

Wellness in Dental School

Maria Ambrosio DMD

Dr. Steven Singer, Chairman Oral Diagnosis



RUTGERS UNIVERSITY

Office of Organizational Leadership

Abstract:

Dental students may suffer a significance amount of stress and anxiety throughout their years in dental school, possibly due in part to the demanding curriculum that has long been a part of dental education. They drop out or take a leave of absence due to the impact of their struggle and inability to cope with the immense workload. Sometimes, they never come back. Initial patient encounters in the clinic during their D3 year may not all be positive due to unrealistic demands of their patients, lack of preparedness for the anticipated procedures, and criticism from faculty who are responsible for treatment outcomes. Poor experiences take a significant toll on student's wellbeing and impact on their patient care. Students may not be aware of the available resources both within and outside the university to ask for help.

Primary Stakeholders:

- Dental students
- Patients
- Student Affairs-RSDM
- Academic Affairs-RSDM
- Rutgers Student Health services-RSDM
- Students Wellness Program-Rutgers-Newark
- New Jersey Dental Association
- American Dental Association

Key Steps/Activities:

- A PowerPoint presentation will be created
- Create a faculty committee to help address students' needs and concerns
- Survey our D1, D2, D3 students to determine the need to help in stress management
- Provide training to faculty

Effectiveness Measures:

- Ability to identify stressors that may hinder wellness.
- Identify student's perceptions about their personal wellness
- Ability to identify differences between the D1, D2, D3, D4 classes
- Student participation in wellness-engendering activities

Communication/Engagement:

Based upon the analysis of the survey results, A PowerPoint presentation will be created to share tips about personal awareness of wellness. The PowerPoint will not only list technique for wellness, but also the resources available to them. It will include tips for identifying wellness issues, coping strategies to improve wellness, as well as success at RSDM. Resources, including mental health counseling, academic support, nutritional support, and aid in managing issues that may arise during a student's time at RSDM.

Proposed Timeline:

- Create the power-point by September 2024
- Schedule to deliver by January 2025

Current Status/Future Directions:

The feedback from students and faculty will tell me that my proposal has been successful in reaching the desired outcome. I understand that not all students will get the information because of lack of interest or simply are not aware of the program. I will keep the key administrators, faculty and students abreast of my progress and they will serve as a two-way communication of any recommendations and changes to this project. The creation of the Power-Point will become a reality and sustain this project.

Establishing Community Pathology Training Guidelines

'Rotation plan for Residents and Medical students at Hamilton Hospital Department of Pathology'

Asima Arslan MD, Associate Professor, Laboratory director and Chair Pathology RWJUH Hamilton

Valerie Fitzhugh MD, Professor and Chair Pathology, Immunology and Laboratory Medicine, NJMS, Rutgers



Abstract:

My aim is to create a “rotation plan” for trainees (medical students and residents) when they rotate through Hamilton pathology department. When we receive requests from medical students and residents who would like to experience working in a community pathology setting at Hamilton pathology department, we lack a structured plan for a 2 week rotation to give them the best possible learning experience in that time frame. Currently an easy to follow training guideline/document for community pathology is unavailable. A large majority of graduating pathology residents end up working in community hospitals and are unaware of the workflow and unique challenges of practicing pathology in a community setting. The goal would be to create a rotation plan document, which would outline the different areas of the laboratory the rotating students would spend time in and set goals and expectations for the rotation.

Primary Stakeholders:

- Trainees (residents and medical students)
- The pathology department
- Patients at community hospitals

Key Steps/Activities:

- A 2 week rotation plan and checklist covering different areas of the lab spanning anatomical and clinical pathology will be prepared
- Laboratory staff and pathologists will be briefed on goals and expectations
- A pilot plan will be offered to the residents and adjustments made based on needs and feedback

Effectiveness Measures:

- A rotation plan which can be implemented smoothly to provide trainees a comprehensive review of how the pathology department works in a community setting will be the most effective gauge of success.
- A post rotation survey will be used to collect feedback from the trainees and make improvements to the program.

Communication/Engagement:

- One on one semiannual leaderships meetings with my department chair would be the best opportunity to discuss progress of the project and get feedback and advice.
- I would also arrange meetings with the residency program director to get input on topics the residents would benefit most from in a community pathology rotation and incorporate the suggestions into the plan.
- Before the rotation goes live, a joint meeting with the department chair and program director and an informational Q and A session with the residents will be held.

Proposed Timeline:

- Anticipated timeline for implementation of my proposal is 12 months, milestones include
- Preparation of a training document with target learning goals
 - Preparation of staff for rotating trainees
 - Selection of interested trainees
 - Final pre-launch meeting and resident Q and A session

Current Status/Future Directions:

- Currently we have an office with computer and microscope, which is available for trainees.
- Staff can be briefed on expectations on how to accommodate the observing students.
- Potential challenges include inadequate staffing to facilitate teaching; due to current staffing limitations initially this rotation will be offered to one resident per academic year



New Employee Access Guide

Tiffany Berg, Director of Administration for SAS Humanities
and Laura Danson, SAS Director of Finance and Budget Planning
Project Champion: Anthony Spagnuolo DART



Abstract:

Being a new employee at Rutgers can feel overwhelming because of the University's size and complexity. The New Employee Access Guide will alleviate some stress and frustration from our new employees since they will be provided with the proper access to our systems sooner and more efficiently. Our goal is to design and implement a Qualtrics (or like system) that walks a supervisor through a series of questions related to the new employee's position. The responses will generate a list of suggested systems and links to the access forms which will need to be completed. This guide will directly benefit supervisors and new employees in the School of Arts and Sciences; however, we expect that the system will also alleviate questions to our central units around system access.

Primary Stakeholders:

- Procurement Department
- Controller's Office
- University Human Resources
- SAS – Human Resources
- SAS – IT
- SAS – Office of Undergraduate Education
- SAS – Office of Research and Graduate Education

Key Steps/Activities:

- Determine the need and if any resources already exist.
- Survey a sample of employees in various positions to determine what systems and resources they need access to.
- Research University websites for processes and information. Categorize employee positions, and identify common access and resources required for those positions.
- Create a committee to support the creation and implementation of the system.
- Create focus group with a diverse group of supervisors to review our data and to test using the system.
- Meet with IT and our Project Champion for ideas on potential platforms.
- Determine resources and budget. Secure funding.
- Develop New Employee Access Guide.
- Conduct testing with focus group and fix any issues.
- Distribute the new tool across the school with instruction and training, if required.

Effectiveness Measures:

- A link to a contact form for corrections and suggestions will be available when using the form. This information will go to a designated staff member in the Dean's office who will be responsible for maintenance of the system.
- Approximately 6 months after implementation, we will invite everyone who used the system to a discussion to hear more about how it worked and look for any suggestions.
- We would also partner with our central units to compare the number of helpdesk questions regarding new employee access prior to implementation compared with 6 months post system implementation.

Communication/Engagement:

Creating a committee composed of some of our collaborators and beneficiaries would be crucial in promoting two-way communication along with creating a sense of collaboration and investment in the system. The committee would meet monthly and more frequently at different stages of production to stay informed of the progress and to hold us accountable to the timeline

Current Status/Future Directions:

Currently we are only in the planning stages of this project. The following has been completed:

- Collection of data from Directors of Administration and Finance regarding what system access are frequently used
- Buy-in of SAS Dean's Office to pursue this project

Future Direction:

- Allocate the time and resources needed to move forward.
- Create committee and focus group.

Proposed Timeline:

3 Months: Committee meets bi-weekly (approximately 6 meetings). Identify tasks and resources. Assigned to committee members. Collect Information would be collected and identify system platform.

2 Months: Work with the appropriate individual (most likely someone in IT) to build the New Employee Access Guide. Committee will meet monthly for updates on the progress.

2 Months: Create focus group of end uses to test the system and to provide feedback. Collect the information, make updates, meet with the committee to update and receive feedback on suggestions.

1 Month: Create documents for training and finalize the system. Meet with committee members for one final view of the system. Put link to access the New Employee Access System on the School's website. Launch system to supervisors.

RU-N Collective Empowerment Mentorship Program



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Jimmy Camacho, Assistant Dean of Graduate Programs and Enrollment Services

Project Champions: Jason Molina, Office Manager & Lori Scott-Pickens, Director of Community Outreach

Abstract: As humans, we bring energy into the spaces we inhabit, and the environment around us impacts us as well. This determines how we feel, and how we connect with our colleagues. Due to the COVID-19 pandemic, many universities have had to rely on virtual spaces like Zoom, Microsoft Teams, Skype, and Google Hangouts to interact with staff, faculty, and students. Rutgers University - Newark (RU-N) has faced several challenges post-pandemic, such as the lack of technical support, staff departures, and staff training that has left many new employees feeling disconnected from the rest of the RU-N community. To address these issues and better serve students and the community, student advisors need to reconnect and develop meaningful relationships with their peers. This is where the mentorship program comes in, by providing a supportive environment for student advisors to navigate workplace issues, develop professionally, and provide peer support to one another. The program includes both in-person meetings and virtual platforms to offer mentorship opportunities.

Primary Stakeholders:

- Mentorship Program Director
- Student Counselors
- Human Resource Personal
- Academic Deans
- Program Sponsors
- Guest Lecturers

Key Steps/Activities:

- Develop/revise the goals & objectives of the program.
- Create a small workgroup.
- Develop a recruitment flyer for mentors & mentees.
- Develop an orientation program.
- Provide calendar dates for monthly meetings.
- Provide software, training, and technical support for engagement platforms like Teams, Zoom, WebEx, etc.
- Pilot the program.
- Track, evaluate, and measure the success / effectiveness of the program.
- Present findings to senior management and investors.

Effectiveness Measures:

- Conduct surveys to measure the satisfaction of both mentors & mentees.
- Measure the goals & objectives of the program through pre- & post-surveys.
- Develop a sustainability plan to ensure the long-term success & continuity of the mentoring program.
- Analyze retention rates of program participants.
- Require self-assessment supervisor evaluations on mentees.
- Track the career progression of mentees.
- Evaluate participation & satisfaction with the mentoring program regarding DEI initiatives.
- Evaluate the organizational performance & cost-effectiveness of the mentoring program.

Communication/Engagement:

- Set-up a mentoring email address for two-way communication.
- Develop an email listserv.
- Create annual newsletters to keep everyone updated on the program's progress & achievements.
- Create a website that provides all the necessary information about the program.
- Advertise the program by posting flyers in various departments around the RU-N campus & on social media.
- Host regular check-ins & monthly meetings with the participants to monitor progress & offer support.
- Offer training sessions & career development workshops to ensure that the participants are equipped with the necessary skills.

Current Status/Future Directions:

- This is a developmental project that will run as a pilot for the first year. Funding is required for the website, Director's position, and training sessions

Proposed Timeline



EXPLORING RESTORATIVES PRACTICES FOR WORKPLACE SOLUTIONS

RLA Fellow: Keywuan Caulk (he/him), Director

Project Champion: Brianna Livelli (she/her), Restorative Justice Coordinator



Abstract:

Rutgers University is one of the nation’s largest universities, named #1 in public universities in New Jersey by U.S. News & World Report, and one of the top 500 employers for diversity by Forbes. This speaks volumes about the work and satisfaction that employees may have. We also know, anecdotally as a large institution, many communities, diverse cultures, global perspectives, and varying attitudes converge in the workplace. Our University lacks development opportunities for leaders who assist in conflict management and resolution. Many issues among staff lead to quiet quitting, turnover, and termination without **due and just processes** that may lead to better work environments for all parties involved. The systems in place do not offer intentional or cultural inclusive processes that lend to restoration but are seemingly favorable to positions of power and are punitive. The goal is to improve the current conflict resolution process for employees by including an option for restorative justice practices. Creating opportunity for parties to come together in an intentional, multi-partial circle that invites a share out of communal needs, harms, and impacts that lead to collective co-created agreements that build, repair, and sustain relationships and trust. The more proactive work we are in building relationships and process conflict, the better equipped university staff and employees are to engage restorative justice practices, the less harm occurs.

Primary Stakeholders:

- University Human Resources (UHR)
- Office of Employment Equity (OEE)
- Restorative Justice (RJ) Department
- Center for Social Justice Education & LGBT Communities (SJE)
- University Unions
- Staff
- Faculty
- Administration

Key Steps/Activities:

- Explore history of restorative justice (RJ) principles and practices
- Learn about Rutgers University – New Brunswick RJ framework; community-based practices/successes
- Evolve the Rutgers University – New Brunswick restorative justice student model for staff functions
- Adjust current restorative justice tiers (relationships, harms, restoration) for staff implementation and participation

Effectiveness Measures:

- Increased feelings of job satisfaction among faculty and staff
- University climate/sense of belonging assessment
- Job satisfaction
- Interconnectedness of staff/team relationships
- Increased staff morale
- Staff retention; focus on staff of color/marginalized identities
- Pre and post circle assessments

Communication/Engagement:

- Offering educational sessions to primary stakeholders
- Share benchmarking data
- Create a Rutgers University – New Brunswick marketing strategy and campaign plan
- Ongoing conversations and partnerships with the Restorative Justice Coordinator
- Programmatic efforts that lift the impact and success of restorative justice

Proposed Timeline:

2-year implementation; semester of benchmarking and data collecting with primary stakeholders; semester of educational tour; year-long pilot implementation with OEE and UHR in partnership with the Student Affairs/Restorative Justice Office

Current Status/Future Directions:

- Restorative Justice currently lives in the Division of Student Affairs; focuses of student-to-student repairs
- University wide buy-in; adoption by OEE and UHR
- Increase staff positions that focus on restorative justice work on campus
- Create a Restorative Justice Center at Rutgers University – New Brunswick

CONNECTING BASIC AND CLINICAL RESEARCH

RLA Fellow: Paul R. Copeland, Professor & Assoc Dean for Research
Project Champion: Céline Gélinas, Professor & Sr. Assoc Dean for Research



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Abstract:

In the realm of medically relevant research, there has historically been a disconnect between questions and problems that arise in the clinic versus the questions and problems that are addressed by basic and translational research. Lack of communication and sharing between clinicians and researchers has a negative impact on research productivity and impact. For example, a persistent issue that presents clinically may never get the proper attention of the research community because there is no simple and effective mechanism for communicating the issue. The foundation of this project is rooted in the basic assumption that novel mechanisms of communication, both digital and real, would improve the quality of research designs that have a clinical connection. While this is a decades-old problem, in the modern era of increased remote communication, AI and data management, this may be an opportune moment to implement a novel solution.

