RUTGERS CLIMATE ACTION INITIATIVE – CLIMATE CHAMPIONS

Felix Arauz, Richard Brodsky, Damali Campbell, Aron Schwartz
Sponsor: Angela Oberg, Associate Director Office of Climate Action

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Abstract:

In June of 2021, the Rutgers Task Force on Carbon Neutrality and Climate Resilience released the Rutgers Climate Action Plan to University President Jonathan Holloway. This comprehensive set of goals, planned policies, procedures and strategies will act as a roadmap to take the University to carbon neutrality by 2040 and help build a culture of sustainability. Under the guidance of the project Sponsor, Angela Oberg, Associate Director at the Office of Climate Action, this initiative would pursue the communication plan for the Climate Action Champion Initiative. The goal of the Climate Action Champion Initiative is to create a framework for a university wide organization that will assist the Office of Climate Action in the distribution and implementation of the Climate Action Plan on a micro- (intradepartmental), medium (interdepartmental/within a campus), and macro- (University wide) scale.

Primary Stakeholders:

- Rutgers University
- Participating Univ Departments
- Angela Oberg, Associate Director Office of Climate Action
- Project Champions
- Project Ambassadors

Key Steps/Activities:

Key activities would include generating a communication structure and platform, use of social media, creating a recruitment plan and the implementation of an idea/initiative bucket. In order to grow and expand the initiatives we are creating a recruitment plan that will expand the Champion initiative and create a two-level approach to the membership and initiative participation. The Champion idea will grow to create Ambassadors and Champion roles in order to target different communication audiences.

Effectiveness Measures:

An Increase in the ease of communication and knowledge transfer for our sponsor would be the first metric effectiveness measure of use. Supporting data for this metric would be the number of feedback questions or suggestions the Champions and Ambassadors will bring back to the sponsor. Over time, user collaboration and involvement would help measure the interest and success of the climate change goals and tasks.

Communication/Engagement:

The Champion program will use existing communication organization and platform for extensive outreach University wide. In the very process of performing its daily activities, the program itself will continue to engage the community at large, self-promote, and communicate the success of the individual projects. Challenges with engagement may arise with employee, faculty and student turnover and on-boarding. However, these challenges will be easily addressed with continued aggressive recruitment and engagement through social media and campus presence as well as use of embedded community members.

Proposed Timeline:

The initial rollout would be at the beginning of the academic cycle in early autumn as the engagement from returning students, faculty and staff is high. Recruitment phase will require a longer period due to initiation of the communications network, and onboarding of such a large volume of new members.

Current Status/Future Directions:

Once implemented, Ambassadors will start an outreach program to recruit Champions, increase engagement and excitement in this new initiative. The Ambassadors and Office of Climate Action can then set future schedules for longer-term projects based upon the progress and completion. We recognize that implementation of activities will look different in different areas of the University. Eventually, a "steady state" phase will be reached where small climate projects are regularly launched by Ambassadors and Champions, and larger projects are timed and launched by the Office of Climate Action. The projection for this "steady state" phase is likely to begin at the one-year mark. when a new student recruitment phase begins.

Using a Summer Bridge Program to Improve Educational Outcomes for Historically Underrepresented Nursing Students

Margaret Avallone DNP, RN CCRN CNE Associate Dean School of Nursing Camden
Cecelia Kane DNP, MSN, APN-C Student Wellness Center
Sponsors: Marsha Besong EdD. Vice Chancellor Student Success Rutgers Camden
Donna Nickitas PhD, RN, NEA-BC, CNE, FNAP, FAAN Dean Rutgers School of Nursing-Camden

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Abstract:

There is a difference in academic outcomes for historically underrepresented students compared to Asian-White students in the School of Nursing-Camden.

- 93% of White-Asian nursing students completed attempted courses vs 80 % Black/Hispanic students.
- Structural inequities, including high school science preparation, may contribute to differences in outcomes
- Attrition of underrepresented nursing students results in fewer diverse nurses entering the workforce
- A Summer enrichment program between the sophomore and junior year may help improve student retention.

Primary Stakeholders:

- School of Nursing-Camden students
- Dean, School of Nursing Camden
- Nursing Success Coach
- Campus Center Student Success
- Faculty School of Nursing-Camden
- Regional Healthcare systems

Key Steps/Activities:

- Needs assessment
- Develop bridge course using existing resources
- Meet with clinical partners
- Market course
- Run course over 6 week during summer
- Evaluation

Effectiveness Measures:

- Student rating of course helpfulness
- Grades in junior fall semester compared to baseline,
- Retention of participants to graduation
- Preserved tuition revenue

Communication/Engagement:

- Communication with participants through Canvas course, synchronous online meetings
- Stakeholder communication- periodic updates through email and meetings

Proposed Timeline:

- April-May 2022: Course planning, marketing, enrollment
- End of June-July- Course implementation
- August 2022-May 2024 Evaluation

Current Status/Future Directions:

- This program will run as a pilot this summer 2022 to explore feasibility.
- Based on results and feedback from primary stakeholders, the program will be developed as a sustainable yearly program. Funding from external sources will be sought based on experience from summer pilot.

COMMUNITY CAPACITY BUILDING (CCB)

Yvette Ortiz-Beaumont, Associate Director, Center for Health Equity & Community Engagement
Dr. Diane Hill, Assistant Chancellor, University-Community Partnerships

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Abstract:

The aim of this project is to identify a cadre of Grass Roots (GR's), Faith Based (FBO's) and Community Based Organizations (CBO'S) that would benefit from a pilot training program developed to prepare community organizations (from within) to develop collaborative engagement partnerships to successfully pursue grant funding by better understanding the components and the requirements of completing successful collaborative grant applications.

Office of University-Community Partnerships (OUCP)/Center for Health Equity and Community Engagement (CHECE) will fund five seeds grants to help grantees establish the foundation to seek a full funding opportunity.

Primary Stakeholders:

- The Office of University-Community Partnerships RU-N
- The Office of Research & Sponsored Programs
- Faculty Members
- Student Interns

Key Steps/Activities:

OUCP/CHECE will fund five seed grants to help grantees establish the foundation to seek competitive funding opportunities. The initiative's core structure would rely on participant attendance and participation in workshops and training sessions and the ability to be a collaborate in a team environment. (OUCP)/CHECE would be responsible for managing the programs framework. The program's framework would consist of pairing Rutgers University-Newark (RU-N)resources i.e., faculty, staff & student interns with a community partner. Once paired, each team would consist of 3-4 individuals, 1-2 representatives from the community organization, a faculty advisor, and a student intern. After the community partners complete the workshops and training sessions, the teams will convene together to identify a need within the organization or community and submit a competitive grant application.

Effectiveness Measures:

Individuals who complete the CCB Pilot Training Program will :

- Demonstrate Grant Seeking Readiness
- Be able to identify effective strategies for partnership building by way of the Transdisciplinary Integrated Community Engagement Model (TICEM)
- Demonstrate Grant Writing Skill Acquisition
- Obtain Funding for a State Funded or Foundation Grant

Proposed Timeline:

Implementation of the CCB Pilot Training Program will begin with participant and workshop leader recruitment September 2022

Phase 1

Workshop Sessions October – December 2022

Phase 2

Team Grant Writing Period January - June 2023

Communication/Engagement:

OUCP will coordinate the initial internal meetings with The Office of Research & Sponsored Programs, RU-N faculty/staff members and student Interns. This group of individual will than be recognized as the CCB Internal Team. The team will be divided to work with specific organization during phase 2 of the project.

Current Status/Future Directions:

The CCB Pilot Training Program is currently in the planning phase. Items such as developing the curriculum, exploring potential workshop leaders and designing evaluation tools of the program's implementations and outcomes is the immediate task at hand. Throughout summer 2022 we will begin developing the evaluation tools such as pre and post program surveys and pre-program interviews.

Lastly upon completion of the CCB Pilot Training Program an analysis of the effectiveness of the program will be conducted and recommendations will be provided for future planning.

Development of an Undergraduate Communication & Leadership Skills Minor at Rutgers-Newark

RLA Fellow: Rola Bekdash, Assistant Teaching Professor, Biological Sciences, Rutgers - Newark
Project Sponsor: Jaqueline Mattis, Dean & Professor, Rutgers School of Arts & Sciences - Newark

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Abstract:

According to the National Association of College and Employers (NACE), communication, strategy, and leadership skills are among the top career readiness competencies that provide better career opportunities for students after college. Currently, the undergraduate curricula of several programs at the School of Arts & Sciences –Newark (SASN) are geared toward the fulfillment of the Major requirements, which tend to be "hard" and technical.   That focus can leave a gap in our students' soft skills that are required in today's job market, such as verbal and written communication, critical thinking, problem solving, teamwork, conflict and time management, and leadership skills. Several minors already exist at Rutgers-New Brunswick and College of Arts & Sciences at Camden that address some of these gaps, but not at Rutgers - Newark.   We have an opportunity to develop an Undergraduate Minor in Communication and Leadership Skills (CLS Minor) at Rutgers-Newark that closes this gap and serves our community in a very specific manner.

