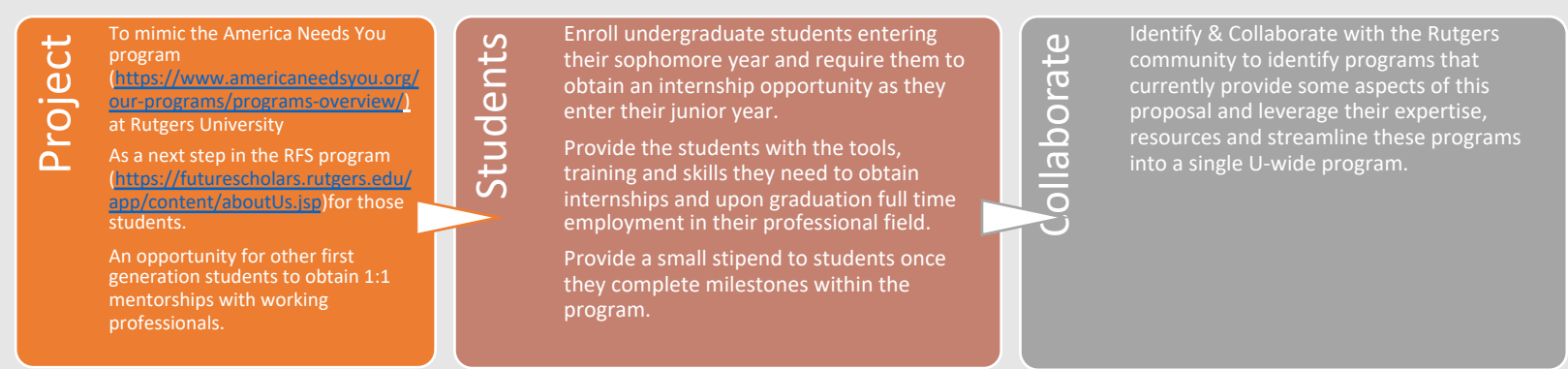**Proposed Timeline: This will likely take a year.**
- **3 Mos. – working group, data, review, solutions**
- **6-9 Mos. – identify problem accounts, find responsible parties and explain**
- **9-12 Mos.+ - identified, diagnosed, start to fix**

Current Status/Future Directions:
- Working group representatives have begun to be identified
- Hope to start our work in the Summer or Fall

Student Career Preparedness

RLA Fellow: Christina Maggio, Director of Fiscal Affairs & Administration
Project Sponsor: Courtney McAnuff, Vice Chancellor Enrollment Management

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Project

To mimic the America Needs You program (https://www.americaneedsyou.org/our-programs/programs-overview/) at Rutgers University

As a next step in the RFS program (https://futurescholars.rutgers.edu/app/content/aboutUs.jsp)for those students.

An opportunity for other first generation students to obtain 1:1 mentorships with working professionals.

Students

Enroll undergraduate students entering their sophomore year and require them to obtain an internship opportunity as they enter their junior year.

Provide the students with the tools, training and skills they need to obtain internships and upon graduation full time employment in their professional field.

Provide a small stipend to students once they complete milestones within the program.

Collaborate

Identify & Collaborate with the Rutgers community to identify programs that currently provide some aspects of this proposal and leverage their expertise, resources and streamline these programs into a single U-wide program.

Key Stakeholders:

- American Needs You (ANY)
- Rutgers Future Scholars (RFS)
- First Generation Students
- The NJ Education Opportunity Fund (EOF)
- Office of Career Exploration & Success
- Local business for professional mentors

Key Steps/Activities:

- Continue to look at the ANY program as a model for a U-wide internal RU program?
- Engage existing programs at Rutgers to reduce/eliminate silos & maximize existing resources
- Find campus partners to implement project

Effectiveness Measures:

- Using data from Institutional research measure the 6 year graduation rate of underrepresented minority (& if available first generation students) at the onset of the program – 73% as of 2019.
- Measure the RU-NB students employed or enrolled in graduate school within 6 months of graduation data provided by Career Exploration & Success – 80% as of 2019.
- Upon completion of the first cohort, measure the success of the above for the students enrolled in the program.
- Create survey for students in cohort to provide feedback on experience & success in program.

External	Internal	Career Exploration & Services
• America Needs You (ANY) • Cooperman Scholars • Dream U.S. Program • Local businesses to find mentor coaches	• Rutgers Future Scholars • OASIS • SEB's clothing closet for professional interviewing attire • EOF • Dean of Students • Various RU undergraduate Schools/Deans • ODASIS • Federal Work Study Program • Posse • OWN Program	• RICP course – 3 credit general Ed course • Internship opportunity searches • Job preparation tools

Timeline	
December 2020-January 2021	• ANY engagement
February 2021 – May 2021	• ANY, RFS, EOF, CES collaboration; Leverage ANY program until ready to implement internally
June-July 2021	• RU collaborators meeting to discuss centralized RU program
August 2021-August 2022	• develop and implement the program assuming buy-in from the Chancellors Office. Include the University Project Management Office in the process.

Current Status/Future Directions:

Schedule meetings with the internal RU groups to collaborate on this initiative and develop a working group with representatives from each of the above areas. Have each area representative provide regular updates to the larger group on the project (monthly during the program development stage and quarterly or bi-annually once initiated.

Based on collaboration from the key areas we would determine what existing resources are available be utilized to develop a pilot of 50 students. Once we are able to demonstrate the success of the program, we would request additional resources from the Chancellor/Budget Office and/or Rutgers Foundation to assist in finding donors to support the program.

