

Training for Employees Concerning Pregnant Students

Julianne Apostolopoulos, Associate General Counsel

Project Sponsor: Carolyn Dellatore, Assistant Vice President of Workplace Culture



Abstract:

As an institution of higher education, Rutgers has legal obligations to provide accommodations to pregnant students but many faculty and student-facing staff are not familiar with the rights and obligations concerning pregnant students that arise under University policy and applicable law. The primary goal of this project is to work with relevant University stakeholders to determine whether training on this issue would be a valuable addition to existing employee trainings, and, if so, to evaluate options to develop and implement training for student-facing employees on best practices and/or policy/legal requirements when engaging with pregnant students. This evaluation process could then be used to make recommendations to appropriate University offices to implement such training, if/when deemed appropriate by the relevant stakeholders.

Primary Stakeholders:

- University Human Resources
- University Ethics & Compliance
- Title IX Coordinators
- Employees who would take the training
- Students

Key Steps/Activities:

- Create working group
- Gather input on value/need to provide training and existing training options
- Assess options for providing training on this topic from cost/value perspective
- Generate recommendations and convey to appropriate members University leadership

Effectiveness Measures:

- Ability to meaningfully engage individuals from identified stakeholders to participate in working group
- Ability to quickly assemble working group, begin meeting and generate recommendations

Communication/Engagement:

- Working group members can advise their respective offices/leadership of project's status
- Regular updates to project sponsor
- Relevant senior leadership would be notified of working group's recommendations, if any
- Long-term, if training is developed and implemented, discuss options to communicate training to targeted employees

Proposed Timeline:

- Phase 1: Assembly of working group (4 weeks)
- Phase 2: Convene working group and discuss need for training, evaluate options, and generate recommendations (4 months)

Current Status/Future Directions:

- It is anticipated that federal regulations will soon be issued imposing additional legal obligations on university employees to provide certain requisite notices to pregnant students, which also would necessitate training.
- Given these upcoming legal developments, initiation of this project will likely commence once the final regulations are issued so that any new requirements can be incorporated in the evaluation phase.

Mentorship: The Key to Student Success

Dr. Natalie Moore-Bembry, Director of Student Affairs, Assistant Professor of Teaching

Sponsors: Dr. Richard Novak, VP for Division of Continuing Studies;

Dr. Joan Collier, Assistant Vice President for Equity and Inclusion;

Dr. Cathryn Potter, Dean, School of Social Work



Abstract:

COVID-19 has wreaked worldwide havoc on the economy, individual and collective health, employment, and education. In higher education, we have noted an increase in fear of returning to the classroom, stress of adjusting to educational settings, personal and mental stress that impacts the educational process, lack of belonging, financial hardship, and lack of post-graduation job prospects. The previously mentioned issues have led to less than desirable experiences that have negatively impacted the higher education environment and caused significant stress for students. Mentoring is a great way to address these issues and help students develop long-lasting relationships. The mentoring relationships provide mentees with psychosocial and career functions. Psychosocial functions allow mentees to experience increased personal growth, self-worth, and self-efficacy. Career functions provide coaching that assists the mentee to prepare for advancement.

Primary Stakeholders:

- Master of Social Work students (mentees)
- School of Social Work alumni (Mentors)

Key Steps/Activities:

- Creation of a small workgroup
- Develop/revise the goals and objectives of the program
- Develop a flyer for distribution
- Develop a mentor/mentee profile
- Develop an orientation for the mentors/mentees
- Pilot the program
- Evaluate the program
- Present findings to senior management

Effectiveness Measures:

- Mentor/Mentee satisfaction surveys
- Pre/post surveys measuring the goals and objectives of the program

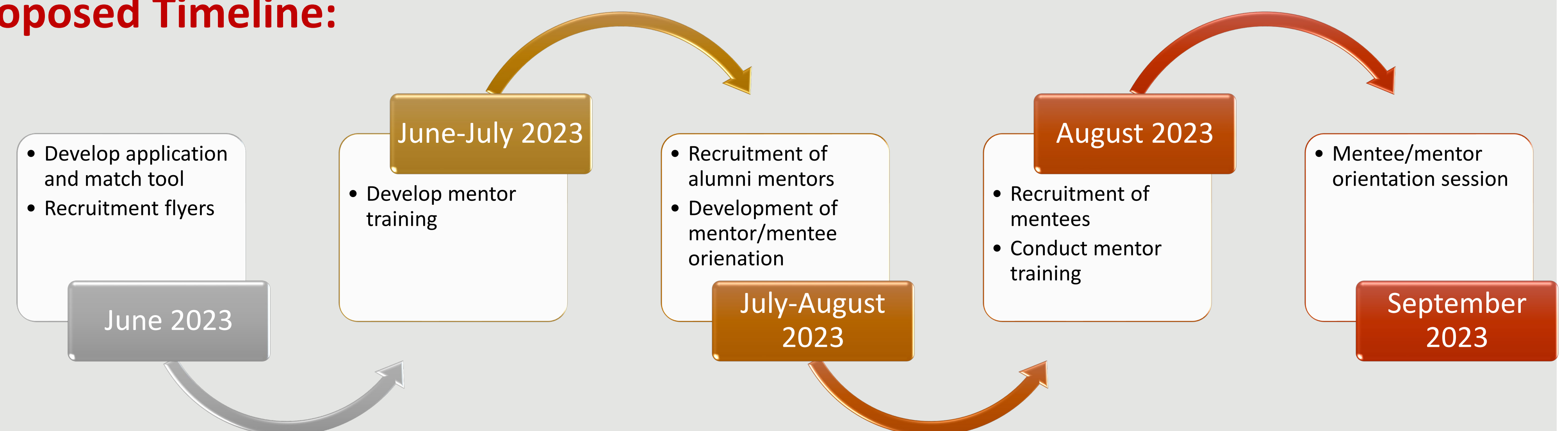
Communication/Engagement:

- Create a mentoring email address for two-way communication
- Develop a list-serv for those in the mentoring program
- Development of an infographic to share the pre/post survey data and lessons learned

Current Status/Future Directions:

- The project is in the development phase of convening a small workgroup and working to secure funding for the mentor training and orientation.
- The program will run as a pilot during the fall 2023 semester with approximately 6-9 students (2-3 from each campus), based on feedback from the pre/post surveys the program could expand during the spring.

Proposed Timeline:



The RU-NB Learning Assistance Network

Stacey Blackwell, Senior Director of the Learning Centers at RU-NB

Project Sponsor: Dr. Carolyn Moehling, Vice Provost of Undergraduate Education



Abstract:

The field of learning assistance operates with a unique set of standards, best practices, and specialized knowledge, but is often vaguely defined at the institutional level, which can lead to communication gaps, inequity, and career stagnation. Few formal education programs specializing in this area exist and career pathways are ambiguous, leading professionals to collect a multitude of certifications and trainings at their own expense, without guarantee of advancement. At large universities, common challenges in this field can be magnified by decentralization, often resulting in significant differences in pay, promotion, and job responsibilities across comparable roles for both professional and student staff. The RU-NB Learning Assistance Network will be a formal network of professionals who exchange resources, standardize practices, collaborate on professional development, and share their expertise. This initiative aims to better professionalize and stabilize staffing for learning assistance positions and ultimately better serve students with accurate and timely information, effective referrals, and consistently high-quality services.

Key Steps & Timeline:

- **Stage 1 (Spring '23- Spring '24): Increase Communication & Opportunity**
- Create shared Canvas site
- Inventory learning assistance services
- Implement Professional Development Series
- Propose local/institutional conference
- **Stage 2 (Fall '23- Spring '24): Professional Development Plan**
- Identify discrete set of skills & competencies for LA professionals & map to opportunities
- Develop cost-effective formal training
- Implement mentor matching program
- **Stage 3: Standardization of Practice**
- Make existing certifications accessible
- Design job templates to share across units

Future Directions:

- **Stage 4: Formalize & Expand the Work**
- Propose graduate program concentration
- Implement official pay scale for student

Effectiveness Measures:

- **Goal: Better serve RU-NB students**
- Measurements: a) Utilization metrics for communication platforms. b) Reports of effectiveness collected from network participants. C) Engagement on Canvas platform
- **Goal: Further professionalize and stabilize staffing**
- Measurements: a) Surveys of network participants to measure job satisfaction, clarity of role expectations, and professional development activities
- **Goal: Increase availability of opportunities**
- Measurements: a) Number of opportunities provided through the network to all participants b) Participation in professional development
- **Goal: Increase sense of belonging & community**
- Measurement: Surveys of participants

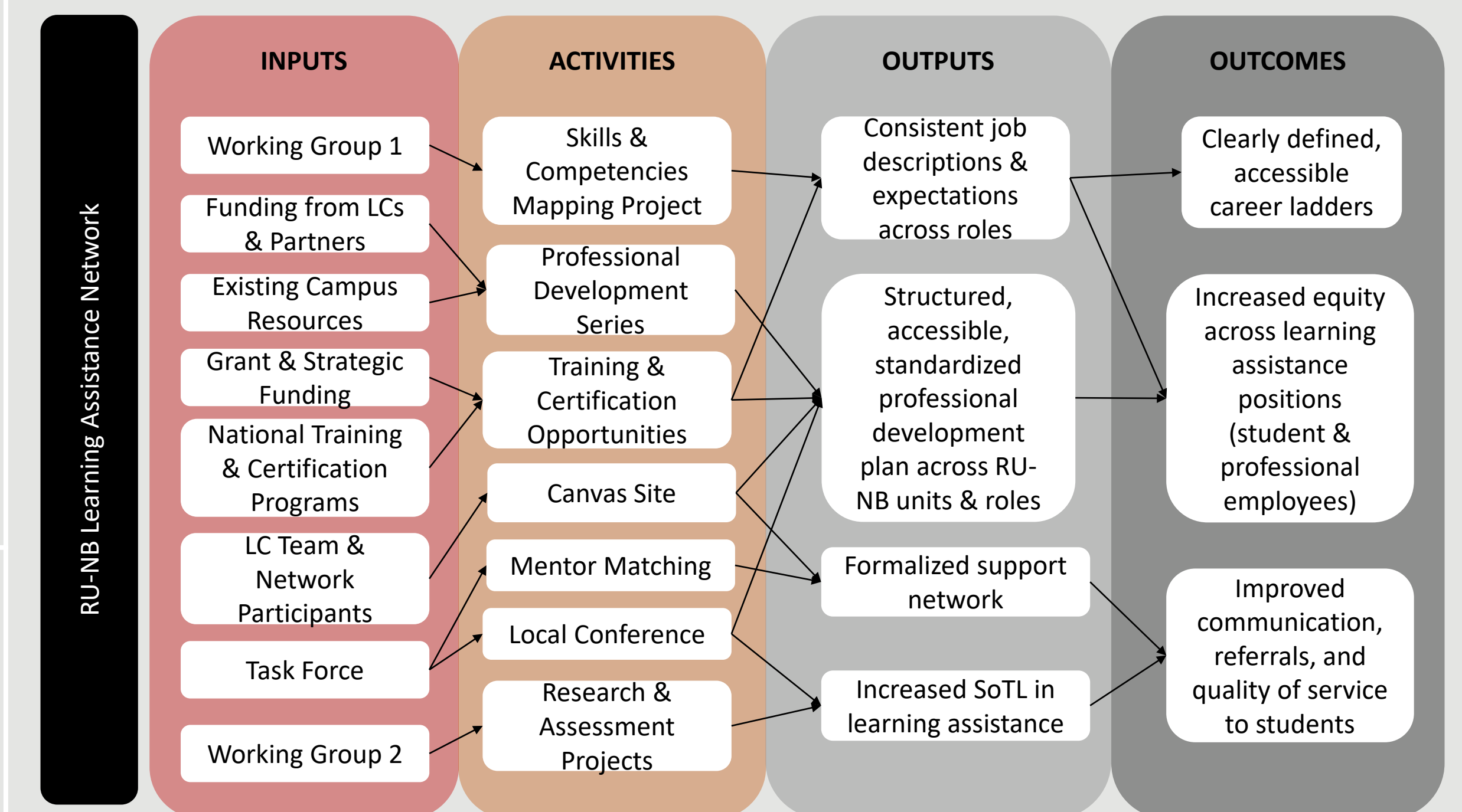
Engagement Plan:

- Engaging the network: Canvas site, luncheons, workshops, group certification & training, conference
- Engaging the administration: collaborative proposals from across units with shared vision and needs

Primary Stakeholders:

- Learning assistance professionals
- Student employees
- Student service users
- Administrative offices overseeing learning assistance services

Theory of Change:



Developing Meaningful Connections to RU-N Undergraduates

Adriana P. Cuervo, Head of Archival Collections and Services, Institute of Jazz Studies, John Cotton Dana Library
Dr. Jack Lynch, Distinguished Professor of English, Rutgers University - Newark

Abstract:

Since 1966, the Institute has been a fixture on the RU-N campus, attracting scholars and jazz enthusiasts from around the world. We aspire to have meaningfully engaged with every undergraduate student graduating from RU-N and doing so requires a thoughtful and strategic approach to the different academic programs at the University. The goal of this capstone project is to design a program that engages undergraduate students in Arts, Culture, and Media with the collections at the IJS. I will measure the success of this program by relying on assessment methods used within RU Libraries including use of collections, gate counts, and number of reference interactions with the desired student population. By seeking to establish a formal offering to courses in the department in Arts, Culture, and Media, I will develop the relationships necessary to expand our outreach to the undergraduate students.

Primary Stakeholders:

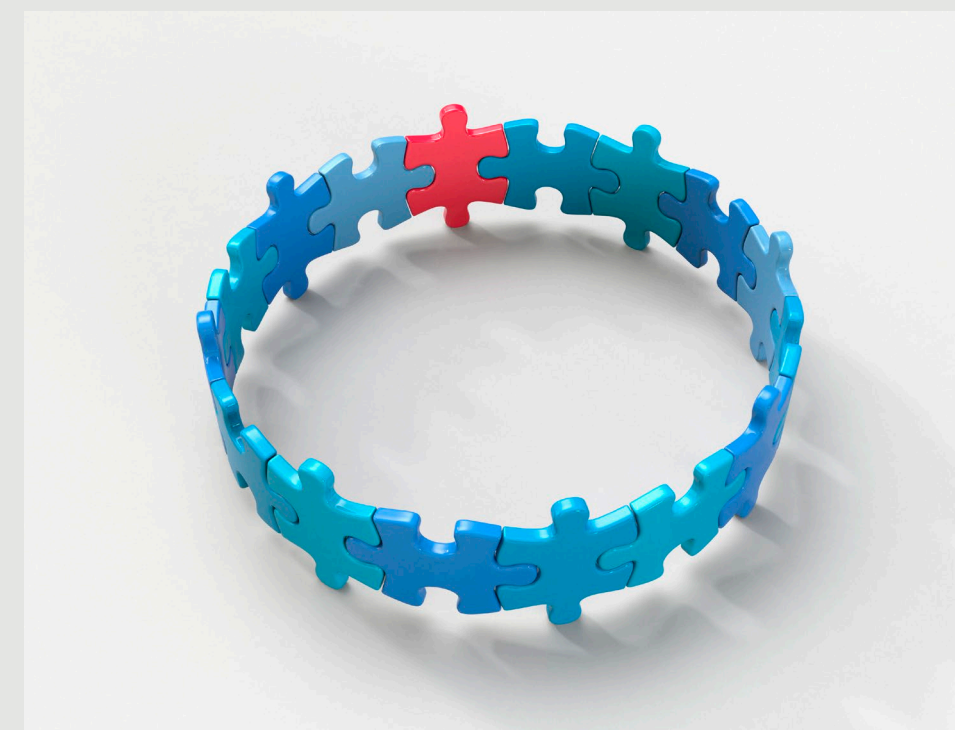
- IJS Archivists/Librarians
- Teaching faculty at ACM
- Undergraduate Students at RU-N

Key Steps/Activities:

- Identify and connect with teaching faculty whose course subjects orbit the collections at the Institute.
- Share the project plan with the teaching faculty. Identify an activity that fulfills learning objectives for the course.
- Plan the visit/activity and select materials that will be used by the students in collaboration with the instructor and the archivists at IJS.
- Develop assessment tool to gather feedback from both the students and faculty member.
- Host the visit and deploy the assessment tool.
- Analyze review data
- Consult with sponsor on outcomes and next steps

Effectiveness Measures:

- Increased use of collections by undergraduate students
- Increase in time spent assisting students on reference desk
- Attendance and rollout of end-of-semester showcase event



Communication/Engagement:

- Work with Dana Library's PR team to share the work students are doing at IJS through social media channels and RU Library website
- Advertising through RU-Newark channels: campus calendars, student email blasts, etc.
- Reporting highlights of event and semester's work in annual reports and other RUL marketing materials.
- Communicating with stakeholders via email and in-person meetings

Proposed Timeline:

- Oct/Nov: identify class and professor for project
- Jan: Work with professor to fold in archives use
- Feb/April: Host visit, work with students on projects and final presentation
- May: Assessment and planning next steps

Current Status/Future Directions:

- This project will be piloted in fall 2023 to explore feasibility
- Feedback collected at the end of the pilot will be incorporated into an ongoing initiative to connect undergraduate students with archival materials at IJS.

FINDING GUIDANCE: Expanding Mental Health into Safe Spaces for Students

Glenn Davis, Assistant Director Information Technology, Rutgers Student Health - New Brunswick
 Francesca Maresca, Assistant Vice Chancellor for Student Affairs - Health & Wellness - New Brunswick



Abstract:

The need for access to mental health services is growing rapidly, resulting in an increase in patient visits at our counseling centers. Counseling shortages exist not only at Rutgers, but across the country. Adding more counselors and traditional office spaces may not be cost-effective. Another limiting factor for access is that in some cultures and ethnic groups, speaking to a counselor is associated with stigma. **Where/How** do we offer expanded access to mental health counseling services that will provide “socially safe spaces”, that offer “comfortable” and easily accessible services to students who may be afraid, unsure, or uncomfortable reaching out for help?

- According to the most recent Healthy Minds Study, which collected data from 373 campuses nationwide, **including Rutgers**, more than **60%** of college students, met the criteria for at least one mental health problem.
- According to the National Collegiate Health Assessment done by the American College Health Association in 2021, almost **75%** of all students reported moderate or severe psychological distress.
- The number of students seeking help at campus counseling centers increased by almost **40%** between 2009 and 2015 and continued to rise until the pandemic began, according to Penn State University’s Center for Collegiate Mental Health (CCMH).