Primary Stakeholders:

- Students and parents
- SASN & RBS Deans
- Faculty
- Academic programs
- Registrar Office
- Career Development Center
- Community partners & potential employers

Key Steps/Activities:

- Benchmark study
- Data collection and analysis
- Design of the CLS Minor
- Formation of an Advisory Group
- Pre-approval of the CLS Minor by SASN and RBS Deans

Communication/Engagement:

We will continue to engage RBS and SASN Deans, students, and the Registrar Office to make sure that the proposal will be implemented and the outcomes of its implementation is communicated to stakeholders. We will also advertise the CLS Minor to students at RU-N.
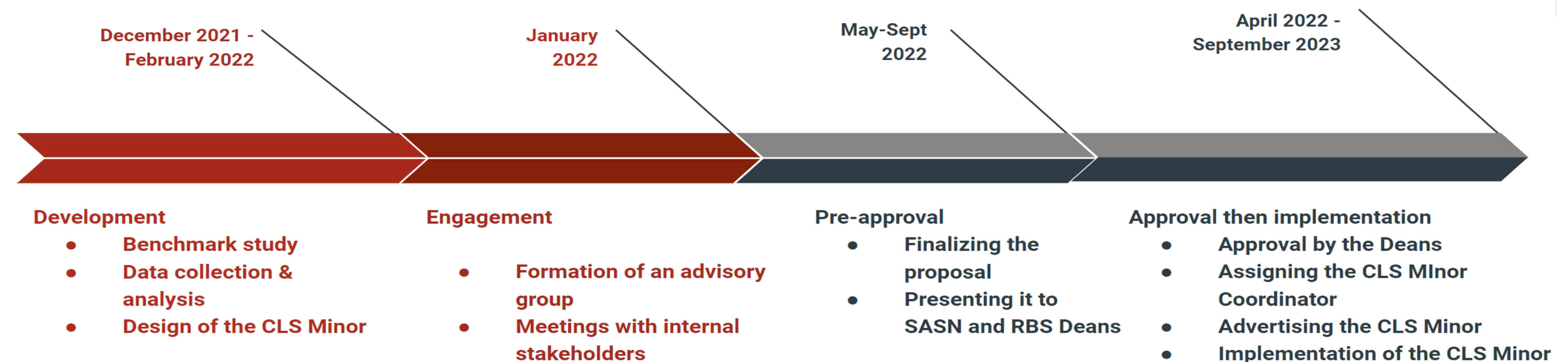
Registrar Office

RBS Associate Dean — **Advisory Group** — SASN Dean

SASN Students
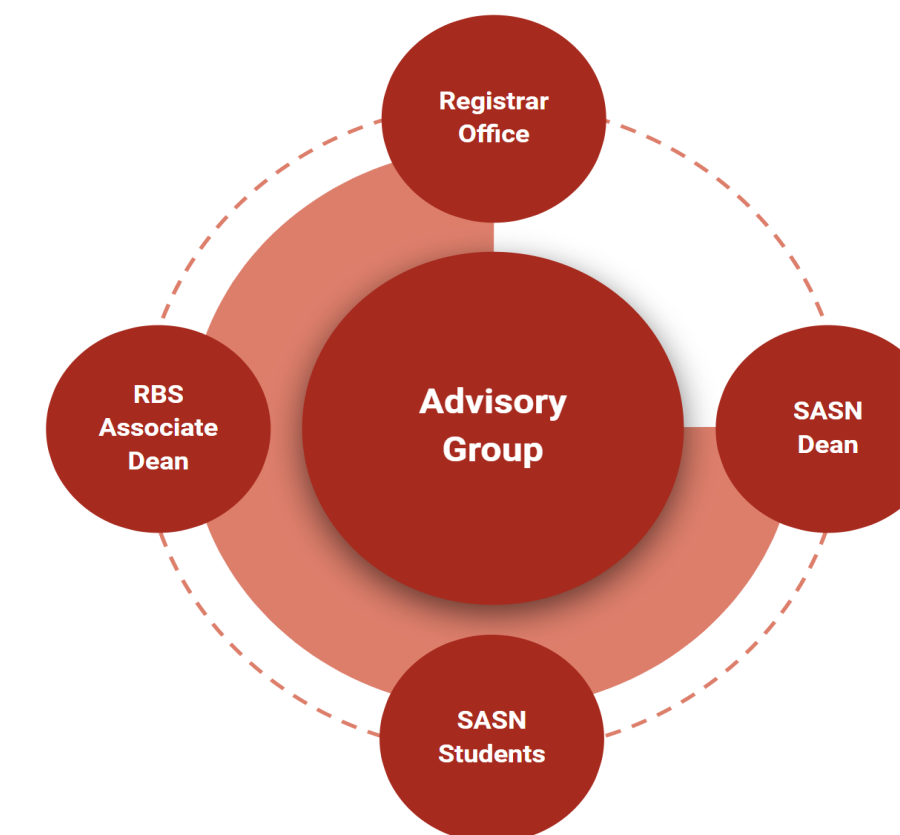
Effectiveness Measures:

- Conducting students' surveys or exit interviews for feedback and improvement
- Tracking the number of enrolled students in the CLS Minor
- Tracking the career path of students who graduate with a CLS Minor post-college by the Career Development Center

Current Status/Future Directions:

The project is in the state of pre-approval by SASN and RBS Deans. We envision the implementation of the CLS Minor at RU-N by Fall 2023 as this requires coordination between RBS, SASN and the Registrar's Office on the enrollment logistics, courses' capacity, and funding.

Proposed Timeline:

December 2021 - February 2022

Development
- Benchmark study
- Data collection & analysis
- Design of the CLS Minor

January 2022

Engagement
- Formation of an advisory group
- Meetings with internal stakeholders

May-Sept 2022

Pre-approval
- Finalizing the proposal
- Presenting it to SASN and RBS Deans

April 2022 - September 2023

Approval then implementation
- Approval by the Deans
- Assigning the CLS MInor Coordinator
- Advertising the CLS Minor
- Implementation of the CLS Minor

TRANSPORTATION POLICY AND CLIMATE ACTION

Johanna Bernstein, Assistant Dean for Global Programs, Rutgers Global
Sponsors: Angela Oberg, Associate Director, Climate Action Office,
and Eric Garfunkel, Vice President for Global Affairs, Rutgers Global

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Abstract:

University sponsored travel occurs across all university units as a key activity in higher education at many levels across the system. As a top public research university, Rutgers faculty, students and administration travel, for example, to facilitate collaborations, attend meetings and engage globally. In fact, solving problems and engaging with challenges on a global scale is among the central goals in higher education institutions. While advances virtual technology and the necessity of the pandemic has certainly shifted our methods of engagement, it has also severely limited, or even halted, certain kinds of connections, discussion, research and service. Yet, many climate action plans call for limiting travel, air travel in particular, setting up a conflict in university policy and the pursuit of educational excellence.

Primary Stakeholders:

- Faculty, students, administrators and staff
- Climate Action Office
- University-wide units where travel is essential and who are involved in travel process, such as, Procurement and Rutgers Global.

Key Steps/Activities:

1. **Discovery and benchmarking** – examine expense management data, survey employees, compare travel policies at other peer universities.
2. **Convene stakeholders** to discuss baseline travel footprint results and creation of reasonable goals for reducing our carbon travel footprint.
3. **Policy design**
4. **Design measurement system** to track progress
5. **Pilot testing and implementation** at the unit level
6. **Policy acceptance and implementation**

Effectiveness Measures:

The effectiveness of the policy will be compared to baseline measurements as well as coordinating with each stakeholder group's goals and needs.

- Agreement among stakeholders that change is needed.
- Formal adoption of policy.
- Examination of engagement data such as customer surveys and travel booked.

Communication/Engagement:

- Initial communication will occur by coordinating with the Office of Climate Action activities, and other university activities such as, potentially, through the *"Knowledge Exchange in Pursuit of Organizational Excellence and the Beloved Community."*
- Communities of practice/stakeholder groups will meet regularly to discuss goals and processes, and coordinate with the Climate Action Office.
- Digital communication to the public will occur through a dashboard.

Proposed Timeline:

- **Summer and Fall 2022** – Discovery, data gathering, benchmarking and policy design
- **January 2023** – Project launch
- **Spring 2023** – Convening of stakeholders and policy design
- **Fall 2023 – POLICY LAUNCH**

Current Status/Future Directions:

This project is ready to transfer to the sponsor. Once accepted, discovery, benchmarking and baseline measurements will commence. Key next steps and activities will be confirmed and designed with sponsor including identify all stakeholders.

Gauging Understanding of the Rutgers Budget Model

Borges Rajguru, Sheila*; **Gardner, Anthony^**; **Gilmartin, Janet✦**; **Spitz, Jonathan⬦**
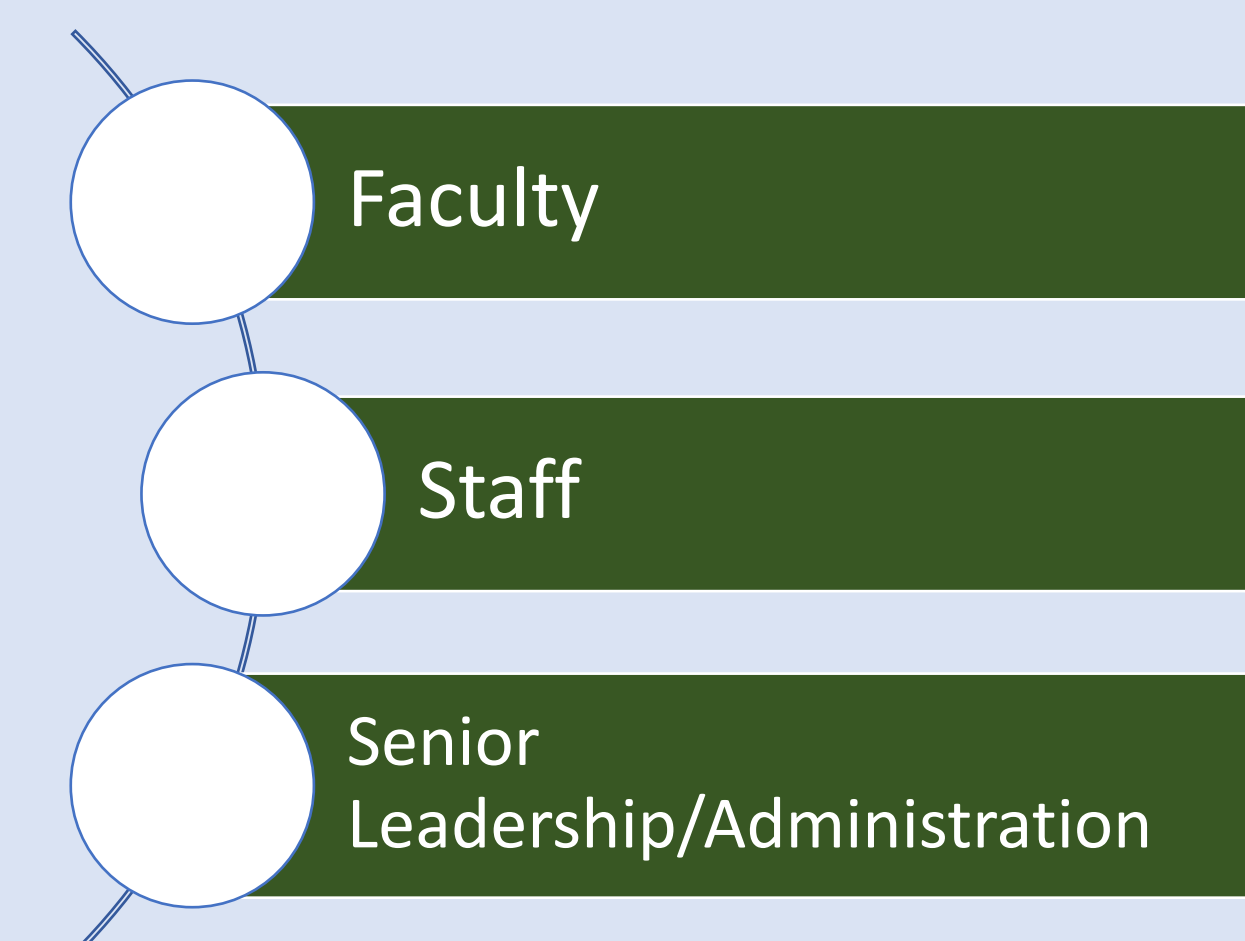
#RLA_RCMDreamTeam