Assessing needs for career development training in the CHINJ research trainee community

Fellow: M. Chiara Manzini, PhD Associate Professor Neuroscience and Cell Biology RWJMS/
Child Health Institute of New Jersey
Mentor: Kathleen Scotto, PhD Vice Chancellor for Research RBHS/ Dean, Graduate School of Biomedical Sciences

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Abstract:

The fast-paced and competitive biomedical research environment requires trainees (students and postdoctoral fellows) to master a variety of skills during their research training: rigorous and ethical experimental design, public speaking in multiple formats, grant writing, science communication, mentoring younger scientists, teamwork. As trainees constitute the majority of the biomedical scientific workforce, they must balance productivity requirements for the lab and their career progression. Often career planning and career development activities are postponed or overlooked making trainees less competitive for career transitions that require additional skills. There is an urgent need for additional training resources that would help trainees better plan career transitions. The primary goal of this project is to integrate need-assessment tools to tailor career development sessions to the trainees at the Child Institute of New Jersey (CHINJ) in order to maximize their success. If successful, some of these best practices can be adopted elsewhere at Rutgers.

Key Stakeholders:

Junior scientists in training at CHINJ
- Postdoctoral Fellows
- Graduate Students
- Research Assistants preparing for PhD and MD
- Undergraduate Interns

Key Steps/Activities:

While conducting a few broad introductory sessions on different careers in biomedical science to ground the participants to start thinking about career development, I will develop a questionnaire based on skills and goals found in an individual development development plan to identify the topics that will be of most benefit to the group. I will rely on my mentor and the CHINJ faculty to review the need-assessment tool and provide feedback. I will also involve other graduate education leaders at Rutgers for feedback and to identify available resources.

Effectiveness Measures:

The main effectiveness measure for this proposal will be participation. There are currently 46 trainees listed in the CHINJ directory (6 post-graduate technicians, 10 graduate students, 5 post-doctoral fellows and 25 undergraduate students). We will measure how many will complete the survey to capture the needs of the community aiming to reach 80% response rate from the 21 trainees who have completed their undergraduate education and 50% response from current undergraduates.

Communication/Engagement:

Since this is a one-time need assessment, the outcomes will be response rate to the survey. We will monitor response rate and send reminders to both the PIs and the trainees during the time the survey is open. The ambitious postgraduate response rate reflects the engagement already observed from the faculty in urging their trainees to participate in the program.

Proposed Timeline:

5/1/21: Development of a Google-based survey
5/5-15/21: Emails containing the survey with monitoring and follow-up
5/20/21: Data collection and analysis of priorities identified by the trainees

Current Status/Future Directions:

We have already conducted the three introductory sessions for the CHINJ Career Development series covering transitions from PhD to postdoc (Nov 2020), transitions from postdoc to faculty positions (Jan 2021) and transitions to industry, consulting and other non-academic position (Mar 2021). I am developing the survey to deploy in early May to tailor future sessions to the workforce. I have also established an internal steering committee and developed relationship with the Postdoctoral Office that will assist in some of these efforts.

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RETAINING AND ADVANCING STAFF TALENT AT RUTGERS-CAMDEN

Kimberlee S. Moran, Assoc Teaching Professor
Mary Beth Daisey, Vice-Chancellor for Student Affairs

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Abstract:
Rutgers-Camden has been very successful at attracting talented faculty and staff members. It is home to just over 300 faculty and 600 staff. While faculty positions, specifically the tenure-track, are designed for longevity, it is less common for staff to spend entire careers at the university. When a staff member leaves, it can be extremely disruptive to the functioning of the overall academic mission. At Rutgers-Camden, staff roles often see high turn-over as well as continuity challenges. On such a small campus with units staffed in the single digits, it can be difficult for staff to see a clear career trajectory. In addition, small offices can become personality-driven which can lead to toxic work environments. The result is the loss of talented staff members to the detriment of the campus community. On the Camden campus, only anecdotal evidence for the loss of staff exists. The factors leading to staff turnover have not been systematically investigated.

Key Stakeholders:
- Staff
- Faculty
- Senior Administration
- Students
- However, as talented staff do their jobs and do them well, stakeholders such as the general public, alumni, donors, state agencies, and parents are all impacted by the many roles undertaken by university staff.

Key Steps/Activities:
1. Design an anonymous staff survey to gauge campus climate and workplace satisfaction
2. Design one-on-one interview questions for staff who have left RUC
3. Design one-on-one interview questions for current staff who are willing to share additional thoughts anonymously
4. Design one-on-one interview questions for current staff who are considered RUC "success stories" in an effort to capture shared themes/experiences
5. Identify subject pools as listed above and implement interviews
6. Analyze the data and created a report
7. Create suggested interventions based on the data

Effectiveness Measures:
The main effectiveness measure will be the number of survey and interview respondents. If the campus has 600 members of staff, a goal of a 20% response rate of the survey of current staff would be sufficient but would be the minimum number of participants needed for data to be statistically significant. In addition, the representativeness of the respondents across units, years of service, and seniority is important, especially when conducting individual interviews.

Communication/Engagement:
A link where survey and interview participants can check on the progress of the survey & the data collected to date will be provided. Two-way communication will be natural during individual interviews. For anonymous survey respondents, e-mail address will be provided to facilitated further conversation about their experience as a Rutgers-Camden staff member. All conversations will remain confidential. Recommendations based on the collected data will be presented to the campus leadership. I will share the recommendations more widely if given permission to do so by campus leadership.

Current Status/Future Directions:
Surveys and interview questions are in the design phase in consultation with campus HR leadership.

Proposed Timeline:
Late May: survey design and review; **Early June**: survey launch; compilation of former staff contact list; **Late June-Late July**: individual interviews with current and former staff; **August**: data analysis and draft recommendations

Increasing screening for lung cancer amongst women who smoke in Newark
Tej Phatak, MD, MBA
Steven Parmett, MD

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Abstract:
Lung cancer screening rates are lower in black smokers relative to their white counterparts. Various opportunities exist in the hospital setting to increase screening in the black population. One such opportunity involves screening women for smoking risk at the time of mammography. I would like to introduce screening for smoking at the time of mammography and track the compliance with lung cancer screening with CT in these patients and what the effect is on the overall screening of black women in our local community.