Primary Stakeholders:

- Students and Parents
- Student Affairs – New Brunswick
- Rutgers Student Health Services – New Brunswick
- The Rutgers Community at Large

Key Steps/Activities:

- Fact-Finding
- Data Analysis
- Feasibility Study
- Approve Recommendations
- Implement Plan

Communication/Engagement:

- ASK** - Survey the student population, with an emphasis on commuting students, students living in nearby off-campus housing, and students with disabilities, concerning which spaces they would desire to have counselors placed to provide them with the "best" access to mental health services.
- LISTEN** - Collect and analyze captured data, looking for common themes, threads, and ideas for access points.
- PLAN** - Present the data to a small working group that would review it for feasibility of implementation.
- PILOT** - Based on feasibility, place counselors in the spaces where STUDENTS say they can best access services and monitor their usage.

Effectiveness Measures:

- Student’s usage of newly designed or redefined spaces is captured by visits data.
- Track improvements in grades over the next academic year.
- Track social interactions through clubs and/or other campus or community partner groups.
- Consider the benefits of tuition preservation via retention.

Current Status/Future Directions:

- This project would likely be reviewed by the Rutgers Student Health Leadership Team and multiple Student Affairs Division Leaders. Fact-finding and feasibility studies could occur over the course of the next year. Based on the results and feedback, a pilot could be launched in Fall 2024.

Proposed Timeline:



Establishment of a bionetwork for non-invasive, integrative cancer monitoring program

RLA Fellow: Dr. Subhajyoti De, PhD, Associate Professor, Rutgers Cancer Institute of New Jersey

Sponsor: Dr. David J Foran, PhD, Chief Research Informatics Officer, Rutgers Biomedical and Health Sciences

Abstract:

This capstone project will establish an interdisciplinary bionetwork of clinicians, scientists, and patient advocates who share a common goal of facilitating personalized clinical management of patients with gastrointestinal cancer by integrating non-invasive liquid biopsy test data to monitor cancer progression and treatment response at Rutgers Cancer Institute. Successful execution of the capstone project will form the basis for a center for innovative, non-invasive cancer monitoring program at Rutgers.

Primary Stakeholders:

- RBHS Clinicians
- Cancer patients
- Biomedical researchers
- Educators and trainees



Key Steps/Activities:

- Bionetwork Inception
- Leadership and governance structure setup
- Communication and engagement channel setup
- Resources and logistic consideration
- Finalizing evaluation plan and effective measures
- Annual meeting
- Fund-raising and long term sustainability

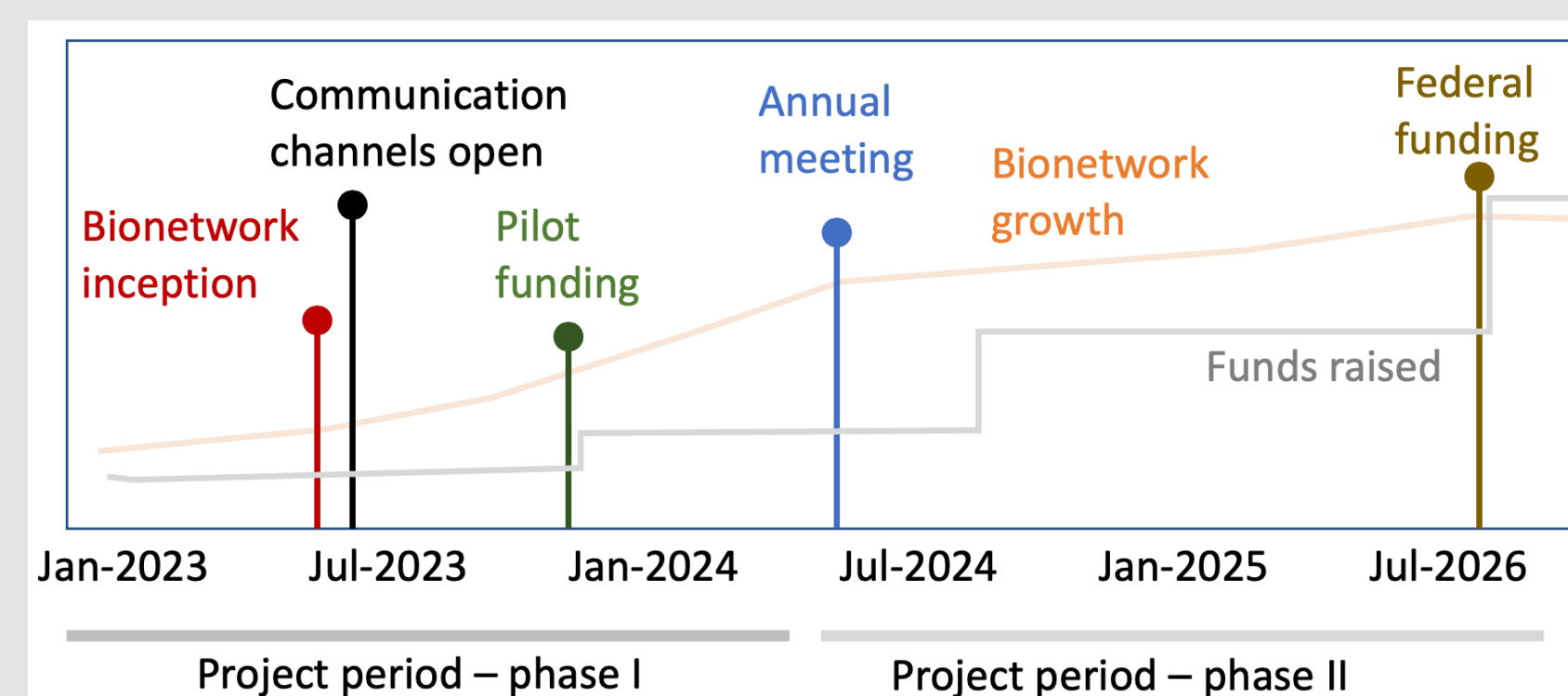
Effectiveness Measures:

- Diversity, inclusion, and conflict management
- Incorporate feedback from all stakeholders
- Comparative benchmarking against similar program at other cancer centers
- Detailed pivot table and sustainability plan
- Rutgers resources including Canvas for training, and evaluation for trainees
- Workshops, lectures, and networking activities

Communication/Engagement:

- Email group and Team channel
- Bi-weekly meeting via zoom
- Patient advocate talks and panel discussion
- Workshops and trainings
- Annual meeting with all stakeholders

Proposed Timeline:



Current Status/Future Directions:

- **Current status:** Bionetwork is being setup, and communication channels are being laid out for phase-I. The network will be open to all RBHS clinical and basic researchers. We are also discussing with patient advocates in related cancer areas. We are applying for pilot funding for phase-I activities of the bionetwork.
- **Future direction:** We anticipate sustained growth in phase-II, supported by effective leadership, engagement of different stakeholders, and federal funding.

A Guideline for Creating Online Graduate Programs in Departments that Have Existing In-Person Graduate Programs

Hadi El-Farr, Online MHRM Program Director, Assistant Teaching Professor, SMLR, Rutgers – New Brunswick
 Richard Novak, Vice President for Continuing Studies and Distance Education



Abstract:

The proposal addresses the problem of loss of opportunity for some departments that already have in-person graduate programs but still did not start online graduate programs. This might be due to their lack of knowledge and guidance, resistance due to stakeholders' concerns, lack of awareness of its significance for the future, and/or lack of time and resources.

- Graduate programs are consistently growing at a healthy rate compared to undergraduate; nationwide, enrollment increased by 10% from 2009 to 2020 and is expected to increase further by 6% from 2020 to 2030.
- In 2020 alone, 71% of graduate students enrolled in at least one online course, and 52% of the total graduate students exclusively enrolled in online courses.
- In 2021, 78.5% of graduate students enrolled in at least one online course, and 52% of the total graduate students exclusively enrolled in online courses.
- Therefore, the dominance of online education in graduate studies is a persistent trend.

Primary Stakeholders:

- Students
- University Leadership
- School & Department Leadership
- Centralized IT
- Faculty
- Instructional Design
- Marketing
- Student Councilors & Administrators
- Program Directors

Key Steps:

- **Step 01:** Forming a task force to write the preliminary guideline
- **Step 02:** Drafting a guideline based on the expertise of the taskforce
- **Step 03:** Pilot Study with one existing in-person program
- **Step 04:** Finalizing the guideline and publishing it university-wide
- **Step 05:** Marketing the guideline throughout the university
- **Step 06:** Continuous Support and Training

Effectiveness Measures:

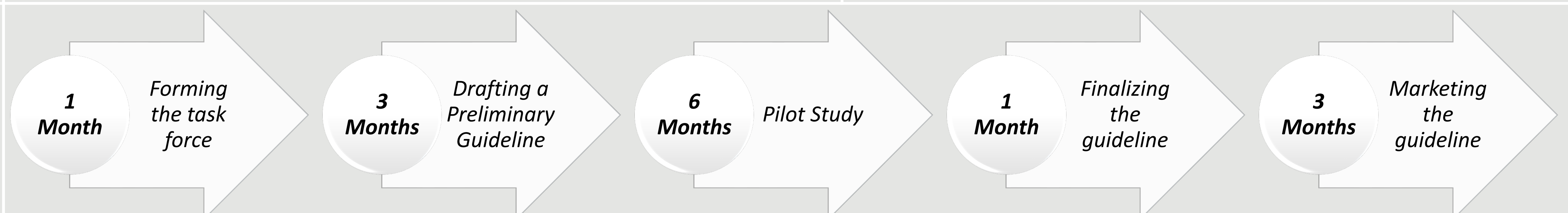
- Time for completion
- Pilot study results & feedback collected from the stakeholders
- Success rate of created online programs
 - Increased total enrollment
 - Low cannibalization rate
 - Increased revenues
 - Student retention rates
 - Student completion rates
 - Student satisfaction rates
- Number of programs that are using the guideline and supporting tools to create online programs
- Number of created online programs.

Communication/Engagement:

- Awareness Campaign through emails and one-on-one meetings with program directors.
- Creating a Canvas Shell, hosting the guideline and supporting material.
- Canvas could be used for continuous communication, reminders, and training events.
- Communication effectiveness could be measured through:
 - Number of downloads
 - Traffic on the training website
 - Number of programs that are considering creating online programs

Current Status/Future Directions:

- A sponsor to lead and champion the project.
- Forming the Task Force
- Selecting the Pilot Study
- Preparing the support and training infrastructure



Improving communication between RU-Animal Care and Faculty through targeted partnerships

Dr. Jeetendra Eswaraka, Associate Vice-President
Dr. Michael Zwick, Senior Vice-President for Research

Abstract:

Rutgers Animal Care (RUAC) manages all the animal facilities at Rutgers across all 4 chancellor units serving over 320 faculty. Communicating effectively with faculty users about changes in the regulatory landscape, services offered, new capabilities etc., is essential to accelerate the research. Currently communications through newsletters, emails, list-serve, website updates and user group meetings has not been very effective. A key issue could be the information overload through digital channels that faculty researchers get on a daily basis in their email boxes. An important goal will be to partner with the Chancellor units and faculty user groups to identify the methods of communication that has the highest penetrance among the research community. This project will look at partnering with RU-NB Chancellor unit to coordinate the dispersal of information with the faculty users. The assumption here would be that faculty are more likely to pay attention to information coming out of the Chancellor and local dean offices than from central offices. Also, by communicating with one voice with the local units we can avoid overload and ineffectiveness of information. Better more targeted information will result in timely actions that faculty researchers can take to maximize the services and resources provided by Rutgers Animal Care.

Primary Stakeholders:

- Animal Care team
- Faculty
- NB-Chancellor Unit
- Research Deans
- Graduate and Undergraduate students
- Post-Doctoral fellows

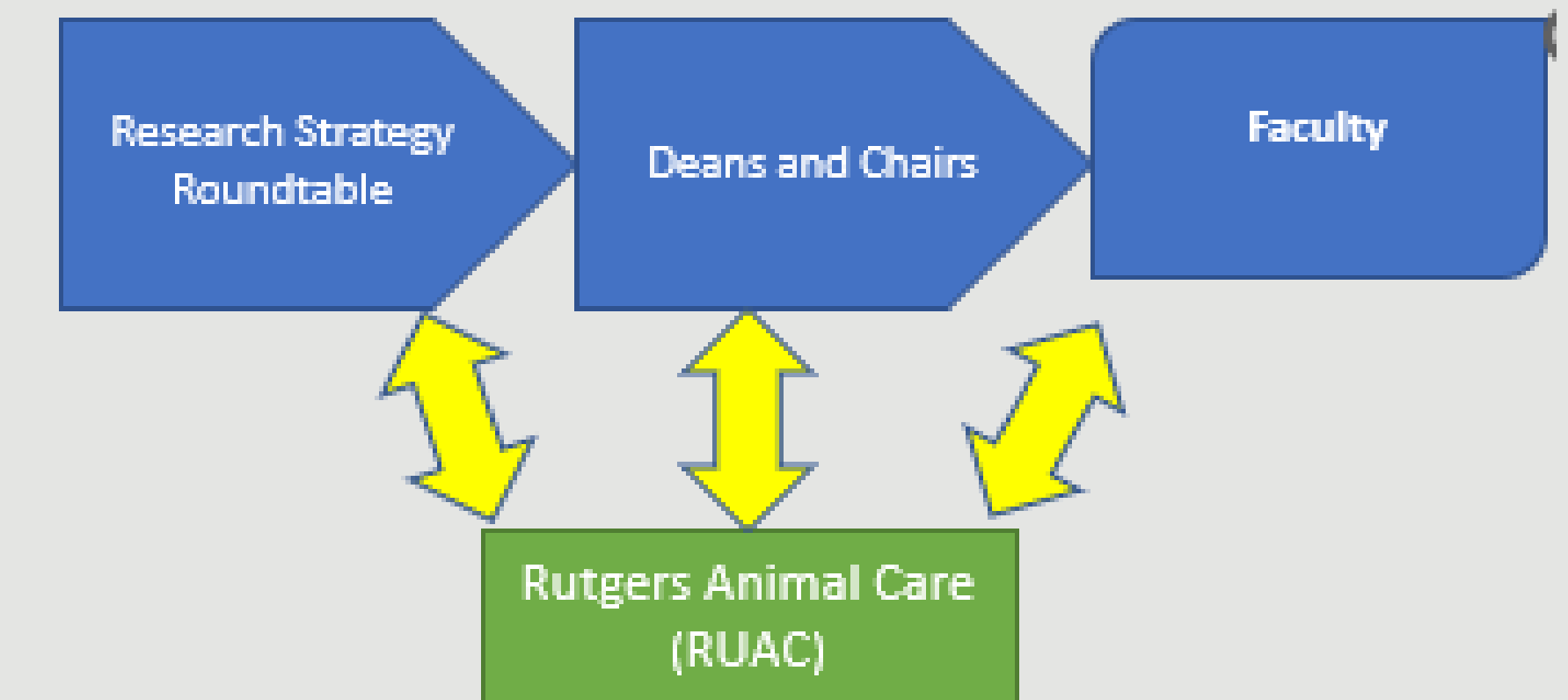
Key Steps/Activities:

- **Phase I:** Pilot with RU-NB CLU
 - Content development
 - Engage Leadership
 - Emails, newsletters, website, user group meetings
- **Phase II:** Evaluate and Expand
 - Qualtrics Survey
 - Website/newsletter clicks
 - Expand to other CLU's – RBHS, RU-Newark, Camden

Effectiveness Measures:

- **metrics** for how many users clicked on the message or viewed the newsletter.
- Poll or survey researchers using RU-NB regarding the knowledge about the message communicated in user group meetings. Provide a \$25 per diem incentive to encourage participation (Qualtrics survey under development).
- Data analysis of survey to measure effectiveness of the new communication method.

Communication/Engagement:



Proposed Timeline:



Current Status/Future Directions:

- Content development is ready for distribution
- Space policy has been submitted for input from stakeholders
- Quarterly newsletter has been published
- Meeting dates with administrators has been requested
- Expand this to RBHS in 2024, RU-Newark and Camden -2025

MAKING DELIBERATE PERSONAL CONNECTIONS BEFORE ENROLLMENT TO DECREASE “SUMMER MELT.”



Mandy Feiler, Assistant Dean for Admission and Enrollment Management, Mason Gross School of the Arts
Elizabeth O’Connell-Ganges, Associate Dean, Student Success Initiatives at Rutgers University

Abstract:

“Summer melt” occurs when admitted students who enroll and deposit at a college lose their motivation to attend during the summer between the end of high school and beginning of college due to lack of understanding, resources, support, guidance, and engagement. Statistics show that roughly 10% to 15% of the Mason Gross incoming class will withdraw prior to starting, don’t show up the first day of classes or only attend for a few weeks (maybe a month) in their first semester before leaving their program permanently. Students most impacted by this phenomenon are those who come from underrepresented populations, low-income families, or are first generation college students. These students don’t “melt” because they no longer want to go to college, instead they “melt” because they don’t have the resources, support, or knowledge to follow through on their plans. Students at risk for melting over the summer would benefit from the implementation of this proposal most, and a positive impact will also be felt schoolwide and by the larger university community.

Primary Stakeholders:

- Rutgers University
- Mason Gross School of the Arts
- Office of Admission
- Office for Advising and Students Success
- Community Arts
- Associate Dean of Equity
- Diversity and Equity Committee
- At risk students incoming students
- Department administration and faculty

Key Steps/Activities:

- Data Collection of summer melt, retention, and graduation rates over the last 5 to 10 years.
- Measure the impact of the above on different populations noting race, ethnicity, socio-economic backgrounds, EFC, financial need, high school districts, family circumstance, etc.
- Identify educator and counselor contacts in target school districts to cultivate relationships with.
- Benchmark peer institution practices and speak with peer leaders in student success and admissions to develop new practices and initiatives.

Effectiveness Measures:

- Collecting information in the following areas would provide sufficient data to measure the program’s effectiveness
- Enrollment and registration trends
 - Student feedback
 - Diversity of student population
 - Partnerships with educators and counselors outside of Rutgers
 - Retention vs. attrition
 - Graduation rates

Communication/Engagement:

- Develop a SharePoint site to foster transparency and allow various stakeholders access to data.
- Create a project management site on Microsoft Teams.
- Recommendations communicated through the SharePoint site, newsletters (emails) and faculty/staff meetings.
- Regular meetings with various stakeholders to update them on progress would also be beneficial to this initiative.