Primary Stakeholders:

- Basic scientists
- Physician scientists
- Clinicians
- Research Administrators
- Entrepreneurs

Key Steps/Activities:

- **Short term goals:**
- Optimize communication of clinical Grand Rounds presentations of clinical problems
- Market and optimize utilization of the ResearchwithRutgers expertise database
- **Long term goals:**
- Create new “research projects database” – a go-to resource for both clinicians and basic scientists to connect around mutually salient topics
- Create Clinical & Translational Science Portal

Effectiveness Measures:

- **Short term:**
- Track attendance at grand rounds and perform follow-up to facilitate connections
- Monitor expertise database usage by Google Analytics
- **Long term:**
- Expect increased grant submissions, especially in the translational research arena
- Expect increased number of collaborative grant proposals

Communication/Engagement:

- Collaborative effort between RWJMS, RH and NJACTS communications teams
- Design and deliver workshops
- Design and deliver biweekly newsletter
- Utilize focus groups to optimize implementation and communication
- Create “one stop shop” website to help direct faculty toward establishing connections and submitting grants - the Clinical and Translational Research Portal

Proposed Timeline:

- Jan 2025: Optimize Grand Rounds communication and attendance
- **May 2025, roll out** Clinical and Translational Research Portal
- Jan 2026, roll out new research projects database

Current Status/Future Directions:

- Currently at “Ideation” stage
- Next steps include building administrative collaborations to minimize duplicated efforts. This will require buy-in from leadership at RWJMS, Rutgers Health, NJACTS and RWJUH.
- **In the future we envision a seamless set of resources to bridge the gap between clinical problems and the research required to solve them.**

Embodying Wellness Through Pilates at Rutgers New Brunswick

Frederick Curry, Associate Professor of Professional Practice, Dance Department

Champion: Dr. Michelle Stephens, Executive Director, Rutgers Institute for the Study of Global Racial Justice



Abstract:

There is a pressing need for services to address the COVID-initiated dramatic increase in reported levels of mental health challenges—particularly anxiety and depression among students. That, and our increasingly sedentary lifestyles, has detrimental impacts on the health, well-being and success of students, faculty and staff in the larger Rutgers New Brunswick community. My project proposes addressing the problem by both facilitating on-campus opportunities to engage with Pilates in different ways (as students, clients, or teachers-in-training) and keeping the community up-to-date about Pilates offerings available on campus. I propose doing this through creating a website that houses updated information on the following Pilates offerings:

1. Through Rutgers Recreation: Pilates Mat; Reformer; Personal Training; and On-Demand Videos;
2. Through Mason Gross Dance Department: Polestar Pilates Teacher Training Program and elective Pilates Mat classes; and
3. Through a Byrne Seminar for first-year students: *Embodying Wellness Through Polestar Pilates Mat*

Primary Stakeholders:

- Dance Department, Mason Gross School of the Arts (MGSA)
- Rutgers Recreation
- Rutgers Byrne Seminars
- Rutgers New Brunswick students, faculty & staff
- Polestar Pilates Education

Key Steps/Activities:

- Surveyed Pilates offerings at Rutgers New Brunswick
- Benchmarked RU New Brunswick offerings with those at Drexel University's Pilates program)
- Investigated [Sites@Rutgers](#) for its potential as a university-supported venue for hosting the website

Effectiveness Measures:

- Tracking pageview statistics (unique & return visitors) to the Rutgers Sites webpage
- Tracking future participation in existing Pilates offerings at Rutgers New Brunswick
- Tracking allied webpages that can promote the Rutgers Sites link. These include Dance Department website, Rutgers Rec website and RUWell website.

Communication/Engagement:

- Engage key partners at MGSA Dance, Rutgers Rec and Byrne Seminar as updated website content is dependent on their program administration and scheduling information
- Share the site and site-visit data with partners and be in dialogue with them about the extent to which there is a correlation with expressed demand and enrollment in their offerings

Current Status/Future Directions:

- Pilates-related activities that will provide content for the Rutgers Sites webpage are fully operational including through MGSA Dance Department, Rutgers Rec and Rutgers Byrne Seminars

Proposed Timeline:

- March 2024: Rutgers Sites domain secured
- June 2024: Begin designing and populating Rutgers Site webpage as information on Fall Pilates offerings at Rutgers New Brunswick becomes available. This will continue throughout the summer
- August 2024: Finalize Rutgers Site; publicize site link on MGSA Dance and Rutgers Recreation social media; create and print site QR code fliers and post in Rutgers New Brunswick Student Centers
- October 2024: Repeat Summer-Fall activities for Spring semester offerings

Speech-Language Pathology in Newark: Enhancing Cultural Awareness in Graduate Students

Celeste Domsch, Ph.D., Program Director, Master of Science in SLP
Thaddeus Diggs, Director of Community Engagement, Rutgers Health



Abstract:

The Rutgers MS-SLP Program provides clinical training to graduate students in our pro bono clinic, the Rutgers University Speech-Language Pathology Clinic. We offer evaluations and therapy for clients with a wide range of needs related to speech, language, social communication, and swallowing. Many of our clients live in Newark and the surrounding community and demonstrate significant impacts of the Social Determinants of Health (SDOH). In contrast, our incoming MS-SLP students are generally not from Newark and are unfamiliar with the city and its rich and complex history. The twin goals of this project are to acquaint graduate students with the beauty and the history of Newark, such that their increased appreciation of and knowledge about the area will enable them to provide clinical services that meet real-world needs.

Primary Stakeholders:

- MS-SLP Academic and Clinical Faculty
- MS-SLP Students
- RU-SLP Clinic Clients and Caregivers
- Potentially other faculty in the School of Health Professions, who also run public-facing clinics (Physical Therapy, Occupational Therapy, Physician Assistant)

Key Steps/Activities:

- Appreciate the Beauty of Newark: Plan visits for MS-SLP faculty and students to the Newark Museum of Art and Branch Brook Park
- Learn the History of Newark: Plan a guest lecture from Project Champion Thaddeus Diggs and Lori Scott-Pickens, Director of Community Outreach for the School of Criminal Justice at Rutgers-Newark
- Complete shared readings on the history of Newark as an entire program
- Submit an IRB Proposal to examine the effect of these activities on the students

Effectiveness Measures:

- Develop an open-ended student questionnaire regarding knowledge of and attitudes toward Newark; Administer to all
- Follow the questionnaire with longer, qualitative interviews with selected students to examine any changes
- Compare ratings and comments from RU-SLP Clinic Client Satisfaction Surveys given before and after students participate in Beauty and History of Newark events

Communication/Engagement:

- Engage MS-SLP Faculty in discussion around this project and modify as needed
- Inform incoming Fall 2024 MS-SLP students regarding scheduled visits to the Newark Museum of Art and Branch Brook Park
- Schedule the guest lecture on the History of Newark and consider inviting faculty and students from other RMS programs (PT and OT)
- Post photos from events on our MS-SLP Instagram and website

Proposed Timeline:

- Initial discussion with MS-SLP Faculty at Summer Retreat 2024; Submit IRB as appropriate
- Schedule Newark visits for Fall 2024
- Schedule guest lecture for Spring 2025
- Surveys and interviews Summer 2025

Current Status/Future Directions:

- Begin looking for survey/interview templates on attitudinal changes in graduate students
- Find engaging readings that convey the complexity of the history of Newark
- Consider asking RU-SLP clients to speak directly to students about their experiences in future
- Expand events and any guest lectures to other SHP programs; make this project interprofessional

Creating an Active Teaching and Learning Center for Faculty Development at RU-Camden

Dr. Próspero N. García – Associate Professor of Spanish

Project Champions: Dr. Naomi Marmorstein, Prof. of Psychology and Associate Provost for Faculty Affairs, RU-C
Stacey Blackwell, Senior Director of the Learning Centers, RU-NB



Abstract:

One of the strategic pillars of Rutgers-Camden strategic plan is to ‘develop a campus infrastructure to support teaching and professional development for faculty and staff.’ Several offices currently work towards that goal, but full potential has not been achieved due to several reasons:

1. **Lack of cohesiveness and centralization**, affecting effective use of resources.
2. Lack of **sustainability** of current initiatives.
3. **Generalized confusion and lack of awareness among the faculty and staff** due to overlapping professional development opportunities offered by different offices on campus.

This situation affects faculty’s pedagogical efficacy (impacting students’ learning) and generates a culture of disengagement toward future opportunities. Initiatives are often discontinued shortly after being launched and experts in best teaching practices remain isolated rather than becoming mentors and agents of change.

Primary Stakeholders:

Support, funding and oversight

Chancellor’s office at RU-Camden
Provost Office & Assoc. Provost for Faculty Affairs

Co-Direction and programming

Faculty director
Director of RUIDT

Beneficiaries

- CCAS
- Faculty
- Academic departments
- Staff
- Students
- Donors

Goals & Effectiveness Measures:

Goal 1: Establish an administrative infrastructure dedicated to educational excellence & faculty development.

Goal 2: Provide coordinated, systematic pedagogically-oriented professional development for faculty.

Goal 3: Enhance support for faculty and staff’s professional development by establishing a mentoring network.

- Surveying effectiveness & satisfaction among participants
- Measuring engagement in our Canvas site and events
- Reporting # of opportunities provided to all stakeholders

Key Steps & Activities:

Providing support for faculty with regards to:

- Pedagogical development, offering a series of workshops and lectures during the academic year.
- Curricular and course design at the departmental, programmatic, and course levels.
- Design of pedagogically-oriented research projects.
- Creation of teaching portfolios, course assessments & implementation of self-assessment measures.

Creating:

- Repository of best-teaching practices at RU-Camden.
- Teaching network involving instructors at all levels seeking support in best-teaching practices.
- Summer institute/retreat for those interested in transforming curriculum and adopting active learning pedagogies.
- Mentoring during the academic year to provide support in pedagogical projects.

Proposed Timeline

Oct. ‘23 Nov. ‘23 Dec. ‘23 Mar. ‘24

Meeting with stakeholders
Evaluation of needs and resources

Draft and submit project proposal

Create advisory board

Outline first batch of initiatives

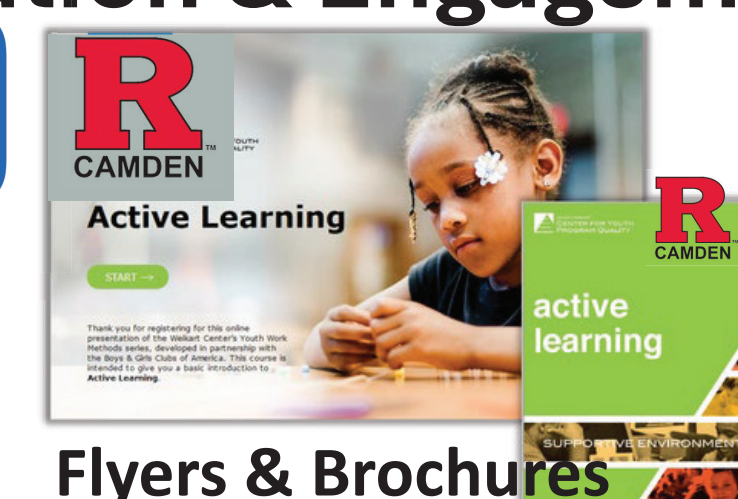
May ‘24 Summer ‘24

Fall ‘24/
Jan. ‘25

Official launch
of the center

Communication & Engagement:

Social
media



INCREASING VISIBILITY AND PARTICIPATION IN RUTGERS UNIVERSITY SENATE

Vicki Hewitt, Executive Secretary of the University Senate
Jon Oliver, Past Chair of the University Senate



Abstract:

The Rutgers University Senate is a university-wide deliberative body consisting of representatives of Rutgers faculty, students, staff, administrators, and alumni. However, between 8-18% of seats for elected representatives go unfilled each Senate term. My project will focus on increasing the internal visibility of the Rutgers University Senate, with the goal of increasing interest and participation in the Senate overall. This project will seek to identify new ways to communicate Senate activities to the University community in order to raise the profile of the Senate. It will also consider new methods of outreach to the individual units and constituencies to discover the primary reasons for non-engagement with the Senate and suggest ways of overcoming them. In addition, it will seek to strengthen ties between unit and constituency leadership and the Senate to encourage internal communication and organization around Senate elections.

Primary Stakeholders:

- Rutgers communications and marketing specialists, to explore ways to elevate the profile of the University Senate across the university.
- Deans and senior administrators in specific units that have historically not provided the Senate with representatives.
- Senate staff, who will need to provide time and resources to implement the project.
- Units represented on the University Senate, who will benefit from increased representation.

Key Steps/Activities:

This project has two major components: a general component aimed at raising awareness of the University Senate and its activities and a specific component aimed at targeting units where there has been reduced Senate participation.

- Develop a communications plan with Rutgers communication and marketing specialists.
- Determine which units have historically been underrepresented in the Senate and develop specific plans to increase awareness of the Senate in those units.

Effectiveness Measures:

I will be looking at markers of engagement and participation in the Senate to determine the effectiveness of the project.

- Significantly decrease the number of vacancies on the Senate and approach full participation.
- An increase in the number of Senate charges submitted, especially from non-senators.
- An increase in the number of candidates standing for election to the Senate in each unit would be a useful metric, however we may not be able to gather this data.

Communication/Engagement:

- Work with Rutgers communications and marketing specialists to develop a communications plan.
- Include updates in reports at Senate meetings.
- Work with administrators and current senators to raise the profile of the Senate in their units.

Proposed Timeline:

- Develop the communication plan. Meet with administrators in high priority units.
- Implement the communication plan.
- Manage elections and additional outreach.
- Evaluate the results of the project and next steps.

Current Status/Future Directions:

- To best work around the Senate's election timeline, I would start the project in May hoping to affect participation in elections for the following year.
- Potential challenges include ensuring support for the project from vital stakeholders.
- The University Senate itself is already considering various recommendations aimed at communicating to the University community, so I would need to take this into account while implementing this project.