Key Stakeholders:
- Mammography staff
- Radiology department staff
- Patients coming to breast imaging center for mammography

Key Steps/Activities:
- Pitch proposal to mammography and lung cancer screening group
- Find teammate/supporter in mammography to help align staff
- Create questionnaire to use for screening mammography
- Message the initiative appropriately to patient population
- Develop workflow for lung cancer navigator to retrieve questionnaires
- Establish process to tabulate and follow patients who are invited for lung cancer screening CT from the population screened at the time of mammography

Effectiveness Measures:
1. Percentage of women screened who require CT for lung cancer who follow-through with the CT within 1 year of being screened
2. Comparing the change in number of women who undergo CT for lung cancer screening in our institution year to year

Communication/Engagement:
I will keep others abreast of my progress by preparing semi-annual reports for the mammography staff and department chair with data on number of women who were screened and percent of woman who underwent screening for lung cancer and percent of women screened who were found to have lung cancer. At the time of these reports, I will solicit feedback and input from the mammography department personnel and department chair regarding how the project is going and what might be changed. I will disseminate information regarding the progress of the project and any changes via email and semi-annual reports.

Proposed Timeline:
- Months 1-3: Align mammography staff and establish screening process for women coming through the breast center.
- Months 3-15: Screen women coming through the breast center for lung cancer and arrange for CT chest as needed.
- Months 15-17: Assess performance of process and share data with shareholders.

Current Status/Future Directions:
The addition of screening for lung cancer during screening mammography involves extra time for the patient and the technologist (with reduced throughout through the breast center) and extra steps to follow-up with those patients requiring screening. These are the inherent costs of the project. I will need to keep senior administration of the hospital engaged and aware so that they see the value of the project in serving the needs of the community and accept the costs.

Creative Laboratory for the Book

Amee J. Pollack, Undergraduate Program Advisor
Raphael Ortiz, Distinguished Professor, Art & Design

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A creative space for the exploration of the book art form aims to increase cross-discipline creative collaborations and social bonds within the undergraduate population at Rutgers. Over the course of two terms, Art & Design (A&D) majors and other majors paired together in the enterprise of making artists' books would be guided through: (1) ideation; (2) aesthetic choices/intentions; (3) working with text and image in concert; (4) mock-up development and functionality; and (5) final professional execution of an artwork (small limited edition or on-demand printing or unique works). The book format lends itself nicely for collaboration because everyone currently has a sense of what constitutes a book or may constitute a book. Moreover, the art form, born from both literary and visual art influences, continues to be ripe for possibilities and interdisciplinarity. To help facilitate this journey in the beginning, students would be introduced to the genre of book arts and its cultural value through a mini retreat as well as to other Rutgers art resources. **Outcomes:** Non-art majors would develop useful visual thinking skills and literacy and would potentially delve into their major/discipline in a new dynamic way. A & D majors would share their knowledge and reach outside their circle to develop a wider social network and to be introduced to new perspectives/disciplines. Both could benefit from the presentation value of the book on interviews or in portfolios (for jobs or graduate school) and the development of strong interpersonal skills that comes from collaborations.

Key Stakeholders:
- **Megan Lotts,** Art Librarian, facilitator of programming and events at the Art Library
- **Department of Art & Design**
- **Other Departments:** English, Art History, Landscape Architecture, Music, Dance, Theater and Film
- **MGSA Administration**
- **Zimmerli Museum** (Print Collection in particular)
- **Alexander Library** (Special Collections)
- **Rutgers Initiative for the Book (RIB) ?** (Leah Price, Visiting English scholar?)

Key Steps/Activities:
- Write invitation or "Call to Participate"; deploy to stakeholders.
- Read all applications and determine participants.
- Define full agenda for "Book Art Retreat" and host.
  – including lectures, panel, discussions, workshops?
- Plan "Meet, Greet & Share" – Identify good partnerships.
- Multiple sessions of brainstorming and critiques for guidance.
- Secure more funding and support for the projects.
- Facilitate any printing needs. Spearhead completion of books.

Effectiveness Measures:
- Meeting a target number of 10 discipline- diverse pairings.
- Seventy percent of pairings to complete their artists' books- yielding 7 works the first year. Celebrated at an exhibition.
- Surveying student experience with the results being that students feel a part of a supportive creative hub/community.
- Increased attendance at lectures and other programming offered through the Art Library and Zimmerli Museum.

Communication/Engagement:
- **Invitation:** Postings on Art Library & MGSA Facebook/Instagram. Emails to advisors at the Honors program and Education school?
- **Mid-Year Sharing:** Each pair will write a short description with an image of the book's mock-up to include in Newsletter/E-blast sent by the Art Library and MGSA/Art & Design.
- **Promoting the Final Artists' Books:** MGSA Communications will write an article about the Creative Lab and the scope of the collaboration/artwork. Hopefully, *Rutgers Today* will also cover.

Proposed Timeline:
July 30	Application for Participation due
Sept	Book Art Retreat
Mid-Oct	Meet, Greet & Share
Nov/Dec	Ideation/Brainstorming (4 times)
Jan/Feb	Critiques/Slide Jams (3 times)
Mid-March	On-Demand Printing (need 6 weeks)
April-May	Final Execution; Art Library Exhibition

Current Status/Future Directions:
"You can't use up creativity. The more you use, the more you have." Maya Angelou

- Given our virtual reality, the *Lab* can initially move forward with events over Zoom at different stages of the project(s). Ultimately, the hope is that there will be a physical presence with in-person interactions, perhaps at the Art Library with possible book/printing presses.
- Providing full funding for creating/printing the artists' books is essential to getting students to participate and a crucial step to moving forward with the *Creative Laboratory for the Book.* Within my personal network, $7,000 worth of funding to start the first artists' books has been secured. More donor support/grants will be needed for art materials, on-demand printing, and Adobe licensing/software .
- Also, in the future, book artists who present their work at the retreat will be paid a stipend for any lecture/workshop ($250-500).
- Another incentive for keeping students engaged would be to offer academic credit under Visual Arts Practice (1 credit, Pass/No Credit.)