Proposed Timeline:

- January – April – collect data
- April/May – Present findings to key stakeholders
- May-August - Create and regularly meet with a steering committee of students, faculty, and staff to serve on the to develop and execute the project.

Current Status/Future Directions:

Since I started my new role last year, some initiatives through partnerships with the Advising and Student Success office at MGSA have set the framework for thinking about how to combat this issue in a way which is effective and efficient. Also engaging and learning more from my sponsor about her work in first year experience task force, student success initiatives and student retention will help provide valuable insight on how to launch a project based on data which will help cultivate its success.

Early Intervention Strategies Designed for Large Enrollment Courses To Encourage Student Success and Increase Faculty Engagement

RLA Fellow: Geeta Govindarajoo, Teaching Professor, Chemistry and Chemical Biology, Rutgers – New Brunswick
Project Sponsors: Stacey Blackwell, Senior Director, Rutgers Learning Centers
Deanna Acosta, Director of Integrated Academic Support Program, Rutgers Learning Centers



Abstract:

Student disengagement has increased in large enrollment courses and many students do not seek or use resources that would increase their chances for success in such courses. Faculty who teach such courses face an uphill battle trying to ensure all students are motivated while fulfilling their major responsibility of instructing effectively. This project centers on the plan of alerting students of help and resources available as well as benefits of using these resources early in the semester using surveys and the Learning Management system. Another component of the project provides a roadmap for faculty to guide students in this endeavor.

Primary Stakeholders:

- Students
- Faculty
- Department of Chemistry and Chemical Biology
- Learning Centers

Key Steps/Activities:

- Creation of Survey and Analysis, IRB submission
- Creation of assignment that ensures students study the syllabus
- List of interventions that can be paired with results
- Running a pilot program
- Presenting findings faculty in the department
- Creating a roadmap to help colleagues adopt model
- Working with the Learning Center to adapt model for different courses

Effectiveness Measures:

- **Student Component:**
 - Observing student engagement of survey and syllabus
 - Observing improvement in students' scores/participation initially identified as at risk
 - Tracking if students did utilize resources identified for them using exit survey
- **Faculty Component:**
 - Tracking faculty interest in project
 - Increasing faculty engagement in project
 - Tracking improvement in performance after implementation of project

Communication/Engagement:

- Regular meetings with the Learning Center during pilot program and larger implementation
- Discussion of results after first semester of implementation
- Recommendations transmitted to department during faculty meeting
- Special training session for faculty in large courses
- If IRB is submitted, results will be published.

Proposed Timeline:

- Summer-Fall 2023: IRB submission, creating initial survey and plan for analysis
- Spring 2024: Pilot project
- Summer-Fall 2024: Data analysis and expansion
- Spring 2025: Full Implementation

Current Status/Future Directions:

- The planning stage will commence Summer 2023 and continue through Fall 2023
- Project will run as a pilot in Spring 2024
- After data analysis, expansion plans to provide templates to other large courses in the CCB department, full implementation will commence Spring 2025

Rutgers Urban Novice Teacher Academy

LaChan V. Hannon, Director of Teacher Preparation and Innovation

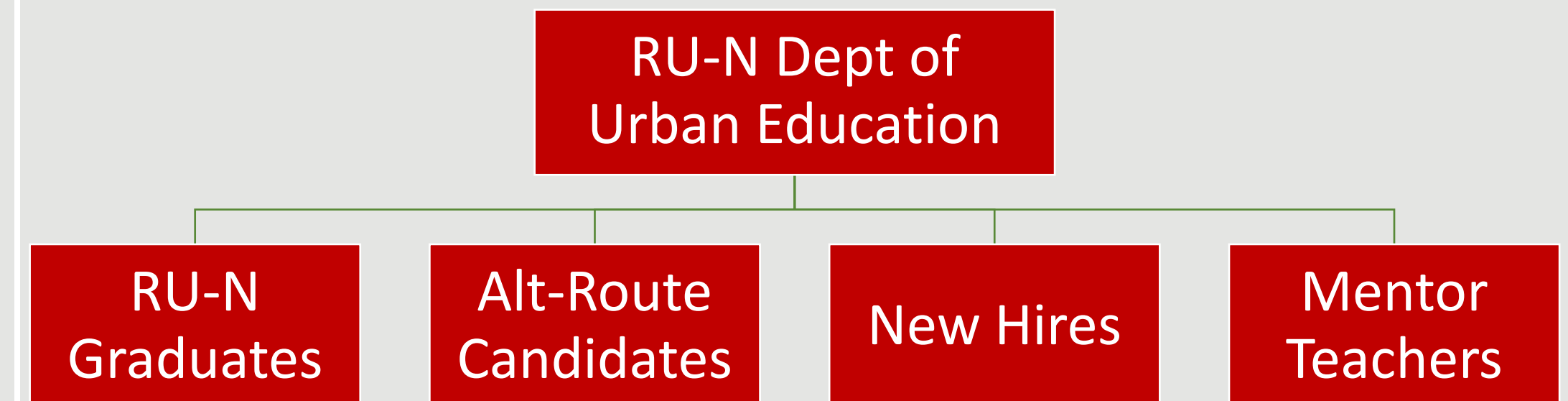
Lynnette Mawhinney, Chair Department of Urban Education and Robyn Ince, Executive Director NCLC



Abstract:

According to the National Center for Education Statistics (2017), we know that teachers of color are transitioning to other professions at higher rates than their white counterparts often citing **isolation and lack of support**. We also know that the number of students with diverse learning needs in public schools is increasing. The RUN Teacher Academy (Rutgers Urban Novice Teacher Academy) is a **three-year comprehensive support system** and professional development provider for new teachers in their first three years of teaching, with a commitment to supporting the specific needs of teachers of color in urban schools. This program aims to provide novice teachers of color with the **relational, pedagogical, and educational tools** to be successful and confident educators. This proposal addresses the need for **quality novice teacher preparation** and on-site mentorship through **continuing education**. Additionally, it will focus on teacher attitudes, dispositions, self-efficacy, and community-building as **key factors for success**.

Primary Stakeholders:



Key Steps/Activities:

- Increase the intentional support systems for teachers of color in urban schools through **cohort mentoring**
- Increase the retention rates of teachers of color in urban schools, while strengthening the pipeline for teachers of color in schools through **teacher collaboration**
- Increase the self-efficacy of teachers of color in urban schools through **professional learning opportunities**
- Support traditional and alternate route candidates through **teacher inquiry**

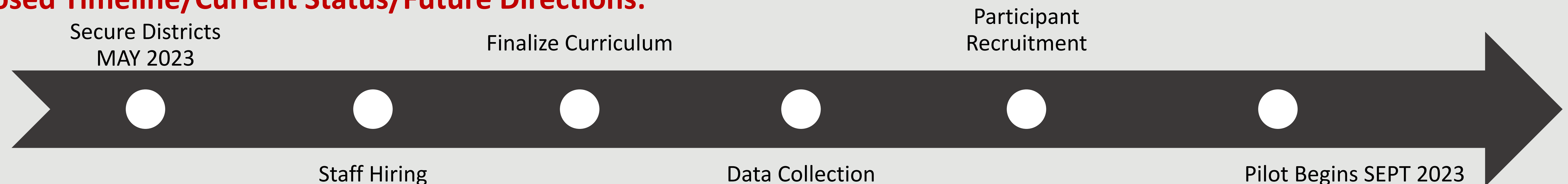
Effectiveness Measures:

- Self-efficacy assessment (administered 2x/yr)
- Review Retention Rates (yearly)
- Engagement Satisfaction Survey (after every meeting)
- End of Program Satisfaction Survey (yearly)
- Novice Teacher Job Satisfaction Survey (2x/yr)
- Mentor Teacher Job Satisfaction Survey (2x/yr)
- Employer Satisfaction Survey (yearly)

Communication/Engagement:

- The RUN Teacher Academy will be supported by a committee of stakeholders.
- Committee’s purpose is to provide formative feedback and recommendations to the program administrators for continuous improvement.
- The committee will convene quarterly.
- The committee will prepare briefs and presentations on the progress of the RUN Teacher Academy to local, state, and national audiences.

Proposed Timeline/Current Status/Future Directions:



Designing a Diversity, Equity, and Inclusion Agenda for the Rutgers Network for Affiliated Family Medicine Residencies



Jennifer R. Hemler, PhD; Director, Rutgers Network of Affiliated Family Medicine Residencies

Crystal Bedley, PhD; Senior Director, Tyler Clementi Center for Diversity Education and Bias Prevention

Abstract: Disparities in health and healthcare in the U.S. stem from centuries of racism and social injustice, the legacies of which are deeply entrenched in the current structures and practice of medicine. While residency programs attempt to address individual-level biases, few programs incorporate social justice curriculum or social science perspectives into training, which would help future doctors gain tools for understanding and addressing structural and systematic forms of racism, sexism, homophobia, and transphobia. Recently, the Accreditation Council for Graduate Medical Education issued new requirements for residency programs, emphasizing the need to understand and address structural and social determinants of health to promote health equity. The purpose of this project is to design a multi-level diversity, equity, and inclusion (DEI) agenda for the Rutgers Network of Affiliated Family Medicine Residencies (RU-NAMFR), a consortium of eight family medicine residencies across New Jersey, to help ensure future doctors have the skillsets they need to confront structural inequities and repair health inequities.

Primary Stakeholders:

- RU-NAMFR Residency Programs:
 - Directors
 - Faculty
 - Residents
 - Designated Institutional Officers
- RU Offices of Diversity and Inclusion
- Clinicians, researchers, and implementers working in the DEI space

Key Steps/Activities:

- Gaps analysis of existing DEI/social justice curriculum
- Survey publicly shared curriculum
- Create resource repository on our website
- Engage program directors and members
- Network with DEI thinkers and implementers
- Design resident- and faculty-focused workshops (e.g., R: use of race in medicine, patient SDH experiences; F: mentoring URM, creating an inclusive environment)
- Collaborate across chancellor-led units to share resources and workshops
- Cultivate DEI advisory group

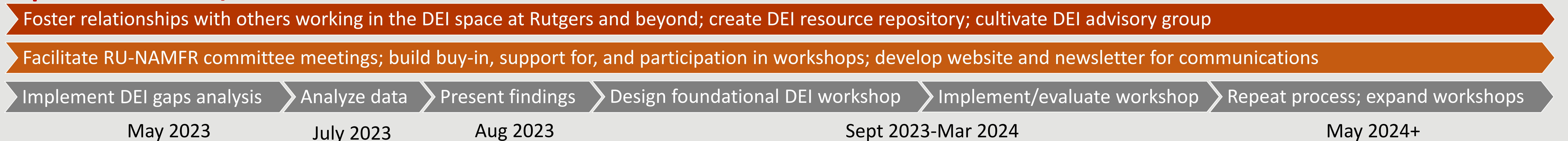
Effectiveness Measures:

- Consistent workshop evaluations to compare to each other and across time
- Annual residency survey to assess gaps and improvements
- Ongoing qualitative feedback during RU-NAFMR meetings with committees: program directors, operations, researchers, behaviorists, and coordinators

Communication/Engagement:

- Discuss during regularly scheduled committee meetings
- Have committees help design and/or implement different workshops
- Use internal-facing website for posting news articles, resources and tools and for interactive commenting; send quarterly newsletter through listserv
- Review evaluations with program directors and operations committee
- Hold quarterly meetings with DEI advisory group and/or informal check-ins and updates

Proposed Timeline/Current Status and Future Directions:



Developing Faculty to Enhance Wellness and Retention

Sabiha Hussain, MD MPH, Associate Professor of Medicine

Dr. Jag Sunderram, MD Chief of the Division of Pulmonary and Critical Care Dr Ranita Sharma Vice Chair Department of Medicine Robert Wood

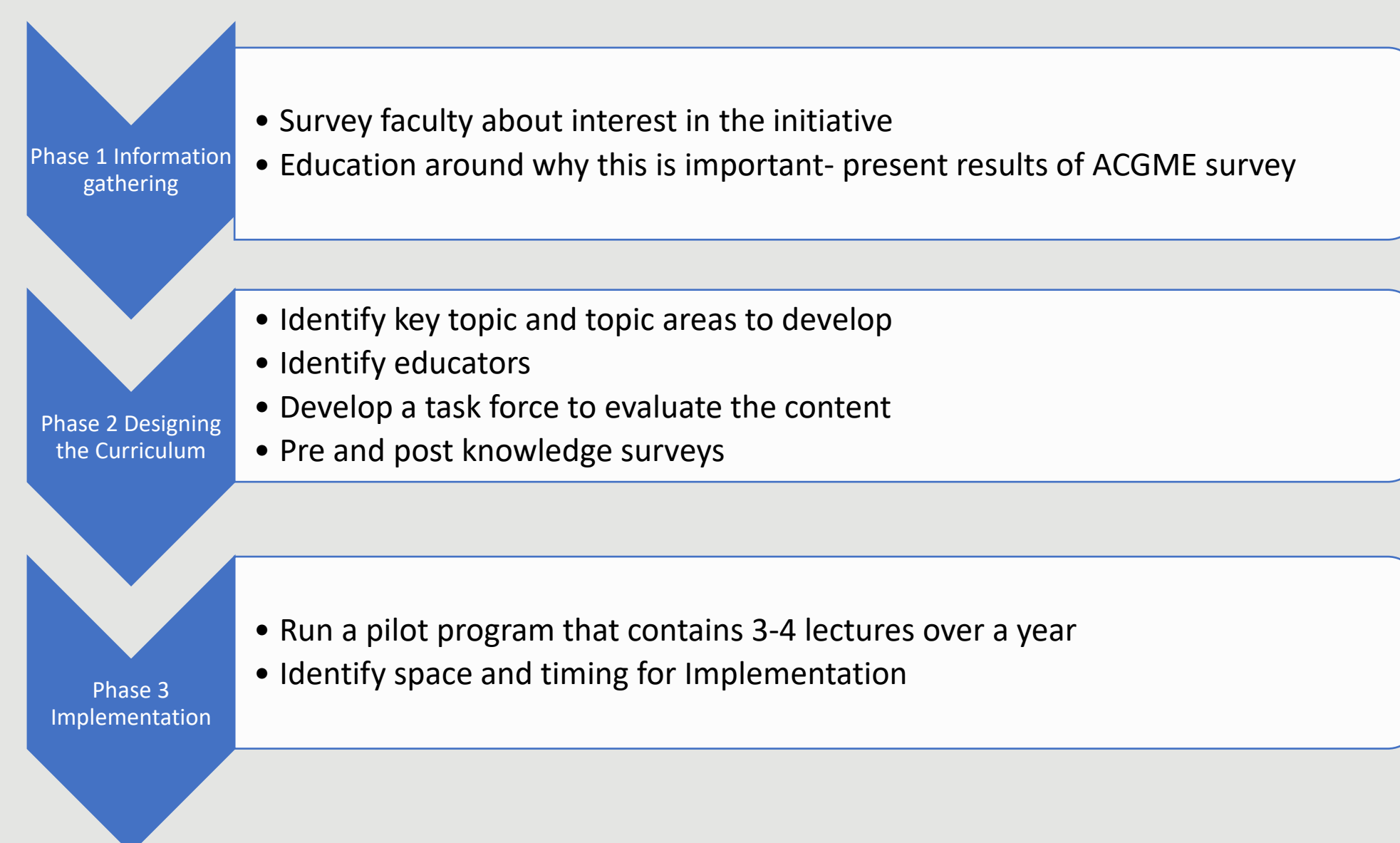
Abstract:

Intro: Graduate medical school surveys conducted yearly have **identified deficiencies** in pulmonary critical care faculty in areas related to teaching, procedure competency, engagement, and building a culture of inquiry among learners. This is resulting in poor outcomes in the training of future physicians, decreased retention at the institution, and decreased recruitment of highly sought-after fellowship candidates. The field of pulmonary and critical care medicine is ever-changing but due to its procedure as well as its knowledge demands keeping up can be a daunting task. **Proposed project:** To address these competencies, a **faculty development program** will be developed. This program will be based on a need assessment done by the faculty and the fellows. Duration and frequency will also be informed by the faculty surveys. **Outcomes:** Formative and summative assessments will reflect improvements in knowledge, procedure competency, improved wellness, and increased engagement with learners and academic peers. The program will result in increased **faculty retention, fellow recruitment, and allow for innovation and productivity** as well as divisional wellness. This will ultimately mean improved patient outcomes and improved quality of life for our faculty.

Primary Stakeholders:

- Faculty
- Fellows/ Residents/Medical Students- Department Chair/ Administration- Hospital- Improved health outcomes/decreased mortality/length of stay/more equitable care
- Patients
- Families/Community

Key Steps/Activities:



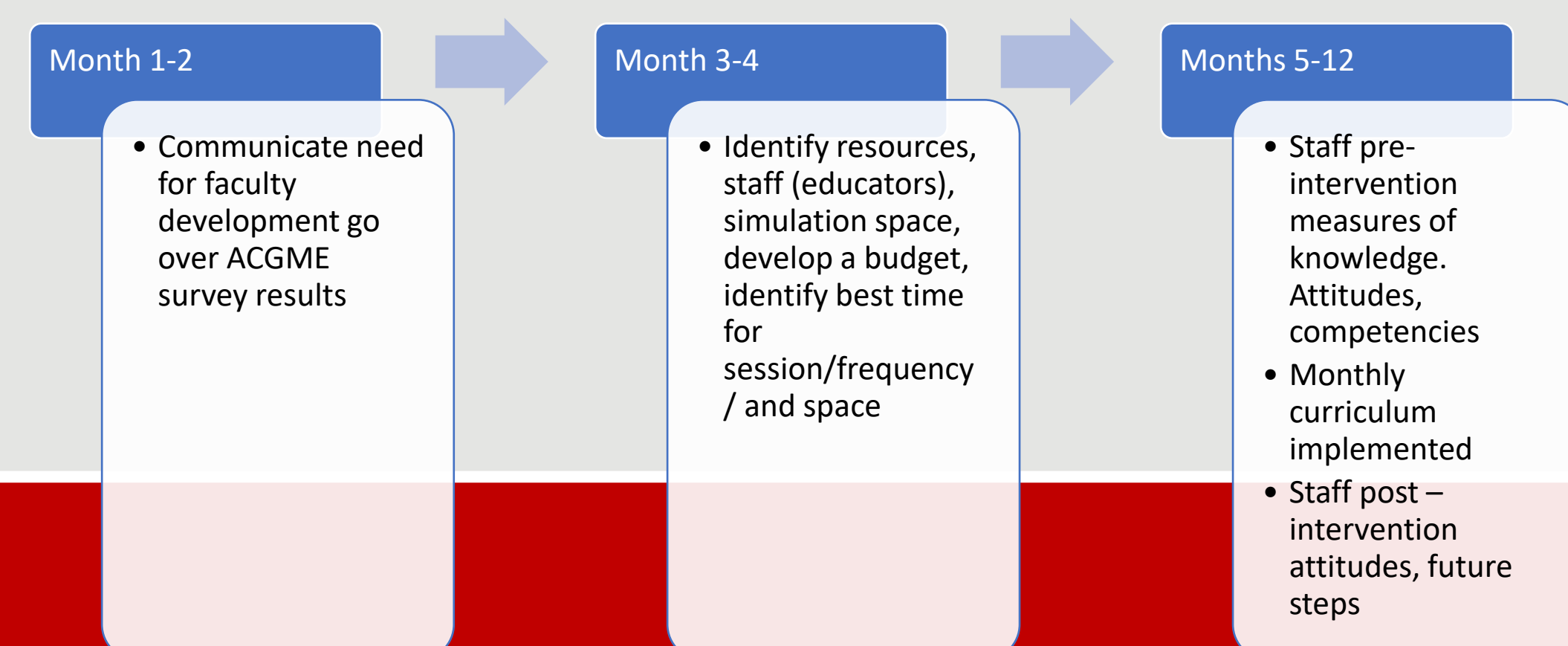
Effectiveness Measures:

- Number of individuals that fill out the needs assessment.
 - Number of individuals that attend the sessions..
- We will survey the fellows and faculty:**
- Faculty about sense of comfort with certain topics as well as procedural skills
 - Questions related to wellness and contentment in the job. Ease with supervision.
 - Fellows will be surveyed about faculty approachability, competency, their ability to foster a culture of inquiry.