*Rutgers Center for Cognitive Science; ^Rutgers Biomedical Health Sciences (RITMS); ✦Chancellor Office, New Brunswick; ⬦Mason Gross School of the Arts
Sponsors: Erin Johnson & Brian Ballentine, Office of University Strategy

Abstract

The Office of University Strategy has identified a need to examine the ways in which information about financial priorities and decision making could be effectively conveyed to multiple populations within the university community and develop models that can be used for communicating this information. This RLA Team will (1) identify the different stakeholders within the University to communicate how the Rutgers budget model is used; (2) Target the message based on the various groups and the knowledge base within said community; (3) Conduct benchmarking to determine ways in which other universities disseminate messages about financial priorities and decision making and obtain examples that can be used as a starting point for designing Rutgers communications; (4) Develop and implement pilot survey to our primary stakeholders (faculty, staff, and senior leadership/administration). A report of findings and recommendations will be submitted to the Office of University Strategy. Future directions will include analysis of survey, development of website based on team's market research of other institutions and identify other stakeholders and communication strategies.

Primary Stakeholders

- Faculty
- Staff
- Senior Leadership/Administration

Key Activities, Deliverables, & Timeline

Dissect RCM at Rutgers: Five-Year Review → Benchmarking Other Institutions of Higher Education for RCM Communication Tactics → Collaborate on How to Improve Rutgers RCM Communication Tactics with Senior Leaders → Develop, Disseminate, and Analyze a Rutgers Budget Model Survey → Create Report of Findings and Share Recommendations for Future Directions

- Oct – Nov '21
- Nov '21 – Jan '22
- Nov '21 – March '22
- March – April '22
- May '22

Effectiveness Measures

➤ Rutgers website containing RLA Team's market research/ survey analysis recommendations

Communication/Engagement

➤ Utilize online survey to gauge community's understanding of RCM and any misinformation
➤ Assist with creating a website to enhance knowledge base of RCM

Current Status/Future Directions

➤ Benchmark RCM budget communication for students by developing, implementing, and analyzing survey and conducting focus groups.
➤ Enhance Rutgers budget website containing benchmarking information (i.e., glossary of budget terms, FAQ's section, clear budget figures, videos explaining RCM budget model, RCM budget model articles, highlight how the budget model could encourage university collaboration, and address any stakeholders' concerns).

Acknowledgements

Inclusive Innovation Pathways Fellowship: Matching Innovation Experiences

RLA Fellow Mark DeGuzman, Program Coordinator
Project Sponsor Veronica Armour, Associate Director of IDEA

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Abstract:

We aim to create a pathway for diverse students to participate in innovation experiences, inspiring the next generation of innovators that will spur successful careers, commercialized innovations, and university spinoff companies and startups. The creation of an **Innovation Fellowship Canvas Site** easily accessible to Rutgers students from any major will be a centralized digital hub for innovative students to gain valuable insights and skills in Lean Startup, Business Model Canvas, Customer Discovery, and Design Thinking. The Canvas curriculum will prepare students for future **Innovation Experiences**, create a community of innovative peers and Mentors to guide their professional development, and connect them with paid experiential learning opportunities where they can contribute to innovation activities across campuses and throughout the Northeast region

Primary Stakeholders:

- Veronica Armour, IDEA Program
- Cris San Miguel, GS-LSAMP Program
- Tamiah-Brevard, Aresty Research Center
- Lori Dars, Entrepreneurship Coalition
- Dunbar Birnie, Faculty Lead, NSF I-Corps Hub

Key Steps/Activities:

1) **Engagement** with Program Leaders & Stakeholders, Mentors/Sponsors (1-on-1s and set up Advisory Board)
2) **Creation & development** of the Innovation Fellowship Canvas Curriculum:
   a. Get input from collaborators on curriculum
   b. Schedule guest speakers throughout the year
   c. Get support from TLT on online curriculum
3) **Launch** of Canvas Site and **recruitment campaign** for Innovation Fellows (help from Collaborators)
4) **Connect** Innovation Fellows to Innovation Experiences. **Match** based on experience/skills/major
5) **See impact** and **pay stipends** for matched Fellows

Effectiveness Measures:

Inclusive Innovation Fellowship Program engagement:
1. **Program Leader/Stakeholder Engagements** (Planning)
2. **Fellowship Engagements** (Outreach):
   a. Info Session attendees, applications
3. **Active Innovation Fellows** (Canvas Course): Signups
4. **Matched Innovation Fellows** (Post-Canvas Course)
   1. **I-Corps Fellows** (co-Entrepreneurial Leads)
   2. **Research Fellows** (faculty research)
   3. **Innovation Ventures** (internship)
   4. **Regional Innovation Experiences** (startups)
5. **Stories & Testimonials** (Impact)

Communication/Engagement:

Fellows participate in an asynchronous Canvas Course with active engagement, discussions, assignments training on innovation concepts rarely taught in class. Fellows matched with Innovation experiences in the region share their experiences. Program stakeholders and the broader community can join to hear the stories for inspiration and the impact of the program.
1. **Stakeholder Advisory Board meetings** twice/year
2. **Newsletter** featuring success stories and impact
3. **Info Sessions** twice per semester recruiting students to join, identifying pathways for success, run by previous I-Corps Fellows

Proposed Timeline: 6-mo program interval

RLA Project Timeline: Inclusive Innovation Pathways Fellowship Program

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Project Presentation												
Engage with Stakeholders												
Advisory Board meetings												
Create Canvas Course												
Recruit for Inclusive Innovation Program												
Inclusive Innovation Pathways Program Runs												
Stipends issued												
Program Evaluation & Improvement												

Current Status/Future Directions:

Currently in discussions with Primary Stakeholders to develop program curriculum to better understand the skills needed and problem areas where trained-up Innovation Fellows could join a project and bring relevant innovation ideas, skills, and networks to advance innovation projects across the university. Plan is to develop the curriculum and begin the Canvas Course to run a Pilot in the Fall semester. Need to identify funding source for 0.5 FTE and 10 stipends and hire a program manager to run the program.

Designing Metrics of Success for the Offices of the Dean of Students Integration

Dr. Ariel Leget & Amanda-Rae Barboza Barela
Dr. Anne Newman, Associate Vice Chancellor for Student Affairs & Dean of Students

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Abstract:

The Offices of the Dean Students Office, within the Division of Student Affairs at Rutgers University-New Brunswick, reorganization is aimed to help create greater efficiencies; encourage collaboration; promote academic partnership; and review utilization of space. Nine objectives were identified to guide ODOS leadership in developing a collective mission and examining processes to support students and staff experiences. Furthermore, ODOS leadership expressed interest in learning how the integration could support changes that could build and maintain a positive work culture. Through this initiative, the project managers will create measurement tools to assess the progress of the following 4 objectives and create recommendations for a future work culture assessment:

- *Objective 1: Create greater capacity to address student issues.*
- *Objective 2: Create opportunities for ODOS to play a critical role in student transitions and success*
- *Objective 3: Cultivate a generalist capacity in staff members to assist with a host of student issues.*
- *Objective 4: Create capacity to support larger programs, campaigns, and campus needs.*

Primary Stakeholders:

- The Offices of the Dean Of Students professional staff

- Rutgers New Brunswick student population

Key Steps/Activities:

- Discovery: Benchmarking + ODoS needs assessment overall and per unit
- Define: ODoS leadership (and units) identify KPIs for each objective.
- Design: Based on KPIs, adjust expectations of skills and performance of staff and systems. Then, design a plan to train and implement staff resources.

Effectiveness Measures:

- Training Session- Learning outcomes based surveys
- Staff survey and focus groups to measure the impact of changes on their perceptions of having "greater" capacities to meet student needs and overall job engagement and success.
- Student Survey and focus groups to understand impact of services and staff structure on supporting student transition experience and on-going needs

Communication/Engagement:

- Leveraging existing network channels for regular updates – newsletters, staff meetings, etc.
- Utilizing regular Town Hall settings for vision and major shift updates
- Utilizing scheduled summer training sessions for staff connection and feedback opportunities
- ODoS Staff and Student Focus Groups

Proposed Timeline:

Spring 2022: Review timeline and goals with sponsor. ODoS finalize KPIs per objective.
Summer 2022: Develop cross-training materials to meet objectives.
2022-2023: Launch metrics plan

Current Status/Future Directions:

The integration is underway and a detailed plan ready to be shared with sponsors at the conclusion of RLA.