Designing a curricular intervention for assessment of professional identity formation (PIF) in doctor-of-pharmacy graduates

Minakshi Lahiri, Ph.D., Assistant Dean for Academic Assessment, Ernest Mario School of Pharmacy

Sponsors: Dr. Joseph A. Barone, Dean and Distinguished Professor, Ernest Mario School of Pharmacy;

Dr. Carol Goldin, Senior Associate Dean for Planning and Assessment, Ernest Mario School of Pharmacy



Abstract:

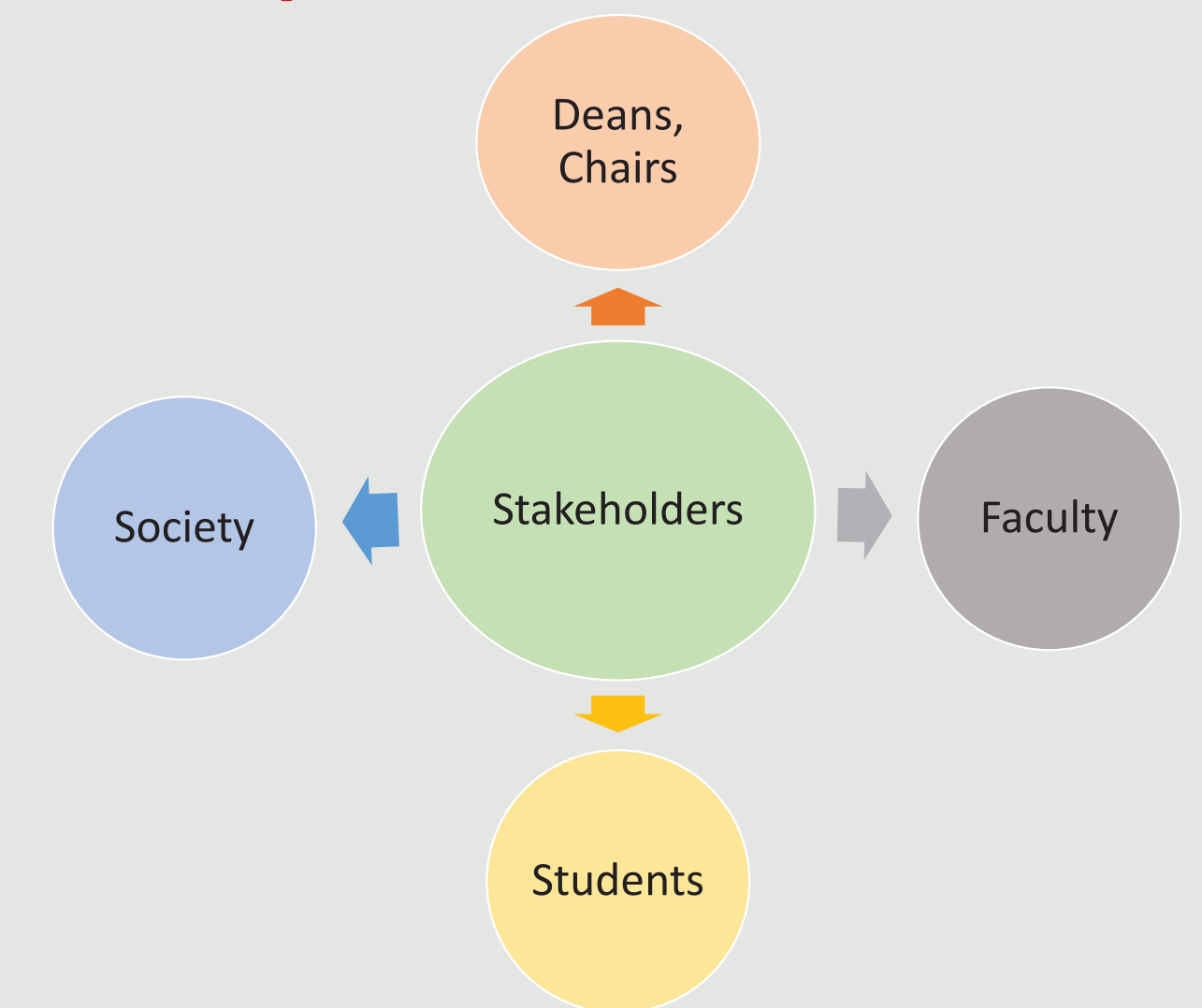
Professional Identity Formation (PIF) is a dynamic and transformational process that develops longitudinally as learners enter professional programs and progress through the years assimilating the domain's Knowledge, Skills, and Abilities (KSA). It relates to the development of our identity and defining "who we are" as professionals.

American Association of Colleges of Pharmacy (AACCP) has emphasized the importance of PIF in graduating student pharmacists and provided recommendations for intentional integration of PIF within current Doctor-of-Pharmacy curriculum. The Accreditation Council for Pharmacy Education (ACPE) Standards 2025 and revised educational outcomes also include PIF as an essential component for Doctor of Pharmacy curricula.

The current curriculum at Ernest Mario School of Pharmacy (EMSOP) does not include plans for development or assessment of PIF in learners, in any formal and intentional process. Teaching strategies that promote PIF and assessment of PIF is difficult given the nature of skills associated with PIF.

The objective of this project is to design and implement a curricular intervention to facilitate development and assessment of growth of PIF in Doctor-of-Pharmacy students at EMSOP.

Primary Stakeholders:



Key Steps/Activities:

- Identify a course series in PharmD for assessment of PIF.
- Collaborate with course coordinators for longitudinal intervention design.
- Promote and ensure faculty advisor engagement.
- Create a task force.
- Collect and analyze outcome data after the second year.
- Prepare a report for documentation of the implementation.

Effectiveness Measures:

- Active engagement and participation of students and faculty
- Longitudinal outcome assessment data captured using rubric
- EMSOP graduates transfer their learning experience and demonstrate professional identity as patient centered pharmacists/healthcare providers committed to make an impact in patient care and promoter of public health in the society

Communication/Engagement:

- Pre and post intervention meetings at each phase with task force
- Intervention goal and design shared with students at orientations
- Progress of project shared at the Deans' leadership meeting, faculty meetings and committee meetings

Current Status

- The project is in its first iteration implementation phase during Spring 2024
- Faculty Advisors will grade the Continuous Professional Document(CPD) learner reflections in LEAP AHEAD II course, using the PIF Rubric

Future Directions

- Data collection and evaluation of the process based on pre/post feedback from task force and experience from iteration 1
- Communication of progress
- Adjustment of process if needed based on feedback
- Iteration 2 planning and data analysis

Proposed Timeline:



Creating A Tool to Customize Professional Development for Faculty and Staff

Felicia R. LeSure, Director-RBHS Chancellor's Office
Will Constantine, Director of Organizational and Talent Development



Abstract:

The professional development of faculty and staff is essential for individual growth and the success of the University as a whole. However, all available professional development opportunities within the University are not being disseminated effectively. There is an opportunity to have a centralized depository for all professional development opportunities. Faculty and staff should have easy access to all professional development opportunities available to them. One option is to explore how professional development recommendations can be made specific to their role and potential career trajectory. This includes pulling from various data sources to allow for easy access to a variety of resources in one centralized location. The data available would continually update as more data sources are identified.

Primary Stakeholders:

- Faculty and staff who will benefit from this resource
- Students who would benefit from the increased knowledge of faculty and staff
- Senior leadership who will be impacted by the success and/or failure of this labor intense venture

Key Steps/Activities:

- Understand current technology efforts and capabilities (HR and Payroll Transformation, My Rutgers Portal, LinkedIn Learning, etc.)
- Identify existing data sources for professional development opportunities within Rutgers.
- Solicit schools and institutes within Rutgers Health (a subset of the University's population) to report any professional development opportunities that they offer (noting prerequisite criteria).
- Identify data points that correlate with specific roles and employment status.

Effectiveness Measures:

- Job satisfaction surveys
- Learning assessment data
- Employee engagement surveys
- Faculty and staff perceptions of the ease of obtaining professional development information
- Utilization and analytics

Communication/Engagement:

- Stakeholders will be updated through university-wide communications from UHR.
- Faculty and staff will have the opportunity to provide feedback and offer suggestions on how to improve the resource through surveys and focus groups.

Proposed Timeline:

- June/July 2024 – Understand current technology
- Jan 2025 – Solicit schools to report on current opportunities

Current Status/Future Directions:

- The HR and Payroll Transformation Project is underway. Phase 2 of the project includes potential for capabilities to provide centralized professional development opportunities.

RUTGERS OFFSHORE WIND ENERGY COLLABORATIVE PODCASTS

Amy Mandelbaum, Senior Program Administrator

Margaret Brennan-Tonetta, Senior Associate Director; Josh Kohut, Professor;

Wade Trappe, Associate Dean for Research and Academic Programs; and Sean Duffy, Associate Professor



Abstract:

With Governor Phil Murphy’s goal of 100 percent clean energy by 2035, New Jersey is set up to be a strong player in the field of renewable energy. This is especially true when it comes to offshore wind energy, in which energy is harnessed from wind farms located in the ocean. Despite the promise of this clean energy source, the general public remains largely uninformed, and often misinformed, about offshore wind energy. In 2023, Sean Duffy, a psychology professor from Rutgers-Camden, conducted a public perception survey in southern New Jersey and found that at least a third of participants thought that there were thousands of offshore wind turbines already installed off the coast of New Jersey. Since there are currently no turbines installed, this proves that misinformation surrounding offshore wind is prevalent. To address this communications issue, the “Rutgers Offshore Wind Energy Collaborative Podcasts” program will introduce the concepts of offshore wind energy so it is easily understandable to the general public.

Primary Stakeholders:

- Members of the Rutgers Offshore Wind Energy Collaborative
- Middle & high school teachers (grades 6-12)
- Professor & instructors from higher education
- Communities, residents, and organizations with interest and/or concerns about offshore wind energy development
- Industry & government official

Key Steps/Activities:

- Recruit volunteers from the Collaborative to assist with developing topic areas, recruiting guest speakers, providing resources for each episode, and preparing the outline for each episode that will include a series of questions for the guest speakers.
- Produce the podcasts in partnership with the Rutgers Division of Continuing Studies’ (DoCS)
- Distribute the podcast and resources on dedicated webpage. Stakeholders will be notified through email communication and social media.

Effectiveness Measures:

- User analytics of podcasts and dedicated webpage
- Number of:
 - Volunteers and partners engaged;
 - Listeners completing surveys and submitting questions;
 - Educators incorporating podcasts into their curriculum; and
 - Number of students that participated
- Visibility at regional and national meetings

Communication/Engagement:

- Provide progress reports at Collaborative check-in meetings
- Develop a webpage to foster two-way communication through online surveys and forms to submit questions and comments
- Distribute quarterly podcast e-newsletter
- Share at regional and national meetings



Proposed Timeline:

- Spring 2024: Recruit volunteers
- Fall 2024: Produce first podcast to be showcased at NAWEA/WindTech international conference
- Spring 2025: Review analytics and feedback, and develop additional episodes

Current Status/Future Directions:

- Mobilize volunteers, guest speakers, and the production team in Spring 2024
- Release first episode at the NAWEA/Wind Tech conference at Rutgers-New Brunswick in Fall 2024
- Sustain with current funding, and develop plans to grow through partnerships with industry, governmental officials, nonprofit organizations, and community organizations

Getting on the Same Page: A Roadmap for a Student Information System Business Process Review

Matthew Miller, Associate RBHS Registrar
 Les Cole, Rutgers Associate University Registrar



Abstract:

More than a decade after the merger between Rutgers University & the University of Medicine and Dentistry of New Jersey, a great deal of effort has gone into combining the institutions, beyond their name. Yet to this day, the separate student information systems that were in place before the merger remain & are still completely disconnected from one another. There has been a declared intent to merge systems & move to a university-wide system in the not-too-distant future. But before this can happen, it is critical that a well planned & thorough business process review needs to be conducted. While it is tempting to rush into this step to rapidly achieve the end goal, it is far wiser to take a breath & develop a clear roadmap/framework for how that business process review should be carried out. This framework will serve to guardrails for the review, while remaining flexible enough to adapt as appropriate. A successful framework will help to ensure that no stakeholders will be left out, that no legal/regulatory consideration will be missed, & that the review will be as comprehensive as possible.

Primary Stakeholders:

- **Administrative Leadership** – President/Vice Presidents, Chancellors, Deans, CFO & COO.
- **Registrar & Admissions Office** – Leadership & Staff of the Registrar & Admissions Offices.
- **Information Technology (IT) & Information Systems** – OIT Leadership, Database Administrators & Other OIT Staff.
- **Other** – Academic Leadership, Legal Counsel, Compliance Officers, Communications & PR Officers, Students & University Governance.

Key Steps/Activities:

1. Establish a Steering Committee
2. Define the Objectives & Scope
3. Conduct a Stakeholder Analysis
4. Review Legal & Regulatory Requirements
5. Inventory Business Processes to be Evaluated
6. Assess the Technology Infrastructure
7. Engage w/ Stakeholders & Auditors
8. Identify/Benchmark Best Practices
9. Develop Key Performance Indicators (KPIs)
10. Draft the Business Process Review Framework
11. Communicate Framework to the Stakeholders

Effectiveness Measures:

- **Stakeholder Satisfaction & Engagement** – Are the Stakeholders satisfied w/ the process?
- **Scope Coverage** – Did the framework maintain its intended scope?
- **Adherence to Legal & Regulatory Requirements** – Are all relevant legal & regulatory requirements considered?
- **Effectiveness of Communication & Collaboration** – Was there enough communication & chance for feedback?
- **Resource Utilization** – Was there efficient utilization of resources?
- **Preparation for Implementation** - Does the framework prepare the institution for the Business Process Review?

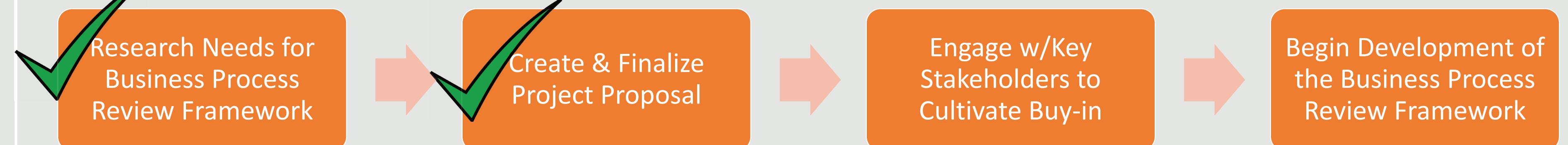
Communication/Engagement:

- **Regular Updates & Progress Reports** – Provided regularly throughout the project.
- **Project Status Meetings** – Held w/ team members to gather updates on the progress of the project.
- **Stakeholder Engagement Sessions** – Held w/ key stakeholders not working on the project.
- **Online Collaboration Platforms** – Used to help facilitate communication and collaboration.
- **Feedback Channels & Surveys** – Used to solicit input from team members & stakeholders.
- **The Final Framework** – Will be a structured written plan for the institution’s business process review.

Proposed Timeline:

- **Preparation & Planning Phase (1-2 months)**
- **Development Phase (3-4 months)**
- **Drafting Phase (2-3 months)**
- **Evaluation & Optimization Phase (ongoing)**

Current Status/Future Directions:



Development of a joint textbook for pharmacy students

Dr. Audrey Minden, Associate Professor. Ernest Mario School of Pharmacy

Sponsor: Dr. Suzie Chen, Professor and Chair. Ernest Mario School of Pharmacy



Abstract:

As a faculty member at the School of Pharmacy, I designed a new course entitled "Biochemical Foundations in Pharmaceutical Biotechnology." This required course teaches students how biochemical concepts relate to the development of drugs. The course has been successful but also has certain **challenges**.

First, like most of our courses, the course is taught by multiple faculty members. This exposes students to different perspectives, but it is also a challenge and can sometimes feel disjointed.

Second, since this class has a unique focus, students do not have a textbook. Instead, they need to refer to multiple resources.

To address these challenges, I will lead a **collaborative project** with the other faculty members in the course to develop a new textbook entitled "Biochemistry for Pharmacists: From Biomolecules to Drug Development." I will coordinate this group project and take the lead role among the contributors.

Primary Stakeholders:

- Faculty involved in teaching our PharmD Biochemistry course.
- Faculty involved in teaching other classes in our PharmD program.
- Members of the curriculum committee in the School of Pharmacy.
- Students in our PharmD program and other PharmD programs.