Communication/Engagement:

- Biweekly Faculty Meetings
- Deans Newsletter
- Wellness sessions connected to learning
- (Pizza and drink events)

Proposed Timeline:



Current Status/Future Directions:

Curriculum in place- Sessions completed- Advances in Mechanical Ventilation
Simulation session for difficult airways
Epic optimization to make workflow more efficient

Future direction- Invited speaker- being supported by Division – May 17th- Noninvasive ventilation

ADVANCING THE BELOVED COMMUNITY

Chrissie King, Assistant Director
Sam Starnes, Associate Editorial Director



Abstract: <p>The primary goal for this project would be to design a program that would enhance the sense of belonging and Beloved Community within the Rutgers University-Camden Campus Center through phases of implementation. The Campus Center interacts with students, staff, and faculty daily, and we want them to feel like they have a safe, inclusive place where they belong on our campus. The Campus Center is the main hub of the campus. To enhance visitors' sense of pride and belonging, we need to implement projects that include updating our student wing, ensuring signage is updated, enhancing our Scarlet Lounge, updating hallways throughout the building, and ultimately bringing a Scarlet Raptor Statue to the front of our building.</p>		Primary Stakeholders: <ul style="list-style-type: none">•Students•Faculty•Staff•Alumni•Community Members•Perspective Students
Key Steps/Activities: <ul style="list-style-type: none">• Phase 1: East Hallway: renaming area, adding to artwork, reorganizing display cases, Pit banners, plugs• Phase 2: Main Lobby: land acknowledgement, update painting, updating tile floors• Phase 3: Scarlet Lounge: International Flags Art Project, Beloved Community Photo Project, Raptor Branding• Phase 4: Hallways: 2nd & 3rd floor artwork, lower-level painting, decals, branding• Phase 5: Raptor Statue	Effectiveness Measures: <ul style="list-style-type: none">• Survey to stakeholders• Focus groups with different groups of students: student employees, student clubs, Greek life students, resident assistants• Event specific survey	Communication/Engagement: <ul style="list-style-type: none">• Create Campus Center Chronicle monthly newsletter that can be shared with offices within the building• Create options for people to vote on what they want; Instagram the RU-C app, posters in the Main Lobby• Share with supervisor and campus leadership team
Proposed Timeline: <ul style="list-style-type: none">• Entire project completed by August 1, 2026, where we can unveil the Raptor Statue at fall Raptor Welcome	Current Status/Future Directions: <ul style="list-style-type: none">• Phase 1 is nearly complete. Have artist scheduled for mid-June to add final artwork• Phase 3: submitted for IDEA grant to receive funding for the international flags project• Phase 5: meetings scheduled, and project proposal being created to share with Arts Committee and Campus Leadership	

Geriatric Assessment of the Surgical Oncology Patient

Timothy Kennedy, MD, MBA (Surgery), Fred Kobylarz MD, MPH (Geriatrics)

Sponsors: Richard Alexander, MD. Chief Surgical Officer and Chief of Surgical Oncology, Rutgers Cancer Institute of New Jersey

David Howarth MD, MPH, Geriatric Fellowship Director, Rutgers Robert Wood Johnson Medical School

Abstract:

There has been a tremendous growth in the number of oncology patients undergoing surgical intervention due to the growth of the elderly population in the United States and the median age for cancer diagnosis being 66 years of age. In general, many of these geriatric patients have a variety of comorbidities and are debilitated given their underlying cancer diagnosis. Geriatric patients commonly undergo cardiology pre-operative risk evaluation to determine their cardiovascular risk profile. Unfortunately many of these geriatric patients have other cognitive, medical, psychosocial and functional issues that are not evaluated pre-operatively. The Comprehensive Geriatric Assessment (CGA) is a tool used by geriatricians to identify cognitive, medical, psychological, and functional limitations in order to develop a comprehensive risk profile regardless of chronological age. Components include age-friendly care principles 4M's (what matters, medication, mentation, and mobility). The goal is to develop a geriatric pre-operative risk assessment utilizing CGA's for geriatric patients undergoing surgical intervention.

Primary Stakeholders:

- Surgical Oncology Attendings at Rutgers Cancer Institute of New Jersey
- Geriatric Physician Attendings at Rutgers Robert Wood Johnson Medical School

Key Steps/Activities:

- Set up meetings between surgical oncologists and geriatricians to discuss and identify specific comprehensive geriatric assessment criteria most useful for pre-operative evaluation.
- Initiate a pilot program of 25 comprehensive geriatric assessments of surgical oncology patients and analyze impact on specific outcomes
- Expand the program and present data at national meetings in the field of surgical oncology and geriatrics.

Effectiveness Measures:

- Geriatrics: Number of patients evaluated
- Surgical Oncology: Percentage of patients referred for geriatric pre-op evaluation; percentage of patients who return to baseline CGA following surgery
- Electronic Medical Record documentation
- Comprehensive Geriatric Assessments with application of age-friendly care principles 4M's.
- Provider and patient evaluations
- Training of healthcare providers: physicians and interprofessional teams

Communication/Engagement:

- Create interest and support for the program.
- Build on RBHS (Rutgers Barnabas Health System) strengths
- Provide updates to key stakeholders

Proposed Timeline:

- January – June 2024: planning (develop program, pilot test, refine and evaluate)
- July 2024 – December 2025: Implementation and program performance evaluation, collect data and disseminate results.

Current Status/Future Directions:

- This program will run as a pilot and implemented in 2024.
- Based on results and feedback from primary stakeholders, this program program will be developed as sustainable program. Funding from external grants, philanthropy, and private foundations will be sought based on data from pilot.

Peer Mentorship Program for Neurodiverse Students

Ann Marie Latini, Head of Access Services

Mary Beth Daisey – Associate Chancellor for Student Affairs, RU-C , Erin Leuthold – Director of Disability Services, RU-C

Regina Koury – Associate University Librarian, RU-C



Abstract:

Neurodiverse students, including those with Autism Spectrum Disorder (ASD), are enrolling in higher education institutions at an increasing rate. While universities offer academic accommodations to support these students, the social aspect of college life is often neglected, leading to feelings of loneliness and isolation. This initiative proposes a pilot peer mentoring program at Rutgers University-Camden to address this issue.

The program aims to pair self-identified neurodiverse students with peer mentors, either undergraduate or graduate students, for a semester-long commitment. Mentors will provide guidance and support in two areas: executive functioning and social skills. The former includes navigating campus resources, registering for classes, and other academic tasks, while the latter focuses on helping students get involved on campus, attending club meetings, and fostering social connections. The program will begin with a kickoff meeting, followed by a mid-semester check-in and a semester-end review. Mentors will undergo a mandatory training session and receive periodic check-ins with an advisor.

Primary Stakeholders:

- Office of Social Justice and Belonging
- Office of Disability Services
- Chancellor’s Disability Advisory Council
- Paul Robeson Library
- Division of Student Affairs

Key Steps/Activities:

- Benchmarking: The first step involves researching and benchmarking what other local peer institutions are doing, identifying successful programs and best practices.
- Create a steering committee: A steering committee will be established with stakeholders from various departments on campus. This committee will help shape the program's mission, structure, timeline, marketing, communication, and assessment plan.
- Research funding options: The final step will be to research funding options for the program, which may include grants or partnerships with local organizations.

Effectiveness Measures:

- Pre- and post-program surveys: Surveys can assess the mentee's knowledge, attitudes, and self-efficacy before and after the program. Surveys can also assess the mentor's confidence and perceived effectiveness in supporting the mentee.
- Program evaluations: Program evaluations can assess the effectiveness of the program in achieving its goals and objectives, identifying areas for improvement, and measuring the program's impact on mentees, mentors, and the overall campus community.
- Focus groups: Focus groups can provide a deeper understanding of the mentee and mentor experiences, including their perspectives on the program's strengths and weaknesses.

Communication/Engagement:

- Email newsletters: Sending regular email newsletters to students, faculty, and staff can provide updates on the program's progress, share relevant news and events, and encourage participation.
- Information sessions: Hosting information sessions on campus can provide students with the opportunity to learn more about the program, ask questions, and meet potential mentors and mentees.
- Orientation sessions: Incorporating the program into new student orientation can introduce incoming students to the program, its goals, and how to get involved.
- Interdepartmental communication: Maintaining communication with relevant departments, such as Disability Services, Student Affairs, and Academic Departments, can increase support and participation in the program.

Proposed Timeline:

- Proposed roll out, Fall 2024

Current Status/Future Directions:

- Benchmarking peer institutions on best practices is underway. Development of the steering committee is the next step.

Recruiting and admitting more women to the Rutgers School of Engineering



RUTGERS

Center for Organizational Leadership

Ellen Lieberman, Ph.D., Associate Dean at Douglass Residential College
Courtney McAnuff, Vice Chancellor for Enrollment Services, Rutgers University

Abstract: Women remain underrepresented in engineering at no more than 25% of all students in engineering. This gender gap can be attributed to various factors, including changes in majors, transfer out of college, and stop-outs. Research studies have also identified other barriers such as limited educational routes, including out of prerequisite STEM classes in high school. This proposal aims to contribute to closing the gender gap and promoting diversity and inclusivity in engineering at Rutgers University. A task force will be formed comprise of individuals with diverse backgrounds and expertise to develop comprehensive, effective, and measurable strategies that address the needs of undergraduate women at the application, admission, and enrollment stages. By creating a more diverse and inclusive student body, e opportunities for women in engineering will be enhanced in a supportive environment.

Primary Stakeholders:

- Current and newly admitted women in engineering
- School of Engineering faculty and leadership
- Partners at Rutgers working to increase diversity
- Rutgers Undergraduate Admissions leadership
- Industry representatives
- Professional Engineering Societies
- High School STEM teachers and counsellors

Key Steps/Activities:

- Collect and present
- National data for women in engineering
 - Ratio of Rutgers applicants to admissions and to enrollment rates for men and women in engineering.
 - Best practices for the recruitment of women in engineering.
 - Conduct qualitative and quantitative studies
 - Form a task force with the mission to increase women in Rutgers School of Engineering
 - Develop a strategic communication plan
 - Engage stakeholders
 - Implement recommendations

Effectiveness Measures:

- 3-year comparison of the number of women who applied, were admitted, and enrolled in Rutgers SOE
- Quantitative climate survey for all students enrolled in the School of Engineering and review the data by gender. Identify significant differences.
- Qualitative survey of women from each class year in the School of Engineering to identify experiences.
- Compare retention and graduation rates (and years to graduation) for all women in engineering with the women enrolled in the Douglass women-only community.
- Future comparison of the above measures after interventions based on task force recommendations.

Communication/Engagement: Importance and benefits of diversity Strategies

- Website showing more women engaged in project and graduating from the School of Engineering
- Key messages that resonate with the various stakeholders.
- Communication channels that are most effective for each stakeholder group. (e.g.: Social media for prospective and current students vs. email for industry partners and alumni)
- Develop engaging content including photos, videos and testimonials from women in engineering

Proposed Timeline: by month:

- 1: Form task force
- 2-5: Data collection and research
- 6-9: Develop and present recommendations
- 10-12: Develop and implement communication plan
- 13-15 Implement recruitment and enrollment strategies
- 16-18: Evaluate effectiveness of strategies
- 19-20: Prepare and present final report

Current Status: Women comprise only 25% of students in the Rutgers School of Engineering.

Future: Enroll more women in Rutgers School of Engineering

- ✓ Implement feasible recommendations from the task force.
- ✓ Institute common application to increase the number of applicants
- ✓ Admit more women to the School of Engineering
- ✓ Incentivize women to commit to Rutgers for Engineering (possible fundraising for scholarships)
- ✓ Evaluate effectiveness of strategies

DESIGNING A TRAINING PROGRAM AT RU SON

RLA FELLOW: Reuel Mebuin; PhD. Grants & Contracts Specialist, ORSP

PROJECT SPONSOR: Kyle Warren; PhD. Senior Vice Dean. Rutgers' SON



Abstract:

Queen Elizabeth is quoted as saying; "It's all to do with the training: you can do a lot if you're properly trained." The objective of this project is to implement a training program in the School of Nursing (Newark, New Brunswick and Blackwood, New Jersey). Human capital and the set of skills they display play a critical role in the success and the future of organization (Al-Mzary et al; 2015)

The School of Nursing has identified opportunities in its training programs. Given the multi-campus nature of the School of Nursing and emanating from the merger of Rutgers University and the former UMDNJ, there are situations which lend themselves to non-standardization of work implementation across the school. Studies have concluded that how employees are trained could have an impact on their performance and even job satisfaction (Iqbal et al; 2014). Accordingly, the goal of this project is to create an advanced training program which culminates in a certificate issued by the School.

GOALS:

- To boost employee morale, loyalty, and employee retention
- To provide an opportunity for both formal and informal interactions among employees
- To increase the level of consistency of performance and service in the school where possible

Objectives:

- Employees will improve their personal performance related to technical systems utilized within the School of Nursing (SON)
- Administrative departments will better align with the school's overall mission as measured through assessment related to the strategic plan.
- Increased familiarity with processes outside of one's department

Resources:

- Training space Personnel
- Laptop & projector Finances

Areas of Training:

- Policies and procedures (Administrative)
- Customer service
- Use of technology for implementations
- Data driven decision making

Primary Stakeholders:

- SON's Human Resources
- Rutgers Leadership Academy (RLA)
- Research Financial Services
- Rutgers' ORSP Training Department

Effectiveness Measures:

- A brief pre and post assessment will be administered to measure a boost in employee morale.
- Use of focus group after the program's 1 year anniversary to evaluate departmental outcomes
- Use of trainer's feedback and/ or observation to measure success
- We will utilize results of the currently administered student engagement and satisfaction survey to determine changes in the quality of student experiences.

Proposed Timeline:

- Presentation of Project July 1st
- Data Collection & Analysis July 5th through July 30th
- Putting together training resources. August 15th

Current Status/Future Directions:

- This project is at the end of the design phase. The design will be finalized by May 15th, 2023.
- Preliminary feedback from the school is positive with excitement for the execution of the training program.
- We envision to fully implement this project in the Fall of 2023, followed by post implementation monitoring.

Scarlet Accessibility Project

Lauren Neitzke Adamo, Associate Teaching Professor, Director, Rutgers Geology Museum
 Maura Reilly, Director, Zimmerli Art Museum



Abstract:

One of the central pillars of the Rutgers University Academic Master Plan (AMP) is to promote scholarly leadership locally, nationally, and internationally through its exceptional teaching, research, and outreach. Rutgers is unique in that it not only achieves this goal through traditional research, teaching, and public policy forums, but also through informal educational methods, such as museums and public campus activities. While Rutgers has many programs to help educators to help educators and facilitators create fully accessible content for the classroom and some public content (i.e., integrated accessibility best practices for Rutgers websites, the built in “Ally” tool for course websites, and the Classroom Inclusivity Series from the Office of Teaching Evaluation and Assessment Research), no centralized resources exist to help program managers design and execute accessible content for museums, displays, on-campus public events, etc. As a University that prides itself on its rich diversity, much of the public facing content across all campuses fails to engage a large portion of the population that identifies as a person with a disability.