Let Rutgers Walk Our Talk

By Robert P. Roesener, Deputy General Counsel
Sponsor: Laura Lawson, Dean, School of Environmental and Biological Sciences

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Center for Organizational Leadership

Abstract:
Rutgers has world-renowned and cutting-edge faculty members discovering and further highlighting how individual and organizational decisions and actions positively or negatively impact human health and wellness, and the environmental sustainability of our community. However, it seems to me that there is sometimes a gap between knowing what is good for our health, wellness, and the environment, and an express University action plan to implement those ideas in our own organizational culture. Within this broad theme of improving the disconnect between research-based knowledge and implementation and, in turn, raising up Rutgers as an example or model institution that walks our talk, I seek to implement one example of putting knowledge into action, and, in so doing, create a process, framework, or model that could be used to implement other examples of walking our talk, thus improving health, wellbeing, and environmental sustainability more broadly.

Key Stakeholders:
- Dean Laura Lawson
- Professor Maria Gloria Dominguez-Bello
- Professor Martin Blaser
- SEBS
- ORC

Key Steps/Activities:
1. Engage stakeholders to assess interest in pursuing PILOT idea – which is to improve the gut/body microbiota within individuals in our community which positively effects overall health.
2. Design products or a system that introduces better and more microbiota to individuals.
3. Implement period of voluntary uptake by individuals.
4. Monitor health outcomes on individual and community levels.

Effectiveness Measures:
For the specific pilot, effectiveness would be measured by whether respondents answer yes to: "Has this research that has been converted to something tangible, useable, consumable within the Rutgers community made you feel better, more energized, less frequently sick, etc.?"
For the overall project effectiveness is measured by whether the steps taken to develop and measure effectiveness of the specific pilot could be replicated for other research occurring within Rutgers.

Communication/Engagement:
Regular e-mail updates to all stakeholders would be the main engagement/communication method overall. During the pilot design, routine short meetings with stakeholders would be established up front so that expectations would be set and a cadence established for progress to be made. Reports on milestones set and achieved would be through e-mail. Post implementation, I would seek to publish articles outlining any successes in Rutgers Today, the Daily Targum or other Rutgers on-line informational publications.

Proposed Timeline:
Start-up engagement in 6 weeks.
Development of pilot plan 4-5 months.
Implementation of pilot plan at least one year.
Reporting/analyzing results – ongoing throughout.

Current Status/Future Directions:
The project was pitched to the project sponsor. Engagement with the stakeholder professors will follow. Should the specific pilot idea (improving human microbiota, and, in turn overall wellness) prove impossible to implement on a scale that would yield meaningful data or results, a new research area to pilot would be considered. That potentiality would result in new stakeholders and a new timeline.

RUTGERS LEADERSHIP ACADEMY

Rutgers Institut(e)ing for Personalized Medicine

RLA Fellow: **Hatem E. Sabaawy, MD, PhD,** Associate Professor of Medicine and Pathology and Laboratory Medicine, RBHS/RWJMS
Project Sponsors: **Andrea Conklin Bueschel, PhD**, Chief of Staff and Senior Vice President for Administration, Office of the President
Bishr Omary, MD, Senior Vice Chancellor for Academic Affairs and Research, RBHS

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Abstract

Personalized medicine is the use of individual characteristics to tailor treatments. Precision medicine is the form of personalized medicine and our research focus at the Cancer Institute. We utilize the genomic profiles of every patient to find innovative ways for cancer diagnosis, monitoring, and treatment. We recognize a presented opportunity to extend this personalized medicine approach to other chronic, complex diseases, including diabetes, heart disease, depression, and autoimmune disorders. This approach would allow to treat each patient based on genetic, phenotypic, or psychosocial characteristic to improve health and presentive cares. The project is aimed at expanding personalized medicine to many aspects of the higher education training and various healthcare enterprises. The mission of personalized medicine will be multidisciplinary in applying genomic technologies to improve the way diseases are detected, monitored, treated, and prevented. Implementation will be a stepwise process and started by surveying and inviting key stakeholders to form committees for integrating existing resources, proposing medical and graduate school courses in the following academic years, arranging seminar series including different University campuses, and working with the RBHS administration to identify philanthropic sponsors and industry collaborators. This effort will bring together data scientists, engineers, biologists, social scientists and cancer precision medicine experts in thinktanks to develop funding proposals focused on single cell assays, functional research in animal and human tissue models, and applications in clinical medicine.

Key Stakeholders

- RBHS/RU Faculty in genomic science.
- Faculty, students at Computer Sciences, Business, Engineering, Law, Nursing, Public Health Schools.
- RU SAS Deans and GSBS Deans.
- RUF for philanthropic opportunities.
- Industry sponsors and collaborators.

Key Steps/Activities

- Discussion of proposal concept with sponsors.
- Refining goals/timeline with RLA Staff/sponsors.
- Committee meeting including 61 stakeholders.
- Twenty Faculty formed the Steering Committee.
- Discussion of offering new personalized medicine courses for undergraduates with SAS Deans.
- Discussion of curriculum expansion of the existing "Genomics in Cancer Therapeutic" course to cover personalized medicine curriculum with GSBS Deans.
- Seeking philanthropic funding with RU Foundation.
- Initiating and implementing industry collaborations.
- Planning NIH R13 proposal and matching up with Gordon conferences on personalized medicine.

Effectiveness Measures

- Sponsors support concept.
- Steering committee named.
- High Ed, industry engaged.