Key Steps/Activities:

- Meet with faculty members who are interested in contributing to the textbook.
- Write a draft of a proposal for publication.
- Choose a publisher and submit the proposal.
- Set up regularly scheduled meetings with all contributors.
- Discuss active learning methods.
- Share the first draft with key stakeholders and obtain feedback.
- Submit the final textbook to the publisher.

Effectiveness Measures: To ensure the effectiveness of our project, we will take the following steps as the project progresses:

- Regularly obtain feedback from contributors and some stakeholders.
- Select some students to read early drafts of the text and provide feedback. This will involve online surveys and questionnaires.
- Once students have used the textbook, we will determine how well they learned the material through quizzes and tests.

Communication/Engagement:

- I will schedule meetings so all contributors can meet regularly to discuss the project as the work progresses.
- We will share updates via email and a joint website. I will ask contributors to email me periodically with updates and drafts. Our joint website will include a chat box to encourage two-way discussions.
- I will use Google Documents so everyone can share ideas and drafts and critique each other's work.
- I will take the lead in encouraging communication between the different contributors to the project.

Proposed Timeline:

- Lead time. Months 1-4. Project planning.
- Start-up. Months 5-8. Recruit authors.
- Writing stage. Months 9-14. Write the text.
- Completion stage. Months 15-18. Finish writing and editing, submit the text.

Current Status/Future Directions:

I am currently holding discussions with faculty members to obtain input about the project. I have talked with a publishing company to assess interest in the project. I have researched available resources for writing, editing, and illustration. Once this project is completed, I will encourage students to use this resource for their studies. I also plan to keep the text current by creating new editions when significant new information is available.

Establishment of a Centralized Resource Repository for RU Professionals working with Traditionally Under-Resourced Students

RLA Fellow: Milady Murillo, Associate Director, Institute for Families-SSW

Project Champion: Aramis Gutierrez, Assistant Vice President for Educational Access & Success

Abstract:

Rutgers University is a large and complex institution with diverse resources spread across different schools, departments, and units. This can make it challenging for Professionals working with Traditionally Under-Resourced Students (EOF, Trio, First Generation, IFF Fellows) to comprehensively understand all available resources and services. Lack of knowledge about available resources can adversely impact student success, as staff may be unable to provide valuable resources. To address this issue, a central repository of resources can be created. This repository would make it easy for professionals to find information about the available services. By creating a centralized repository with up-to-date information on all programs, services, and contact information, university professionals could network, limit program duplication, and efficiently refer students to the required support services. Instead of wondering where to direct a student for help, waiting for an email response, or searching through a university website, staff would have a quick and easy way to research for help.

Primary Stakeholders:

- Traditionally Under- Resourced Students
- (EOF, IFF Fellows, First Generations, Trio)
- Professional supporting students
- Department Administrators/Chairs
- Faculty Members
- Student Support Services
- Student Affairs
- Office of Information Technology
- EOF Program Offices

Key Steps/Activities & Timelines:

July-Aug 2024

- Identify prospective collaborators
- Establish a workgroup/committee

Aug- Dec 2024

- Design and survey the RU community gauging interest and needs
- Conduct interviews with staff from different offices
- Review data and prioritize needs

Oct-Dec 2024

- Plan and host a networking resource fair for professionals.
- Disseminate information and benefits

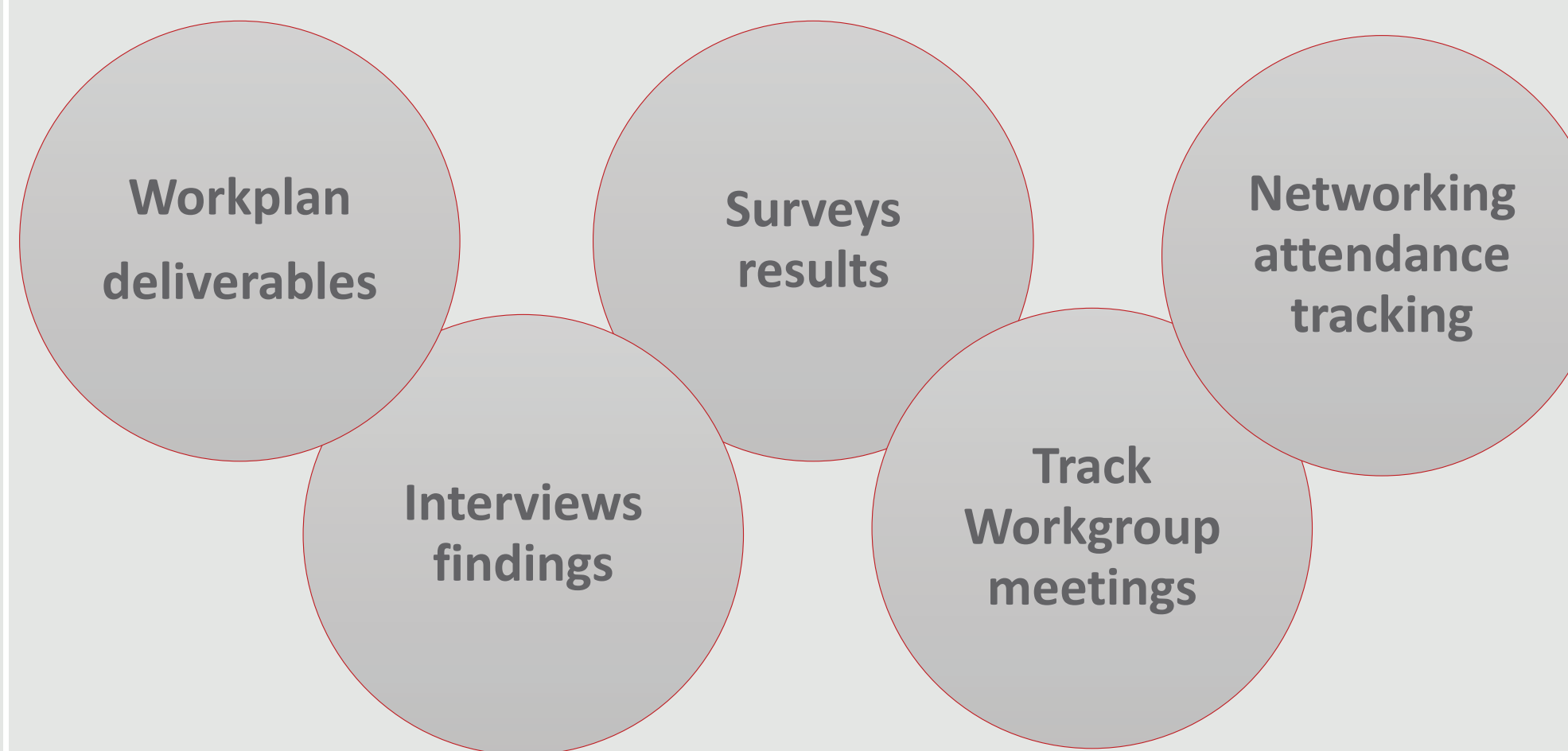
Nov- 2024- March 2025

- Research repository platform options
- Select platform and test





April 2025– June 2025

- Announce centralized repository
- Soft launch

Effectiveness Measures:



Communication/Engagement:

-  Monthly Workgroup meetings
-  Create a Teams Channel to share information and updates
-  Workplan on Smartsheet
-  Disseminate information and benefits among the Rutgers community

Current Status/Future Directions:

- ✓ Create project proposal
- Foster relationships with collaborators that can support the project
- Establish workgroups and host networking
- Research repository platforms, select and soft launch

Welcoming “Artificial” Intelligence with “real” intelligence. RU Ready?

RLA Fellow: Akhila Naik, Assistant Teaching Professor, School of Management & Labor Relations

Sharon Stoerger, Assistant Dean for Programs & Assessment, School of Communication & Information



Abstract:

The **internet** ~ three decades ago unfolded curiosity, confusion, and some resistance. Can you imagine our lives without the internet today? Even today, the internet itself does not "think" or "learn"; it is a medium through which data travels & is presented to the user who then interprets that data.

RU Ready? Here comes AI...

AI : a field of computer science that involves developing machines and programs that can “actively” think, learn, and work with human-like intelligence using pre-stored data entries and applications.

- Currently Open AI is in its infancy but already changing our digital landscape as it continuously evolves.

ChatGPT: a specific type of Open AI based on Generative Pre-trained Transformer(GPT) architecture.

- Designed to generate human-like responses to user input, making it ideal for conversational applications such as chatbots and virtual assistants.
- Vast potential to improve, promote, generate/ brainstorm ideas. Could cause possible disruptions to traditional teaching & learning goals/models.

RU Ready to be AI pioneers in higher education?

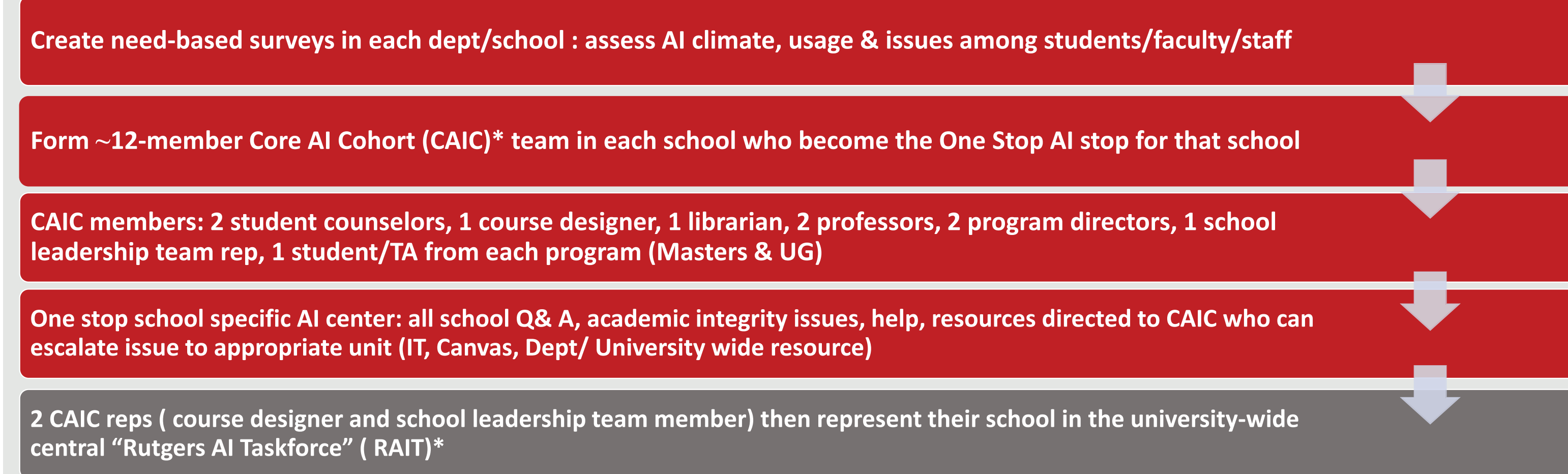
Buy-in about the unstoppable fast-paced onset of the AI revolution is required from senior RU leadership:

- Embrace the urgent need to understand AI “now” and assess its impact on all stakeholders.
- Leverage AI’s infinite potential with a continued long-term vision.
- Allocate resources : time, financial, technological & human capital to create & sustain a dedicated AI taskforce.
- Appoint a Core AI Cohort (CAIC) team of ~12 to continuously learn & understand the impact of AI in each school,
- 2 CAIC reps then join the central RU AI Taskforce (RAIT)
- Standardize protocols, maximize benefits of AI to strengthen RU-wide goals while supporting individual dept/school’s specific needs and mission.
- Set mechanisms to resolve or control challenges such as students misusing ChatGPT to plagiarize or engaging in academic dishonesty.
- Establish a university-wide One Stop Center of AI Excellence that becomes a symbol of institutional pride and a model for other universities & Big Ten.

RU Ready to calm down fears, doubts & insecurities of stakeholders?

- Stakeholders may resist the newness/ unknown power of AI without understanding the basics of AI/Chat GPT, others may use it blindly due to easy access.
- Streamlined RU resources are needed to clarify scope & relevance of embracing AI for each stakeholder with explanations of repercussions, if misused.
- Shed light on limitations: AI cannot capture emotions, read the room, empathize, influence matters, build relationships and strengthen community.
- Currently, AI does not have executive functioning and is not threatening “real” intelligence **yet!**

Key Steps/Activities:



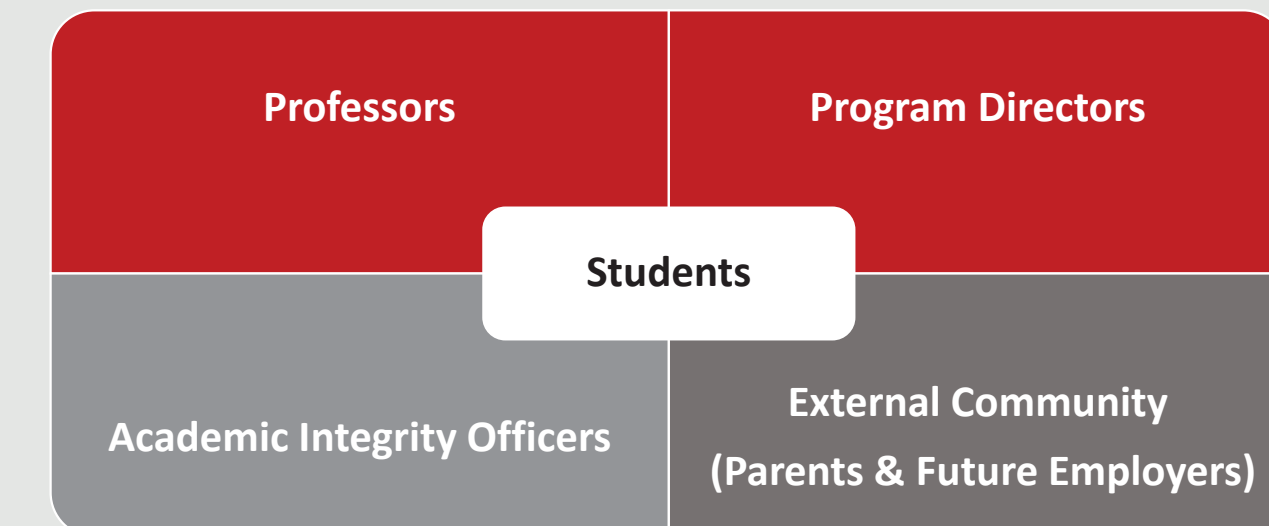
Current Status: Scattered fragmented committees across RU working in silos

- ✓ Department / school-based approach: tendency to operate in silos & project findings stay within that specific school.
- ✓ Similar projects may be repeated by University led initiatives & findings stay within that unit/ may not widely publicized.
- ✓ No University wide master list of resources/ lessons learnt database/ knowledge share systems.