Beginning Fall 2022, project managers will begin training ODoS leaders on what a work culture assessment is, how to conduct one, and recommendations for formal measurements/tools to be implemented at the end of 2022-2023 academic year to examine ODoS experiences within the integrated model.

Succession Planning Program – Rutgers University Foundation

RLA Fellow: Tamara Dujovne, Director of Talent Management and Learning
Project Sponsor: Mark Antonucci, Vice President of Operations and Strategy

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Abstract:

Currently, the foundation does not have a systematic process to identify high potential employees to fill vacant positions when opportunities become available; a succession planning program will increase retention and engagement of high potential staff by providing employees with professional development activities and promotion opportunities and will help reduce the time spent to fill vacancies, onboarding, and training new hires. The succession planning program will build a pipeline of talent ready to move into key roles, when needed, by providing continuity in leadership and other crucial positions to avoid extended and costly vacancies.

To accomplish this the foundation will identify priority positions and will design professional development opportunities for high potential employees to provide the growth opportunities.

Primary Stakeholders:

- Foundation Executive Leadership Team
- Unit Vice Presidents
- Recruitment Team, Human Resources Team and Learning and Development Team

Key Steps/Activities:

- Skills/ competencies identification of the roles
- Development of training content, coaching, and other initiatives to provide high performers the chance to acquire the new Skills and Knowledge needed to be considered to those roles
- Create a communication plan
- Implementation of program utilizing software to facilitate the tracking of all activities and future identification of competencies and skills
- Establish metrics

Effectiveness Measures:

- Has the data provided by the software been used to identified internal candidates?
- Time to fill key vacancies
- Were the development opportunities aligned with the identified competencies and skills needed to fill the roles?
- Number of vacancies filled with internal candidates that were identified as high potential and included in the program

Communication/Engagement:

The communication plan will include various methods of communication before, during and after implementation to ensure the success of this initiative.

- The communication plan will include emails from the Foundation president with information about the program and regular updates.
- Quarterly updates during staff meetings.
- Q&A sessions

Proposed Timeline:

FY 23 Q1: Establish the Scope
FY 23 Q2: Create the Plan: Identify job functions/gap analysis/ Design using our HCM (UKG)
FY 23 Q3: Design initiatives
FY 23 Q4 and FY 24 Q1: Implement
FY24 Q2: Evaluate and Revise

Current Status/Future Directions:

The proposal is in the development stages and will include benchmarking and learning from best practices in the field of advancement and in other sectors. It will be presented to the foundation leadership team at the end of October 2022 for approval.

A Knowledge Exchange in Pursuit of Organizational Excellence within our Beloved Community

Dr. Ariel Leget, Amanda-Rae Barboza Barela, Johanna Bernstein, Larry McAllister II, Ghada Endick, Megan Francis, Randi Chmielewski
Ralph A. Gigliotti, Assistant Vice President and Director of the Center for Organizational Leadership

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Abstract:

Rutgers lacks a university-wide system to engage stakeholders across all levels in exploring key trends, topics, and federal/state policies of interest and importance to the University's pursuit of excellence in research, education, and service as well as the growth of our beloved community. In collaboration with the Office of University Strategy, this project aims to establish mechanisms for the early identification and examination of issues and policies that may affect, support, or threaten excellence within our beloved community of Rutgers. The project, modeled on *Inside the Actors Studio,* will establish a video interview series with subject matter experts filmed before a small campus audience and made available across digital platforms for on-demand access.

Primary Stakeholders:

- Faculty and staff across all campuses, units, and levels in thinking about the future of Rutgers and higher education.

- Support from the offices of the SVP for Strategy, SVP for External Affairs, SVP of Human Resources, SVP of University Equity and Inclusion will be critical to advance the project—particularly to identify resources, engage university-wide audiences, and inform topic selection.

Key Steps/Activities:

- Discovery: A needs-assessment + benchmarking

- Delivery: Definition and engagement of stakeholders, resources, mechanisms, and processes for disseminating information and resources.

- Content: Identification of trends, topics, and government policies as well as potential speakers. Topics could include the enrollment cliff, freedom of speech, funding of higher education, etc.

- Measurement of Success: Assess F/S engagement and project's contribution to defined outcomes.

Effectiveness Measures:

- Sequential assessment plan

- Annual, Pre & Post Session survey data
- Communities of practice and U-Wide conversations, networking and formalized planning
- Focus groups for impact and strategic planning
- Engagement data may include views, downloads, shares, etc.

Communication/Engagement:

- Leverage existing communications networks

- Powerful messenger: Office of Strategy & Center for Organizational Leadership

- Measure success through metrics

- Pre & Post surveys

- Community of Practices
  - meet monthly to discuss progress and challenges and create two-way communication

Proposed Timeline:

Spring 2022: *Project Pitch and transition to sponsor*
Summer 2022: *Delivery, Discovery, Content Activities*
AY 22-23: Launch

Current Status/Future Directions:

Ready to transition to sponsor. A robust memo with detailed suggestions for each key step/activity to be provided to sponsor at conclusion of RLA.

Humanities Launch

Leah Falk, Writers House
Sponsor: Nyeema Watson, Vice Chancellor for Diversity, Inclusion, and Civic Engagement

Abstract:

Humanities Launch, a post-baccalaureate fellowship program in the public humanities, will seek to provide a supportive, year-long career launchpad for humanities graduates. This program will help them to gain workplace skills that reflect and extend their major expertise; develop foundational, cultural-sector-specific technical skills; and narrate the utility and adaptability of their liberal arts education to a variety of prospective employers. It will also seek to fill staffing gaps or tackle postponed projects at campus or community organizations, especially those whose work has been interrupted by the COVID-19 pandemic. In addition to mentorship and supervision at their host organizations, Fellows will receive ongoing support from a project team that includes staff of the Writers House and Office of Civic Engagement, faculty in their major disciplines, and Career Services staff through monthly on-campus professional development and advising sessions.

Primary Stakeholders:

- Current humanities B.A. students
- Chairs of humanities departments
- Leaders of the Faculty of Arts and Sciences at Camden
- Prospective RUC humanities students and families

Key Steps/Activities:

* Listening sessions with leaders of similar programs at other institutions * Exploratory conversations with Rutgers-Camden departments and offices *Exploration of community partner interest * Structure of application, review, and onboarding timeline *Recruitment and promotion to current undergraduates * Application rollout * Fellow selection * Finalize mentorship relationships and on-campus program schedule

Effectiveness Measures:

Short term: 1) survey of graduates involved in the program, assessing their feelings of preparedness for the workforce and usefulness of the program in translating humanities skills. 2) % of fellows who secure related employment following the program.
Long term: 1) % of prospective RUC students seriously considering majoring in or taking substantive classes in the humanities 2) Humanities faculty and chairs better prepared to offer cohesive career advising to majors who want to stay in the field with or without graduate school options

Communication/Engagement:

Currently, staff are taking steps to reconnect with the project's initial stakeholders and partners to think about how to connect a few programs with related goals across the university.

Proposed Timeline:

In revision following declined funding proposal.

Current Status/Future Directions:

Writers House and Office of Civic Engagement staff proposed this project to the American Council of Learned Societies Sustained Public Engagement Grants for 2022. Although it was not funded, it reached the final round of review. A similar initiative at RU-New Brunswick was funded by the same opportunity. We intend to connect with project leaders and reinvolve initial stakeholders in a conversation about how to sustain a coherent, robust network of public humanities opportunities for current students and graduates.

Alumni-student mentoring program for the Department of Political Science

William Field, Undergraduate Program Director, Teaching Professor, Department of Political Science
Sponsor: Jennifer Lenahan, Director, Career Explorations Initiative, School of Arts and Sciences Office of Undergraduate Education

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Center for Organizational Leadership

Abstract:

Undergraduate degrees in the social sciences open doors to all sorts of careers. Some involve further study; most do not. Students face a bewildering array of choices, few of which provide obvious "next steps" on their life development. Our graduates are successful in fields ranging from public service at the federal, state, and local level to non-profit work to corporate management. Thanks to efforts of our faculty, we remain in touch with a remarkable number of alumni. We already leverage our network to provide one-off panels focusing on career or graduate school paths, but these answer at best a few questions but do not provide follow-up guidance or connection. The alumni student mentoring program will connect current students to alumni to help our students understand their options as they move beyond Rutgers.

Primary Stakeholders:

1. **Current students**: students spend a short part of their lives here at Rutgers before launching out into the world. Many of our students have benefited or would benefit from the friendly guidance of alumni mentors.
2. **Alumni**: a surprising number of our graduates express the desire to "give back" to Rutgers, and their idea of giving back is to stay in touch.
3. **Department faculty and staff**: Building a mentoring program will require time and energy from our faculty and staff. The program needs to be time- and cost-effective.

Key Steps/Activities:

We have already undertaken several key steps. First, last November, was to use William Field's LinkedIn profile and the Political Science Department's Facebook page to recruit alumni interested in participating. We solicited a basic survey from one of our graduate students, posted it, and received over 100 quality responses.

Further steps require convening a small working group/task force to decide on the balance between types of activities (panels vs. one-on-one connections that we determine vs. building a database that would be open to current students) and running a few tests to see which approach works best with both groups. We also need to advertise for more alumni participants. This working group, or steering committee, will include current faculty and interested alumni. This will require face-to-face meetings, not only in New Brunswick but also in DC and New York.

Effectiveness Measures:

We will measure our effectiveness in terms of the number of students reached. We have 750 majors and 500 minors. The more we can draw to the panels, the better. We cannot do one-on-one mentoring with every undergraduate but reaching 15-20 in any year will be excellent.

Communication/Engagement:

The department uses an undergraduate list serve to reach our current majors and minors. We also have a variety of social media pages. For alumni, we have social media and LinkedIn. Using every tool, we have will maximize our chance to reach interested alumni and needy students. We'll develop an alumni mailing list/listserv and a Canvas page we can use to keep people connected. How we use the Canvas page is still to be developed.