Communication/Engagement

- Survey of various stakeholders.
- Sharing committee meeting minutes, requesting feedback.
- Discussing recommendations on implementation with sponsors.
- Web site development allowing feedback and communications.
- Annual meeting/invited speakers.

Current Status/Future Directions

- Steering committee identified with input and feedback from Sponsors.
- Committee meeting to discuss steps for integration of resources.
- Meetings with industry collaborators (Tempus, Regeneron), already signed Tempus research agreement.

Proposed Timeline

- Timeline might be extended to next year after the outbreak to allow for full implementation.
- The multi-year effort will be crowned by lunching "Rutgers Personalized Medicine Institute" (RPMI).

RUTGERS LEADERSHIP ACADEMY

Truly Included: DEI at the Honors College

Lisa Sanon-Jules, Assistant Dean/Senior Director of Academic Services

Dr. Edward Ramsamy, Chair & Associate Professor, Africana Studies

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Abstract:

The Rutgers New Brunswick Honors College first opened its doors in 2015 and has successfully graduated over 2000 students. Overall, the Honors College has changed the face of honors at the University by offering a unique space where students from our six member schools are able to live and learn in a shared environment. The curriculum of the College is focused on the mission of '*Curiosity, Knowledge and Purpose'*. While students gain many benefits from membership in the Honors College, they have expressed a need for the College to commit to a higher level of cultural sensitivity. This project is focused on improving the Honors College experience by investing in the creation of a curriculum ingrained with the values of diversity, equity and inclusion.

Key Stakeholders:

- Currently enrolled Honors College students
- Incoming Honors College students
- Rutgers Faculty
- Six partner schools
- Honors College administration

Key Steps/Activities:

- Obtain support from the Honors College administration.
- Establish a working relationship with the True Inclusion student group.
- Ensure student representation among all the partner schools.
- Identify clear objectives and a timeline for implementation.
- Identify assessment mechanisms.
- Create succession plan.

Effectiveness Measures:

The goal is to run at least 5 pilot classes in Academic Year 2021-2022. The pilot courses will serve as alternatives for the Byrne Seminars that our Honors College students are required to take in the first year. Students will be surveyed to measure the potential impact of the pilot course as opposed to the experience in the Byrne Seminar. There will be periodic student-based focus groups from one of the control groups and one of the pilot groups to discuss the intent and impact of the DEI curricular efforts.

Communication/Engagement:

The Honors College Administration and the True Inclusion Curriculum Committee have partnered on a series of meetings with the executive leadership of our partner schools. The schools are learning about the DEI curricular changes and have shown interest and support but are hesitant to commit resources during this time. The success of a pilot program will further encourage full engagement from our partners. We will periodically reach out to the Executive Deans to keep them abreast of our progress.

Proposed Timeline:

March-May 2021: Finalization of the pilot program.
Outreach to departments for assistance with the syllabus.
May 2021: Addition of the pilot course to the scheduling system. Hiring of instructors. **June-August 2021:** Finalize syllabus. Begin selecting students for the course.
September-December 2021: Pre and post-surveys, monthly meetings of teaching staff. Transition/changes for spring.

Current Status/Future Directions:

The program has support from the highest levels of the University and the pilot program will launch this fall. There has been interest expressed from various Rutgers units to partner on ideas and to create long-term DEI courses that will be available to the entire Rutgers community.

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Designing a Mentoring Program for Out of State Students

Kelley Sokolowski – University Registrar

Jean McDonald-Rash – AVP for University Enrollment Services

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Abstract:

As we are all aware, Rutgers University is a very large place, with four major campuses and a bussing system that transports students between the 5 physical campuses on the flagship New Brunswick campus. Rutgers University prides itself on recruiting students from all parts of the world and from every state in the US. Students come from all backgrounds and some from quite a distance, to take advantage of all that this fine institution has to offer. These two factors can be intimidating to some students and could result in the student leaving after one or two terms. Although Rutgers University offers many programs to at risk students, our out of state and some of our international students may not have access to those programs. My proposal is to implement a mentoring program, designed specifically for those populations.

Key Stakeholders:

- Out of state Students
- International Students
- Rutgers Faculty
- Rutgers Staff

Key Steps/Activities:

- Design program – very broad to include canvas site set up to manage activities. I will review other programs like this to determine what activities may best suit this project
- Identify students – This will be done using the student records and filtering out those who are out of state or international
- Identify staff/faculty – send broad announcement to all staff/faculty to enlist volunteers

Effectiveness Measures:

This will be difficult to quantify initially, as the goal is to help with retention rates, however, running a survey after the term may help to provide insight into the effect on student experience. I will also use retention data to target the population to determine the effectiveness of the program.

Communication/Engagement:

Volunteers will be part of a canvas site and that will be the primary mode of communication with the group. This will allow participants to stay engaged and if changes or recommendations are discussed, that can will be communicated through the canvas site.

Proposed Timeline:

If the University has on campus presence, the start up could be during the fall 2021 term, with a target completion date of the start of the spring 2022 term. During the fall term, work can begin on setting up the program site and soliciting volunteers. Based on the response rate, student identification would then follow with an anticipated program start of the spring 2022 term.

Current Status/Future Directions:

With so much uncertainty with on campus presence and pending enrollment due to the decision to require vaccinations for all students in fall 2021, the program is currently still in design phase. Once the fall term gets under way and the students can be identified, the program should be able to get going without too much effort. Starting with the outreach to both faculty/staff volunteers and student participants.

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Establishing an Expertise in Critical GIS at Rutgers

Kevin St. Martin, Associate Professor
Sponsor: Robin Leichenko, Professor

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Abstract:

The Department of Geography currently teaches "techniques" courses that include Geographic Information Systems (GIS) and related courses. These courses fulfill core requirements and attract students to the Geography program. The GIS courses which enroll up to 75 students per year in lecture and laboratory settings. The GIS courses, however, teach content that is duplicated in other programs across the university. This project seeks to establish an approach to teaching GIS that foregrounds contemporary critical issues as modular case studies, thereby generating interest in geographic modes of critical investigation as well as distinguishing Geography's GIS curriculum. The revised curriculum will draw upon current Geography faculty expertise and research interests that focus on the spatial dynamics of racial inequity, environmental (in)justice, pandemic politics, and climate change. The goal of the project is to better demonstrate to Rutgers students the immediate relevance of GIS techniques (and the discipline of Geography) to contemporary critical issues.