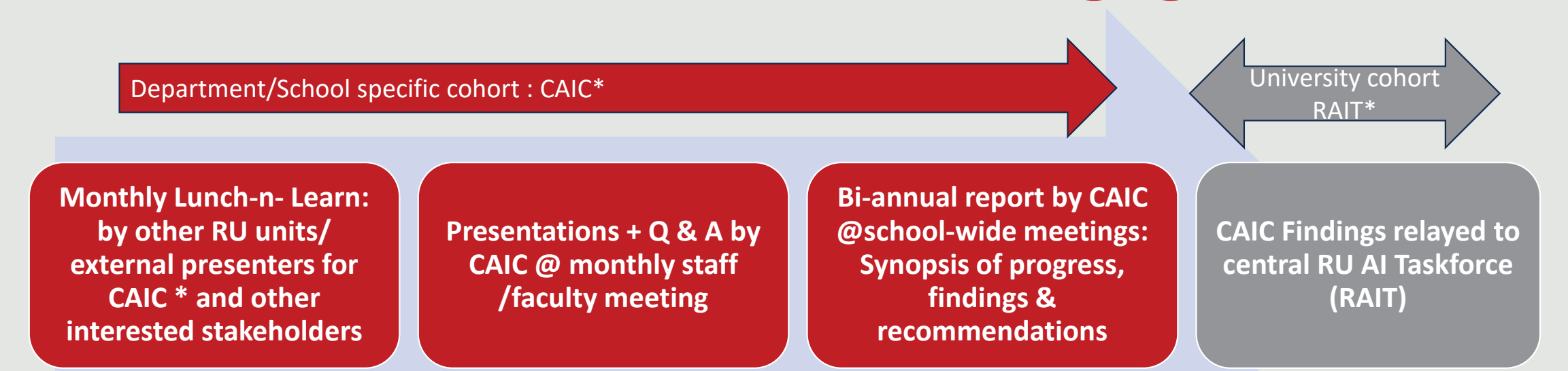
Future Direction: Working collectively and sharing best practices

- ❑ Eliminate redundancies by standardized approaches and resource optimization.
- ❑ Leverage best practices : (Year 1) Develop university wide AI advisory taskforce vision – appoint CAIC in each school.
- ❑ Establish a Continuous learning-based model (Year 2) – RAIT to further RU goals while acknowledging school specific needs.

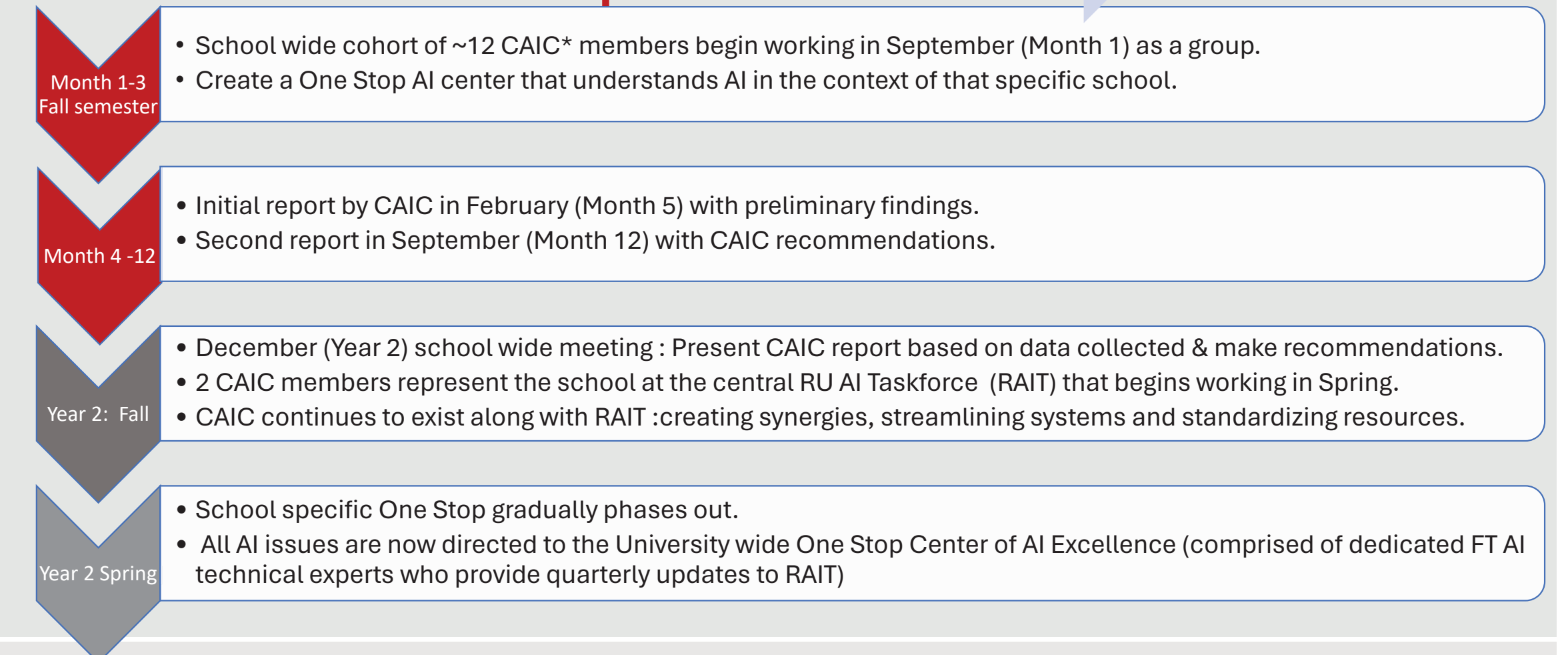
Primary Stakeholders:



Communication/Engagement:



Proposed Timeline:



Effectiveness Measures:



AMPLIFYING THE VISIBILITY OF UNMA PROGRAM THROUGH COMPREHENSIVE DIGITAL MODERNIZATION



Dr. Dilafruz Nazarova, Assistant Teaching Professor, Associate Program Director
Kareem Mumford, SAS Director of Communications and Marketing

Abstract:

The Master’s Program in Political Science - United Nations and Global Policy Studies (UNMA) will celebrate its 10th anniversary in 2024-25 academic year. The program has showed steady enrollment, but it also has a potential to grow. While the focus on the United Nations Organization as part of the UNMA’s brand is attractive to prospective students, the program lacks a distinctive, consistent, and coordinated look that would help it to stand out in a crowded educational landscape. Therefore, there is a need to establish a cohesive and recognizable brand that can be adapted to various communication channels and formats, including digital platforms, print materials, and events. In addition to contributing to program’s sustainability and growth, a coordinated look will foster a sense of community and will help create a shared identity among the students, faculty, staff, and growing alumni network.

Primary Stakeholders:

- UNMA program
- Political Science Department
- Prospective applicants
- UNMA students’
- UNMA alumni

Key Steps/Activities:

- **Implementing a strategic redesign of the website:** redevelop UNMA’s website, so it serves as an informative and user-friendly platform with visually appealing and intuitive design
- **Optimizing social media channels:** optimize social media platforms by harmonizing visual identity, messaging, and posting style across all platforms to help improving the engagement.
- **Streamlining promotional materials:** revise the outdated brochure and create templates that can be used for a more impactful marketing campaign.

Effectiveness Measures:

- Website analytics
- Social media analytics
- Google AdWords campaign reports
- Applications data
- Applications to enrollment rates
- Retention and graduation rates
- RFI forms submitted
- Info sessions attendance
- Post-events survey
- Student and alumni survey

Communication/Engagement:

- Reporting and discussion during bi-weekly departmental admin meetings
- Advise and feedback from SAS Director of Communications and Marketing
- Feedback from students and alumni via survey
- Communication with prospective applicants via Salesforce
- Discussion during the UNMA faculty meeting

Proposed Timeline:

- UNMA website: from revisions to launch
(May-September)
- Social Media: from strategizing to implementing
(June-August)
- Promotional materials: from designing to utilizing
(June-September)

Current Status/Future Directions:

- UNMA website revisions are underway
- To meet with SAS marketing team and social media specialist
- To design new UNMA flyer and other templates including Marketing Cloud templates
- To utilize Marketing Cloud for creating pathways and reaching out intended audiences
- To start using a new brand on social media and during promotional events

Effective Onboarding for New Employees at Technology Transfer in the Office for Research

by RLA Fellow: Alexandra Pechhold, Associate Director, Intellectual Property

Project Champion: Deborah Perez Fernandez, Executive Director, Technology Transfer, Office for Research



Abstract:

This project aims at addressing any gaps and shortcomings in current onboarding of new employees in Technology Transfer (TT), Office for Research, by reviewing, documenting, and obtaining feedback on existing onboarding measures from stakeholders, planning and drafting improved training by identifying areas of improvement, obtaining feedback, documenting new materials, implementing new onboarding procedures, and periodically evaluating the success thereof for continual improvement. The goal is to establish a comprehensive, deliberately structured process for onboarding new employees in Technology Transfer in order to increase employee effectiveness, production, job satisfaction, team building, and employee retention. A major challenge our team faces is quickly and effectively understanding and navigating the complexities and high work volume demands of technology transfer. This project would help equip new employees in Technology Transfer with the resources, tools, training, and information needed to work effectively and meet goals and expectations.

Primary Stakeholders:

- New employees in TT
- Recent hires in TT (joined last few years)
- Senior Licensing Managers in TT
- Executive Director

Key Steps/Activities:

- Review & document existing onboarding procedures and documents from senior Licensing Managers and more recent hires
- Interview senior colleagues and ED on critical tools, resources, training, documents, etc. needed for success of new employees
- Identify gaps in current onboarding and desired skills for new employees
- Identify resources to provide new employees with desired skills, tools, training, information, etc.
- Draft onboarding manual to document these findings
- Present findings to select group of newer and senior colleagues for feedback
- Modify onboarding manual with appropriate level of detail for implementation
- Obtain feedback from stakeholders
- Implement onboarding for new employees
- Establish periodic checkpoints to review project's success by interviewing/surveying new employees, their managers, and other stakeholders
- Modify onboarding processes as needed based on feedback and management

Effectiveness Measures:

- Short term effectiveness measures include direct feedback from new hires on helpfulness of resources, tools, training, etc. and feedback from their managers
- Long term feedback solicited separately from both new hires and their managers, who would be engaged in periodic check-ins (e.g. 3 mo/6 mo/1 yr/2 yr) to determine the effectiveness at set increments after new hires start their roles and after they gained more competency in their roles
- Assessment through surveys and/or 1:1 personal meetings
- Meaningfully track and assess feedback and correlate to where onboarding improvement is needed

Communication/Engagement:

- Keep others informed of project's progress during team meetings (Licensing Manager meetings)
- Gather a few key stakeholders (senior Licensing Managers and ED) for obtaining direct feedback on proposed training materials and procedures
- Share project overview and status updates in other forums (Focus Group Meetings, Staff Meetings, small groups, etc.)
- Continually remind new hires that project is a work in progress, so their feedback and questions are essential to improving the onboarding process
- Routinely engage new hires so input feels welcome and encouraged
- Share manual/documentation/resources for onboarding materials, training, etc. that is routinely updated and accessible for all staff of TT

Proposed Timeline:

- Lead time: Several months to gather information, resources, training opportunities, discuss, strategize, & document this in effective, usable format
- Start-up: Implementation depends on attrition, new hiring, budgetary factors
- Milestones: This ties in with soliciting feedback from new hires and their direct supervisors at periodic intervals to track short & long term feedback on effectiveness, which may require modifications and updates as needed
- Target completion dates: Ongoing for new hires, with management's support and employee bandwidth to continue to implement and revise onboarding as needed

Current Status/Future Directions:

- Potential challenges are internal resources, such as employee time, to carry out key steps and effectiveness measures
- Requires dedicated time and necessary level of comprehension in assessing what tools, information, resources, training, etc. are needed for a successful employee in their specific role in TT
- Requires team effort in terms of time and support from colleagues to obtain recommendations, feedback, etc. to track current processes and resources and what an ideal, effective onboarding process should entail
- Consider how this project impacts employee retention, career development, job satisfaction, team building, etc. and how to build upon onboarding to impact these other areas of growth

Rutgers Writing Center into the Future

Sara Perryman, Asst. Teaching Professor & Rutgers Writing Center Director

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

Abstract:

Writing centers are key sites of academic support for university students and faculty. At RU-NB, the Rutgers Writing Center provides reading and writing assistance to undergraduate students taking Writing Program courses. All other students are re-directed to the Learning Centers for writing support in other classes. This arrangement often leaves both faculty and students confused about where to go for writing help. Greater communication and collaboration between the Writing Center and Learning Centers will harness our expertise and craft a better model of reading/writing support for the entire university community. A survey distributed to all undergraduate department chairs to assess the discipline-specific reading/writing challenges their students face will increase knowledge and foster better integration of reading/writing services across all departments. This is in line with our Big Ten peer institutions, all of which have robust Writing Centers that serve the entire university community.