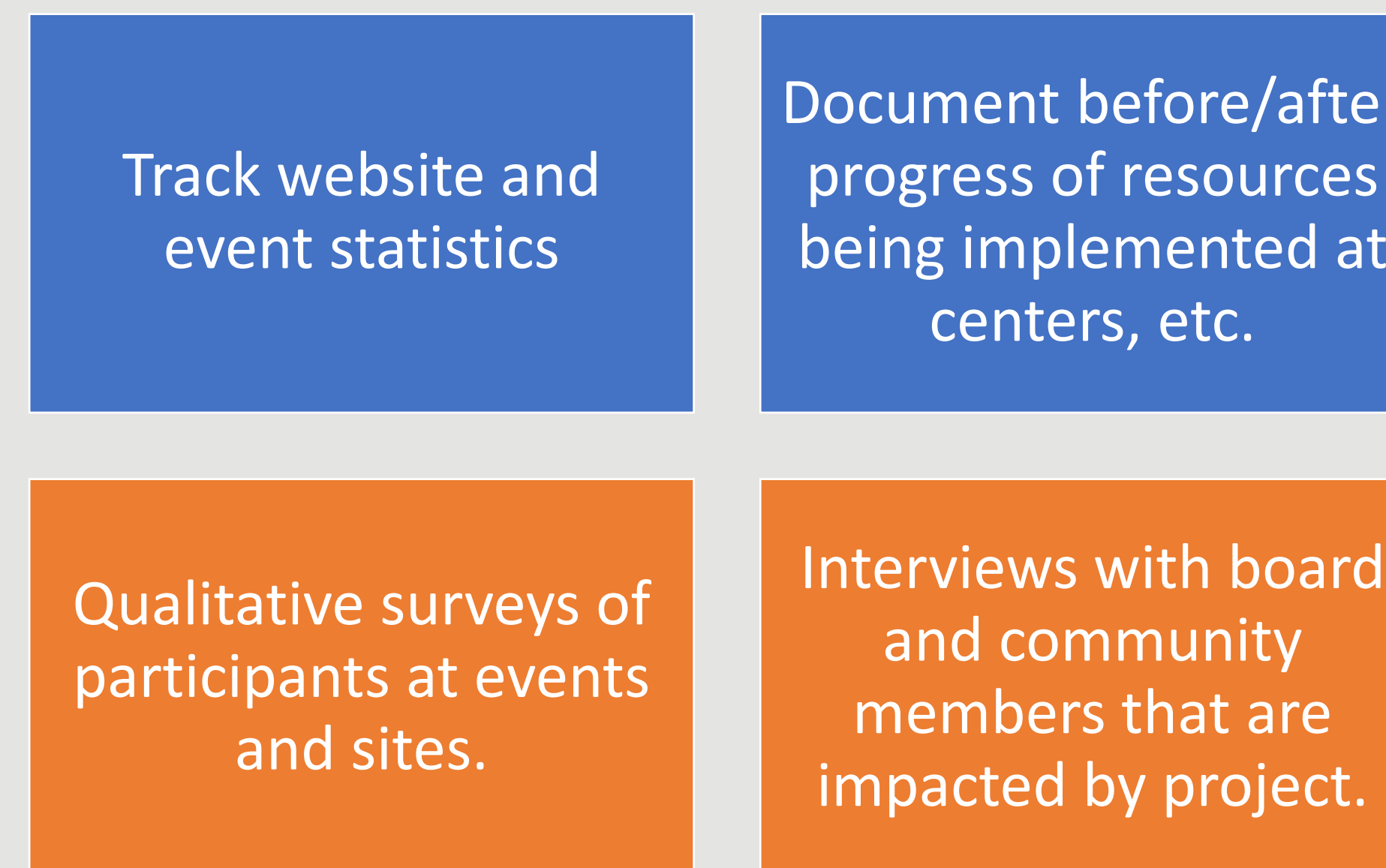
Primary Stakeholders:

- Staff and faculty of the Rutgers Geology Museum, Zimmerli Art Museum, the Rutgers Gardens, and the Rutgers Herbarium
- Office of Disability Services
- Zimmerli Art Museum ADA Panel
- Student Disability and Advocate Groups

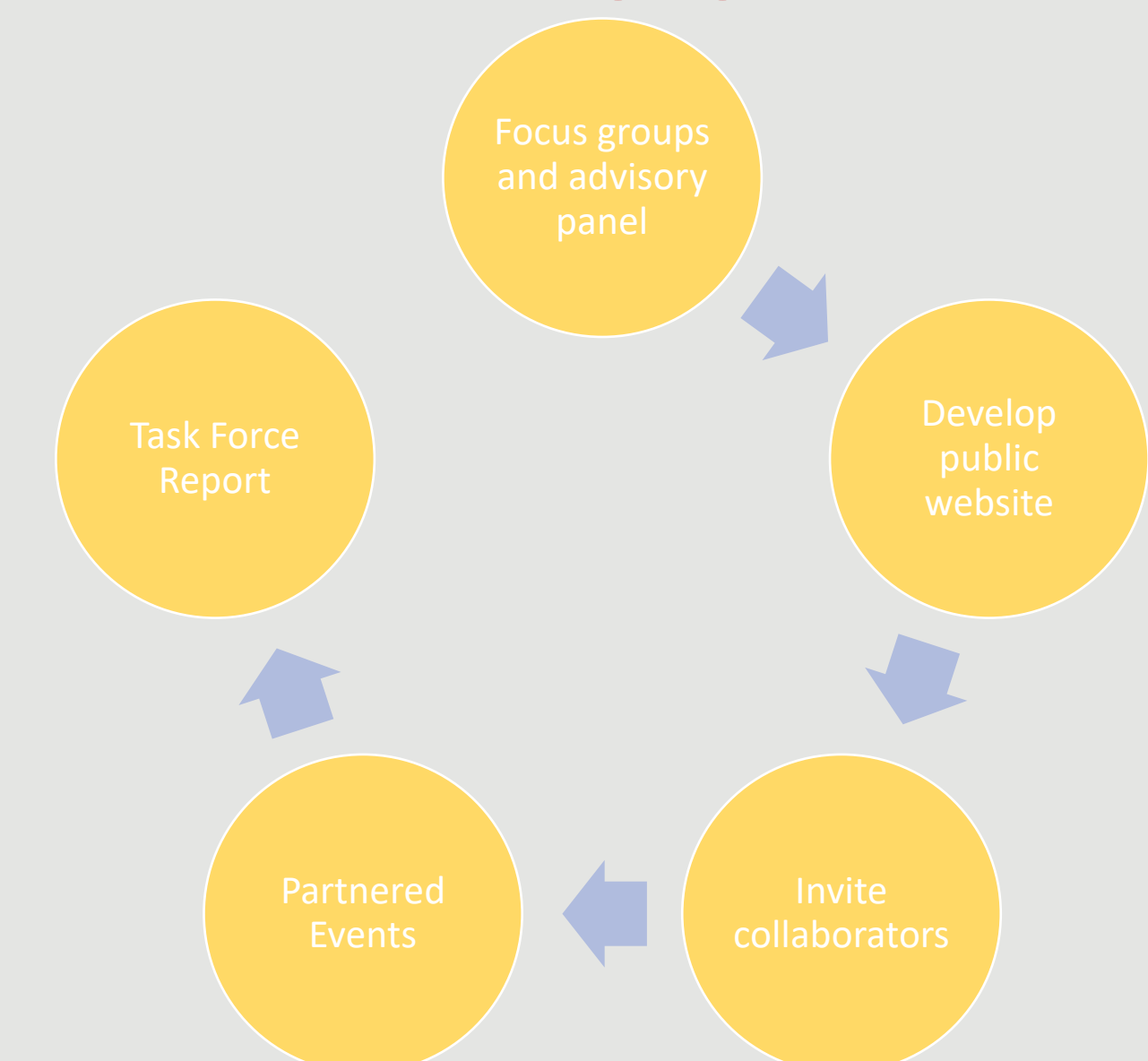
Key Steps/Activities:

- Solicit people to join advisory board and for focus group participants suggestions.
- Conduct initial interviews with board and participants to ID themes.
- Hold focus groups and compile data.
- Create public facing website with information, events, contact information, etc.
- Partner with Rutgers stakeholders to host events to promote resources and programs.
- Produce White Paper Report to be included in larger University Task Force.

Effectiveness Measures:



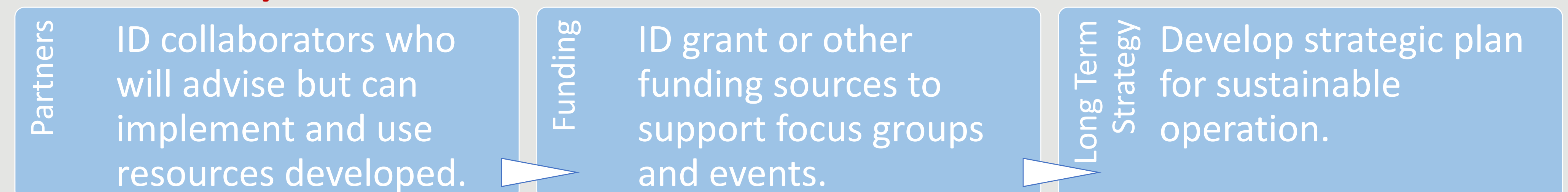
Communication/Engagement:



Proposed Timeline:



Current Status/Future Directions:



RUTGERS ART NETWORK

Cassandra Oliveras-Moreno // Administrator, Communications & Collaboration

Project Sponsor: Mary Nucci, Assistant Dean, Campus Engagement



Abstract:

While Rutgers University is brimming with visual arts venues and initiatives, there is a structural deficit in the connectivity of these endeavors. As a result, we may be missing opportunities to meaningfully engage communities in the creation and experiencing of art and robust visual content. This proposal also seeks to tap areas for growth including organizations such as the Chrysler Herbarium, that may not currently be hosting art programs but have the potential for cross disciplinary reach. Given that staff and resources are limited, there is much to be gained by these creative stakeholders connecting to create possible collaborations, future programs, presentations, and outreach. I propose to build a strategic network of Rutgers stakeholders working in visual art throughout the New Brunswick Campus with the goals of:

SOCIAL RELATIONSHIPS: To foster peer support system & potential for collaboration

OPEN COMMUNICATION: Sharing opportunities, resources around best practices & information about happenings

CENTRALIZING CONTENT: One common online interface for audience building

Primary Stakeholders:

- Faculty and Staff from across Rutgers NB with involvement in visual art, or interest to engage it
- Rutgers Museums
- Cultural Centers
- Academic Departments
- External Audiences/Communities

Key Steps/Activities:

- Inventory of collaborators/ prospective members
- Design survey to assess participant needs, interests, and expertise
- Assemble Advisory Committee
- Organize social mixers for members and their networks to meet in person at venues around the New Brunswick campus.

Effectiveness Measures:

- Compile **inventory of who has collaborated** or built relationships as part of an end-of-year survey
- **Engagement of Listserv:** Analyzing open and click through rates, volume of conversation threads and member activity via email provider
- **Attendance tracking:** sign-in at partner events to look for growth in audiences
- **Google analytics** to monitor traffic to the centralized web portal
- **Qualitative verbatims and feedback** may also be captured about participant experiences at mixer events.

Communication/Engagement:

- Personalized email and phone calls to prospective start-up members
- Survey distribution and analysis
- Two-way conversation, enabled by collaborative online email platform and small talk at events
- Microsite centralizing content about each affiliate organization to reach external audiences.

Proposed Timeline:

- **SUMMER 23:** Personalized outreach to contact list and survey distribution
- **FALL 23:** Kick-off listserv correspondence; Apply for grant funding; Launch Party at Mason Gross Galleries in October
- **SPRING 24:** Mixer in late March; End of year survey

Current Status/Future Directions:

- Start up list of contacts has been created; Asks to Advisory Committee pending
- Technology research is complete; Sharepoint and Teams to be activated as in-house resource.
- Future Directions: The birth of a new academic program or event series resulting from the network would be another way of tangibly pointing to the success of this incubator.

Expanding Community and Support in Undergraduate Nursing Programs

Stephanie Pfeifer, Program Coordinator
Dr. Kyle Warren, Executive Vice Dean



Abstract:

As early as 2012 the American Association of Colleges of Nursing (AACN) predicted a nursing shortage that would not plateau until 2030. Accelerated by pandemic related burnout, the significant decrease in skilled nurses has placed exponential stress across undergraduate nursing programs. While nursing preparatory programs face unprecedented pressure to recruit, prepare and produce new nurses, learning support mechanisms struggle to scale at an pace commiserate with increasing academic need. As a result, learning support is often reactionary rather than proactive.

The School of Nursing benefits from an imbedded network of academic and social support, closely coordinated with didactic and clinical faculty. In early 2021 the onset of a revised nursing curriculum introduced the Academic and Professional Seminar for first year students. The seminar, which establishes nursing school expectations, academic support and engagement resources, does not currently provide a natural connection to second semester or sophomore year support. In fact, outside of peer mentor activities and voluntary peer tutoring, first year students have limited connectivity with the School of Nursing post first semester.

The creation of bridge programming will supplement the objectives of the Academic and Professional Seminar. By designating existing mechanisms in a system similar to cluster advising, students will benefit from a cohesive community including academic advising, academic coaching, peer mentoring and peer tutoring. This structure will increase the sense of belonging in first year students through the natural continuation of support offered in the seminar course. In subsequent semesters, tailored resources will support the continued growth of students with opportunities for small group tutoring, course specific remediation and success workshops, all of which anticipate common progression challenges within the nursing program.

Key Steps and Activities:

- Institutional research of program progression and key stress points.
- Development of the bridge structure
- Creation of the cluster support network structure
- Presentation of findings and program modifications.

Effectiveness Measures:

To evaluate the bridge program, a time-series design will compare historical data from pre-bridge cohorts in Fall 2021/2022 to those participating in bridge programming 2023/2024.

- Goals Project Assessment
- HESI A2/ A&P Reading Comprehension Assessment
- Involvement Survey
- Faculty/Staff Referral Assessment
- Student Progression Data Evaluation

Communication/Engagement:

- During the first Baccalaureate meeting of Fall 2024, Faculty members will be introduced to new bridge programming, including marketing materials that can be posted within course Canvas shells.
- Students will be introduced to bridge programming during the Academic and Professional Seminar course in Fall 2023.

Current Status/Future Direction:

The project has received pre-approval for initial implementation during the Fall 2023 semester for first year students. Program development is underway in preparation for student staff training, initial coordination meetings with key SON Student Affairs partners and appropriate Deans. A full introduction will be developed for the undergraduate baccalaureate faculty in advance of the Fall semester.

Key Stakeholders:

- School of Nursing
- Nursing students in the first and second year of the program
- Nursing faculty and staff

Proposed Timeline:



Accessibility: The Forgotten Piece of DEI

Cindy Poore-Pariseau, Ph.D., Director, Disability Services

Crystal Bedley, Ph.D., Director, Tyler Clementi Center for Diversity Education & Bias Prevention



Abstract:

Rutgers' mission includes a dedication to "teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live." In order to meet this goal, we must proactively include **ACCESSIBILITY** in our diversity, equity and inclusion efforts (DEI). **Our efforts are insignificant if people at the table cannot effectively access and use the information and/or space necessary to be an active part of the discussion.** Although Rutgers' definition of equity includes the word access, experience has shown that accessibility is often an afterthought. For example, event advertisements are often not accessible and rarely do advertisements specify how to request accommodations. **The needs of the disability community must be proactively considered** in the development/planning process of programs, services, solutions, clinical care and purchases. Benchmarking will be used to provide feedback about where/how improvements can be made.

Primary Stakeholders:

All who interact with Rutgers including:

- Students and their families,
- Faculty and Staff,
- Community members,
- University/community collaborators
- Vendors

Key Steps/Activities:

- Identify who will be contacted for benchmarking (universities, community/government agencies);
- Produce relevant survey
- Collect and evaluate survey responses
- Responses will be used to inform next steps,
- Collaborate with DEI and other stake holders on action plan to proactively imbed accessibility into DEI efforts

Effectiveness Measures:

- An increase in University wide proactive accessibility measures
- DEI changed to DEIA to remind University wide constituents that accessibility is an important part of DEI

NOTE: *the addition of "A" is for a reminder to the University community as a whole and not meant to call out DEI offices themselves*

Current Status/Future Directions:

Disability-Negative Associations	Diversity-Positive Associations
Enforced	Willingness
Group with little or no value	Valued Identity
Excluded/Segregated	Included/Integrated
Compliance	Culture
Accommodations	Universal Design

Proposed Timeline:

- Benchmarking completed by end of Fall 2023
- Recommendations proposed by end of Spring 2024
- Assess efforts/changes from June 2024-June 2025

Communication/Engagement:

- Quarterly emailed updates on progress to RBHS Leadership and DEI (university-wide) leadership
- Zoom meetings as necessary

Linguistic and Cultural Mediation Service at Rutgers University



RLA FELLOW: Laura Ramírez Polo, Assistant Teaching Professor, Coordinator of Translation and Interpreting Activities

SPONSOR: Nela Navarro, Department of English-Writing Program, In-Service Program Coordinator@ Language Engagement Project (LEP)

CO-SPONSOR: Thomas Stephens, Faculty Director of The Language Center

Abstract:

This project aims to both **develop a professional unit** that both **addresses and specializes in meeting the Rutgers' linguistic and cultural needs** of the Rutgers community. The new Unit will centralize and expand all language and cultural services and **offer customized services based on the specific needs of the Rutgers community**. These **services will be provided by language professionals, and at a competitive price**. This new unit will not only be an internal Rutgers entity addressing the language needs of our community, but it will also offer **consultancy services to analyze, assess, and recommend the best solutions for specific projects**.

The implementation of this proposal will enable this unit to **address the lack of diverse linguistic and cultural needs of the Rutgers community** by offering a centralized entity that will work with the requests directly or redirect them to appropriate partners. This will significantly **increase the efficiency, satisfaction, and engagement of both users, and providers**. It will also enhance and showcase Rutgers's commitment to diversity and community engagement.

Primary Stakeholders:

- The Language Center
- Language Departments within SAS
- Dean of the Humanities
- Office of Disability Services
- Office of University Equity and Inclusion
- Division of Diversity, Inclusion, and Community Engagement
- University Procurement Services

Key Steps/Activities:

1. Survey to collect data. **Stage: waiting for the Dean's feedback.**
2. Analysis and implementation of results to proposal.
3. Human and Material Resources Funding Needs: Analysis and Securing
4. Develop a communication and marketing plan
5. Develop and implement quality control measures and control mechanisms (see **Effectiveness Measures**).
6. Develop in-house IT solutions needed for launch the of The Service.
7. Develop workflows for the functioning of The Service.
8. Run a pilot with limited number of services and languages.
9. Evaluate the pilot experience and make the necessary adjustments.