Key Stakeholders:

- Undergraduate students taking GIS and related techniques courses.
- Prospective Geography majors and minors.
- Faculty in the Department of Geography.
- Other Rutgers faculty teaching geospatial techniques courses.

Key Steps/Activities:

- Acquire funds to hire graduate student (hourly).
- Review current GIS curriculum at Rutgers and other Universities (what might "critical GIS" look like?).
- Communication phase (see right panel).
- Pilot one module foregrounding critical issue in Geography (partner with faculty as needed).
- Develop and integrate four GIS modules foregrounding critical contemporary issues.
- Develop strategy for annual updates and revisions.

Effectiveness Measures:

- Annual engagement of faculty in Geography to solicit new teaching modules, and review effectiveness (e.g. major or minor declaration, other course enrollment).
- Review effectiveness with CESEP staff (e.g. CESEP enrollment, certificate option).
- Annual reporting and curriculum coordination via RUGIS (Rutgers GIS teaching and faculty interest group).
- Student evaluations (e.g. special questions on content; motivation for taking GIS courses; plans to use GIS in the future).

Communication/Engagement:

- Rutgers faculty who teach GIS regarding distinguishing Geography's curriculum.
- Geography faculty regarding research interests and concerns with how "geography" is represented in GIS.
- Rutgers CESEP staff concerning curriculum development.
- Undergraduates concerning content inspiring critical thinking with GIS.

Proposed Timeline:

Fall 2021: Review current curriculum and options; communication.
Spring 2022: Curriculum/module development.
Fall 2022: Full implementation and effectiveness assessment; communication.

Current Status/Future Directions:

- Proposal stage; proposal to be shared at first Geography faculty meeting Fall 2021.
- Implementation (see key steps) during 2021-2022 academic year.
- Eventual outreach (beyond the department and university) to communicate distinctiveness of GIS curriculum.
- Creating a "critical GIS" option in major, minor, or certificate programs.

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Expanding Rutgers COVID-19 Dashboard

Jennifer St.Pierre, Director of Strategic and Campus Communications for Rutgers Health Affairs
Jennifer Hollingshead, Vice Chancellor of Marketing and Communications, Rutgers—New Brunswick and RBHS

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Abstract:
In anticipation of an increase in the on-campus population this coming fall, the university should consider expanding the data presented on its COVID dashboard beyond testing results to include information such as total population on campus, on-campus housing population, and the quantity of individuals in isolation and quarantine in on-campus housing.

Key Stakeholders:
- Health Affairs Leadership
- Communications
- Student Affairs
- Occupational Health
- Student Health
- University Employees
- Students and Parents

Key Steps/Activities:
I will continue working with Rutgers Environmental Health and Safety (REHS), Rutgers Institutional Planning and Operations, Student and Occupational Health and Student Affairs to develop the processes that will enable gathering of the data. Next, I will work with University Communications and Marketing and REHS to finesse presentation of the data. Finally, the new data will have to be introduced to the university community with a communications plan that I will develop.

Effectiveness Measures:
I will continue to evaluate webpage data such as traffic to the dashboard webpage before and after the implementation, the number of other webpages that link back to the dashboard page, visitors' engagement with the dashboard elements, time on page, and bounce rate to determine the utility of the page and the visitors' interest in the data presented. Additionally, I will evaluate media stories and monitor social media and reddit for references to the dashboard. Number and quality of email inquiries received about the dashboard and the data presented will also be considered. Finally I will also consider the anecdotal feedback from university leadership, colleagues, and other important stakeholders when evaluating the success of the dashboard.

Communication/Engagement:
I will continue to keep stakeholders abreast of the progress with the dashboard updates by providing updates in my weekly meetings that are related to the topic. Additionally, I will continue to provide summary emails that report on progress to university leadership. Recommendations and changes have also been communicated in a similar fashion: often discussed in a meeting, summarized in an email, and formalized with approval from leadership before updates are made live.

Current Status/Future Directions:
Currently I am in the midst of implementing this plan. Since the dashboard's launch last August we have implemented a few expansions to the data presented already including profile filtering of the test results as well as variant results. Additionally we will be considering what vaccination related data we may be interested in presenting via the dashboard.

Proposed Timeline:
We will target the expanded dashboard for an August 2021 release. To meet this deadline I will launch the test of the expanded dashboard, reconcile res life/student health data with halflife, and launch the vaccine data live by the end of May. By the end of June I will look to finalize the content for the housing data and test the housing tables with mock data. By the end of July I hope to fine-tune the data reporting and approval process and have implemented any requested changes. Finally I hope to receive all approvals by early August and then prepare for launch of the updated dashboard in mid-August.

ReImagining Public Engagement: SPAA Faculty Involvement in Building Communities through a Public Administration Lens

Sharon Stroye, Director of Public Engagement, SPAA
Dr. Charles Menifield, Dean, SPAA

RUTGERS
Center for Organizational Leadership

Abstract:

The Office of Public Engagement (OPE) in the School of Public Affairs and Administration (SPAA) is responsible for building mutually beneficial relationships between faculty, staff, students, alumni, and community partners. The OPE is proposing to increase faculty participation in public engagement programming by 5% annually. The ReImagining Public Engagement proposal will define and identify which activities, events, or programming the SPAA faculty (tenured, tenure-track, non-tenure-track, and part-time lecturers) consider public engagement. A process will be implemented to track the defined parameters established by the faculty to increase the faculty participation rate.

Key Stakeholders:

- Dean, Faculty Academic Program Directors, Associate Deans, Director of Communication
- Faculty
- Staff
- Students
- Alumni
- Community Partners

Key Steps/Activities:

1. Research Big 10 Institutions
2. Faculty Survey: Establish Benchmark
3. Focus Group Sessions: Academic Program Committees (BA, MPA, PhD)
4. Establish Human Resource Barriers/Limitations
5. Prepare Preliminary Report

Effectiveness Measures:

- 75% Response Rate Survey from Faculty and Staff
- 10% Increased Participation for Tenured/Tenure-track Faculty with 5% incremental increase annually
- 5% Increased Participation for PTLs with 5% incremental increase annually
- Established process for tracking in-class public engagement assignments

Communication/Engagement:

- Preliminary Report presented during Joint Faculty/Staff Meeting
- Establish Protocols and Updates during Monthly Directors Meeting
- Students/Alumni Engage in Virtual Presentations
- Invite Community Partners and Align to Engaged Faculty Research Presentations
- Utilize SPAA Listserv and Social Media Platforms

Proposed Timeline: May 2021 – August 2022

Prepare Report and Receive Feedback, Develop and Implement Process, Track Faculty Participation, Mid-year Assessment, End of Year Evaluation, Prepare Data for Annual Report

Current Status/Future Directions:

The proposal is currently in the development stage. Faculty members are providing preliminary lists of public engagement activities they participated in during the 2020-21 academic year. Currently working with the Director of Communications to design a reporting tool to collect and collate the information. Planning to meet with the Academic Program Directors during the summer for a fall 2021 launch.

Professional Development Resource Repository for Non-Academic Staff

Sherylyn Tucker, Executive Assistant
Jim Morris, Associate Vice President Continuing Education

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Abstract:
To create a *one-stop resource location (website)* for non-academic staff to inventory and identify resources for professional development. A resource location will be a key communicator of hard-to-find information for individuals seeking professional development

Key Stakeholders:
- Rutgers Staff
- Public Community

Key Steps/Activities:
- Develop funding source
- Survey users to become aware of the content needs.
- Analyze
- Unified server/software connection – modern automation for data import and export
- Necessary training for staff
- Maintaining all necessary fields while uploading information from required searchable fields

Effectiveness Measures:
- Conduct Qualtrics survey to field match
- Build legend to define programs, unique students, etc.
- Provide monthly meeting to engage two-way project and progress communication
- Provide bi-weekly email status updates
- Build registration system
- Create call center process
- Become a clearing house for consumer needs

Communication/Engagement:
Continuous conversation with staff, community and engaged stakeholders.

Proposed Timeline:
Next two years, it would be beneficially to conduct surveys to field match and define programs effectiveness.

Current Status/Future Directions:
implementing a central repository is essentially allowing the Center for Continuing Professional Development to operate at optimal conditions.

Improving Reciprocal Communication about Public Affairs Interests and capacity between Rutgers-Camden Faculty and Staff and WRI

RUTGERS
Senator Walter Rand Institute for Public Affairs

RUTGERS
Center for Organizational Leadership

Ross Whiting, Ph.D., Director of Research and Evaluation
Sarah Allred, Ph.D. Director

Abstract:

The Senator Walter Rand Institute for Public Affairs (WRI) at Rutgers University-Camden (RUC) is a public affairs centered on supporting public affairs organizations in achieving their missions through rigorous evaluation, data-focused advocacy, and organizational development. As the Director of Research and Evaluation my role includes acting as the Principal Investigator on projects, strategic planning, organization of internal policies and practices, and external communication and project development. There is a dearth of knowledge at RUC about how WRI can provide support with grant-writing, project development, evaluation, and capacity building through its staff, and a lack of knowledge at WRI of the needs of faculty and staff at RUC. I will collaborate with our Director to create lines of communication with RUC faculty and staff to clearly describe our mission, capacity, and potential role, obtain information from staff and faculty related to their skills, capacity, and need, and develop procedures and processes within WRI and at RUC to leverage the diverse expertise across the campus. This work will include a communication plan for discussing WRI's capacity and mission, the intentional formation of relationships and lines of communication with RUC faculty and staff across campus, an inventory of the needs of faculty and staff members in public affairs areas, and identification of policies and practices that allow us to communicate more effectively with our on-campus partners.

Key Stakeholders:

- **RUC Leadership:** Provost and Chancellor
- **Leadership and Faculty in Schools and Colleges**
- **WRI Staff and Leadership**
- **External Partners:** nonprofits, philanthropic organizations, healthcare organizations, and local, state, and federal government partners.

Key Steps/Activities:

1. **Gather information** from WRI staff about our activities, collaborators, and methods (current engagement),
2. **Develop a communications plan** in collaboration with key stakeholders that align with the goals of stakeholders,
3. **Communicate** to dean, leadership, and faculty stakeholders focusing on establishing practices and lines of communication that can be sustained in the long-term,
4. **Identify the needs** of faculty and staff in key public affairs areas, and
5. **Evaluate** the effectiveness of our communication practices to identify gaps in communication in this phase of work.

Effectiveness Measures:

The impact of this initiative will be measured by an **increase in collaboration on grants and contracts, advocacy and community engagement with faculty** that originate from WRI's connections and community partners, and an increase in collaborations originating from faculty that appropriately draw on WRI's skills and capacity and align with the mission and vision of WRI.

Communication/Engagement:

Communication during COVID-19 remains a challenge. This initiative will likely take place throughout the continued COVID-19 pandemic, and will likely rely on fully digital means of communication. The communications plan will account for changes in communication methods throughout the course of the project, and will identify preferred methods of communications for partners within the program.

Proposed Timeline:

Spring, 2021 through Fall, 2021.

Current Status/Future Directions:

A communications plan is in development in collaboration with Dr. Allred. We will dedicate time to plan faculty communications in Summer, 2021, and make connections through Fall, 2021.

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Recognizing Value in Medical Education: Establishing "eRVUs"

Kristin Wong, MD – Assistant Professor of Medicine and Pediatrics, New Jersey Medical School
Neil Kothari, MD – Associate Dean for Graduate Medical Education, New Jersey Medical School

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Abstract:

Physician clinical productivity is measured nationally through a system called Relative Value Units (RVUs) developed by the American Medical Association in 1988. For physicians in medical schools and/or teaching hospitals, an equivalent standardized method for measuring academic or scholarly productivity does not exist. In fact, many physicians with a mixture of clinical and academic responsibilities struggle to find a balance within their daily activities that will be deemed equally productive and acknowledged[1,2,3]. This imbalance may lead to confusion, limited faculty development, and disparate expectations[3,4]. Establishing an education-based Relative Value Unit or "eRVU" system has been shown to provide transparency, standardize expectations and incentivize faculty involvement in academic and educational work[1,2,4]. Using the 2000 Association of American Medical Colleges (AAMC) guidelines[1] for the development of an eRVU system, I propose a pilot program to be instituted within the Department of Medicine at New Jersey Medical School (NJMS).

Key Stakeholders:

- Marc Klapholz, MD, MBA, Chair of the NJMS Department of Medicine
- Lisa Dever, MD, Vice Chair for Faculty Development
- Clinical faculty with roles, responsibilities, and assignments in medical education

Effectiveness Measures:

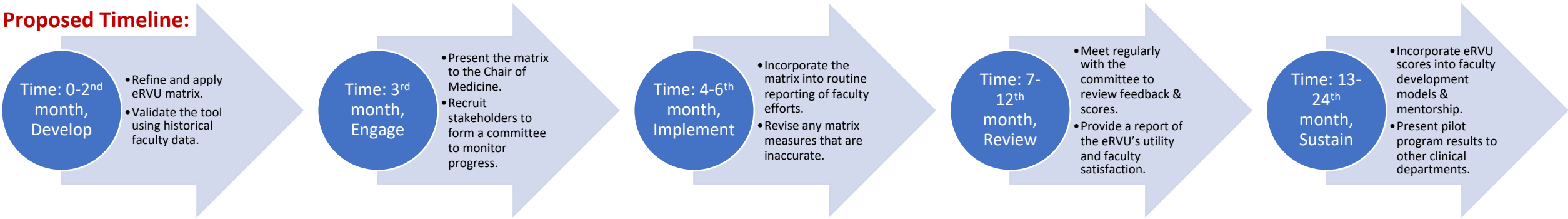| Effectiveness	Measure	Interval
Parity	Comparison of clinical VS educational RVUs by faculty	Monthly
Consistency	Comparison of productivity annually by faculty	Yearly
Satisfaction	Continuous representative feedback & faculty surveys	Monthly & Yearly

Communication/Engagement:
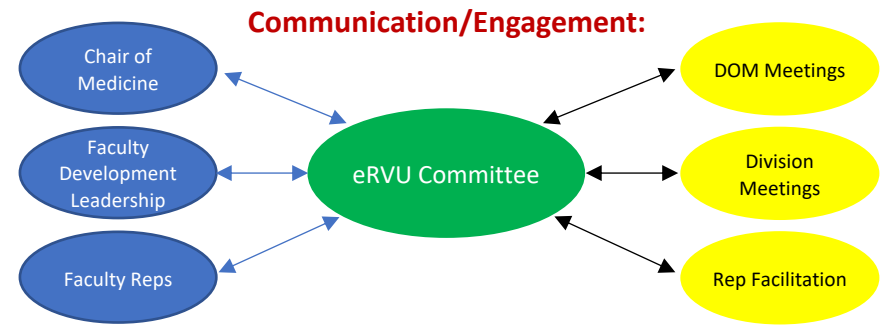
Key Steps/Activities:

Many institutions across the country have developed their own eRVU systems[2,4]. A review of these systems to understand advantages and disadvantages of each will help to provide useful benchmarks for clinical departments at Rutgers University. Using the Department of Medicine at NJMS as a pilot, the application of the eRVU system can then be further refined and vetted based on the unique characteristics of our institution. Ongoing review of the system through a newly formed department committee can ensure that the system is constantly evaluated for accuracy and effectiveness.

Current Status/Future Directions:

The development of a validated eRVU tool is of utmost importance. Further support of an eRVU system through financial means would also help in its utility but could also risk greater financial burden on the institution. Using eRVUs as an incentive program would require further scrutiny before implementation.

Proposed Timeline:

Time: 0-2nd month, Develop
- Refine and apply eRVU matrix.
- Validate the tool using historical faculty data.

Time: 3rd month, Engage
- Present the matrix to the Chair of Medicine.
- Recruit stakeholders to form a committee to monitor progress.

Time: 4-6th month, Implement
- Incorporate the matrix into routine reporting of faculty efforts.
- Revise any matrix measures that are inaccurate.

Time: 7-12th month, Review
- Meet regularly with the committee to review feedback & scores.
- Provide a report of the eRVU's utility and faculty satisfaction.

Time: 13-24th month, Sustain
- Incorporate eRVU scores into faculty development models & mentorship.
- Present pilot program results to other clinical departments.

References:
1) Nutter, D., et. al. "Measuring Faculty Effort and Contributions in Medical Education." *Acad Med, Feb 2000*. 75(2):200-207.
2) Mezrich, R., Nagy, P. "The Academic RVU: A System for Measuring Academic Productivity." *J Am Coll Rad*, 2007. 4(7):471-478.
3) Luong, P., et. al. "Academic Physician Compensation in the United States: Should providers' work at academic medical centres be judged by just one metric, the relative value unit (RVU)?" *Euro Heart*, Oct 2018. 39(40): 3633-3634.
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