Primary Stakeholders:

- Rutgers Writing Center
- Department of English & Writing Program
- Learning Centers
- Undergraduate Department Chairs/Directors
- Administrative offices overseeing undergraduate education and academic support services

Key Steps/Activities:

- Meet with WP/LC leadership to discuss possible collaborations/solutions to gaps in reading/writing support services at Rutgers
- Consult SAS Deans and Provost's Office on potential survey – feasibility, content, timing
- Develop and distribute survey to all undergraduate chairs/directors on reading/writing support needs of their students, especially discipline-specific support
- Analysis and reporting of findings

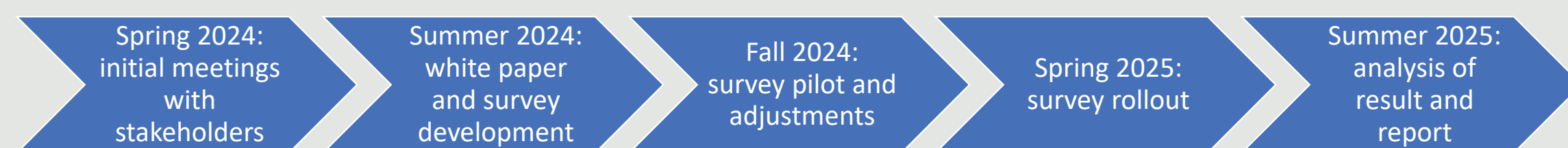
Effectiveness Measures:

- **Goal:** increase communication and collaboration among stakeholders
- **Measurement:** positive response to initiatives and commitment to further development of partnerships
- **Goal:** greater knowledge about overall university reading/writing needs
- **Measurement:** survey distribution across departments, analysis of results, comparative assessment to current reading/writing services

Communication/Engagement:

- Regular meetings with various stakeholders as project develops
- White paper on where RU-NB stands in relation to Big Ten peers
- Survey results distributed in final report with recommendations for improvement in reading/writing services

Proposed Timeline:



Current Status/Future Directions:

- Meetings in-progress
- White paper, survey development, and results will be used to advocate for increased Writing Center role in academic support services across the university, including more discipline-specific writing assistance

Rediscover Douglass: Defining the Legacy, Embracing the Future

Janelle Rodriguez, Director of Communications, Douglass Residential College

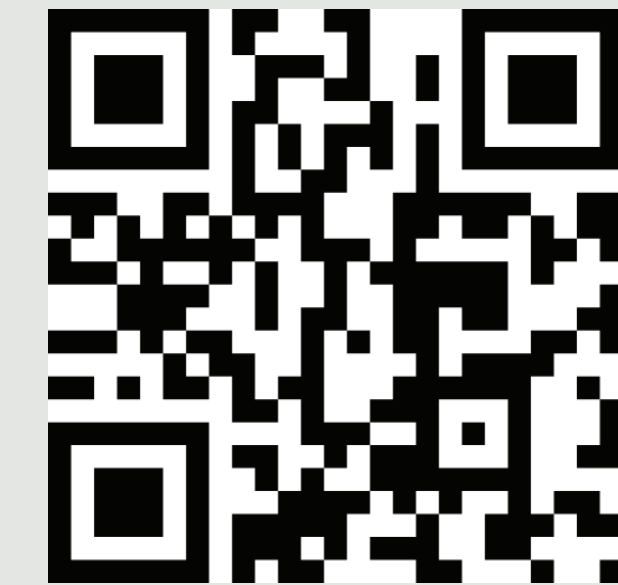
Wendy Silverman, Ed.M., Associate Dean for Strategic Initiatives/Chief of Staff, Douglass Residential College



Abstract:

Douglass Residential College faces a challenge in aligning the perceptions of alumnae with current students regarding its identity and offerings due to historical and societal shifts. This disconnect impedes the college's ability to fully leverage its rich history and engaged community. To address this, the "Rediscover Douglass" campaign aims to redefine its legacy while embracing modern gender, diversity, and equality perspectives. Goals include developing a rebranding initiative, fostering deeper connections between alumnae and current students, and enhancing visibility. Challenges include overcoming generational divides and securing stakeholder buy-in. Success requires strong leadership, effective communication, and resource mobilization. The initiative seeks financial support, utilizes existing resources, and relies on community volunteers. Ultimately, bridging this gap can strengthen Douglass's community, enrollment, and alumni engagement, ensuring its continued excellence.

Douglass.Rutgers.edu



Key Steps/Activities:

1. Formation of a task force comprising alumnae, current students, and Rutgers staff.
2. Conduct research: Gather qualitative and quantitative data through surveys, focus groups, and interviews with all stakeholder groups.
3. Develop a shared narrative: Analyze research findings to identify core themes and values that resonate across generations of Douglass students and alumnae.
4. Craft a new brand identity: Develop a visual identity, messaging framework, and communication plan that reflects Douglass's unique position and offerings.
5. Implement engagement initiatives: Organize events, programs, and online platforms that foster connections and understanding between alumnae and current students.
6. Measure and iterate: Track the impact of the rebranding initiative through ongoing data collection and feedback mechanisms.

Effectiveness Measures:

- Track changes in enrollment and retention rates, particularly among students who identify with Douglass's rebranded identity.
- Monitor alumni engagement metrics, such as participation in events, donations, and volunteer activities.
- Conduct surveys and focus groups to assess shifts in perceptions of Douglass among all stakeholder groups.

Primary Stakeholders:

- Current Douglass students
- Douglass alumnae
- College faculty and staff
- Rutgers University administration
- Prospective students and their families

Communication/Engagement:

- Utilize multiple communication channels, including social media, the Douglass website, the Douglass Spotlight, and Douglass Now, to keep stakeholders informed.
- Organize panel discussions, and other events to foster dialogue and engagement.
- Create opportunities for alumnae and current students to connect through mentorship programs, volunteer initiatives, and social gatherings.

Proposed Timeline:

Year 1: Conduct research, develop brand identity, launch communication plan.

Year 2: Implement engagement initiatives, track initial impact, refine strategies.

Year 3: Expand successful programs, measure long-term outcomes, secure sustainable funding.

Proposal Status & Future Directions:

- Douglass Residential College is initiating a strategic plan encompassing a branding initiative and communication strategy.
- Current efforts involve stakeholder engagement, research, and initial planning for the "Rediscover Douglass" campaign.
- Future steps include refining campaign objectives, securing resources, and executing targeted outreach.
- The goal is to integrate the campaign into Douglass's broader strategic objectives while strengthening community bonds and promoting inclusivity.

Math Equity for SEBS Students

Troy A. Roepke, Ph.D., Associate Professor of Animal Sciences,
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Jacqueline Moore, Ph.D., Assistant Dean/Director, SEBS EOF



Abstract:

Students enrolled in remedial math courses often fail to enroll in introductory courses and only 17% graduate, many leaving an institution before beginning college-level work. Course remediation disproportionately impacts students from marginalized backgrounds including low-income students and Students of Color. Additional tutoring support is an evidence-based intervention that increases success rates. In addition, studies show that one of the main reasons college students experience difficulties is due to the lack of good study skills when compared to students who succeed in college with consistent profiles of study skills deficits across different groups of low-performing students". At Rutgers, students from low-resource NJ high schools often are not prepared for college-level math (Precalculus or higher) and must take basic and intermediate algebra prior to taking precalculus. At Rutgers, Precalculus is a co-requisite for General Biology I and II and students can take the condensed Precalculus course (Precalc 115) at the same time as Gen Bio I, any semester, or Precalc 111 at the same time but only in the Fall semester. For Spring Gen Bio I, Precalc 111 is a pre-requisite. Thus, students interested in biology-based majors and who are testing into Basic/Intermediate Algebra are now at a disadvantage to their peers with many not enrolling in Gen Bio I/II until their second year leading to delays enrolling in upper-level coursework required for their degrees. Thus, they must either take 18+ a semester or summer courses to finish on time (within 4 years) or enroll for another full year to complete their biological sciences-related degree. Many of the students from these low-resource high schools are Black or Latine/Hispanic and/or first-generation students who already must overcome systemic and interpersonal biases, both historical and contemporary, to succeed at Rutgers. Thus, my goal is to develop, coordinate, and expand efforts by the Equal Opportunity Fund program at SEBS for first-year students to offer a required tutoring course. This course will be designed to help students excel at Basic and/or Intermediate Algebra and advance to Precalculus and can enroll in Gen Bio I in the second semester of the first year. As part of the Academic Master Plan and Diversity Strategic Plan, this project will further reinforce SEBS' commitment to equity and inclusion by provide resources that support student access and success.

Primary Stakeholders:

- SEBS first-year students
- UPDs of Biology-based majors
- SEBS Office of Academic Programs (OAP)
- Associate Deans of Recruitment
- SEBS Equal Opportunity Fund office,
- Director(s) of the Learning Centers
- tutors

Key Steps/Activities:

- Step 1: Expand the EOF tutoring credits to all in-coming biology-focused students (Animal Sciences, Nutritional Sciences, Ecology/Evolution, Plant Biology, Entomology, Biochem/Micro, etc.) whose performance on the math placement is not sufficient for precalculus.
- Step 2: recruit algebra tutors from Learning Center Math Tutors.
- Step 3: secure assistance from OAP and Associate Dean of Recruitment in identifying these students.
- Step 4: communicate to all UPD or Admissions Advisors to enroll students in tutoring if tested in Basic/Intermediate Algebra.

Effectiveness Measures:

- Project success can be measured by the following key performance indicators:
- the success of students in passing Basic/Intermediate Algebra (compared to current students not enrolled in tutoring or from the past decade) and enrolling in Precalculus.
 - Compare graduation rates for students to students who tested into Precalculus.
 - Increased number of students remaining in STEM tracks after their first year compared to non-participants, using stratified groups by demographic and academic indicators.
 - Course success rate of students in Precalculus after tutoring.
 - Increased 4-year graduation rates of participants compared to non-participants, using stratified groups by demographic and academic indicators.
 - Percentage of students participating in the tutoring program, with an intended goal of 50% or higher participation of students identified for interventions.

Communication/Engagement:

- Communicating (via flyers, emails, social media) to all incoming students who placed lower than Precalculus in the math placement test.
- All students with low initial placements on the math placement exam will be required to participate in the program.
- Targeted outreach will be made to students from vulnerable groups, including Pell-eligible, historically underrepresented, and first-generation students.
- Feedback will be provided by students using course surveys. Student who are doing well in Basic/Intermediate Algebra after two exams (as defined by a grade of B or higher) will be allowed to withdraw from the tutoring course.

Proposed Timeline:

- Spring 2024 : Confirm SEBS funding and support of RU Learning Centers.
- Summer 2024: Develop syllabus and materials for SEBS CEP evaluation.
- Summer 2024: Work with Sharice Richardson and SEBS UPDs to identify students. Develop policies and communication materials for sending out information to incoming students.
- Fall 2024: CEP approval of course.
- Spring 2024: Offer tutoring for Basic and Intermediate Algebra

Current Status/Future Directions:

- We are currently in the planning stages. A syllabus has been made and discussions have started with the SEBS Executive Leadership Team.
- To be successful, we need funds for tutoring and assistance from Associate Dean of Recruitment and EOF office, and CEP approval of course.
- Outcomes of the project will be the development of tutoring course in collaboration with the EOF Math Prep that will lead to a reduction in the time of degree completion and greater engagement and enrollment in Life Science degrees from students from low-resourced high schools.
- Future Directions is to continue to advocate for a change in the co-requisite policy for General Biology I/II and Precalculus. While still requiring students to pass Basic/Intermediate Algebra and Precalculus is not a point of contention, requiring that level of math proficiency remains a systemic barrier to the Life Sciences for a diverse population of students. Of relevance, Rutgers is the only Big Ten university that has this math requirement for General Biology; thus, impacting comparisons to success of students in Life Sciences.

Elevating the Excellence of the Comparative Medicine Resources Team: Taking an Already Great Team to the Next Level



Bhupinder Singh, Director of Veterinary Services

Ralph Gigliotti, Assistant Vice President for Organizational Leadership

Abstract:

The Comparative Medicine Resources (CMR) section encompasses 'Husbandry Operations' and 'Veterinary Services'. The goal of this project is to enhance CMR excellence through the reinforcement of teamwork and collaboration between these two units. The initial step will be to establish a mutual understanding of shared goals. A pivotal component of the project entails conducting a comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the teamwork dynamics. We will leverage the insights gained to capitalize on the collective strengths of the team and to optimize the potential of each individual team member. Improved teamwork and collaboration will result in heightened productivity, elevated work quality, enhanced innovation, and bolstered job satisfaction. Armed with the understanding of our strengths and weaknesses, we will be able to analyze, strategize, and direct our actions, propelling us towards greater success and cohesion within the CMR section.

Primary Stakeholders:

- Rutgers University Animal Care Leadership Team
- CMR Veterinary Services Team
- CMR Husbandry Operations Team
- Office of Organizational Leadership (OL) Team
- Research Faculty and Staff at Rutgers University

Key Steps/Activities:

- Establish the Working Group (WG): A WG representing both units within the CMR section will be formed to coordinate and oversee the project.
- Conduct Teamwork SWOT Analysis: Comprehensive Teamwork SWOT analysis will be conducted.
- Review and Strategic Planning: Review the gathered data and develop a strategic plan to enhance collaboration and excellence of CMR units.
- Implementation and Follow-Up: The formulated action plans will be implemented and WG will follow up on the progress of this project.

Effectiveness Measures:

- Quantitative: Utilize follow-up surveys and team performance metrics to gather numerical data on collaboration effectiveness, satisfaction levels, and performance outcomes.
- Qualitative: Observe team collaboration behaviors firsthand, conducted by Working Group (WG) members, to gain deeper insights into team dynamics and identify areas for improvement.

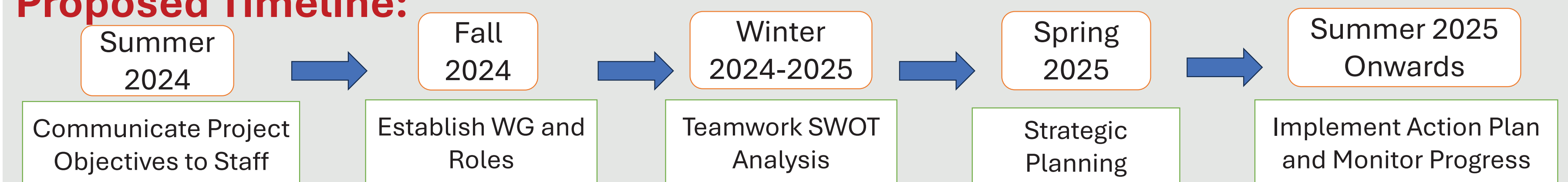
Communication/Engagement:

- Disseminate Strategic Plan and Roadmap: Strategic plan and roadmap will be shared with all relevant staff members during meetings and through email communications.
- Periodic Progress Report to Key Stakeholders: These reports will highlight achievements, challenges, and any adjustments to the plan. This will ensure transparency and keep stakeholders informed about the project's trajectory and impact.

Current Status/Future Directions:

- Teamwork among CMR units will enhance, resulting in improved quality and productivity of operations.
- Increased cross-unit interactions and collaborations.

Proposed Timeline:



Rutgers School of Nursing Wellbeing Resource Guide

Laura Stone; Associate Director -- Student Engagement & Wellbeing
Kyle Warren; Senior Vice Dean - Rutgers School of Nursing/
Associate Vice Chancellor for Student Affairs – Rutgers Health



Abstract:

Rutgers School of Nursing is at the intersection of Newark, New Brunswick and RBHS. While the School is under Rutgers Health nursing students are coded as Newark undergraduate, New Brunswick undergraduate, and RBHS graduate students. In trying to create a more cohesive mental health and wellbeing support for students within the School of Nursing, the Student Engagement and Wellbeing team often hits a road block of not being able to find one location to share of all of the different resources for each campus. The goal for the project is to create a faculty/staff student mental health and wellbeing resource guide. This guide would compile resources for students from all School of Nursing programs and campuses. The guide will be a central place where staff/faculty from the School of Nursing will be able locate all of the student resources for each of our campuses and populations. With this in place School of Nursing students will receive a better referral process and more access to campus resources.