Proposed Timeline:

- Completed: first round of recruiting alumni
- Summer '22: development of events for fall and spring semesters.
- Fall '22: At least two career panels for alumni, meet-up in New York and DC. Identification of alumni willing to engage on individual mentoring.
- Spring '23: At least two career panels, recruitment of students who would benefit from mentoring, assignment of individual mentors

Funding:

The majority of support for this project will come from existing resources: already-employed faculty and staff and alumni volunteers. I have requested a budget of $2,500 to facilitate face to face gatherings in NY, NB, and DC to help meet and train alumni. Renting some meeting space in New York and DC will provide a great launch platform in the fall. Without this we will have to rely on more willing donors who don't need a conversation, training, and pep talk.

Leadership Competencies:

- Stakeholder analysis
- Planning, vision setting, and strategy
- Problem-definition/problem solving
- Influence and persuasion

Developing the Integrated Dance Collaboratory Advisory Council

Jeff Friedman, Associate Professor of Dance Studies/Founding Director, IDC
Sponsor: Dr. Lisa Schur JD, PhD, Professor of Labor Studies and Employment Relations/Co-director, Program for Disability Research

Abstract:

Ruben and Gigliotto note that leadership is defined as "[t]he design and implementation of messages, strategies, processes and structures in pursuit of social influence" (Ruben and Gigliotti, 2019b).

Paraphrasing these authors, including DeLisi (2021), they continue: *"[l]eadership is seldom possible without meaningful engagement and buy-in from (. . .) many stakeholders"* (Ruben, DeLisi, and Gigliotti, 2021, p. 10). This Capstone project identifies IDC stakeholders and develops an organizational structure in the form of an Advisory Council that support IDC's mission, vision and values statement.

The authors continue, suggesting that "[a]dministrative functions are [either] centrally controlled by the leader" or *"stakeholders are engaged in decision-making and problem-solving processes"* (11).

Capstone research developed 3 case-studies, in 1). <u>disability</u>, 2). <u>dance</u> and 3). <u>integrated disability and dance</u> organizational approaches to stake-holder engagement. From these case-studies, organizational structures and procedures for the IDC Advisory Council are selected; a developing list of Advisors is identified, with further developments, based on criteria, to be completed by June 2022.

Primary Stakeholders:

- Individuals with a variety of disabilities, including:
  - a). **people with mobility challenges**
  - b). **people with neurodivergences**
  - c). **people with chronic illnesses**

Additional criteria include individuals who:
- . . . offer a variety of organizational skill sets
- . . . represent a diverse array of lived disability experiences, including intersectional identities of race/ethnicity, gender/sexuality and age-related factors
- . . . live with congenital, acquired, and hidden disabilities.
- . . . are served by IDC's programs and services, including
  - a). **Rutgers academic faculty and students,**
  - b). **New Brunswick/Central NJ community members**
  - c). **National integrated dance artist/educators**

• Key Steps/Activities:

- **Developing a Mission/Vision/Values Statement** (10/22)
- **Identifying key IDC staff** (7/22 and 4/22)
- **Research 3 case-studies relevant to Advisory Council development** (2-4/22) representing:
  - a). <u>Disability:</u> *Livingston NJ Municipal Disability Committee*
  - b). <u>Dance:</u> *The ODC/San Francisco dance organization*
  - c). <u>Integrating Dance and Disability:</u> *Dr. Kate Marsh, Research Fellow, Centre for Dance Research, Coventry University (UK)*

Effectiveness Measures:

- Upon completion of full invitations for IDC Advisory Committee members, the Council will meet in late Spring for getting to know one another.
- Full organizational meetings will begin late Fall 2022.
- First <u>Fiscal and Programming sub-committees</u> will meet early Winter 2023.
- Second annual Council meeting will occur in late Spring 2023.
- 2nd sub-committee meetings will occur in late-Summer 2023, with a renewal of the cycle in late Fall 2023.

Communication/Engagement:

A full contact list of all advisors will be created on completion of the full 8-member Advisory Council membership in July 2022.

- First communication to all Advisors will include a listing of all IDC programs since July 2022 to bring all Advisors up-to-date on program development, with additional planned program for Fall 2022 and Winter 2023; these data will act as templates for future programming
- Advisory Council members include both local and non-local members, meetings will occur by digital/remote zoom format

Proposed Timeline: Invitations offered to 3 IDC Advisors:

a). **Judith Smith, dance artist/Artistic Director Emerita, AXIS Dance Co., CA** (spinal cord injury, acquired; white, cis-gendered queer identities)
b). **The Honorable John Killacky, VT State Assembly member and dance artist** (stroke patient, acquired; white, cis-gendered queer identities)
c). **Ms. Nancy Gonzalez, New Brunswick NJ** (Parkinson's disease, acquired; Latinx, heterosexual, cis-gendered identities).

Current Status/Future Directions:

- 3 Community-based Advisors, plus IDC staff members (2), will be supplemented by 3 additional Advisors, by June 30, 2022
  - Notably, I am now aware that, within the small Integrated Dance community, I will need to avoid conflict-of-interest ethics issues by not naming any individuals I plan to engage as paid vendors, as potential Advisory Council members; this effectively reduces the pool significantly.
- Based on the 3 case-studies criteria, IDC's Advisory Council will be reviewed for organizational effectiveness at the end of the first year of operation, with the option for:
  - Changing Advisory Council structures to include term limits and reviewing committee structures and charges

RBHS Integration of Pediatric Surgical Programs in the Region

Christopher A. Gitzelmann, MD FACS
William Faverzani, Senior VP RWJBH Children's Services

RUTGERS
Center for Organizational Leadership

Abstract:

With the merger of RWJBarnabas Health and Rutgers Biomedical and Health Sciences (RBHS), these institutions have come under one system umbrella and in such, there have been recent efforts in incorporating academic practice into all the institutions, creating more uniform and unified academic practice within the RWJBarnabas Health System. The primary goal of the project is to implement standardized, accountable care of the pediatric surgical patient across the system through standards of care, guidelines and policies that are easily accessible to all members of the surgical teams. The project will specifically highlight the example of integrating an institution joining the RBHS system for demonstrative purposes. The project will include strategies to foster collaboration, implement guidelines, define stakeholders and discuss expected difficulties in the implementation.

Primary Stakeholders:

Stakeholders of this project can be grouped into "institutional" and "system" participants:

- **Institutional**: Patients, Physicians, surgical Residents, Advance Practice Nurses / Nurse Practitioners, Institutional Leadership and the Community.
- **System**: System Leaders/Strategic Plan of the System.

Key Steps/Activities:

Institutional leaders will be tasked with promoting the system's approach to standardized patient care. Key stakeholders will need to be identified within the institutions, as well as each subset of staffing, to lead the individual effort. Pediatric surgeons and nurse practitioners are responsible for evaluating the institutions guidelines and policies in order to establish a consensus of system guidelines. Guidelines should adhere to available published evidence-based materials while incorporating specific institutional or regional preferences.

Effectiveness Measures:

Desired outcomes are achieved when the algorithms of patient treatment are comparable between institutions within the system. This is predominantly demonstrated with quality outcomes measurements where databases are populated with patient data and metrics. In the case of a successful and unified approach to patient treatment, outcomes databases will show low variability in outcomes. Contrary to that a disparity in outcomes between institutions will readily be identifiable and allow for purposeful quality improvement projects.

Communication/Engagement:

Information on progress will be distributed quarterly by email to managers and stakeholders. Communication will be shared through virtual meetings, specifically when major milestones have been achieved. This allows for an interactive exchange of ideas and future development. Although virtual meetings are effective, they do not allow for all individuals to voice their opinion or ideas. This can be due to several factors such as apprehension, fear of repression etc. It is therefore suggested that anonymous two-way communication take place such as online-surveys to allow for full participation.

Proposed Timeline:

This project is expected to be a 5-year process to reach effectiveness. Several adjustments are necessary along the way to account for changes in system dynamics, healthcare transitions and budget restraints. There should also always be an opportunity for the involved parties to consensually abandon such an undertaking.

Current Status/Future Directions:

The project, together with a proposed timeline, staffing models and a business plan, was recently submitted and approved by senior Rutgers leadership and the leaderships of two institutions within the system. These institutions are currently acting under the specifics and guidelines of this project as of April 2022. Depending on the outcome it may be able to serve as a template for future integrations and collaborations between institutions within RHBS.

Assessing Best Practices in Virtual Interdisciplinary Collaboration During COVID

Marsha Gordon, MPH - Executive Director, RWJMS Center Advancing Research & Evaluation for Patient Centered Care (RWJMS CARE-PC)
Shawna Hudson, PhD – Director, RWJMS CARE-PC; Chair, Dept. of Family Medicine and Community Health Research Division

RUTGERS Center for Organizational Leadership

Abstract:

When COVID-19 reached US shores, it forced national, state, regional, local, and corporate officials to rapidly implement social distancing measures, personal protective equipment protocols, and lockdowns to preserve our livelihoods and lives. Concurrently, operational roadblocks were cleared at "warp speed" to advance knowledge about COVID. Rapid response federal and private funding opportunities called for interdisciplinary collaboration and dialogue across members of the translational science spectrum, from the scientists in the labs to the stakeholders of communities hardest hit by the virus. The New Jersey Alliance for Clinical and Translational Science (NJ ACTS) turned to virtual collaboration platforms for continuity. Through swift and effective implementation of remote solutions, diverse research teams developed hypothesis-driven approaches to monitor and combat the virus. These rich partnerships resulted in unprecedented scientific, technological, political, and social agility and innovation. This RLA project will identify key stakeholders to develop a work plan to assess best practices in virtual collaborations to encourage and enhance ongoing interdisciplinary relationships online.

Primary Stakeholders:

Individuals that participated in meetings using virtual platforms during the pandemic:

- Rutgers faculty, staff, and students;
- Local academic, industry, and community collaborators;
- National academic, industry, and community collaborators.

Key Steps/Activities:

- Share the project vision;
- Solicit volunteers to 1) contribute their experiences; 2) identify key stakeholders; 3) propose priority areas;
- Convene a working group of stakeholders to develop a work plan.

Effectiveness Measures:

The impact of this initiative will be measured by the number of relationships built (university-wide, locally and nationally among academic, industry, and community collaborators); number of key stakeholders engaged; number of meetings scheduled; priorities identified; and best-practices shared.

Communication/Engagement:

Progress will be shared during virtual meetings and via email. The working group will determine next steps for communication of best practices which can include infographics, white papers, and publications depending on the priorities of stakeholders.

Proposed Timeline:

March/April 2022 - Share the project vision
March/April/May 2022 - Solicit volunteers to:
 1) share their experiences;
 2) identify key stakeholders;
 3) propose priority areas.
May 2022 - Convene a working group of stakeholders to develop a work plan.

Current Status/Future Directions:

Faculty, staff, and student time will be necessary to make this project a reality. The NJ ACTS program and Rutgers schools including Edward J. Bloustein School of Planning and Public Policy, Social Work, School of Communication and Information and others throughout the university have programs with faculty, staff and students that are interested in exploring this topic. They are all being contacted to gauge interest and will be meeting in May of 2022. If this proposal is implemented, I would expect enhanced virtual communication of interdisciplinary groups across Rutgers and nationwide among CTSA programs.

"RCR Ambassadors" – a Pilot Project

Glenn Krell, Director of Research Integrity - Office for Research
Sponsor: Prabhas Moghe, EVPAA

RUTGERS Center for Organizational Leadership

Abstract:

Multi-million dollar fines for research misconduct are a constant financial threat for Rutgers. Although education in Responsible Conduct of Research (RCR) is required by some federal grants, we must go beyond the minimal approach to address this serious financial risk. The **RCR Ambassadors Program** is a pilot project to enlist faculty at a grassroots level who will provide local leadership fostering an **organizational culture** conducive to RCR.

Primary Stakeholders:

- Rutgers Senior Leadership
- Faculty Researchers
- Student Researchers
- Deans
- Chairs
- Federal Grant Sponsors

Key Steps/Activities:

Research Deans will be asked to nominate faculty members willing to serve as RCR Ambassadors. The RCR Ambassadors will agree to:

- ✓ Support the particular, discipline-specific RCR education as identified by their department or discipline
- ✓ Liaison with Office of Research to ensure that their discipline-specific RCR education meets standards, i.e. addresses falsification, fabrication and plagiarism
- ✓ Represent their department or discipline as the "point person" for RCR education

Effectiveness Measures:

- ✓ Research Deans support the program of RCR Ambassadors by making nominations.
- ✓ Decline in research misconduct cases in those areas that have RCR Ambassadors.
- ✓ RCR Ambassadors are able to direct faculty, staff and students to appropriate RCR education for their particular department or discipline.
- ✓ RCR Ambassadors choose to become involved in the Big Ten Academic Alliance (BTAA) Responsible Conduct of Research Collaborative.

Communication/Engagement:

Recognition for Service as an RCR Ambassador:

- ✓ The ambassadors will have their service duly recognized and celebrated with thank you letters and certificates of appreciation.
- ✓ Selected ambassadors will be suggested for stories in Rutgers public relations media.
- ✓ Thank you letters of appreciation will go to the respective Deans and Chairs.

Proposed Timeline:

Fall 2022 through Spring 2023

Current Status/Future Directions:

This pilot program was designed as a volunteer effort without any budgetary expenditure. If successful, it will be expanded, and a more formal funding mechanism will be sought.

2021-2022 Rutgers Leadership Academy

Revamping the SAS Committee Nominations Process

Tara Matise, Professor and Chair of Genetics, SAS
Sponsor: James Masschaele, SAS Executive Vice Dean

RUTGERS
Center for Organizational Leadership

Abstract:

The long-standing mechanism for obtaining nominations of faculty for election to serve on SAS committees is inefficient and falls short of maximizing opportunities for meaningful committee service. The SAS Nominations and Election committee provides the names of nominees to be on the election ballot. The selection of names for the ballot is largely random, without consideration of whether the faculty are interested/willing to serve on the committees. All proposed names are then contacted by SAS staff to obtain permission to be on the ballot, often requiring multiple contact attempts, and many faculty decline the nomination, then requiring additional effort to get enough names on the ballot. The revamped process relies on faculty self-nomination via a new nomination portal, improved dissemination of information about each committee, and encouragement from department chairs for faculty to consider serving and to self-nominate.

Primary Stakeholders:

- SAS Faculty
- SAS Staff
- SAS Administration
- SAS Executive Committee
- SAS Nominations and Elections Committee

Key Steps/Activities:

- Create initial proposal
- Discuss with stakeholders
- Incorporate stakeholder feedback
- Finalize proposal and develop timeline
- Prepare information about SAS Committees
- Advise on design of new self-nomination template
- Present new procedure at SAS Chairs' meeting
- Help monitor nominations progress
- Follow-up post implementation to assess success

Effectiveness Measures:

- Did the new nomination portal operate as planned?
- Did the new process reduce the amount of effort needed by SAS staff compared to the previous process?
- Did enough faculty self-nominate?

Communication/Engagement:

- New materials were prepared to describe each SAS committee, including charge and workload
- The new nominations process was presented as a pilot to SAS chairs at two SAS Chairs' meetings
- Chairs were asked to discuss with their faculty
- Email announcements and reminders were sent from SAS Vice Dean's office to all Faculty

Proposed Timeline:

Fall 2021: Initial planning, discussions with stakeholders
Jan-Feb: design/implementation of new nomination portal
Feb: Presentation of new procedure at SAS Chair's meeting
March: Portal opens for self-nominations, faculty informed
April 15: Self-nominations portal closes
Mid-April: additional nominees recruited if needed

Current Status/Future Directions:

- The self-nomination portal worked exactly as designed
- Several faculty used the portal to nominate themselves for the SAS committees with open seats
- The Nominations committee met and chose 4 additional names needed from SBS
- The SAS staff and the Nominations committee felt this pilot was successful
- Future work, for someone else is to figure out, are ways to increase faculty interest in serving on committees

Strengthening Rutgers' SC&I Capacity to Develop & Sustain Global Partnerships

RLA Fellow | **Matthew Matsaganis**, Ph.D., Associate Professor
Project Sponsor | **Dafna Lemish**, Ph.D., SC&I Interim Dean and Distinguished Professor

RUTGERS
Center for Organizational Leadership

Abstract:

The longer-term objective of this project is to strengthen the capacity of Rutgers' School of Communication & Information to develop and sustain global initiatives with a focus on research, educational programs, and the professional development of faculty, students, and staff. To this end, a survey of SC&I faculty will be conducted to capture the level of interest of faculty in working on international projects and the types of activities underway or under consideration. Subsequently, interviews will be completed with faculty who have already worked on international projects or are doing so currently, to understand the resources they had or anticipate needing, as well as the challenges they have faced bringing such projects to fruition. To complete a SWOT analysis, these data will be complemented by data from interviews with SC&I leadership and a small number of staff who can play critical support roles for such projects. The design of data collection activities will be informed by conversations with leaders of global initiatives at other Rutgers units, including Rutgers Global, as well as leaders of similar projects at peer institutions. Findings will be discussed with SC&I stakeholders in roundtable events to articulate recommendations for strengthening SC&I's capacity for partnerships and projects with a global orientation. Such events will facilitate the formation of a steering committee to guide the implementation of recommended actions and to explore the possibility of establishing a SC&I Global Initiatives Incubator (GInI) program.

Primary Stakeholders:

- Faculty from all three SC&I departments
- SC&I Dean and Associate Deans
- Leadership of all three SC&I departments
- Academic program directors
- Students and their associations' leadership, as well as honor societies
- SC&I staff (e.g., business office, pre-/post-grant award support personnel)
- Leadership of other schools that SC&I has closer ties to or where there is potential for synergy
- Rutgers Global and institutes/center with a global focus in their activities (e.g., Rutgers Global Health Institute)

Key Steps, Activities, & Timeline:

Draft of a possible logo for SC&I's GInI.

STAGE I *(Months 1-2)*
Create Inventory of Existing International Initiatives & Establish Interest in Global Partnerships and Projects

STAGE II *(Months 3-5)*
Interviews with Leaders of Rutgers Units and Peer Institutions with Strong Global Presence

STAGE III *(Months 6-8)*
Interviews to Determine Resources Needed & SWOT Analysis

STAGE IV *(Months 9-10)*
Roundtable Conversations: Synthesis and Setting New Goals

STAGE V *(Months 11-12)*
Establishing SC&I's Global Initiatives Incubator (SC&I GInI)

Effectiveness Measures:

Possible indicators include:
1. Number of participants (a) in survey, (b) in 1-on-1 interviews
2. Number of SC&I community members who will participate in the roundtable conversations planned
3. Commitments to join the SC&I GInI's steering committee
4. Number of faculty participating in SC&I GInI activities
5. Number of international projects initiated (research, educational program-oriented) year after year
6. Number of faculty, students, and staff who have been involved in and/or benefited from an international project
7. Grant applications submitted / won for international projects
8. Number of publications produced through international collaboration (e.g., published with an international partner or enabled/supported by a global initiative).

Communication/Engagement:

- Roundtable conversations and a steering committee created in the context of the SC&I GInI will serve as primary mechanisms for ongoing communication among SC&I stakeholders regarding the unit's global engagement.
- The steering committee could choose to continue to hold regular (annual, semiannual, or quarterly) roundtable conversations with stakeholders after the end of this project and explore other ways to keep SC&I faculty, students, and staff engaged with international work in progress.
- Additionally, to support the project's activities, share findings, and promote engagement over time, a website modeled after that of SC&I's IAPP-Greece Initiative (see: https://iapp-greece.rutgers.edu/) will be developed in collaboration with the school's Marketing and Communications Team.

Current Status/Future Directions:

- ***Presently***: Conducting informal interviews with SC&I stakeholders and consulting experienced leaders of global partnerships outside of SC&I to establish benchmarks and prepare the ground to launch the project in Fall 2022.
- ***Future Goal***: Growing SC&I's global footprint through mutually beneficial partnerships with higher education institutions abroad.

Rutgers-New Brunswick Non-Tenure Track Faculty Professional and Leadership Development Benchmarking

Literature Review Team: Sharon Lydon, Associate Dean; Karen Holly Muller, Associate Director; Brenda Sheridan, Director; Larissa Varela, Program Director
Peer Review Team: Soumitra Bhuyan, Assistant Professor; Christina Bifulco, Associate Director; Hazel-Anne Johnson-Marcus, Senior Director & Associate Teaching Professor; Beth Murphy, Assistant Professor
Project Sponsor: Ingrid Fulmer, Vice Provost for Faculty Advancement and Faculty Affairs

RUTGERS Center for Organizational Leadership

Abstract:
With approximately 50% of students at Rutgers University-NB being educated by full-time faculty on the non-tenure track (NTT), part-time lecturers (PTL), and adjuncts (this **Group**), in any given semester, it is imperative that we provide professional resources to ensure high quality education of our students and retention of our faculty. Continued professional development and mentoring is critical for teaching faculty both to stay current with teaching trends and to create/maintain professional networks. To understand the scope of professional development offered by peer institutions, two teams engaged in primary and secondary research to examine faculty development at institutions of higher education for this **Group**. The first team conducted an extensive literature review of the current research on professional and leadership development for this **Group**. The literature review team examined national discourse from the last 10 years and identified and reviewed approximately 175 to 200 articles. The second team investigated the availability of professional development and training for NTT and PTLs at Rutgers University's peers (i.e., other large research focused universities) in the Northeast. The peer review team identified appropriate peer institutions, developed a set of interview questions, and conducted interviews with key faculty development personnel at three peer institutions of higher education.

Primary Stakeholders:

- Office of Faculty Advancement & Faculty Affairs
- Deans and Vice Deans of Faculty Affairs/Development of the Schools on the New Brunswick Campus
- Non-tenure track, part-time lecturers (PTLs), and part-time adjunct faculty
- Faculty mentors

Key Steps/Activities:

Literature Review:
- Working with the Rutgers librarians, educational databases and our own research, reviewed the national discourse over the last 10 years (2011-2021) resulting in an examination of over 175 articles
- The literature review focused on 25 key resources

Peer Review of Institutions:
- Identify appropriate peer institutions and personnel
- Develop, refine, and finalize specific interview questions and conduct interviews
- Review appropriate secondary research sources on peer institutions such as websites

Literature Review-Main Findings:

- Professional development on syllabus creation, course management software, pedagogical practices, campus resources, adjuncts' rights and responsibilities, instruction, and assessment, and promotion strategies was found to be beneficial to this **Group**.
- Mentoring systems (peer to peer or full-time faculty to peer) were created to help integrate adjunct faculty into the college culture and offer support.
- Funding provided for appropriate conferences and training.
- Workshops were offered to fit an adjunct's schedule.
- This **Group** were invited to all development opportunities offered to full-time faculty, such as lunch & learn seminars.

Peer Institutions-Main Findings:

- This **Group** takes on the majority of teaching responsibilities at the Peer Institutions.
- Access & incentives to participate in professional development programs varies by institution, ranging from none to certificates, digital badges, and funding.
- Leadership programs are for full-time faculty/staff only and most require nomination (i.e., similar to RLA).
- There are no institution-sponsored mentoring & networking opportunities for this **Group**.
- There is recognition that cultivating the professional & leadership skills of this **Group** is critical for their retention; One peer institution is initiating an onboarding effort for full-time non-tenure track faculty to ensure that they "do not feel like second class citizens".

Faculty Development at RU:

There are various professional development and mentoring programs within Rutgers that are positioned university-wide, campus or unit specific. Some of these are available to all instructors while others are tailored to a particular rank.

Recommendations:

- Flexible scheduling of the professional development opportunities to accommodate varied teaching schedules.
- Create comprehensive communication plan to ensure that all faculty can access the opportunities.
- Provide funding for professional development opportunities beyond those available at Rutgers.
- Consider incentives for this Group, such as tenure-equivalent status.

Expanding Genetic Counseling Curriculum Beyond the Science: Training for Business and Beyond

Jessica Rispoli, Director, Genetic Counseling Master's Program
Project Sponsor: Deborah Silver, Director Master's in Business in Science Program

RUTGERS
Center for Organizational Leadership

Abstract:

Genetic counselors have historically worked in clinical hospital settings but recent professional status surveys report that 20-25% of genetic counselors are working in industry settings and/or jobs that are not direct patient care[2]. Expansion into industry creates opportunities and challenges for genetic counseling graduate training programs, tasked with providing training that is reflective of the current professional work force. The Master's in Business Science (MBS) program (sciencemeetsbusiness.rutgers.edu/), a program designed to train students with both science and business career aspirations, has a precedence for interdisciplinary partnerships, offering a variety of concentrations and certificate programs for Master's students. The goal of this project is to engage in a joint venture between the Rutgers Genetic Counseling Master's Program (GCMP, gcmp.rutgers.edu) and MBS to develop a MBS certificate program for interested GCMP students. This project will identify existing courses that would be relevant for genetic counseling students and develop GC/MBS certificate goals, objectives, and requirements. Expected outcomes include exposure and acquisition of business skills that could be applied in both hospital and non-hospital settings. Incorporation of an optional business certificate may ultimately diversify the types of jobs Rutgers GC students enter upon graduation and beyond. This unique offering would lead to the Rutgers GCMP distinguishing itself from other competing graduate programs and likely attract strong caliber students who ultimately aspire to work in industry roles.

Primary Stakeholders:

- **Current GCMP students**
- **Applicants to the GCMP**
- **GCMP leadership and faculty**
- **GCMP Advisory Board members**
- **MBS leadership and faculty**
- **Genetic counseling colleagues in industry roles**
- **Other competing Genetic Counseling Master's Programs**

Key Steps/Activities:

1. Identify **requirements for a certificate** (determination of credits, didactic work, field work experience, standards for successful completion, evaluative methods, and identifying faculty mentors)
2. **Survey current and prospective students** regarding interest in this option
3. **Survey other stakeholders**, including genetic professionals' availability to serve as mentors and provide possible internship training sites
4. Explore **procedures** in School of Graduate Studies to officially incorporate/pilot certificate option
5. Submit **program expansion plans** to the Accreditation Council for Genetic Counseling (ACGC)
6. **Advertise unique training option** at various recruitment events and on GCMP social media

Effectiveness Measures:

- **Basic Activity Measures**
- **Student Evaluations**
- **Employment Trends**
- **Recruitment Trends**
- **Faculty Evaluations**

Communication/Engagement:

- **Current GCMP students**
- **GCMP applicants**
- **GCMP faculty and Advisory Board**
- **Industry Partners**

Proposed Timeline:

Summer 2022
- Design program
- Survey stakeholders
- Submit plans to accrediting board

Fall 2022
- Finalize program
- Pilot with 2nd yr students
- Promote communication

Spring 2023
- Incorporate into recruitment
- Enroll current students
- Complete effectiveness measures

Current Status/Future Directions:

The GCMP has received support from Dept of Genetics and Rutgers MBS program. Beginning tasks including review of potential coursework and outlining program specifics have been initiated. Preliminary surveys of stakeholders will occur throughout the Summer. A successful collaboration between MBS and the GCMP would not only strengthen the relationship between these two programs, but likely serve as a precedence for the GCMP to partner with other Rutgers programs and schools to build a variety of concentrations that future GC students could pursue; preparing them for the expanding profession of genetic counseling.

We R Anything but Common:
Implementing the Common App Across the University

Jacqueline Roscoe and Jason Schweitzer
Courtney McAnuff, Vice Chancellor for Enrollment Management

RUTGERS
Center for Organizational Leadership

Abstract:

Rutgers, The State University of New Jersey, currently utilizes two pathways for prospective undergraduate students for application submission. Our most heavily used pathway is through an internal, stand-alone application managed by the Salesforce CRM. While Rutgers has partnered with the Coalition organization over the past several years, the Common Application (Common App) is the most widely used college application platform across the globe with over 900 member institutions. The Common App is committed to the pursuit of access, equity, and integrity in the college admissions process. These same values closely align with our university's mission statement and core values. The university's participation on the Common App would increase the visibility of a Rutgers education for several key student populations by accessing and increasing a diverse applicant pool. The primary goal of this project is to work on the planning, design, integration, and maintenance of a software interface to accept Common Application applicants.

Primary Stakeholders:

- Prospective Rutgers applicants
- High School Guidance Offices
- Enrollment Managers across each campus unit
- University Enrollment Services (UES)
- Office of Information Technology (OIT)
- Office of Institutional Research & Academic Planning

Key Steps/Activities:

The successful implementation of the Common Application at Rutgers will include:

- Creation of a steering committee and task committee(s) with stakeholder representation among each campus unit/department
- Outline scope, set goals with deadlines, and
- Schedule kick-off meetings and subsequent meeting schedule
- Develop Rutgers Common application questions
- Build and test data mapping to Salesforce and other downstream databases: Identity Management, SRDB (SIS)
- Develop marketing and outreach communication plan for launch.

Effectiveness Measures:

The number and percentage of applications, admits, and enrolling students each year by application source (e.g. Salesforce, Coalition, Common App).

The plan also includes the review of these measures for:
- Underrepresented minorities
- First Generation students
- Low socioeconomic status
- Non-NJ resident (e.g. Out-of-State/International)

Communication/Engagement:

This implementation will move quickly and will require coordinated and consistent communication among committee members and stakeholders. To best keep all parties informed, the task force will use multiple communication channels:

- Emails – Announcements and project updates
- Microsoft Teams – Share files and communicate via chat with committee
- Common App "Road Show" - presentation slide deck to interested internal and external parties, establish and meet with multiple committees: sponsor/steering committee, implementation committee (OIT/CU representatives)
- Office Hours – to be scheduled leading up and post-implementation
- Marketing Campaign – communicate to prospective students

Proposed Timeline:

Summer 2022 – Establish committee, needs assessement
Fall 2022 – Kick-off and develop application
Spring 2023 – Build data mapping and system integration
Summer 2023 – Testing and Launch

Current Status/Future Directions:

This project has been agreed upon by multiple levels across the university. The steps outlined in this proposal will begin later this year with the formation of a task force, solidification of necessary institutional funds, and identification of project sponsors. We have a target "launch" date of August 1, 2023 to start accepting prospective Rutgers undergraduate students for the fall 2024 semester!

Structurally Competent Care for Persons with Sickle Cell Disease

Mafudia A. Suaray, MD MPH; Associate Professor, Rutgers RWJMS
Project Sponsors: Dr. Sheraz Siddiqui, Division Chief for Hospital Medicine;
Mr. Franck Nelson, Asst VP, Office of Health Equity RWJBarnabas

RUTGERS
Center for Organizational Leadership

Abstract:

Sickle Cell disease (SCD) is a genetic disorder of red blood cells that is characterized by severe recurrent painful episodes, frequent infections, and premature death. Although a global disease, in the U.S over 90% of those affected are Black. Treatment options are limited and cure is still elusive. Persons with SCD experience significant health inequities and poor health outcomes among which is stigmatization and discrimination in health care settings. The effects of such stigma and discrimination have been shown to result in delay in seeking medical care, decreased trust in healthcare providers, decreased adherence to medical treatments, and increased stress and anxiety which in turn exacerbates the pain experience and increases utilization of acute care medical services. The goal of this project therefore is to create a multidisciplinary working group with the agency to design a culture change campaign and structurally competent care processes using the framework of the Quintuple Aim for Population Health Improvement for persons with SCD.

Primary Stakeholders:

- Persons with SCD
- RWJBH Administration
- Clinicians –
--- hospital based
--- community based
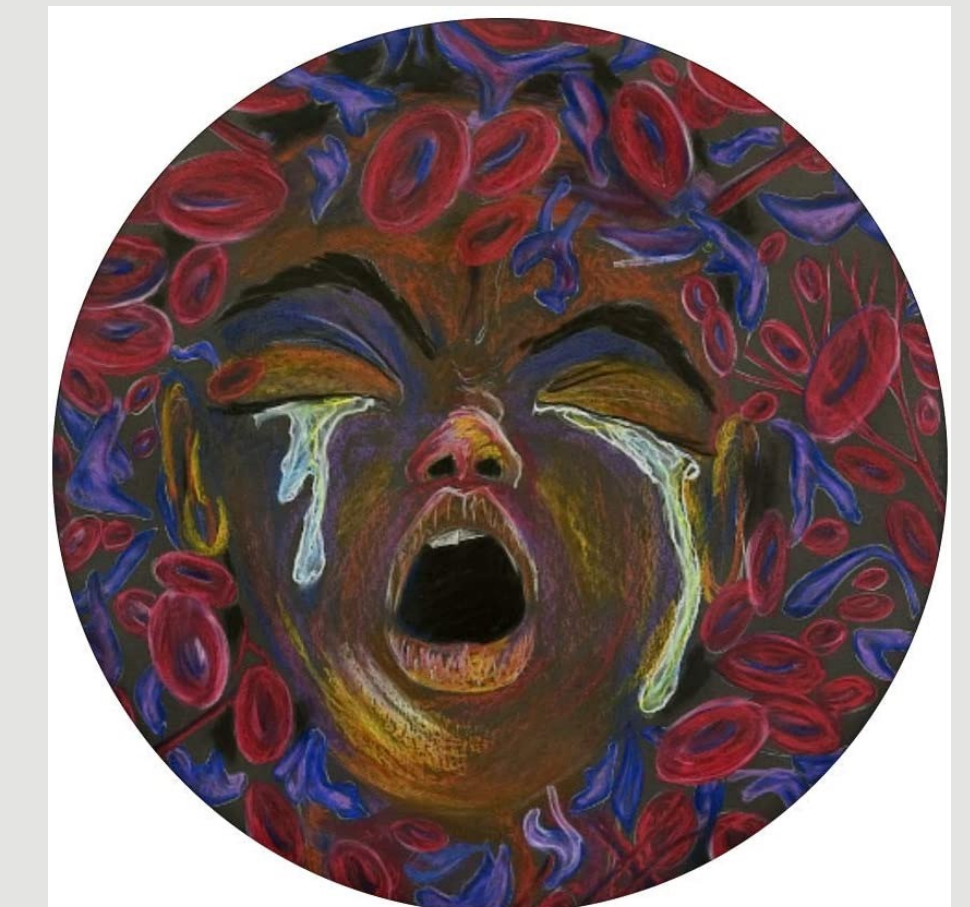
Artist: Hertz Nazaire; a person with SCD

Key Steps/Activities:

1-Create multidisciplinary working group
2- Design Individualized Care plans for patients with SCD
3- Develop and disseminate educational modules on structurally competent care for persons with SCD
4- Develop a SCD registry for institution

Effectiveness Measures:

1) Incorporation of Individualized care plans into the electronic medical record 2) Incorporation of SCD management protocol into ED protocols and educational curriculum 3) Pre & Post surveys of clinicians exposed to the educational modules 4) Trend of utilization data for medical same day clinics, ER & hospitalizations 5) Patient surveys

Communication/Engagement:

Working Group: regular meetings, emails
Clinicians: Launching event for initiative; educational modules; solicited feedback.
Patients: Periodic informant interviews of persons with SCD, patient surveys, newsletter.
Community Partners- Newsletter, targeted email communications

Proposed Timeline:

Start up June 2022	Quarter 1 July - October	Quarter 2 November- February	Quarter 3 March- June
Launch initiative event -World Sickle Cell Awareness month	Launch Awareness campaign targeting clinicians	Continue Awareness campaign; rollout to non-clinician team members	Launch 2nd SCD patient experience survey
Launch Pilot Registry	Launch ED protocol for SCD care	ICP template, SCD orderset & SCD Registry added to Epic EMR	Launch SCD Day Clinic
Launch SCD patient experience survey	Rollout Individualized Care Plans into Epic	Launch IP protocol for SCD care	Program evaluation & development of Continuous Quality Improvement Process
Develop protocol for Medical Same Day Clinic for IOP pain management	Apply for Grant to support SCD Day Clinic		

Current Status/Future Directions:

Working group is being formed, preliminary meetings held with key stakeholders. Individualized Care plans being prepared by Hematologists for SCDs patients currently actively engaged in care.
Next steps will be to complete the working group and launch the initiative in earnest by June 2022.

Transitioning and rebranding the School of Nursing's student services practices to a more traditional student affairs based office

Michael Varano, Associate Director for Student Engagement

Kyle D. Warren, Ph.D., Senior Vice Dean for Administration and Student Services

RUTGERS
Center for Organizational Leadership

Abstract:

The COVID-19 pandemic has drastically impacted the lives and performance of college students across the country. We have seen a high increase in mental fatigue and the need to support these students in a number of areas, which has led many higher education administrators to reevaluate their level of preparedness to support students' mental health and well-being. This is especially true for student affairs offices that are embedded within academic units, such as the School of Nursing. The School of Nursing has felt the impact of the pandemic as it has effected both student progression, and resulted in a decrease in enrollment. We have seen a record number of undergraduate students not successfully passing their nursing courses, and many graduate students have been forced to stop-out of their program due to the increasing demands of working in health care during the pandemic. This has inevitably lead administration to examine how we are approaching our students, and to transition our work from a services model to a more affairs-based approach.

Primary Stakeholders:

- School of Nursing Graduate Students
- School of Nursing Undergraduate Students
- School of Nursing Administration
- School of Nursing Faculty
- University/Campus-wide Partners
- Prospective/Future Nursing Students
- Graduate Interns

Key Steps/Activities:

First, a Task Force was created consisting of the Assistant Dean for Student Engagement and Planning, the Associate Director for Student Engagement, and the Department Administrator for Administration and Student Affairs. The task force then identified an obtainable timeline and necessary steps to implement the transition. These include a divisional retreat to be held during July 2022 to discuss new goals, develop a new mission/vision for the division, and create new branding and marketing materials for the new Division of Student Affairs.

Effectiveness Measures:

During the planned divisional retreat all departments under the new Division of Student Affairs will be expected to create goals that are aligned with the division's new mission and vision, and to implement these goals during the Fall 2022 semester. Benchmarks will be set for the first semester of the new division, and we will conduct a strategic planning meeting in December 2022 to evaluate each department's goals and operation under the new division. We will then utilize the information gathered at this meeting to make any necessary changes and improvements for Spring 2023.

Communication/Engagement:

Internally, we will be conducting a divisional retreat in July 2022 to meet with all staff under the current Division of Student Services. At this time we will discuss the purpose and ideas behind the transition to a Division of Student Affairs. We will seek input from all staff members in the creation of a new mission/vision for the division, new goals and objectives, and ideas for new branding and marketing. These changes will then be implemented onto our website, along with email and social media campaigns targeting all stakeholders to inform them of the new transition and its benefits.

Proposed Timeline:

The objective is to have the new Division of Student Affairs operational and visible by the start of the Fall 2022 semester. By July we will have the new mission, vision, goals, and objectives of the division finalized, along with new branding designed and approved.

Current Status/Future Directions:

Currently, the Task Force is planning the divisional retreat for July 2022 for all staff members within the current Division of Student Services. The Task Force has identified the date and location for the retreat, and has already submitted new branding concepts to the university trademarking office for approval. The Task Force has also researched other nursing schools' student affairs/services divisions to competitively position the Rutgers School of Nursing among other top nursing programs in the country.