Effectiveness Measures:

- **Process Standards**
 - **ISO 17100:2015:** International Standard for the provision of translation Services
- **Client Satisfaction:** Quality Survey (for each service and yearly)
- **Quality of product**
 - **Implementation of Quality Norms:** ASTM F257514, Standard Guide for Quality Assurance in Translation, ASTM WK54884, Standard Practice for Linguistic Quality Assessment Framework, ASTM F2089-15, Standard Practice for Language Interpreting
- **Employee Satisfaction:** Surveys and Interviews

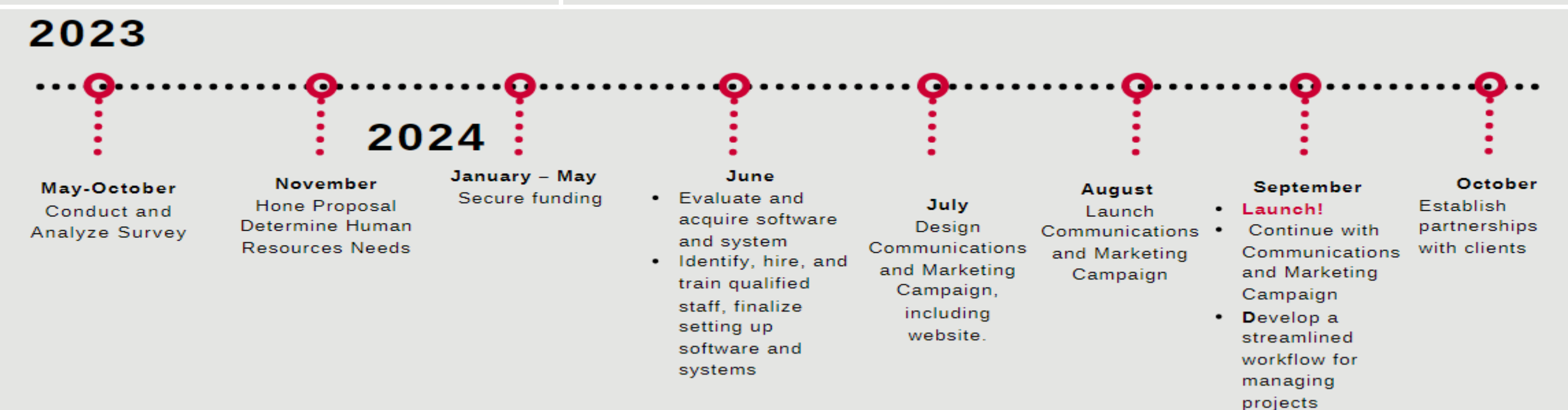
Communication/Engagement:

- **Stakeholders:**
 - Clients and potential clients
 - Vendors and employees
 - Sponsors and Institutional Stakeholders
- **Communication Channels:**
 - Email
 - Translation and Content Management System
 - Website
 - Social Media
 - Progress Reports
 - Meetings
 - Feedback Mechanisms
 - Documentation

Current Status/Future Directions:

- Proposal finished
- **Waiting for Humanities SAS Dean's feedback on survey and proposal**

Proposed Timeline:



Abstract:

In many cases, faculty members who take on administrative positions have little to no training and often no tangible or updated reference materials to aid them in their transition or doing their job. Even faculty members who have served in the role of Chair or Program Director will be met with new systems, personnel, and procedures upon resuming that position. In essence, this project addresses that problem through the creation of a job book template for faculty leadership positions. This template will be modular as not all jobs are the same, but will share common elements regarding academic calendars, budget processes, human resources, etc. Ultimately, it will be a template that academic leaders continually add to and revise.

In addition to being a day-to-day resource, this job book will compile and transmit valuable institutional knowledge (often lost upon leadership transition) and relieve administrative assistants and other workers of having to do significant onboarding work beyond their job responsibilities. This will facilitate faculty leader effectiveness by allowing them to focus their time on other duties including medium and long-term planning to improve departments and programs.

Primary Stakeholders:

- Academic administrators (Deans, Chairs, PDs, Advisors, Dept. Admin)
- Full and part-time Faculty
- Students

Key Steps/Activities:

- Soliciting key info from current leaders and supervisors so that the template can be deployed in different programs, depts., and disciplines
- Gathering and collating common elements (ie: academic calendars, contract renewal dates)
- Circulating drafts and receiving feedback from stakeholders
- Develop and implement a pilot program

Effectiveness Measures:

- Assess challenges, successes, and possible changes via:
 - Written qualitative feedback from users
 - Stakeholders and user discussions and focus groups to assess challenges, successes, and possible changes

Communication/Engagement:

- Deans and other academic leaders must be briefed and encouraged to promote the job book among their academic leaders

Proposed Timeline:

- Year 1 – Create template
- Year 2 – Pilot
- Year 3 and 4 – Revision and distribution

Current Status/Future Directions:

- Template is being created
- Once piloted and revised, it will be widely distributed for use
- Periodic feedback and revision for standardized template

Refining the Admissions process for the Clinical Psychology PsyD program at Rutgers' Graduate School of Applied and Professional Psychology

Shireen L. Rizvi, PhD, Professor of Clinical Psychology, GSAPP
Sponsor: Courtney McAnuff, Vice Chancellor for Enrollment Management



Abstract:

The clinical psychology doctoral program (Clinical Psychology PsyD) at Rutgers' Graduate School of Applied and Professional Psychology is one of the most selective programs for admission at the University. For a variety of reasons, the number of applications to the program have skyrocketed in recent years. The past three years, we have received about 1,000 applications for 20 spots which has created an unsustainable burden on faculty reviewers. The goals of this capstone project will be to develop a new process for reviewing applications to the Clinical PsyD program with an eye toward sustainable practices. Specifically, in collaboration with stakeholders, the new process will involve enhanced information about admitted students on our departmental website, additional screening questions in the Salesforce portal, and the development of a pre-screen process that doesn't involve faculty time. This new process will be implemented for the 2024 admission cycle.

Primary Stakeholders:

- Prospective Applicants
- Applicants
- Application Reviewers (faculty and alumni)
- Salesforce administrators
- Department administrative assistant

Key Steps/Activities:

1. Collect data on last 3 years of applications [Done.]
2. Get feedback and ideas from colleagues to get their views and opinions about the process. -[Done.]
3. Talk to mentor about the pros/cons of creating a new system that might reduce the number of applications to the program and other ideas for streamlining process. [Done.]
4. Come up with an initial proposal for changes to our application and present to department faculty. [Currently in progress- to be presented at end of April/early May.]
5. Incorporate feedback from faculty.
6. Finalize proposal for changes to be implemented for the 2023-2024 application cycle.

Effectiveness Measures:

- Average amount of time spent reviewing applications should decrease.
- Qualitative survey of applicant reviewers in order to obtain anonymous feedback about our new methods and whether they are perceived as helpful or detrimental

Communication/Engagement:

- Ongoing discussion at bimonthly departmental meetings
- High priority agenda item throughout the next admission cycle
- Feedback will be solicited at each meeting

Proposed Timeline:

- Updates to website and Salesforce portal by June 2023
- Application due date: 12/1/2023
- Execution of new strategies for review of applications: December - January
- Selection of short-list: February 2024

Current Status/Future Directions:

- The discussions for potential changes are underway and website redesign is in progress.
- Current faculty and staff are on board for implementing new strategies/screening processes.
- The success of this application cycle will inform future years.

Holistic Advising 2.0: Evaluating Post-Pandemic Advising Impact

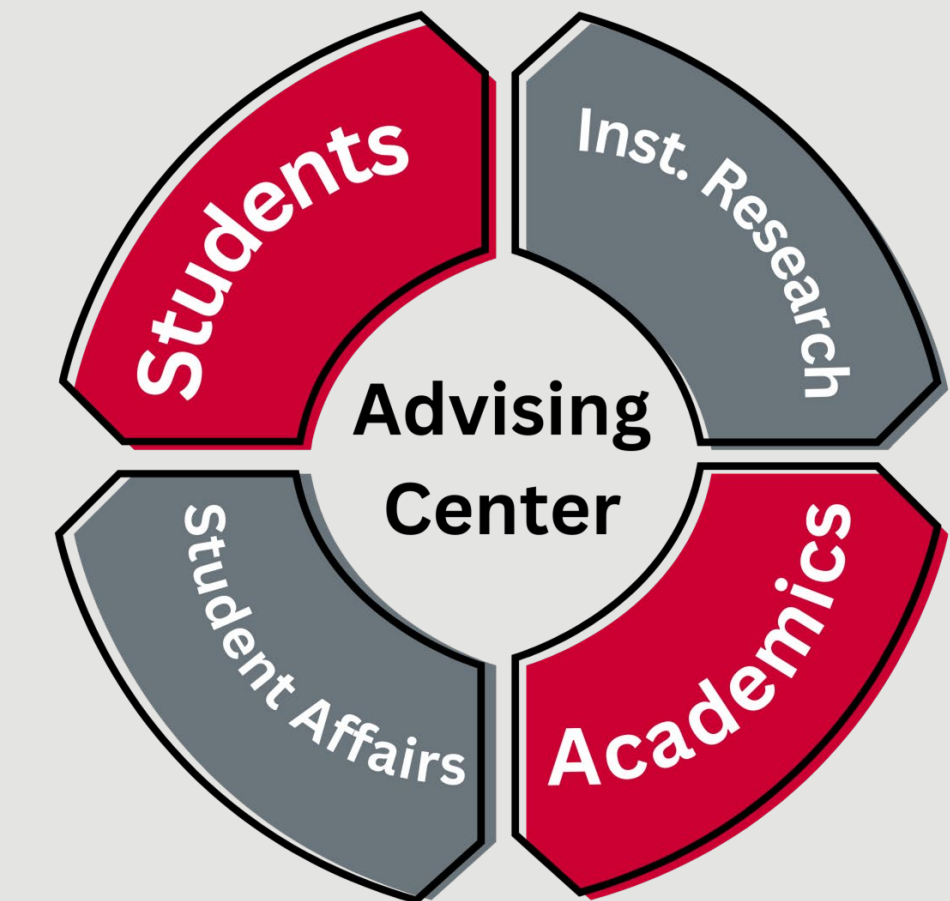
Fellow: Brittany Robischon, Acting Director - School of Nursing Advising Center
 Sponsor: Kyle D. Warren, Ph.D, Sr. Vice Dean - Administration & Student Affairs



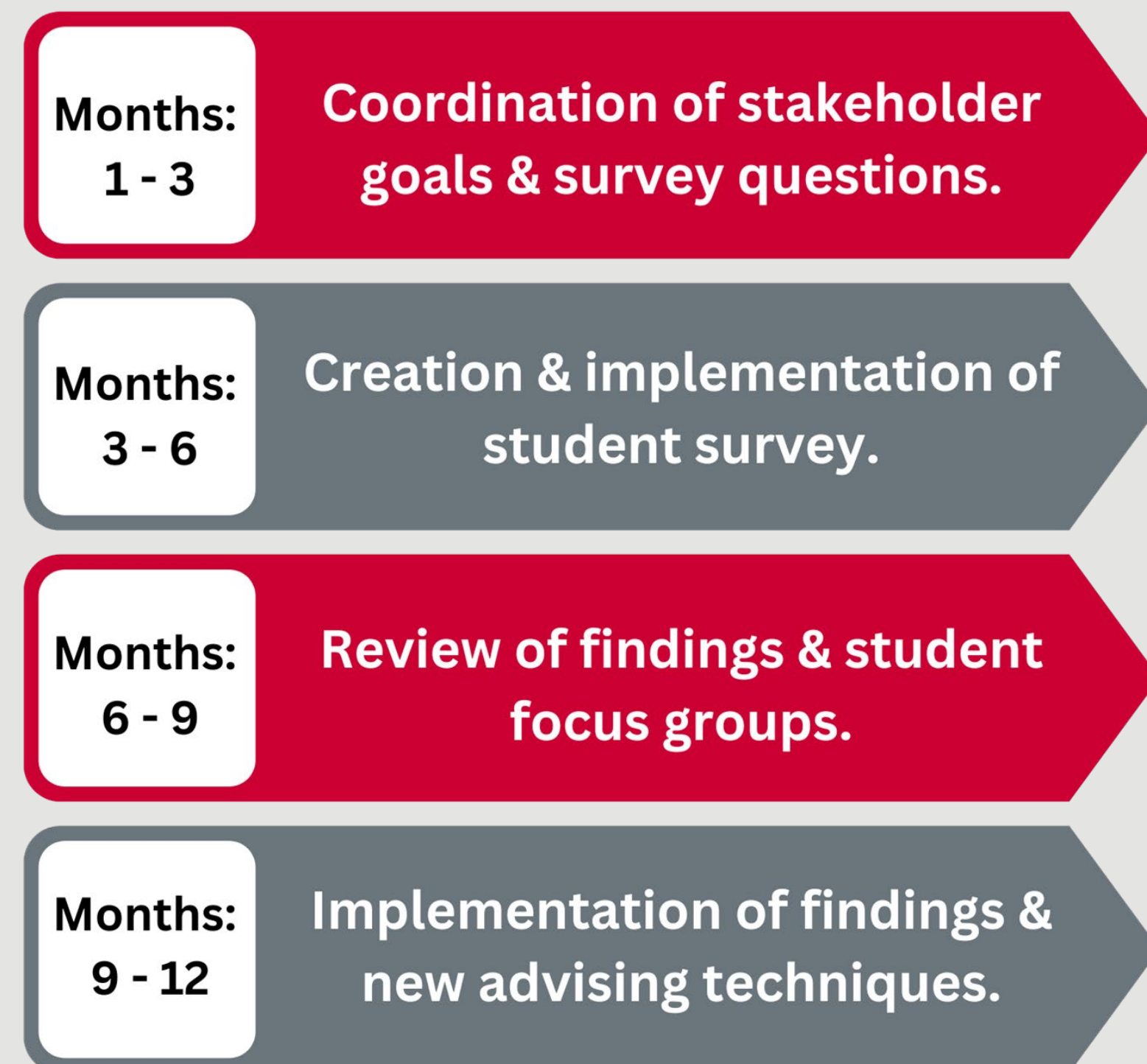
Abstract:

By conducting a needs assessment with current School of Nursing students the hope is to identify the root causes of decreased student participation in advising, and the increased withdrawals/transfer rates among sophomores and juniors. By incorporating student input, and reevaluating academic advising processes, this project hopes that the School of Nursing Advising Center can improve efficiency, student satisfaction, and retention rates. It is important to ensure that advisors & student affairs professionals are adapting to the changed landscape of higher education and prioritizing student success. This needs assessment proposal is expected to benefit not only the students but also the administration in terms of tuition and budget considerations by supporting students through degree completion. With proactive measures our goal is to ensure current, effective advising and student engagement in the evolving higher education landscape.

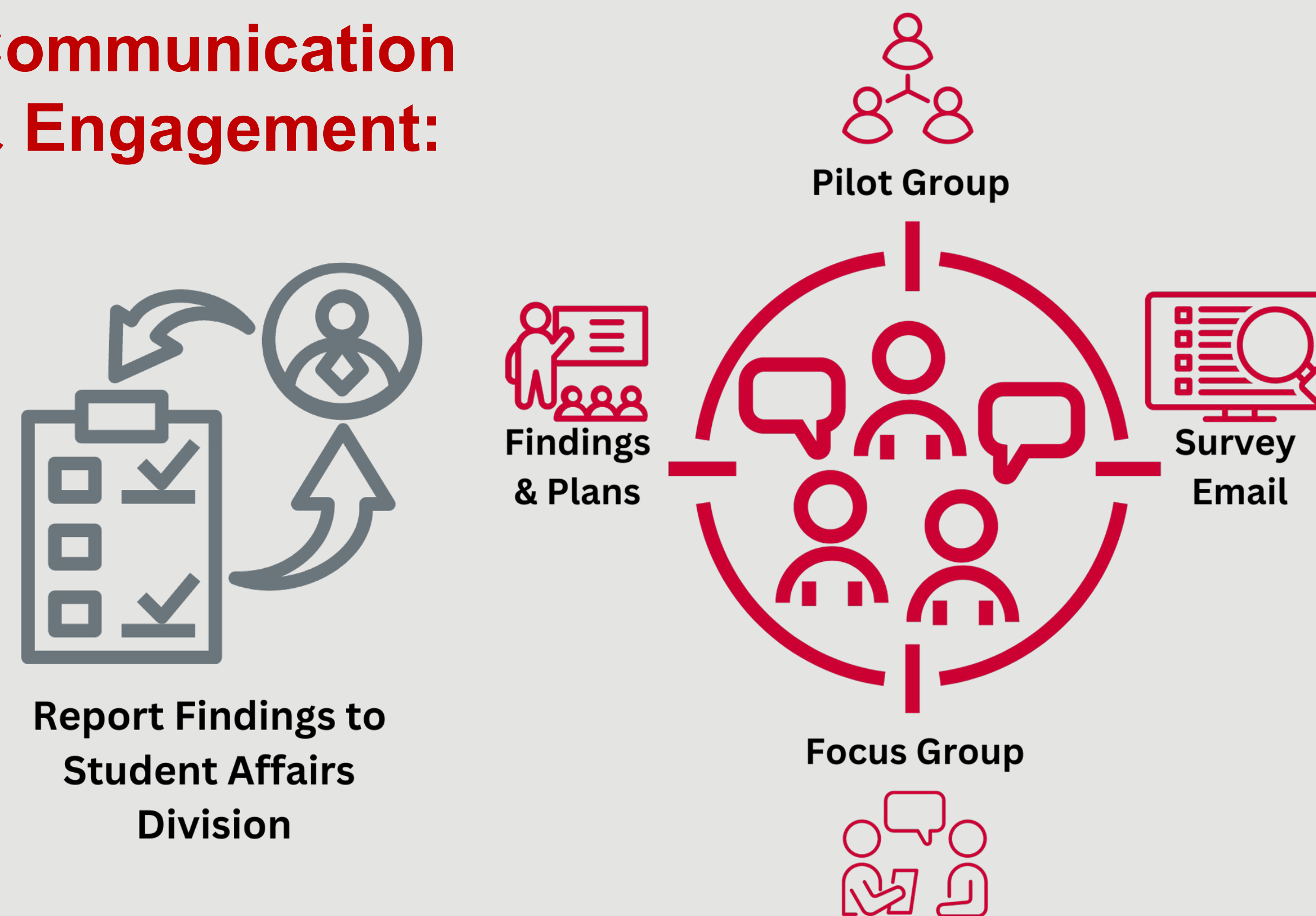
Primary Stakeholders:



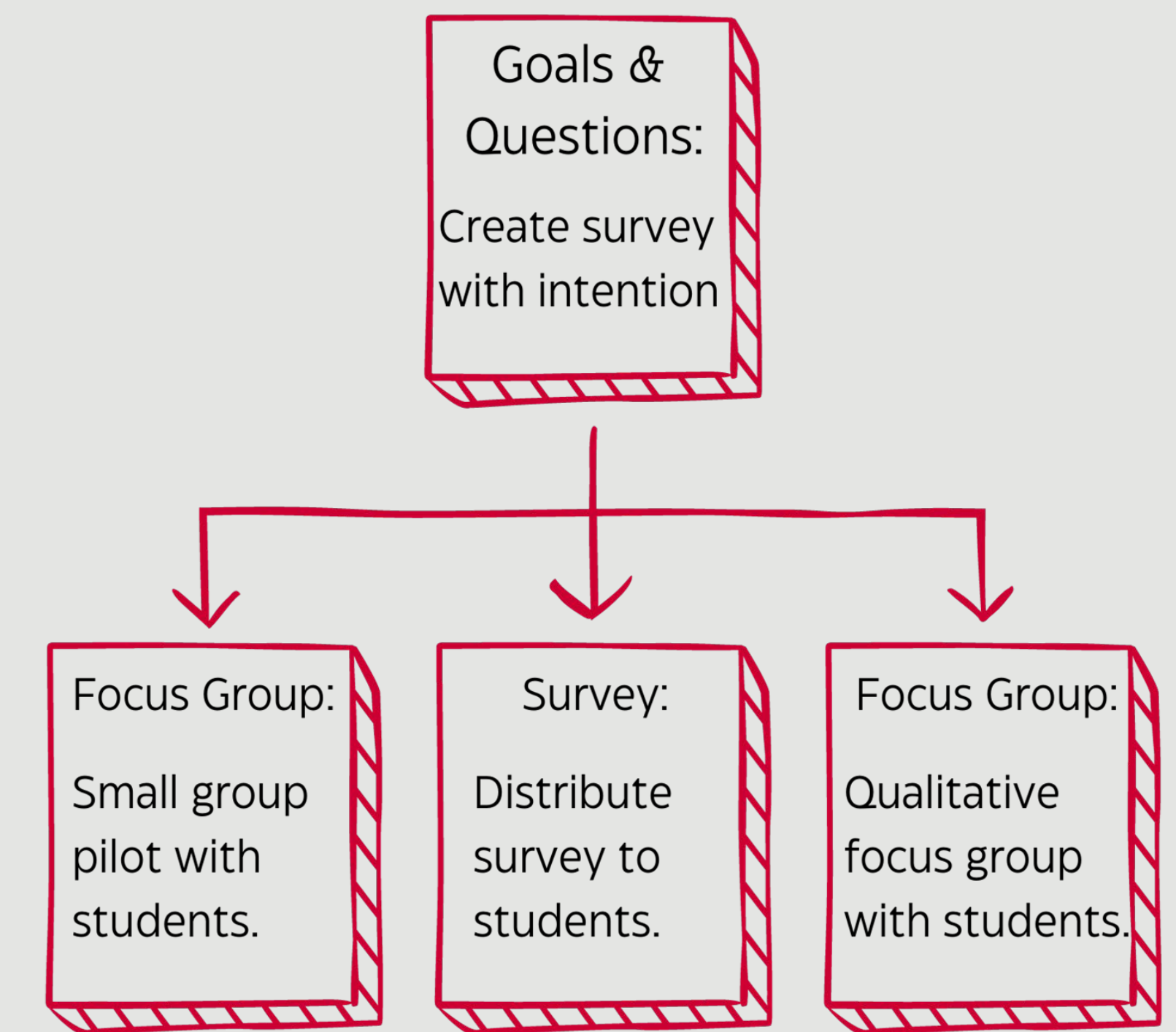
Proposed Timeline:



Communication & Engagement:



Key Steps/Activities:



Current Status/Future Directions:

- Develop Advising Center Goals
- Create Project Proposal
- Engage Stakeholder Feedback

Effectiveness Measures:



Global Education Locally - A Program

Christina Rozario, Program Coordinator,

Office of Community Engagement and Public Health Practice, Rutgers School of Public Health

Project Sponsor : Sarah W. Kelly, Program Director, OCEPHP, Rutgers School of Public Health



Abstract:

While the benefits of studying abroad are well documented , fewer than one percent of college students in the U.S. benefit from this experience .

Within this low numbers, there is overwhelmingly higher percentage of Caucasian students.

An alternate model is to create a well designed and carefully curated program that provides students cross cultural experience and exposure to problems and issues of immigrant populations in Urban Centers of USA. This would be achieved through effective partnerships with community-based organizations. Number of student who sign up will be 80% of the envisaged number

Primary Stakeholders:

- Students
- Faculty
- Department Administration
- Community Based Organizations

Key Steps/Activities:

- Conduct needs assessment
- Form a Core Group
- Develop a curriculum
- Secure approval
- Develop grant proposal
- Secure a grant to fund the program
- Disseminate lessons after first phase

Effectiveness Measures:

- A Core Group comprised of faculty, administrator and members of partner organization will be active.
- A funding source, e.g grant will be in place
- Community organizations actively host the students
- Number of student who sign up will be 80% of the envisaged number
- First group of students will complete the program

Communication/Engagement:

- Regular meeting of Core Group for planning
- Program curriculum is presented to authorizing body and approved.
- Information dissemination among community and the university
- Orientations sessions for students
- Students complete the program, submit reports and share experience

Proposed Timeline:

- A core group formed and active by December 2023
- Community Organizations involved by March 2024
- Student enrollment begins May 2024
- Students will be placed with partner organizations by August 2024

Benefits:

- Diverse and underrepresented students get opportunity to a program that enhances cultural competency
- Affordable for all students
- Students develop appreciation for activities of community-based organization and would likely join such organizations
- Community based organization get involved with higher education initiatives
- University Department gets hands on involvement with community- based practical initiatives
- The multiparty networking creates research opportunities for the Department

RISING REMEDIAL PLACEMENT EXAM RESULTS AND WAYS TO REDUCE THEIR NEGATIVE IMPACT ON STUDENT PROGRESSION

RLA Fellow: Laura Sclafani, Assistant Dean, Ernest Mario School of Pharmacy
Project Sponsor: Carolyn Moehling, Vice Provost for Undergraduate Education



Abstract:

An increasing number of incoming first year college students are placing into remedial math and English courses. There is speculation that this is due to the pandemic and increase in online high school education over the past few years, resulting in ill-preparedness in those subject areas. The increased volume of students with remedial placements is negatively impacting their ability to start college-level English and/or Math courses in their first semester of study at Rutgers. Additionally, this is causing delayed graduation, incurred costs for students, and a strain on academic departments where more class seats are needed. By exploring ways to increase enrollment in specific courses, promote a campaign of uniform communication surrounding placement testing and the potential to host summer bridge programs, it could reduce costs incurred by students, reduce the high demand put on academic departments for seats in courses, and improve on-time graduation for those impacted.

Primary Stakeholders:

- School Advising Staff/Deans
- University Registrar’s Office
- English Department
- Math Department
- Office of Institutional Research & Academic Planning (OIRAP)
- Undergraduate Admissions
- First-year Students

Key Steps/Activities:

- Survey recent incoming first year class about placement tests to gather student perspective.
- Obtain remedial placement testing results for New Brunswick Schools to identify the population of students impacted as well as summer enrollment reports for specific subjects
- University First Year Experience Committee meeting held specifically to address placement testing results.
- Stakeholder meetings to create marketing/communication plan to go out to all admitted students and discuss summer bridge option.

Effectiveness Measures:

- Create sub-committee of Advisors to evaluate and compare data and report to First Year Advising Committee.
- Comparison of remedial placement test scores as well as summer enrollment annually to look for trends
- Survey of students prior to implementation as well as post-placement tests to identify the impacts of the new communication plan.

Communication/Engagement:

- Work with the Vice Provost to include placement testing as a regular agenda item for the meetings of the existing First Year Experience Committee.
- Incorporate this topic into wider Committee meetings and Campus partner meetings to streamline communication surrounding placement testing and advising.

Proposed Timeline:

Jan/Feb: Stakeholders meet to develop communication plan; **March:** Communications are sent to admitted students; **May/June:** School Advisors review test results and identify students with remedial placements. Advising is provided to these students about available options (summer courses, bridge program); **October:** Survey students.

Current Status/Future Directions:

For now, I have chosen to focus on a smaller population, specifically first year PharmD students. To take into account student feedback regarding their experience around placement tests, I worked with my sponsor to design a survey. I have distributed the survey already to the Class of 2027 and plan to review and analyze the responses in May. I plan to discuss the results with my sponsor, which will not only help inform the onboarding process for next year’s incoming class, but also help start the conversation with other stakeholders.

Investigating Solutions to Expand and Amplify Cohesive Communications

Carissa Sestito, Director, News and Digital Strategy | University Communications and Marketing

Sponsor: Allan Hoffman, Director, Communications and Marketing | Office of Information Technology

Abstract:

With over 22,000 employees and nearly 70,000 students across four chancellor-led units, Rutgers has differing and distinct “personalities” and identifiers, budgets, audiences served, population demographics, aims, challenges, and successes that define each of its locations. Meanwhile, instilling pride in Rutgers and promoting the university as a valuable and accessible higher education institution of excellence are goals shared by each of these CLUs. This project aims to explore the possibility of compiling points of interest and other engaging facts from each CLU and exploring a digital message or notification to serve these facts to passersby such as employees, students, alumni, parents, and members of the general public as they come near a point of interest. The message or notification would include a call to action which would link out to a source of information, such as a Rutgers Today article.

Primary Stakeholders:

- Office of Information Technology
- Rutgers University Foundation
- Institutional Planning and Operations
- Rutgers admissions and students affairs offices
- Institutional Planning and Operations
- University Communications and Marketing
- CLU communications offices

Key Steps/Activities:

- Convene stakeholders and representatives for regular meetings to complete these key steps:
- Identify target audiences to receive the information
 - Select and vet up to 50 geographic locations and related facts from agreed-upon records, such as Rutgers Today or Great Things to Know About Rutgers
 - Select and deploy a digital solution and identify an alternate digital solution as a complement or a fallback
 - Install physical signage to complement digital
 - Launch and analyze performance metrics from a pilot phase

Effectiveness Measures:

- Will use digital measuring tools to analyze engagement across locations, devices, or other means, such as utm codes and QR codes
- We will also use observational data, such as how many people walk by a particular location, and compare it against the engagement metrics to determine how to proceed with the presentation at each location—and the project as a whole.

Communication/Engagement:

- Through regular meetings, we will hear from appointed representatives of various stakeholders about the progress of their areas and will share all recommendations on communications and digital solutions with the group.
- Once a solution has been determined, we will conduct walkthroughs and demonstrations of the solution with the group and any other identified leaders before a pilot launch. The group will have the opportunity to work independently and provide feedback.

Proposed Timeline:

We expect that this project may take up to three years from beginning to completion, depending on the identified digital solution and costs and length of possible contracts.

Current Status/Future Directions:

This project is currently in a hypothetical or conceptual phase. However, an existing mobile application or an email, text, or notification delivery mechanism may be needed to make this project a reality. Alternatively, other solutions like campus screens or digital signage that can be reprogrammed or could be a cost-effective way to track engagement without using the Rutgers app or third-party applications.

Enhancing Translational Research at Rutgers: Bridging the Gap Between Discovery and Real-World Applications.



Mark C. Siracusa Ph.D., Associate Professor
William C. Gause Ph.D., Senior Associate Dean for Research

Abstract:

Rutgers NJMS has secured \$150MM in NIH funding over the past several years. Despite these advances, there remains a disconnect between the clinicians and the researchers that study basic mechanisms of disease. This disconnect limits translational research opportunities and has also resulted in challenges retaining and recruiting faculty that wish to pursue studies of this nature. The main problem contributing to these challenges is that basic researchers and clinicians are often siloed and have few chances to interact and exchange ideas. Therefore, efforts are needed to foster collaborations between physicians and basic researchers. After discussing these challenges with leaders at NJMS, one issue we identified was that there are few formal settings that allow clinicians and basic scientists to discuss ideas and foster relationships. For my project, I propose that we institute a translational research retreat comprised of clinicians and scientists that share interest in pursuing collaborative studies.

Primary Stakeholders:

- Basic Researchers
- Clinicians
- Medical School Trainees
- Department Chairs
- Center and Institute Directors
- Deans Office

Key Steps/Activities:

- Create a diverse organizing committee that represents the interests of both researchers and clinicians.
- Develop and distribute a short survey gauging the interest and goals of participants.
- Work with Deans and Department Chairs to message their desire for faculty to participate in the retreat.
- Choose a list of speakers and create a program (based on the results of the survey and identified areas of interest).
- Secure a venue with IT support and catering services.

Effectiveness Measures:

- Event attendance.
- Event satisfaction survey.
- Increases in IRB submissions and amendments.
- Increases in translation publications including both clinicians and basic scientists as authors.
- Increases grant submissions that include translational components.
- Increased NIH funding to support translation studies at NJMS.

Communication/Engagement:

- We will leverage existing email lists to initiate communication.
- We will engage Deans and Department Chairs to further motivate participation.
- We will distribute pre- and post-meeting surveys to identify the goals of the participants and to gauge their satisfaction with the event.
- We leverage Department and Center reporting on publications, grants submissions and grant awards to help measure the success of the program.

Proposed Timeline:

- The Event Committee will be established in the Fall of 2023 with surveys sent prior to winter break (following established timelines for spring events).
- The first retreat will take place in the Spring of 2024.

Current Status/Future Directions:

- Secured support from the Dean's Office.
- Currently meeting with event coordinators at NJMS and gauging interest in committee participation.
- Planning meetings with Department Chairs to promote participation (future).
- Establish program and secure event venue (future).

Pathway to Excellence: Two-Plus-Two Nursing Student Participation in the RUSON Honors Program

RLA Fellow: Amy B. Sweeney, EdD, RN, CNE – Co-Director and Assistant Professor

Project Sponsors: Dean Wendy Budin, PhD, RN-BC, FAAN; Dr. Suzanne Willard, PhD, APN, FAAN

Abstract:

Students in the Rutgers Nursing at Blackwood program complete a pre-nursing degree at Camden County College, then complete two additional years of study to earn the baccalaureate nursing degree. Rutgers faculty and course offerings are all based on the campus of Camden County College in Blackwood, NJ. High-performing, qualified junior level students from the Blackwood Campus do not have the opportunity to participate in the Honors Program available to undergraduate nursing students on the Newark and New Brunswick campuses because these students are selected during the sophomore year. The goals of this project are to identify commensurate criteria for the Blackwood Campus undergraduate nursing students to qualify and participate in the School of Nursing's Honors Program and develop a pathway by which these students are identified and selected to participate in the existing program.

Primary Stakeholders:

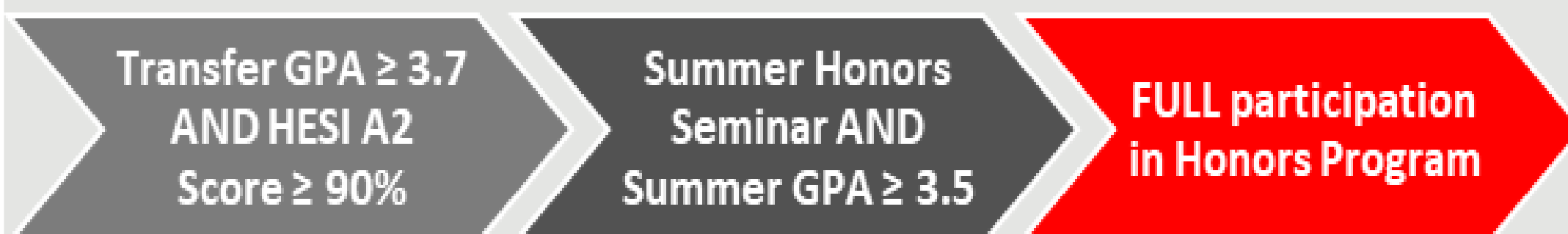
Blackwood Campus

- Students
- Faculty



Key Steps/Activities:

- ✓ Collaborate with Deans, senior faculty, and the Office of Academic Success (OAS)
- ✓ Develop a pathway to admit qualified students on the Blackwood Campus into the School of Nursing's Honors Program
- ✓ Create a specially designed Honors Seminar offered during the summer bridge seminar



Effectiveness Measures:

- ✓ Qualification of Blackwood Campus students into the RUSON Honors Program
- ✓ Engagement of Blackwood Campus honors students in scholarly activities/nursing research with esteemed faculty across all campuses
- ✓ Successful completion of the Honors Program by Blackwood Campus students annually moving forward
- ✓ Equal opportunities afforded to Rutgers Nursing students on all campuses

Communication/Engagement:

- ✓ Open lines of communication across all campuses
- ✓ Presentation of proposal to RUSON undergraduate and full faculty
- ✓ Collaboration between Blackwood faculty and faculty on other campuses
- ✓ Annual Honors Program poster presentations with participants from Blackwood Campus



Proposed Timeline:

Implementation to start with 2024 Application Cycle:
October 1st, 2023 to February 1st, 2024

Current Status/Future Directions:

Promotion of Rutgers School of Nursing's Mission, Vision, and Philosophy:

- ✓ Academic excellence
- ✓ Educational equality and inclusivity

Coordinating the College Readiness Pipeline to Increase Access and Enrollment of Socio-Economically Challenged and Traditionally Under-Resourced Students at Rutgers University–New Brunswick

RLA Fellow: Shalonda L. Tanner, Assistant Director, Applicant Evaluation, Undergraduate Admissions, Rutgers–New Brunswick

Project Sponsor: Courtney McAnuff, Vice Chancellor for Enrollment Management, Rutgers–New Brunswick



Abstract:

Having a centralized funnel and clearly identifiable coordination among pre-college programs that are designed to feed qualified prospective students into our applicant pool for undergraduate admissions consideration at Rutgers University–New Brunswick can significantly improve outcomes. Currently, each pre-college program operates in a silo as its own separate entity that minimizes the overall impact on recruitment and outreach, limits the effectiveness of communications and marketing strategies directed at this targeted at-risk population, stifles the identification of this special population in the application review process, and consequentially reduces the likelihood to successfully yield this at-risk population for enrollment to ultimately matriculate at Rutgers through an access program like NJ Educational Opportunity Fund (EOF) and/or Student Support Services. Pre-college programs like GEAR UP & College Bound, TRiO, Upward Bound, and Talent Search are governed by federal legislative guidelines, so statutory requirements and compliance must be maintained to engage with these programs. Cooperman Scholars and Price Family Fellows are governed by their foundation’s Board of Directors along with a Memorandum of Understanding (MOU). Rutgers Future Scholars and Posse are cohort programs that have organizational alignment and delivery of services integrated within the internal Rutgers University structure.

Primary Stakeholders:

- Pre-College Programs, Participants, Parents, & Advocates
- Federal/State Government Agencies & Foundation Boards
- Division of Enrollment Management – Undergraduate Admissions & Financial Aid
- Office of VP for Undergraduate Education – EOF Program Offices
- Office of VP for University Academic Affairs – Educational Equity & Excellence Collaborative (E3C)
- Division of Diversity, Inclusion, and Community Engagement – Student Support Services
- University Enrollment Service (UES) & Office of Information Technology (OIT)

Key Steps/Activities:

Successful Coordination of College Readiness Pipeline will be evidenced when we:

- Form the Project Committee inviting members from designated Rutgers–New Brunswick departments/units as stakeholders for decision making on proposed project
- Determine the effectiveness of existing model designed to support college pipeline programs given our Rutgers structure & create/modify an implementation strategy
- Gauge interest and engagement from all key stakeholders for consensus to move forward with proposed project

Effectiveness Measures:

- Project Committee feedback surveys to assess level of buy-in and amount of engagement activity
- Database metrics to analyze number & percentage of college readiness pipeline program participants from prospective applicant to admission/enrollment at undergraduate schools within Rutgers–New Brunswick
- Track email open rates and website/webpage/social media clicks, comments, posts, and content shares to ascertain engagement in the electronic environment of all stakeholders and parties involved

Communication/Engagement:

Cooperation, collaboration, and coordination in tandem with time, talents, and treasury are essential components for a functional communications and engagement plan. As such we will:

- Schedule regular Project Committee meetings with a set agenda, record actions taken, and share minutes
- Articulate the need for human resource capital (staffing), financial resource capital (money), technological resource capital (websites/webpages/social media), etc. to establish viability of the project for forward movement

Proposed Timeline:

- Summer 2023 – Form Project Committee, Assess Needs
- Fall 2023/Spring 2024 – Research existing pipeline structure and analyze survey feedback data
- Summer 2024 - Develop/Upgrade a centralized website/online presence and communications stream
- Fall 2024 Design and Implement Project Strategic Plan

Current Status/Future Directions:

This proposed project is in the pre-approval state. Currently, there is no particular line item nor University budgeted funds that I am aware of to support a Rutgers-New Brunswick staff position that serves in unified capacity for **“Coordinating the College Readiness Pipeline to Increase Access and Enrollment of Socio-Economically Challenged and Traditionally Under-Resourced Students at Rutgers University – New Brunswick.”** We envision that by forming the Project Committee, efforts will be made, ideas will be vetted, recommendations will be explored, and opportunities will be presented to possibly bring this project to fruition if it serves the greater good and is in the best interest of all key stakeholders.

Pre-Transfer Advising at Rutgers-New Brunswick: Easing the Way for Students in Transition

Christina Torian, Assistant Dean of Undergraduate Education

Jason Moore, Director for the Office of Transfer and Non-Traditional Students



Abstract:

For students transferring from a New Jersey county or community college (NJCC), NJ Transfer is a useful platform that provides course equivalencies and transfer credit evaluations to all the public 4-year schools in the state. Unfortunately, this type of transparency is unavailable to students transferring between NJ's four-year schools, as well as out-of-state 2 and 4-year schools.

- 70% of transfer students originate from NJCCs. Due to decreased enrollment at these colleges, there is a need to expand our recruitment efforts outside of NJ.
- NJCCs are experiencing increased staff turnover. Therefore, the pipeline of information regarding transfer processes is disrupted. Students are not adequately prepared for the transition.
- A Pre-Transfer Advising Center may help increase enrollment of transfer students, foster student success, and improve "on-time" degree completion.

Primary Stakeholders:

- Prospective transfer students to Rutgers-New Brunswick
- Admitting schools, their academic departments, and advising staff and faculty, including EOF
- Office of the Chancellor-Provost
- Enrollment Management
- Academic support units for student athletes, veterans/active military, and other non-traditional students

Key Steps/Activities:

- Feasibility study
- Meet with post transfer students about their transition experiences, academic partners, and Enrollment Management
- Revision of transfer policies and practices
- Develop a strategic plan for implementation
- Establish unit
- Evaluation of services

Effectiveness Measures:

- Increases awareness, academic planning and preparation, and overall readiness of transfer students to Rutgers-New Brunswick
- Increase in enrollment for 2-year out of state students and 4-year in and out of state students
- Implementation of equitable transfer policies and practices
- Establishes a "welcoming and equitable learning environment for all students and prioritizes on-time graduation with minimal debt for all students"

Communication/Engagement:

- Stakeholder communication via transfer student committee meetings and emails
- Outreach to prospective students via the Office of Admissions through emails and Salesforce Marketing

Proposed Timeline:

- May-June 2023: Submit proposal to key stakeholders
- July 2023-Sept 2023: Feasibility study
- AY 23-24: Develop unit, hire and train staff
- AY 24-25: Implementation

Current Status/Future Directions:

- This unit is currently in the pre-development stage. After discussions with appropriate stakeholders, feasibility can be determined.
- Based on results and feedback from stakeholders, the unit will be established.

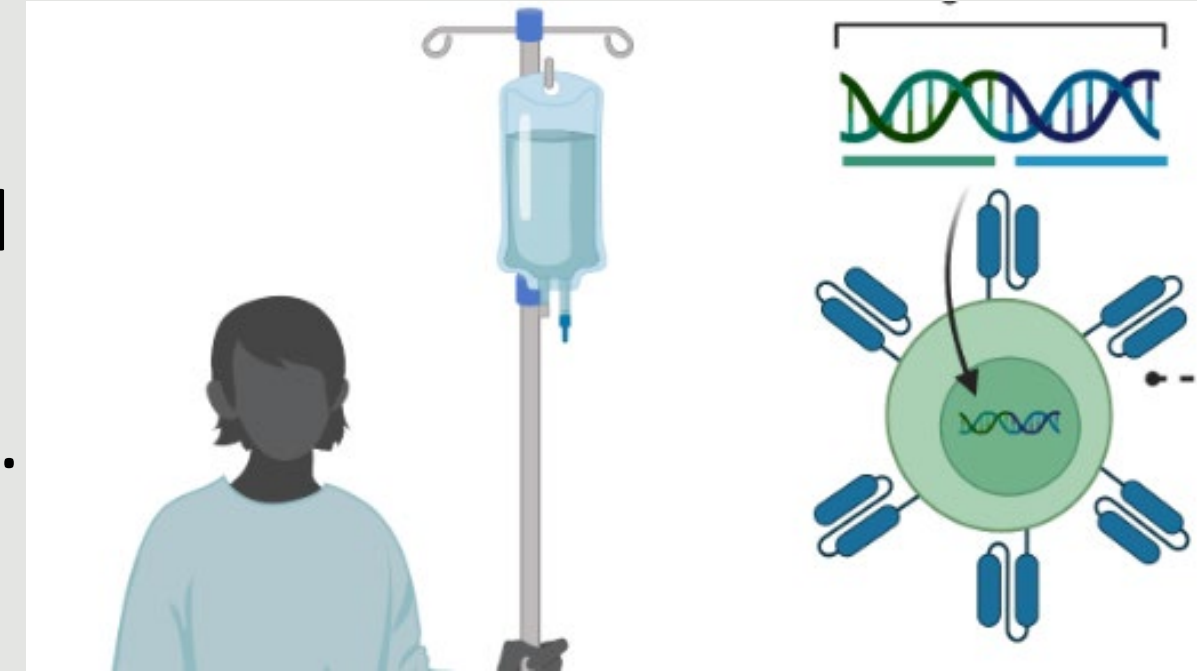
Establish a Certificate in Cancer Genetics for Undergraduates at Rutgers University

Mike Verzi, Professor, Department of Genetics, School of Arts and Sciences, Rutgers Cancer Institute of New Jersey

Gary Heiman, Professor and Vice Chair, Director of Undergraduate Education, Department of Genetics, School of Arts and Sciences

Abstract:

Genetics has a broad and growing impact on society. The advent of personalized therapies, pharmacogenomics, and personal genomes are all recent advances that impact the field of Cancer Genetics. The current SAS curriculum could be bolstered in the area of Cancer Genetics, and a recent gift to the department of Genetics states as part of its mission to bolster undergraduate education in Cancer Genetics. **The goal of this proposal is to identify the requirements to establish a certificate program in Cancer Genetics, identify stakeholders to facilitate the establishment of a certificate program, and finalize a plan to implement the certificate program.**



Primary Stakeholders:

- Students seeking education in Cancer Genetics
- Department of Genetics
- Rutgers Cancer Institute of New Jersey
- New Jersey public



Department of Genetics



Key Steps/Activities:

- Develop curriculum for the proposed program with consultation from the sponsors in Genetics and RCINJ.
- Tentative plans include a requirement for 6 credits of research in Cancer Genetics, 6 credits of Cancer-related coursework in the department of Genetics (a 200, 400 and/or grad level course): 3 credits count towards elective Credits in Genetics and 3 additional Credits to count towards the Certificate.
- The program will also include an outreach activity in coordination with the Cancer Institute.

Effectiveness Measures:

- Short term success will be to have the Certificate Program proposal fully developed and ready to submit for approval to the School of Arts and Sciences.
- **Long term success will be defined as student participation in the program and generation of graduates with Certificates in Cancer Genetics contributing to efforts to improve Cancer Patients' Health in New Jersey.**

Communication/Engagement:

- The program will be advertised during department of genetics undergraduate recruitment events.
- The Cancer Institute of New Jersey will be consulted to reach out through their networks to publicize the program as well.
- The program will be listed in the course catalog and advertised to the Rutgers Community

Additional opportunities include:

- Partnering with the University Foundation for fundraising opportunities.
- Partnering with Admissions to increase recruitment opportunities.

Proposed Timeline:

- Identify a champion/collaborator at the Cancer Institute (ongoing)
- Consult with department of Genetics Curriculum Committee (Summer 2023)
- Finalize program requirements and initiate request for Certificate Program with School of Arts and Sciences (Fall 2023)
- Establish 400-level course (Fall 2024) and initiate program in Fall 2025

Transcending Silos and Building Bridges:

Fostering the Relationship between Rutgers University Libraries and Office for Research



RLA fellows: Mei Ling Lo, Science Research Librarian and Victoria Wagner, Associate Director and Coordinator of Medical Education, Rutgers Libraries

Sponsors: Consuella Askew, Vice President for University Libraries and University Librarian, Rutgers Libraries and Marika Dunn, Executive Director of Research Development, Office for Research

Abstract:

This project seeks to establish communication channels between Rutgers University Libraries (RUL) and the Office for Research (OfR) at Rutgers with the goal of improving understanding of each unit's role in supporting research and innovation activities. The project aims to create a working group of stakeholders from both units, breaking down barriers and improving communication between the teams. The project also plans to launch programming for a special cohort, such as training sessions during the onboarding process, to establish a pilot project. To build bridges between the two areas, the project will identify partners, design mechanisms for two-way communication, and create programming opportunities to showcase each area's strengths and contributions to the research process and ecosystem. By enhancing collaboration between Libraries and the Office for Research, this project has the potential to significantly improve research and innovation outcomes at Rutgers and establish a framework for ongoing collaboration between the two units.

Primary Stakeholders:

- Office for Research Executive Leadership Team
- Rutgers University Libraries Leadership Team
- Office for Research Department Heads
- Rutgers Libraries Research Support Teams/Expertise: Scholarly Communication, Citation Management, Research Data Management, and Research Support Services
- Researchers at Rutgers University

Key Steps/Activities:

- Conduct needs assessment to enhance the onboarding experience and engagement with new researchers.
- Create a working group to support the research lifecycle at Rutgers.
- Identify gaps and services that should be strengthened.
- Design a roadmap for ongoing collaboration between the two units, including programming and a communication plan.

Effectiveness Measures:

- **Qualitative assessment:** conduct a study of our stakeholders to examine the current level of support for researchers.
- **Mixed-methods assessment:** measure the impact of our programming by tracking the number of workshops and presentations, collecting data on attendance, and conducting follow-up surveys to determine satisfaction and identify areas that need improvement and support.

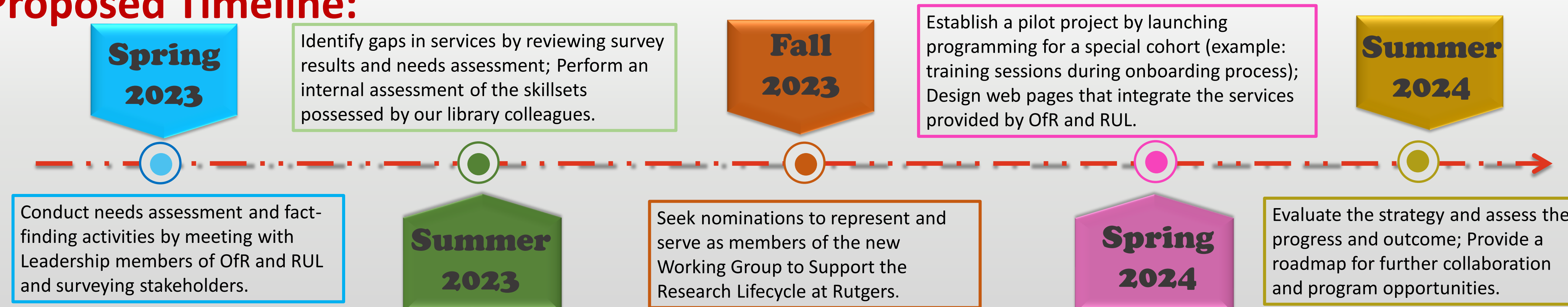
Communication/Engagement:

- Report the progress to the Leadership Teams of OfR and RUL.
- Establish working groups with members representing both units to allow two-way communication.
- Leverage communication channels such as websites, research guides, newsletters, department meetings, and orientation/onboarding activities for both units.

Current Status/Future Directions:

- Conversations between the two units are underway to clarify the level of support currently provided to researchers.
- Collaboration between the two units will continue to expand in the research ecosystem.
- Librarians' expertise will be further aligned to support the needs of researchers.

Proposed Timeline:



Humanizing First-Year Composition through Autoethnography

RAsheda Young, Assistant Teaching Professor
Lynda Dexheimer, Executive Director



Abstract:

Through an equity framework (Muhammad, 2020), I propose an additional Expos syllabus for the Writing Program that in part incorporates pillars from the Academic Master Plan, namely pillar III, Student Success. Universal Design for Learning (CAST; Fritztgerald, 2020; Pusateri, 2022) and Humanizing Pedagogy (Tsbery, Baker-Bell, Sanchez-Martin, hooks, Freire, Pacansky-Brock, M., Smedshammer, M., & Vincent-Layton, K) are valuable frameworks that privilege diversity, critical thinking, intellectual flexibility and dexterity. Creating assignments that foster critical consciousness (Freire) delivers results that our students demand. Consequently, teaching students how to craft responses in multiple genres shows that we believe in their inherent genius (Muhammad) and are a competitive, current writing program. Further the Academic Master Plan articulates the need for “evolving in our teaching practice, teaching approach and pedagogy” (Academic Master Plan, 2022). As such, the Writing Program evolves when it provides writing opportunities for students to leverage their linguistic identity in writing assignments.

Primary Stakeholders:

- Executive Director
- Directors
- Students

Key Steps/Activities:

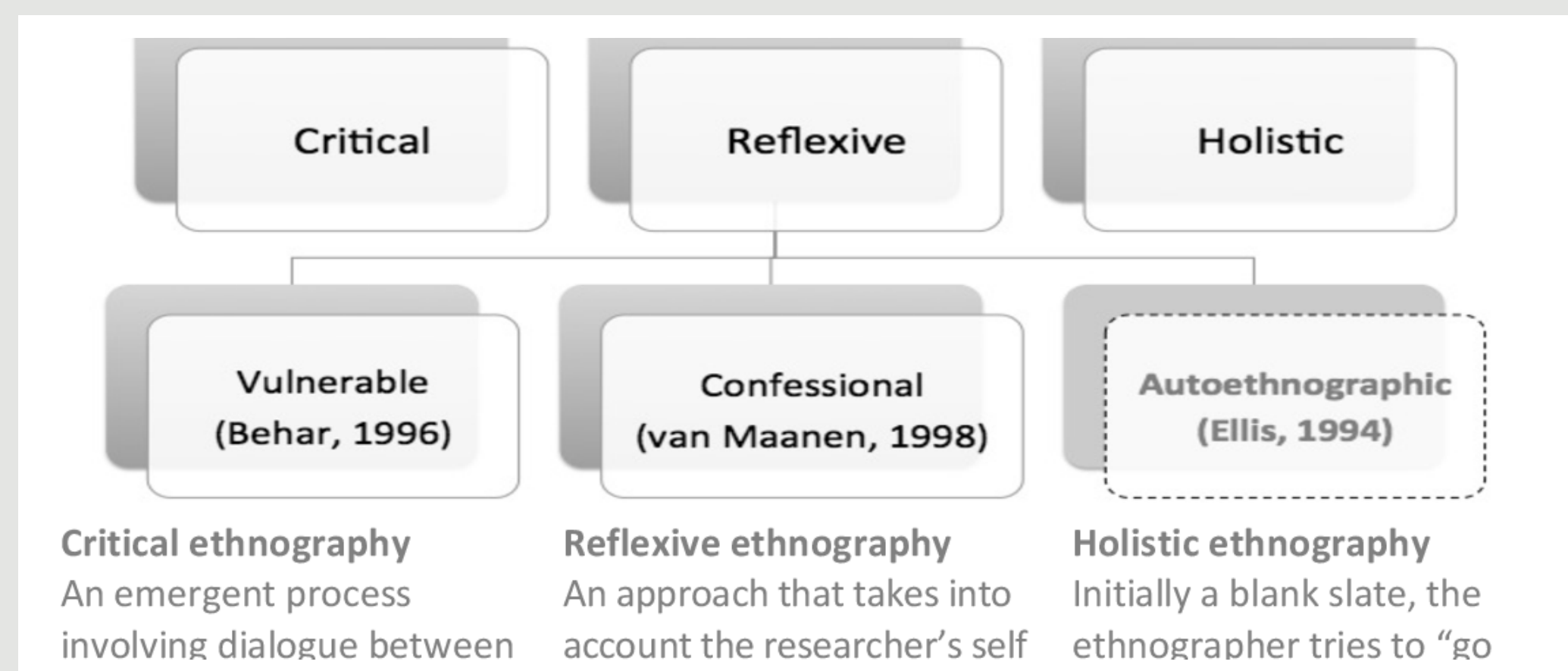
- Present rationale to Executive Director
- Present Literature Review on humanizing pedagogy, pedagogy of care and Universal Design to interested Writing Program members
- Offer instructional workshops to those who would like to teach this optional syllabus

Effectiveness Measures:

- Qualitative and quantitative data from students
- Qualitative and quantitative data from faculty
- Three Week Progress Check-In
- Midterm Folder Review
- Final Folder Review

Communication/Engagement:

- Periodic qualitative and quantitative survey of faculty and students
- Communicate through Canvas
- Communicate through email
- End-of-Semester Yab Fest where students and teachers can share their experience about the class



Proposed Timeline:

- August 2023 (Introduce to new faculty)
- September 2023 - December (Give Strategy Exchange Workshops)
- January 2024 (Open 1 new Writing section)

Current Status/Future Directions:

- Three humanizing education through autoethnography classes may be offered in the Writing Program Fall 2024.