Primary Stakeholders:

- School of Nursing Staff
- School of Nursing Faculty
- School of Nursing Students
- Rutgers University Campus Resource Departments

Key Steps/Activities:

- Determine a reference guide to use as a template
- Meet with the Student Engagement & Wellbeing team to determine common student challenges to include in the guide
- Compile the steps for what faculty/staff should do for each student challenge
- Research all the resources for the challenges and for each campus
- Compile all information into a cohesive design and create a webpage for faculty/staff to reference

Effectiveness Measures:

1. After completing the guides and communicating to faculty/staff a series of evaluations will be sent out for user feedback. Once in the summer during development and another in the Fall to evaluate a semester of use.
2. Most steps in the guide will include filling out a student of concern form which directs to the School of Nursing Student Engagement team. Tracking during the Fall if there is an increase in use of the form and from new faculty/staff will help assess effectiveness

Communication/Engagement:

- Attend School of Nursing directors meeting to present guide
- Attend faculty meetings to present the guide
- Email announcement sent out sharing the guide with all faculty/staff
- Partner with School of Nursing Human Resources to have the guide be part of new staff/faculty orientations

Proposed Timeline:

- April – May: creating draft of campus guides
- Summer 2024: communication to faculty/staff & gather feedback
- Fall 2024: launch website & evaluate feedback
- Spring 2024: develop printed copies of guide

Current Status/Future Directions:

- Rough drafts for New Brunswick & Newark campus wellbeing resource guides drafted.
- In communication with Rutgers New Brunswick Student Affairs Marketing and Communications team for a design template
- Future directions will be completing drafts for each campus and working with School of Nursing Marketing and Communications to have a website developed

Building Resilience for 1st Year Nursing Scholars

Utilizing Technology Tools to Promote Health, Wellbeing & Performance

RLA Fellow, Lori Van Walters-Truell, School of Nursing EOF, Senior Counselor, Special Programs/Summer Program Director
Naomi Gold, Librarian of Practice IV, John Cotton Dana Library

Abstract:

The intent of this project is to develop a protocol to assist 1st year nursing students in developing resilience through healthy lifestyles while dealing with a challenging science-based curriculum. Issues from personal issues, managing stressful situations, traumatic events, lack of finances, inadequate housing, academic preparation, family discord, illness or any number of pressures that can lower a student’s motivation and self-esteem. By collaborating with campus partners, a student’s health and well-being practices can support them in successfully completing the nursing program. I would like to utilize technology to interpret this data to generate a plan of action; a well-being care plan.

Primary Stakeholders:

- EOF Program Students
- Student Health
- Health Promotion
- Counseling Services
- LGBTQ Services
- Disability Services
- Library Services
- Pathways Program
- Golden Dome Athletic Center

Key Steps/Activities:

- Issue a Pre/Post counseling Survey
- Assess learning style Inventory
- Assess adjustment to college life
- Assess health concerns
- Facilitate Counseling Seminar
- Facilitate Student Development
- Targeted Support Groups
- One on One Counseling

Effectiveness Measures:

- Evaluate feedback from Seminars
- Evaluate 21 Day Challenge
- Assess Student performance
- Evaluate stress management
- health-related incentives/activities
- Improved academic performance
- Resilience in resolving problems
- Reliable sources for gathering data

Communication/Engagement:

- Publicize digital health research articles
- Student presentations at conferences
- Share findings in case management
- Offer workshops on nutrition topics
- Seek partnerships with health experts
- Community outreach to education health
- Encourage student leadership activities
- Student Focus Groups
- Peer Support - Mentorship

Current Status/Future Directions:

- Involve Summer faculty members
- Collaborate with Health Promotion
- Collaborate with Counseling Services
- Collaborate with Information Technology

Proposed Timeline:

- Planning: May 2024-May2025
- Launch : July 2025
- Evaluate Data: Aug-Sept 2025
- Implement Seminar: Jan-March 2026
- Final Assessment: May 2026

DEVELOPING A MASON GROSS STUDENT EMERGENCY FUND

Alexis White, Academic Affairs Administrator
Phillip Smith, Assistant Dean of Students, Student Basic Needs

Abstract:

Increasingly, our students are facing unanticipated emergencies that negatively impact their academic career. These sudden disruptions not only have an **emotional** and **mental** impact, but often also demand **financial** resources. This inevitably leads to additional pressure and anxiety as students struggle to support themselves while simultaneously striving to maintain **satisfactory academic progress**.

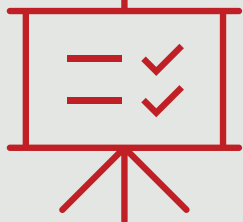
Support available for these situations can be inconsistent year-to-year and the availability of funds can vary by department. The goal of the Mason Gross Student Emergency Fund is to design a centralized process for the school that allows for consistent support for all Mason Gross students. It will serve as a resource for students to request aid during a challenging and potentially life-changing time and will serve to mitigate some of the turmoil a student may be experiencing during these unexpected moments.

Primary Stakeholders:

- Mason Gross students
- Mason Gross Dean’s Office
 - The Office for Advising & Student Success
 - The Development Team
- Mason Gross departments & chairs
- Mason Gross faculty & staff (schoolwide)
- Student Affairs Office of Basic Needs
- Donors, including the general public

Key Steps/Activities:

- Related benchmarking
- Meetings between the principal planners and collaborators
- Design, development, and establishing the application process for students
- Fundraising; campaign projects
- Forming the Emergency Fund Review Committee
- Account creation & fund disbursement process
- After launching, analysis of success



Effectiveness Measures:

- Feedback from the MGSA community, most importantly, from the students as well as the advising team
- Implementation of a post-disbursement survey
- Consider the following:
 - How much money was raised? How much was disbursed?
 - How many students applied and how many were supported by the fund?
 - How was the money used or what kinds of requests were received?
 - What was the experience for the Emergency Fund Review Committee? Do they suggest changes or improvements?

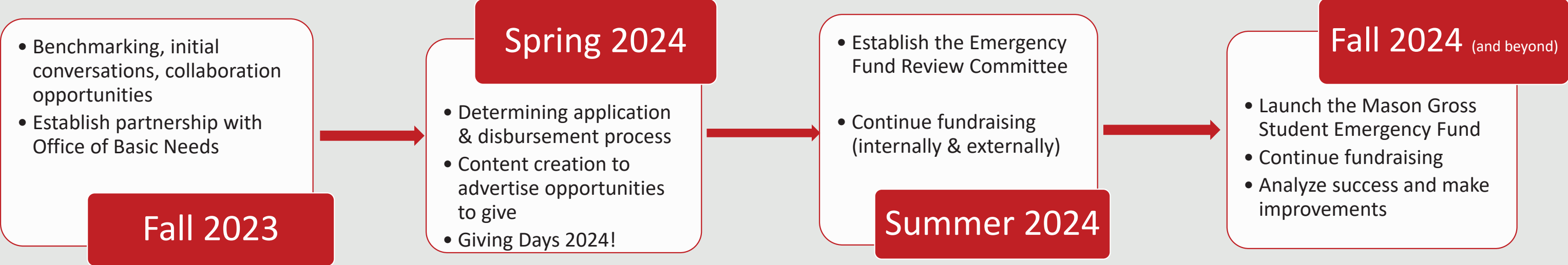
*This list is not exhaustive.

Communication/Engagement:

- Consistent touch points via in-person and virtual meetings as well as email correspondence amongst the planning team
- Providing progress reports to executive leadership and departmental leadership
- Email blasts, flyers, and social media posts to advertise the opportunity to donate



Proposed Timeline:



Current Status/Future Directions:

- The application has been developed.
- The disbursement process has been finalized.
- Fundraising has commenced. (\$4,000 and counting!)
- Determine whether it should be advertised
- Fall 2024, fund will launch
- Collect testimonials for website content

Re-Imagining Admissions:

Kim Williams-Director, Rutgers Future Scholars

Courtney McAnuff, Vice Chancellor, Enrollment Management-New Brunswick



Abstract:

Re-Imagining Admissions: Streamlining the college admissions process for first-generation, low-income pre-college program participants within the Rutgers Future Scholars program.

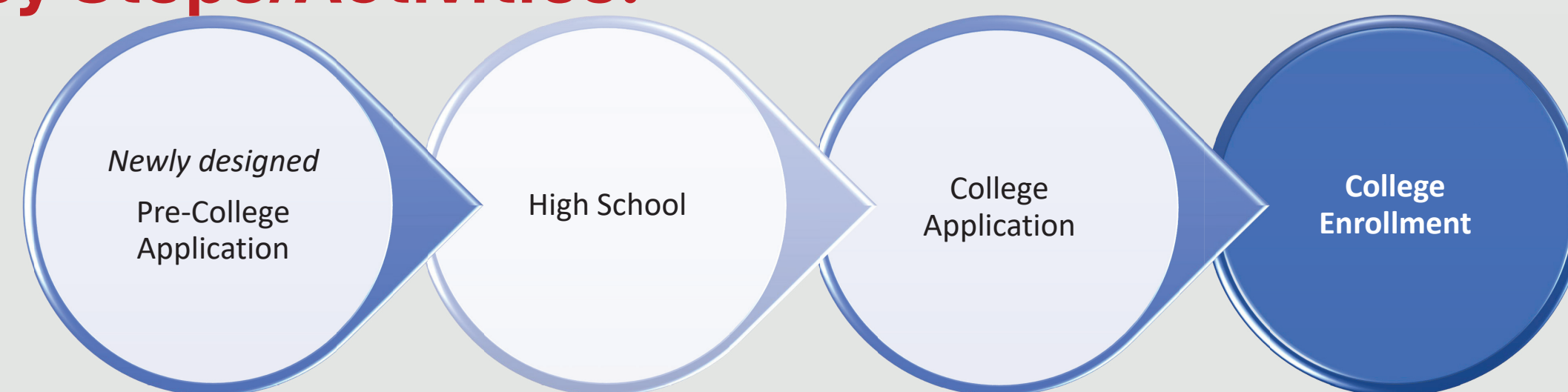
The goal of this project is to create a more streamlined, systematic and undaunting approach that accurately identifies a students' participation within a Rutgers pre-college program. A more streamlined approach would not only benefit RFS but can be considered for use by the 150+ pre-college programs at Rutgers, in addition to community-based organizations. Accurate identification would create efficiencies in all systems used to manage a student's status thereby limiting issues and streamlining the application process that first-generation, low-income students experience. Currently, students applying for undergraduate admission to Rutgers University can self-report on their application that they have participated within a Rutgers pre-college program. Although extremely useful, erroneous self-reporting of participation has proven problematic for the pre-college program, Rutgers Future Scholars (RFS).

The proper identification of an RFS student is crucial during the undergraduate application process because this indicator triggers a variety of benefits that are gained by having completed the pre-college component of RFS. The benefits cross many systems within enrollment management, beginning with undergraduate admissions to registrars and financial aid. At the undergraduate admissions stage, those indicated as RFS systematically receive benefits such as, an application fee waiver, an enrollment fee waiver and financial aid packaging which includes the RFS tuition assistance scholarship which covers tuition costs in conjunction with federal/state/institutional aid. Therefore, cost is not a factor for these students in attaining a higher education.

Primary Stakeholders:

- Enrollment Management
- Educational, Equity and Excellence Collaborative
- Pre-College programs
- School Districts
- First-Generation, low-income students
- Community-Based Organizations

Key Steps/Activities:



- Application uses same platform as undergrad admissions
- Automatically and systematically become a prospect

- Prospect information sent regularly
- Receive pre-college enrichment through modules
- SRAR portal Updated

- Prospect record connected to college app.
- Students receive notification to complete their application

- Application and enrollment fees waived
- Financial Aid packaging for tuition scholarship

Effectiveness Measures:

- Daily Undergraduate Admissions reports generated for RFS staff to review and confirm accuracy of future scholar applicants.
- Student feedback will be gathered via Qualtrics surveys assessing the pre-college application process, support services throughout middle and high school, and college application process.
- Cost savings from effectively and efficiently utilizing human resources towards programming as opposed to mitigating errors

Communication/Engagement:

- **March 2024** – December 2024 – Monthly meetings during pre-college online application development
- **January 2025** – meet with application development team.
- **April 2025**– New pre-college application goes live. Monitor usage and troubleshoot issues. Correspond regularly with key stakeholders, those responsible for technological design, development, and implementation of the app. Additionally, regular meetings and/or updates will be provided to RLA Champions - Enrollment Management and Educational, Equity, and Excellence Collaborative.
- **May 2025** – Debrief and provide assessment of the new pre-college application process. Provide a report to RLA Champions.

Proposed Timeline:

March - December 2024 Design a new RFS Pre-College Application for enrollment of seventh graders. with the Office of Information Technology, Enrollment Management application development.

January 2025 Launch the new RFS Pre-College Application – enrollment of 7th graders into RFS and begin Prospect identification by enrollment management. Historical student data will be transferred

August 2025 New RFS prospect notification from Undergraduate Admissions will initiate the start of the students' undergraduate application by prepopulating demographics and includes an application fee waiver

Current Status/Future Directions:

Currently, RFS is working with OIT to develop a new pre-college application that is compatible with the existing Salesforce software used by enrollment management for undergraduate admissions processes, financial aid and registrar's.

Optimizing the Rutgers 3+2 Program for Engineering Excellence

Zhimin Xi, Associate Professor

Hae Chang Gea, Associate Dean for Graduate and Professional Education



Abstract:

The initiative is designed to enhance the Rutgers School of Engineering's international collaborative education. Facing a critical bottleneck due to cumbersome administrative procedures and prolonged approval times, the program seeks to significantly improve operational efficiency and increase the number of enrolled graduate students. By reengineering the renewal process in partnership with a foreign university, the initiative aims to streamline activities, reducing the timeframe from over a year to a more desirable duration. Spearheaded by Professor Hae Chang Gea, the project will commence by validating the proposed streamlined process, then move to pilot testing and full implementation. Expected outcomes include an increase in graduate student enrollment and strengthened international collaboration, with success measured through application and enrollment data analysis. This project will ensure Rutgers remains competitive and continues to attract top international talent in engineering education.

Primary Stakeholders:

- Graduate Directors from each department within the School of Engineering (SOE)
- SOE Leadership team
- Designated contact persons from partner universities
- Rutgers Global Office
- Legal counsel
- Current undergraduate students
- Prospective graduate students

Key Steps/Activities:

- Integrating with existing 3+2 program teams to understand current processes
- Conducting an analysis of operations at other universities for benchmarking
- Collecting actionable insights through a data collection phase
- Documenting and presenting findings to key stakeholders
- Drafting and proposing targeted improvements based on insights
- Initiating a pilot program to test and refine enhancements
- Securing robust leadership support through detailed briefings and demonstrations of anticipated benefits
- Establishing a timeline with realistic milestones for project execution

Effectiveness Measures:

- Quantitative analysis of application and enrollment figures before and after implementation
- Monitoring for a steady increase in the number of applications received and students enrolled
- Data analysis to confirm improved efficiency in program renewal and establishment with international partners

Communication/Engagement:

- Utilizing regular Department and SOE Faculty Meetings for project updates and discussions
- Ensuring two-way communication by allocating discussion time during meetings for faculty and staff feedback
- Presenting detailed recommendations and proposed changes at graduate director meetings
- Soliciting support and identifying potential implementation challenges through engagement with directors
- Providing transparent progress tracking to maintain stakeholder involvement and trust

Proposed Timeline:

- Benchmarking and documentation completion (06 – 10/24)
- Streamlined process proposal ready for pilot (11/24 – 02/25)
- Process implementation for one cycle (03 – 05/25)
- Automated tool implementation (06/25 – 05/26)

Current Status:

- Completion of initial project design and stakeholder identification
- Finalizing the project's operational framework and documentation
- Elected to be Graduate Program Director for the department, starting Fall 2024, providing a strategic position to advance the project.

A strategic communication plan to implement the Grow@SEBS platform



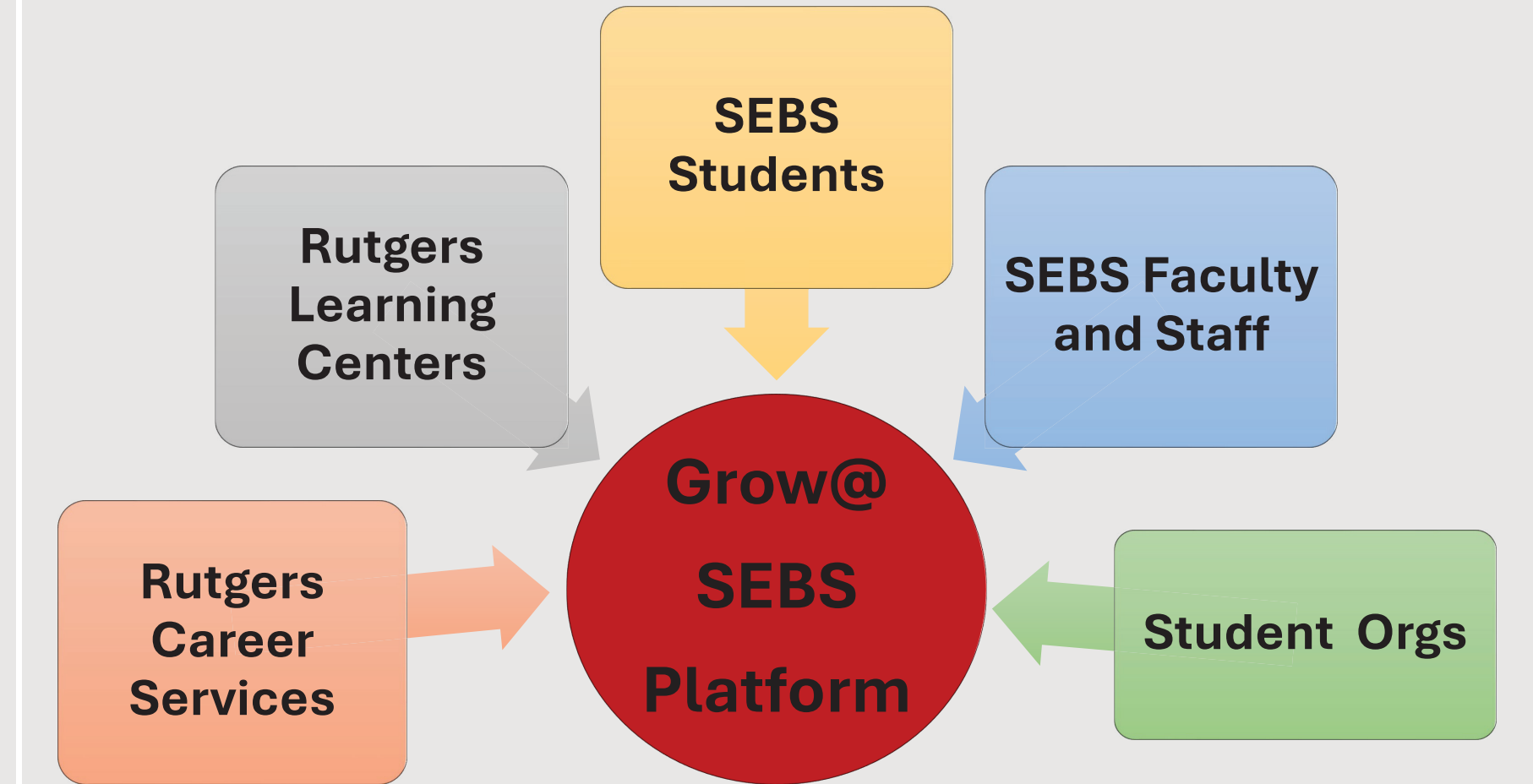
Dr. Aparna Zama, Director of UG Program in Animal Sciences, SEBS
 Project sponsor: Dr. Ann Gould, Dean of SEBS Academic Programs



Abstract:

A top priority of the Academic Master Plan (AMP) is the focus on student experience and how best to prepare students for future success. Following the Fall 2021 post-pandemic return to an in-person modality, participation trends in academic and co-curricular activities indicated low engagement. To support and encourage student engagement at the School of Environmental and Biological Sciences, the [Grow@SEBS platform](#) was launched as a pilot in Fall 2022. The goal was to provide students with **direct and equitable** access to co-curricular resources. The program incentivizes students to achieve the National Association of Colleges and Employers (NACE) identified employment-readiness competencies such as academic success, career and professional development, leadership skills and teamwork, and diversity, inclusion, and civic and global engagement. The proposed strategic communication plan will build traction and school-wide adoption for the [Grow@SEBS platform](#), and in the long-term, increase student recruitment, retention, and employment.

Primary Stakeholders



Key Steps:

- Pilot completed in 2022-2023, initial data are available.
- Next steps involve:
 - Direct communication from the Executive Dean and the Dean of Academic Programs to faculty and staff recommending engagement in the platform.
 - Employment of a part-time staff member for assistance with communicating and engaging with all stakeholders on a regular basis.

Effectiveness Measures:

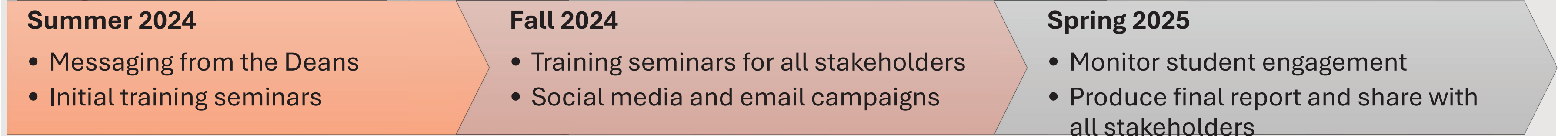
- Number of faculty/staff campus partners that attend training sessions
- Number of students that download the Grow@SEBS (Suitable) platform
- Number of students engaging with the app, scanning in attendance at various events, and completing NACE-related activities
- Number of faculty/staff providing activities on the platform and utilizing for class engagement
- Number of students sharing engagement hours on LinkedIn and Handshake

Communication Strategy:

- Training sessions for all interested stakeholder groups such as faculty, staff, and student organizations will be provided.
- Communication about integration of the app with various other platforms such as Canvas and Handshake will be highlighted.
- Marketing and publicity campaigns via social media and SEBS communications office will be launched.

Expected Outcomes: SEBS-wide adoption of the Grow@SEBS platform will provide an easy to access database of NACE-related activities that will enhance SEBS students' engagement in co-curricular activities

Proposed Timeline:



Identifying the Spectrum of Community Research at Rutgers: Current Practices and Steps Forward

RLA Fellow: Devon Ziminski, Senior Research Administrator & PhD Candidate

Project Champion: Dr. Allison Zippay, Professor & Director, Center for Leadership and Management, Rutgers School of Social Work

Abstract:

Problem Statement: A key tenant of Rutgers University’s mission is the role of the beloved community, engaging in work that contributes to the social well-being of the state, and performing public service in support of the needs of New Jersey residents.

While community-engaged research is purported to be valued at Rutgers, there is no university-wide definition or agreed upon understanding of what Rutgers considers this research to be, where resources are available, or who is currently engaging in this work. This lack of clear definition and operationalization of how the university would like to see community research happen muddies how this work is done and can potentially discourage this type of research.

Project Goal: Help understand and capture how it is that Rutgers defines “community engagement in research,” understand how community engaged research at Rutgers relates to and/or differs from overall community engagement programs and practices at Rutgers (e.g., through non-research service learning and/or volunteer work) and share with the Rutgers community about this fluid and iterative scope and definition.

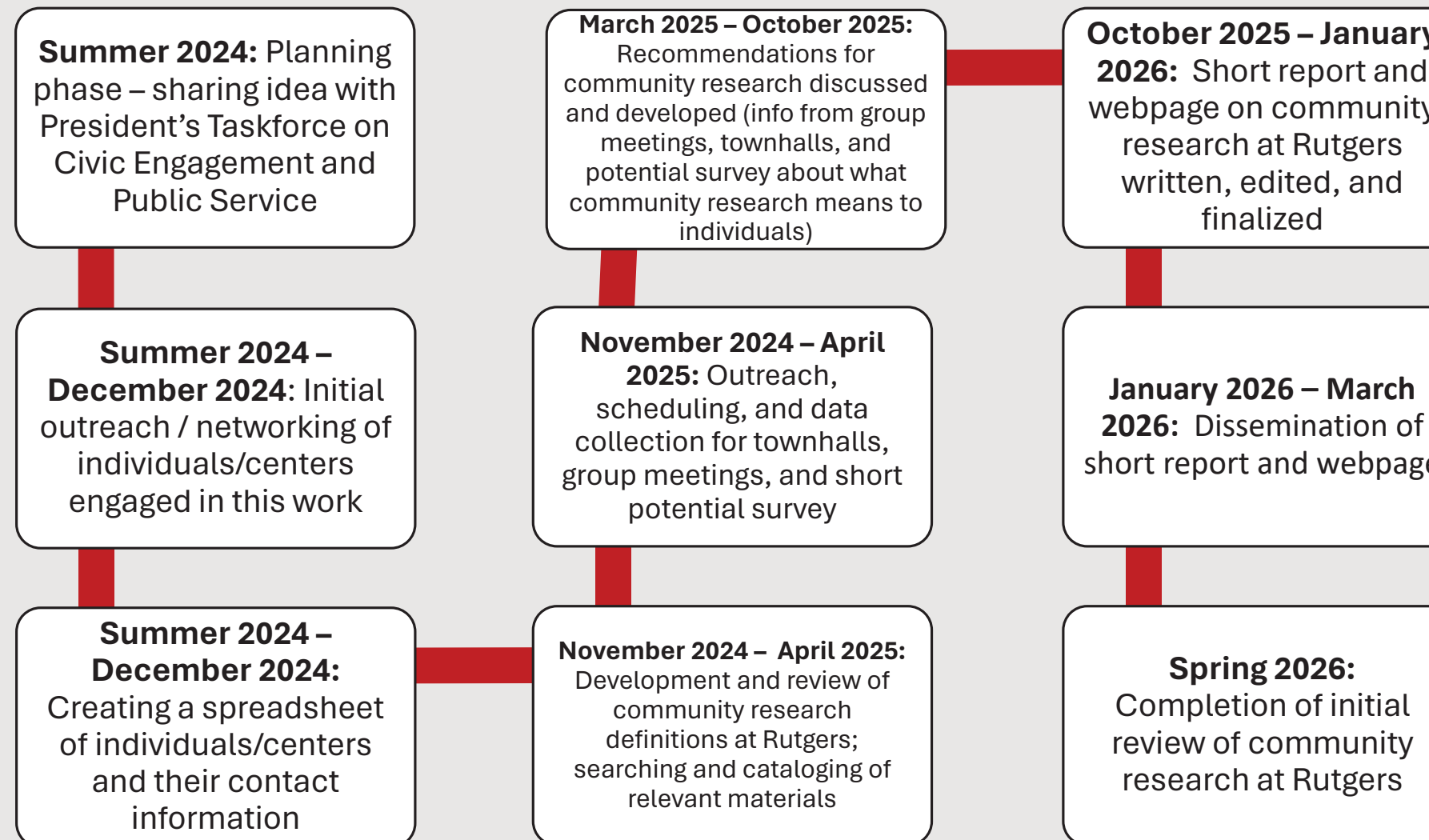
Key Steps: Through Rutgers and community surveys, townhalls, and background research, information gathering will help understand what community research looks like at Rutgers and in our communities. A committed group of partners can meet regularly to discuss feedback from community, gather information on how other institutions have operationalized this work, and work towards a shared consensus of what community engaged research may look like at Rutgers.

Efforts can culminate in an initial report and webpage on findings that are shared widely. These materials can outline a shared and fluid definition of community engagement in research at Rutgers; the University leaders’ goals for how community research fits into the Rutgers mission; lists and contact information for staff, faculty, and centers engaged in community research; and examples of community engaged research projects and publications.

Potential Outcomes: This project could result in greater collaboration between staff, faculty, research centers, and campuses around community research, and ultimately, greater collaboration with and connection to our host and surrounding communities.

Key Steps & Implementation

Timeline:



Primary Stakeholders:

- Community organizations/leaders from the New Brunswick, Newark, and Camden communities
- Rutgers Office of Research and Sponsored Programs
- Rutgers Institutional Review Board
- Chancellors Units
- President’s Office and Taskforce on Civic Engagement and Public Service
- Offices of Diversity, Inclusion and Community Engagement / Offices of Civic Engagement (at New Brunswick, Newark and Camden) / Office of University-Community Partnerships (Newark)
- Directors of Research Centers that engage in community research
 - New Brunswick: Collaborative Center for Community Engagement
 - Newark: Center for Health Equity and Community Engagement (CHECE)
 - Camden: Senator Walter Rand institute for Public Affairs
 - RU Health: Institute for Health
- Directors of Experiential Learning
- Faculty, staff, and students (and their associated research centers) who engage in this type of research

Effectiveness Measures:

Short term outputs	Long term outputs	Long term outcomes
<ul style="list-style-type: none"> • Creating a spreadsheet of individuals/centers that do community research • Searching and cataloging relevant materials related to community research (internal + external) • Development and review of any existing community research definitions at Rutgers (and of benchmark universities) • Recommendations for community research discussed and developed (including group meetings, townhall, and short potential survey about what community research means to individuals) • Reaching a consensus on a shared definition of community engaged research at Rutgers • Short report/webpage on community research at Rutgers - written, edited, and finalized • Dissemination of short report and webpage across the University and in community 	<ul style="list-style-type: none"> • \$ of internal funding supporting community engaged research • # of faculty, staff & students (and research centers) involved in community engaged research • # of courses/programs that involve community engaged research • # of community partners • # of visits to community engaged website • Use of agreed upon definition in Rutgers documents, materials, and research endeavors 	<ul style="list-style-type: none"> • Outcomes over a longer period can assess a change in desired metrics, such as an increase in year to year of the funding and number of people/organizations involved in community research • Level of engagement with community partners • Funding information from Rutgers budget and finance units • Additional information around growth of community engaged research (self-report Qualtrics survey)

Current Status/Future Directions:

- Recent Rutgers-Camden Community Engaged Scholarship Symposium on April 23
- Current President’s Taskforce on Civic Engagement and Public Service (2023-2024) – plan to engage with this group

Having a clear scope, definition, and role of community engagement in research at Rutgers can improve Rutgers’ service to community and advance research goals.

Looking forward:

- Determine potential institutional support and interest
- Outreach to other potentially interested groups within and outside of Rutgers
- Conversations about how community engaged research plays into the tenure process for faculty
- Staff/faculty/students could engage in community research and could do guest lectures at Rutgers and in community

Communication & Engagement:

