

RUTGERS 2003: A PROGRESS REPORT

The “Red Tape Report” Revisited

Prepared by

**The Center for Organizational Development
and Leadership**



RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Table of Contents

FOREWORD..... 1

EXECUTIVE SUMMARY 2

 THE CONTEXT..... 2

 THE 1992 “RED TAPE” REVIEW PROCESS AND FINDINGS 2

 RUTGERS 2003: A PROGRESS REPORT 3

RECOMMENDATIONS..... 5

CONCLUSION 7

REPORT ORGANIZATION..... 8

1. A UNIVERSITY PROGRAM FOR CONTINUOUS IMPROVEMENT 9

 OVERVIEW 9

 ODL MODEL 11

 CORE PROGRAMS..... 11

 EXAMPLES OF SPECIAL PROJECTS 17

 UNIVERSITY COMMUNITY AND BEYOND 18

2. CREATING A WELCOMING ENVIRONMENT..... 21

 ENROLLED STUDENTS 21

 CAMDEN CAMPUS 21

 NEWARK CAMPUS..... 22

 NEW BRUNSWICK CAMPUS 22

Auxiliary Services 22

Office of Financial Aid..... 23

Undergraduate Colleges..... 24

University Undergraduate Admissions..... 24

 PROSPECTIVE STUDENTS 24

 NEW BRUNSWICK CAMPUS 24

University Relations..... 24

University Undergraduate Admissions..... 24

 FACULTY AND STAFF 25

 NEW BRUNSWICK CAMPUS 25

Douglass College..... 25

Retired Faculty Association (RFA) 25

University Human Resources..... 25

 UNIVERSITY COMMUNITY AND BEYOND 26

 CAMDEN CAMPUS 26

 NEWARK CAMPUS..... 27

 NEW BRUNSWICK CAMPUS 27

Campus Information Services 27



Division of Continuing Education and Outreach	28
Parking and Transportation Services	28
Rutgers College/Busch Campus Centers	29
University Facilities	29
University Police	30
3. TECHNOLOGICAL INNOVATION	32
INFRASTRUCTURE.....	32
GENERAL COMPUTING SERVICES.....	33
ADMINISTRATIVE COMPUTING SERVICES.....	33
STUDENTS.....	34
NEWARK CAMPUS.....	34
NEW BRUNSWICK CAMPUS.....	35
Auxiliary Services	35
Campus Information Services	35
Division of Continuous Education and Outreach	35
Douglass College	36
Office of Financial Aid	36
School of Communication, Information and Library Studies	37
Student Accounts Receivable	37
University College Dean’s Office	38
University Registrar	38
University Scheduling and Space	39
University Undergraduate Admissions	39
FACULTY AND STAFF.....	40
NEW BRUNSWICK CAMPUS.....	40
Division of Continuous Education and Outreach	40
Douglass College	40
Teaching Excellence Centers	40
University Human Resources	41
UNIVERSITY COMMUNITY AND BEYOND.....	41
Campus Information Services	41
Mail and Document Services	41
Rutgers College/Busch Campus Centers	41
University Libraries	42
University Relations	42
University Human Resources	42
4. USER-FOCUSED SYSTEMS AND PROCESSES	44
STUDENTS.....	44
CAMDEN CAMPUS.....	44
NEWARK CAMPUS.....	44
NEW BRUNSWICK CAMPUS.....	45
Auxiliary Services	45
Career Services	46

Division of Continuing Education and Outreach	47
Douglass College	47
Graduate School	47
Office of Financial Aid	48
Rutgers Learning Centers	48
Student Accounts Receivable	49
Teaching Excellence Center	50
University Libraries	50
University Registrar	50
University Scheduling and Space	51
University Undergraduate Admissions	51
FACULTY AND STAFF	52
CAMDEN CAMPUS	52
Teaching Excellence Center	52
NEWARK CAMPUS	52
Teaching Excellence Center	52
NEW BRUNSWICK CAMPUS	53
Division of Continuous Education and Outreach	53
Mail and Document Services	53
Office of Research and Sponsored Programs/Grant Accounting	53
Rutgers Integrated Administrative System	54
Teaching Excellence Center	54
University Budgeting	55
University Human Resources	56
University Libraries	56
University Payroll	56
University Scheduling and Space	57
UNIVERSITY COMMUNITY AND BEYOND	57
Division of Continuous Education and Outreach	57
University Libraries	58
University Undergraduate Admissions	59
5. IMPROVED COLLABORATION AND COMMUNICATION	60
STUDENTS	60
CAMDEN CAMPUS	60
NEWARK CAMPUS	60
NEW BRUNSWICK CAMPUS	61
Auxiliary Services	61
Office of Financial Aid	62
Parking and Transportation Services	62
Rutgers Learning Centers	62
University Libraries	63
University Undergraduate Admissions	63
FACULTY AND STAFF	64
CAMDEN CAMPUS	64

NEWARK CAMPUS..... 64

NEW BRUNSWICK CAMPUS..... 65

Division of Continuous Education and Outreach 65

Mail and Document Services..... 65

Office of Research and Sponsored Programs/Grant Accounting..... 66

Teaching Excellence Center..... 66

University Facilities 66

University Human Resources..... 67

UNIVERSITY COMMUNITY AND BEYOND..... 67

NEWARK CAMPUS..... 67

NEW BRUNSWICK CAMPUS..... 67

Campus Information Services 67

Rutgers/Busch Campus Centers..... 68

University Human Resources..... 68

University Libraries..... 68

EXPANDED RECOMMENDATIONS 69

SUMMARY 72

APPENDIX A – CONTRIBUTING DEPARTMENTS AND ORGANIZATIONS . 73

APPENDIX B - VISION, VALUES, AND WORKPLACE PRIORITIES 75

Foreword

Historically, colleges and universities have been judged primarily, if not exclusively, in terms of measures of academic excellence. Increasingly, however, higher education institutions – like banks, hospitals, public agencies, and other organizations – must be concerned with evaluations based upon heightened expectations for service, responsiveness, and efficiency. In the everyday activities that define campus life, service and operational dimensions of an institution blend with academics to create impressions that are remembered, and told to family and friends. These perceptions, recollections, and accounts from others translate into important decisions that affect institutional reputation, student recruitment, alumni support, and, more generally, the flow of resources available to support the mission of a university. While higher education has always devoted attention to assessment and improvement in academic areas, less effort has traditionally been directed toward an analysis of other organizational characteristics that are also important to the advancement of the institution.

In 1991, the Committee to Study Routine Requests for University Action undertook a review of then current administrative practices at Rutgers and in 1992 issued what has come to be called the *Red Tape Report*. In it, the committee pointed to the need to place much greater emphasis on service, user-friendliness, and responsiveness to the needs of students and other stakeholders, and to make Rutgers a more welcoming, collaborative, and congenial institution for all of us. Fundamental goals envisioned by the report were: to change the perception of the university as large, bureaucratic, and uncaring; to heighten teamwork and collaboration; to encourage systematic approaches to self-assessment and improvement; and to use technology to enhance services wherever possible.

It was clear to the Committee that given our collective expertise, the university community should be well-equipped to analyze and tackle these challenges. Its report identified a number of issues of concern, and it also offered various recommendations.

Just over ten years have passed since the Committee published and disseminated its report. The purpose of this document is to review the themes and recommendations outlined in the *Red Tape Report*, and to provide a progress report and agenda for future improvements. This project was undertaken by the Center for Organizational Development and Leadership with guidance and input from members of the Rutgers community (See Appendix A). The report is intended to enumerate and recognize some of our many accomplishments during the past ten years, to identify continuing and emerging challenges, and to encourage us to continue our collective efforts to pursue further improvements and innovations in the years ahead.

Executive Summary

The Context

A dedication to education, service, and leadership has distinguished Rutgers since its colonial beginnings in 1766. Its evolution from a colonial college to a land-grant college in 1864, and eventually to the State University of New Jersey in 1945 has been unique in many ways. Significant milestones in that evolution included the expansion of the university to include the College of Agriculture (now Cook College) in 1921, the New Jersey College for Women in 1918, the University of Newark in 1946, and the College of South Jersey at Camden in 1950.

Rutgers' unique heritage, geography, and size have created an institutional richness and diversity matched by few, if any, universities. These factors have also created a number of organizational complexities and challenges. Unlike state universities that were created de novo and built from the ground up, the organizational infrastructure of Rutgers is a hybrid of the various systems, traditions, procedures, influences and cultures that have been significant to its development over its 237 year history.

The 1992 “Red Tape” Review Process and Findings

Beginning in 1991, Rutgers undertook a self-assessment of service and operational aspects of the university. In that year, the Committee to Study Routine Requests for University Action was commissioned by the senior administration. The Committee was charged with reviewing administrative practices of the university and recommending ways in which we might collectively improve services, operational effectiveness and efficiency, and enhance collaboration and communication among and between faculty, staff, and students. Integral to the committee's work was the involvement of members of the service units that were the focus of the review, and faculty whose academic expertise and experience as members of the community would provide important insights into the areas needing improvement.

The committee met for ten months with these groups, and in 1992 published its results in *The Report of the Committee to Study Routine Requests for University Action: The Red Tape Report*.

The committee offered the following overarching observations:

- Many individual units are committed to providing the best service possible, but there is an overall lack of a sense of shared goals, interdependency, and recognition of increased possibility through teamwork. The report noted “... the mission of the University and the spirit of service within administrative operations are often hampered by poor communication,

inadequate technology and substantial bureaucratic obstacles ...” The committee concluded, “... in fact, it is too difficult to do day-to-day business in the University.”

- One of the fundamental challenges facing the administration, faculty, and staff of universities is the advancement of a culture that promotes and recognizes the values of collaboration and a sense of community. Rutgers is no exception. While individual departments are able to achieve these goals, there is a general lack of appreciation of their value across the university.

The report made 61 specific recommendations that represent five broad themes: 1) Establishing a University Program for Continuous Improvement; 2) Creating a Welcoming Environment; 3) Technological Innovation; 4) User-focused Systems and Processes; and 5) Internal Collaboration and Communication.¹

This report is organized around these five topics. The themes are used to categorize the 1992 recommendations, to inventory accomplishments during the past ten years, and to stimulate thinking about needed future directions and improvements.

Rutgers 2003: A Progress Report

Much has been accomplished in the last ten years to address the issues identified in the *Red Tape Report*. A few of the many improvements are summarized in the following sections:

1. Establishing a university program for continuous improvement

A survey of major research universities across the country indicated that many such institutions perceived the need for a formalized program for continuous improvement with a dedicated staff. The result was the creation of the Rutgers Center for Organizational Development and Leadership (ODL).² ODL's six core programs — Organizational Assessment; Leadership and Strategic Planning; Work Process Design; Faculty/Staff Workplace Culture; Excellence Measures and Outcomes; and Organizational Research Services — are designed to encourage and support the capacities critical to organizational excellence.

Program highlights include: The use of ODL's *Excellence in Higher Education*³ self-assessment framework by 30 academic and administrative units within Rutgers, and in nearly an equal number of departments in a dozen other colleges and universities around the country; the establishment of an Academic Leadership Program for deans, directors, and department chairs; facilitation of improvements in parking, facilities, student services, publications, and service and administrative areas within various academic units; creation of the Student Leadership Development Institute; and the establishment of corporate partnerships that brought new resources and expertise to the university, and RA-level support for 32 graduate students.

¹ The original report noted 61 specific recommendations. Rather than addressing each individually, accomplishments have been recast to provide an understanding of the cumulative effect these changes have had on students, faculty, staff, and others who regularly interact with the university.

² Formerly named the University Program for Quality and Communication Improvement (QCI).

³ Brent D. Ruben, *Excellence in Higher Education: A Baldrige-Based Guide to Organizational Assessment, Planning and Improvement*, Washington, DC: National Association of College and University Business Officers, 2003.

2. Creating a more welcoming environment

Initiatives in this area include: Programs, services, and partnerships that have resulted in a variety of changes, such as renovations and enhancements to campus buildings; landscaping improvements on the Newark, Camden and College Avenue campuses; new signage; creative approaches to traffic management and parking; welcome programs for new staff and faculty; the introduction of a professional development program; programs to introduce first-year students to the university and to assist them in navigating various aspects of college life; and administrative department collaborations that create a more caring, inviting "face" of Rutgers.

3. Introduction of technological innovations to enhance service and efficiency

The implementation of RUNet 2000 has provided the infrastructure needed to facilitate collaborative ventures across departments, streamline and simplify processes, and enhance the student, faculty, and staff experience. Improved service and efficiency based on innovative technological capabilities over the last ten years are evident throughout this report. Examples include, among others, improved user access to information through the use of universitywide solutions such as Oracle Discoverer and data warehouses, and round-the-clock service via web-based applications. These systems have had a remarkable impact, providing everything from online applications for admission, registration, and grades, to a system of job listings for Rutgers students and alumni, to a reference service that allows faculty and staff to fill information requests via e-mail.

4. Establishing and enhancing user-focused systems and processes

A concerted effort in this area over the last ten years has produced strong service enhancements and increased attention to the needs of individuals and groups who use university programs and services. Examples include: programs designed to support faculty in their teaching achievement, a web-based purchasing system, downloadable unofficial transcripts, a simplified internal student transfer process, and a Web site that provides parents of Rutgers students with information about the university and its events, and answers to frequently asked questions.

5. Improving collaboration and communication

Initiatives in this area span a broad range of topics, from those involving one or two departments to others implemented at an institutional level. Many directly address the original call for "enhanced communication as part of the normal day-to-day operations of the university." Examples include: a cross-department team created to guide the day-to-day actions in support of an easy, seamless, and understandable enrollment process; a combined student services mall with the goals of increased interdepartmental collaboration, heightened awareness, and enhanced service; and the university's vision statement created collaboratively to clearly and simply state the aspirations of the institution, and the role all faculty and staff members can play in its realization.

Recommendations

Much progress has been made in addressing the concerns articulated ten years ago, but, not surprisingly, there are also a number of new and continuing challenges. Fundamental among these is the need to further raise our standards of service and operational excellence throughout the university. Programs and departments that excel in their approaches exist in all parts of the university. However, considering the institution as a whole, there is a great deal of unevenness and inconsistency. Striving to become an increasingly distinguished example of a service organization will require us to devote considerably more attention to identifying and recognizing innovative and effective practices that have been implemented in particular units, and encouraging their more generalized adoption across the institution.

The following recommendations were developed from interviews and analysis conducted in the preparation of this report:

1. Translating the University Vision Into Practice: The “Commitment to Excellence” vision statement articulates the aspirations of the institution and clarifies the important contributions of each university employee. This document should be reviewed periodically and refined, as appropriate, to reflect evolving institutional directions, and values. The vision statement should be widely disseminated, with additional attention devoted to how the language of our vision, values, and workplace priorities can be consistently translated into everyday practice throughout the university. (See Appendix B for vision, values, and workplace priorities.)
2. Expanding and Coordinating External Communication Efforts: Despite notable successes in enriching the public’s knowledge of and support for Rutgers, it is clear that not all New Jerseyans fully understand and appreciate the university. We would all benefit from expanded communication and outreach efforts to enhance institutional pride, knowledge, and loyalty among New Jersey students, counselors, alumni, parents, donors, and others, with the objective of having Rutgers become as highly valued within the state as it is nationally.
3. Encouraging Integrated Self-assessment, Planning, and Improvement in all Administrative and Academic Units: While there are many areas where procedures for review, planning, and improvement are in place, we should encourage broader adoption of systematic and coordinated approaches to these processes across all administrative, service, auxiliary, and academic units.
4. Simplifying and Streamlining Processes and Procedures: Much progress has been made in streamlining cumbersome processes and procedures but an ongoing commitment to service, process review, and improvement is needed. To be fully beneficial, this must be a universitywide effort, one that can be facilitated by encouraging the identification and adoption of effective practices across the institution, and by promoting and rewarding cross-department/campus collaboration.
5. Identifying Excellence Goals and Measures That Align With and Support the University Vision: All units within the university would benefit from having clear criteria for assessing the quality of their collective endeavor, establishing goals, and evaluating progress toward goals. As one component of this process, there is a need for administrative and academic

units to identify appropriate peer departments/institutions to provide a meaningful comparative context for evaluating their accomplishments and plans.

6. Understanding and Anticipating the Needs, Expectations, and Perspectives of Students and Other Beneficiaries of Rutgers' Programs and Services: We should encourage the development and use of meaningful feedback systems throughout the university, and enhance our institutional capability for assisting both academic and administrative departments in their efforts to regularly collect, analyze, disseminate, and use the information in planning and decision-making.
7. Making Internal Communication and Community-building a Priority: Each faculty and staff member has a vital and influential role to play in enhancing the quality and perception of Rutgers. More effort is needed to build an informed, cohesive, and congenial faculty-staff community, one composed of individuals who enthusiastically accept their roles as ambassadors and advocates for the university.
8. Welcoming and Orienting Faculty and Staff: A key step to enhanced communication and community building is ensuring that all university employees understand the institution, its traditions, its values, and its aspirations. New and improved programs to welcome faculty and staff to the university have been instituted to address these goals, but these efforts need to be expanded to form a comprehensive and coordinated university welcome and orientation program that reaches all full and part-time faculty, staff, and student workers.
9. Focusing More Attention on Campus Culture and Student Life Issues: The campus experiences of current and prospective students, visitors, and alumni are critical to enhancing the perceptions of present and potential students, and more generally to advancing Rutgers' visibility and reputation. We should identify ways to make the campuses more vibrant and active focal points for the Rutgers community and others. Rutgers' campuses also have a greater potential role as the host site for special events, speakers, and conferences. The university can become more clearly recognized as New Jersey's premier center for learning and intellectual and cultural interaction.
10. Expanding the Use of Technology in a Logical and Effective Manner: We need to further efforts to ensure that information technology is used in innovative, cost-effective and efficient ways throughout the university. Development of a university strategic plan for information technology that articulates broad university goals would assist departments in aligning their IT plans with the university's strategic direction.
11. Improving Interoperability of Computing and Network Systems Throughout the University: We should establish universitywide and/or campuswide standards to ensure that all computing and network systems can be integrated and that students, faculty, and staff do not have to learn how to use a different system for every unique application.
12. Improving Additional Services Through Technology: We should continue efforts to identify ways in which technology can be used to eliminate duplication, and facilitate information and services that cross departments, looking for the right balance between universitywide and individual department/campus approaches and resource usage.

Conclusion

As will be noted in the following pages in some detail, there are a great many examples of noteworthy accomplishments within the university during the past decade. They typify our movement toward a culture that emphasizes excellence in services and operations, along with our traditional focus on academic excellence.

Implicit in these efforts is the recognition that the educational experience we provide extends beyond the walls of the classroom or laboratory to include all the experiences that students have during their years of association with Rutgers, its procedures, its facilities, its systems, and its faculty and staff. The education Rutgers provides, and the impressions that students, visitors, and others form of the institution, are shaped through every campus visit, every encounter with a member of the faculty or staff, and every visit to one of our academic or administrative offices. The hope is that each such experience will contribute to an enhancement of institutional effectiveness, efficiency, prestige, and pride.

Report Organization

To present a broad picture of the changes that have taken place, to facilitate ease of understanding, and to showcase specific accomplishments within the larger context of cultural and administrative change, accomplishments have been organized within five overarching themes: 1) Establishing a university approach to continuous improvement; 2) creating a more welcoming environment and eliminating bureaucracy for students, parents, and our numerous stakeholders; 3) using technological advancements to enhance service and efficiency; 4) developing and enhancing programs and services designed to meet the varied and unique needs of those we serve; and 5) improving collaboration and communication among and between administrative offices and departments.

To frame each segment and tie it back to the original report, an “In Brief” summary provides an overview of the theme, including a statement of the problem and proposed committee recommendations.

Within each theme, accomplishments are organized in terms of the groups most directly affected by the improvements – students, faculty, and staff, and the university community and beyond. Campus-specific improvements are also noted.

The report is not meant to be an exhaustive list of achievements, but rather a presentation of selected highlights of the many changes that have taken place. In those cases where particular programs and services exemplify more than one theme, those accomplishments have been placed in the one category that seemed most appropriate.

1. A UNIVERSITY PROGRAM FOR CONTINUOUS IMPROVEMENT

In Brief

The Red Tape committee made several universitywide recommendations to help achieve the desired service-improvement goals. At the core of these recommendations was the establishment of a program, philosophy, and culture that promotes organizational self-assessment and improvement. Specific goals included:

- *The development of a more service-oriented, user-friendly culture, responsive to the needs of stakeholders*
- *Placement of the needs of the student, faculty, and/or staff users foremost in the day-to-day objectives of each department*
- *Utilization of the expertise and judgment of employees from all units*
- *The implementation of procedures and systems for measuring the satisfaction levels of users*
- *Improved teamwork and morale*
- *The development of systematic, enduring, inclusive approaches to assessment and improvement*
- *An improved perception of the university*

In response to these specific recommendations and university, state, and national challenges for improved organizational effectiveness in higher education, the Center for Organizational Development and Leadership (ODL)⁴ was created in 1993.

*Since then, ODL has assisted academic and administrative departments with assessment, strategic planning, and the measurement of organizational effectiveness; provided deans and departments chairs a forum for discussion of issues of common interest; enhanced the study of leadership through the **Contemporary Issues in Leadership Series** and **Learning to Lead RU-TV** program; and provided opportunities for undergraduate and graduate students to apply theoretical knowledge in a practical setting through internships and graduate assistantships.*

Overview

One disheartening conclusion of the Red Tape Committee was that the university was perceived to be an uncaring, disorganized, and unresponsive place by some students, faculty, and staff. Students sometimes referred to this state of affairs as the “RU Screw” – a jocular way of indicating that it often seemed that whatever could go wrong, would go wrong. The committee noted that “... poor communication, inadequate technology, and substantial bureaucratic obstacles often hamper the spirit of service within administrative operations.” The committee concluded, “In fact, it is too difficult to do day-to-day business in the University.”

⁴ Formerly named the University Program for Quality and Communication Improvement (QCI).

These circumstances were not unique to Rutgers, and indeed were problems at many, if not most, colleges and universities.⁵ However Rutgers' unique heritage, geography, and size have given it a special set of organizational challenges. The organizational infrastructure of Rutgers in many ways represents a hybrid of the diverse systems, traditions, procedures, and cultures that characterize its history. Much of the uniqueness of the once-distinct components remains. Organizational and structural change has been, and will likely continue to be, a regular feature of Rutgers' future.

A survey of major research universities across the country indicated that many such institutions were dealing with similar issues, and that they perceived the need for and desirability of a structured program for continuous improvement and a dedicated group of individuals to guide it. To that end, the university created the Center for Organizational Development and Leadership (ODL). The Center was charged with instituting coordinated, universitywide programs that encourage and guide units in their efforts to self-assess and improve work and communication processes, and to create a more service-oriented, collaborative, and congenial workplace.

From early in its development, one fundamental insight has been central to the work of the Center: In the day-to-day experiences of students, faculty, and staff, the lines between academic, service, and operational aspects of a university often become blurred.⁶ The result is impressions and images of an institution that are influenced not only by academic and scholarly activities, but also by the way individuals are treated by faculty and staff, the responsiveness and user-friendliness of systems and procedures, and the effectiveness and efficiency of the infrastructure. These combined perceptions, recollections, and accounts from others translate into important decisions that affect institutional reputation, student recruitment, alumni support, faculty and staff morale and, more generally, the flow of resources to support the work of the university.

In summing up the contributions of the Center to date, one might simply say that a great deal has been accomplished, and much remains to be done. In 1998, the Middle States Accreditation team offered the following encouraging assessment: "The [ODL] staff has developed a framework that is customized for a research university ... As a result, there has been steady growth of the program in the service and support areas of the university," and, "Already the nature and type of service being provided by campus support groups at New Brunswick and Newark has changed and/or improved."

⁵ During this period, and since, leading colleges and universities across the country have recognized the need to address these issues, and programs like the Rutgers Center for Organizational Development and Leadership have been established at University of California at Berkeley, Massachusetts Institute of Technology, Buffalo University, Pennsylvania State University, the University of Wisconsin-Madison, Northwestern University, and many other institutions. In 1999, the National Consortium for Continuous Improvement in Higher Education (NCCI) was established to provide a national resource for information sharing among centers, institutes, and programs devoted to these efforts.

⁶ See Brent D. Ruben, *Quality in Higher Education* (New Brunswick, NJ: Transaction, 1995), and *Pursuing Excellence in Higher Education: Eight Fundamental Challenges* (San Francisco, Jossey-Bass, 2003).

ODL Model

At its most basic level, the ODL approach consists of the following elements:

- Identifying or developing programs, models, and approaches based on expressed and/or anticipated need.
- Helping departments implement the program or approach on a pilot basis.
- Providing ongoing support and an incubator for the program.
- Ensuring the institutionalization of the program, and core competencies necessary for its continuation, within the unit.
- Encouraging the implementation of effective practices, programs, and approaches in other units.
- Promoting adoption of information sharing, learning, and organizational innovations and improvements throughout the university.

Core Programs

The Center developed six core program areas,⁷ based on conversations with leaders of higher education institutions across the country; benchmarking with leaders in the education, business and healthcare sectors; and expressed needs from faculty and staff within the Rutgers community.

1. Organizational Assessment

- **The *Excellence in Higher Education (EHE) Self-Assessment Program.***⁸ *EHE* is a self-assessment program for academic and administrative departments. It provides a systematic, high-level, and comprehensive self-examination, based on accepted standards of organizational excellence. The framework and process, which were adapted for higher education from the internationally recognized Malcolm Baldrige model of organizational excellence, helps units clarify organizational strengths and establish priorities for improvement. To date, more than 30 academic and administrative departments at Rutgers have participated.⁹ A number of other colleges and universities have found this program helpful in their assessment and improvement efforts, among them the University of California at Berkeley; University of Wisconsin, Madison; University of Texas, Austin; the State University of New York at Buffalo; and MIT. A brief list of some outcomes from *EHE* programs includes:

⁷ Excellence Measures and Outcomes has replaced Service Excellence in the formal listing of core programs as most service excellence workshops and materials were transferred to the university's professional development program upon its inception. ODL continues to work in this area and to provide consultation and facilitation of service-excellence-focused projects.

⁸ *Excellence in Higher Education: A Baldrige-Based Guide to Organizational Assessment, Planning and Improvement.* Washington, DC: National Association of College and University Business Officers, 2003.

⁹ Among others, the model has been used by: Computing Services; Edward J. Bloustein School of Planning and Public Policy; Faculty of Management, Newark; Jane Voorhees Zimmerli Art Museum; Provost's Administrative Council, Camden; University Libraries; School of Communication, Information and Library Studies; School of Law-Newark; University Financial Aid; and University Human Resources.

- ✓ *Assessing academic excellence:* Developing improved departmental excellence indicators to more effectively assess programs and services.
 - ✓ *Faculty “welcome” and mentoring:* Creating orientation and mentoring programs for new faculty and staff.
 - ✓ *Research support:* Developing improved processes to assist faculty in preparing and submitting grant proposals.
 - ✓ *Marketing and communication:* Formulating new approaches to communicating the accomplishments of a department within the university, state, region, and nationally.
 - ✓ *Feedback systems:* Implementing more systematic and comprehensive methods for gathering feedback from students, alumni, and employers.
 - ✓ *Leadership review:* Implementing procedures for soliciting colleague/stakeholder feedback on leadership effectiveness.
 - ✓ *Quality of academic life:* Implementing an academic quality of life and faculty/staff satisfaction survey.
 - ✓ *Unit reorganization:* Consolidation of programs, departments, and centers into fewer, more interdisciplinary programs, in some cases. Sharpening of mission and focus of existing departments and the creation of new cross-cutting programs, in other instances.
 - ✓ *Shared services:* Formulating approaches to sharing support staff across departments during peak work periods to improve faculty and student services.
- **Needs Identification and Priority Setting.** Most, if not all, academic and administrative departments lack the resources to carry out all of the initiatives they might ideally undertake. Establishing meaningful priorities and making difficult choices in the context of growing demands and opportunities is a critical task for leaders. Through this program, the Center provides information on concepts, strategies, and tools, and professional assistance with data-based needs assessment and priority-setting processes.

2. Leadership and Strategic Planning

Activities in this area include workshops, materials, and coaching related to enhancing leadership effectiveness, and sharing effective practices. Strategic Planning programs provide workshops and materials for clarifying mission, vision, and goals; developing priorities; establishing measurable goals and action plans; implementing plans that create organizational commitment and assure follow-through; and managing change. The ODL planning model provides a customized approach in a form that parallels the *Excellence in Higher Education* program. *Strategic Planning in Higher Education: A Leader’s Guide* will be published in 2003.

Some departments for which ODL has provided programming in this area include:

- ✓ *Strategic planning:* The Jane Voorhees Zimmerli Art Museum, Douglass College, University College-New Brunswick, the Master's of Information Studies Program in the School of Communication, Information and Library Studies, and MARCH (a cross-institutional arts group based at Rutgers-Camden).
- ✓ *Mission, vision development:* Foundation and Corporate Relations, Procurement Services, the Office of Sexual Assault Services and Crime Victim Assistance, Blumenthal Mall-Newark, University Police-New Brunswick, Rutgers Employee Assistance Program, and the Douglass Project for Rutgers Women in Math, Science and Engineering.
- ✓ *Change management and leadership development:* Foundation and Corporate Relations, student leaders on the New Brunswick campus, New Brunswick deans and department chairs, and the senior vice president for administration and treasurer's leadership team.

Other programs in the Leadership and Strategic Planning area include:

- ✓ *Contemporary Issues in Leadership Series:* This program serves the university community by encouraging: 1) discussion of theory and research on current leadership topics and issues; 2) interdisciplinary/interdepartmental information sharing and networking; 3) information sharing between the higher education, K-12, business, healthcare, and government communities; and 4) support of personal and professional development opportunities for faculty, staff, students, and guests.

This year, the series was tied to several undergraduate courses. To make this learning experience available to the university community, as well as to others within the higher education, business, healthcare, and government sectors, each lecture is broadcast live via the Web, then archived for future viewing by individuals or classes. To date, thirteen lectures have been presented to an average of 90 faculty, staff, and students per session.

- ✓ *Student Leadership Development Institute:* Four new courses offered to 175 students; to date, 14 students pursuing a leadership certificate, and guest lectures to 400 students by leaders in higher education and business.
- ✓ *Learning to Lead:* This joint ODL/RU-TV production, airing on the Seminar Channel, provides a forum for students to interact with leaders from higher education, government, and the private and public sectors. Presented in a talk-show format, it is designed to enrich the student learning experience by examining the practices, philosophies, and experiences of leaders from various disciplines and professions. The program is moderated by a faculty member from the School of Communication, Information and Library Studies, and co-hosted by graduate students from the Master of Communication and Information Studies program. To date, three programs have been recorded featuring Dr. John Byrne, former Kellogg Commission president; Larry Prusak, author and leader in the field of knowledge management; and James Cullen, former president and Chief Operating Officer of Bell Atlantic (Verizon).
- ✓ *E-Leadership:* Circulated via e-mail to faculty and staff on the New Brunswick campus, E-Leadership highlights various leadership resources, issues, and tools that have application to the university community. Each issue features articles, book reviews, interviews, and links to

interactive resources dealing with leadership, organizational development, strategic planning, and assessment. (Available summer 2003.)

✓ *Academic Leadership Program:* As part of the larger W. K. Kellogg Foundation leadership development initiative, the creation of the ALP Web site, and 22 programs for department chairs and deans were designed to provide chairs with information about academic and institutional issues and promote information sharing among current, past, and future academic leaders throughout the university.

3. Work Process Design

Programs in this area are designed to assist with reviewing, improving, and monitoring work processes. The model incorporates concepts found in approaches, such as Six Sigma, and emphasizes the importance of systematic review of programs and services, measurement, and process redesign and improvement strategies. The Center provides facilitation, materials, and training. Specific areas of focus include: root cause analysis, process effectiveness, organizational development facilitation, and benchmarking and comparative analysis. ODL conducted 150 workshops and 30 individual consultations in this area. Process improvement teams facilitated by ODL addressed areas such as:

✓ *Parking and Transportation Services* – The reallocation of existing faculty/staff and student parking spaces on two CAC lots to reduce confusion and increase space availability during peak periods; improved signage to help reduce parking violations; a decreased number of permits sold for CAC parking with the goal of routing commuters into alternate transportation modes, such as buses and shuttles; plans for an expandable, multi-model parking center on the Busch Campus in conjunction with the Route 18 expansion; and partnering with the City of New Brunswick to "rezone" CAC to be fully pedestrian (no vehicle traffic) and accessible only through mass transportation.

✓ *Facilities* – An improved building coordinator program; a single point of contact for departments involved in alteration and renovation projects; a streamlined moving services process; improved value and quality of work performed for the Housing Office, and the use of e-mail and the Web to enhance internal communication within the department.

✓ *Douglass College* – A welcome tour and small gift for all new staff; a staff recognition luncheon; and an electronic newsletter of events on the Douglass campus.

✓ *University Relations* – A revised project management process; a new Web site; the consolidation of internal, closely-collaborating departments in one location; and development of a project management database.

✓ *School of Engineering* – Reorganization of work responsibilities in the department of chemical/biochemical engineering.

✓ *School of Communication, Information and Library Studies* – Clarification of the department chair and dean roles in the negotiating and hiring of faculty, and changes that reduce the number and duplication of steps and time involved.

- ✓ *Computing Services* – Improvements to internal communication and documentation of all processes and associated division responsibilities.
- ✓ *Human Resources* – Streamlined work flow between generalists and support staff to make the internal job posting process easier; a process to put APS postings ("green" sheets) on the Web, and a template for helping departments make job descriptions more relevant for themselves and easier for UHR generalists reviewing the position.

4. Faculty/Staff Workplace Culture

The Center has initiated a number of activities and programs aimed at helping to make our campuses friendlier, and more welcoming, cordial, and cohesive places in which to learn and work. These include an enhanced faculty/staff welcome program, the initial impetus and continued support for the Retired Faculty Association, the university faculty recognition program, and an employee orientation program. ODL has also developed an organizational climate inventory available to departments.

- ✓ *Welcome, Recognition Programs* – Recommended and initiated the faculty recognition luncheons, and revised staff welcome program, and assisted in the design of the university professional development program. Following the ODL model, once begun, these programs were migrated to other departments for continuation and support.
- ✓ *Workplace Climate Feedback* – Assistance is provided in the analysis and interpretation of climate survey results, and in addressing implications. Units making use of this service include Facilities, Financial Aid, the Zimmerli Art Museum, the University College Dean's Office, Career Services, and Undergraduate Admissions, to name a few.
- ✓ *Retired Faculty Association* – The Retired Faculty Association comprises more than 200 members, and is committed to promoting continued campus and community involvement of retired faculty at Rutgers, recognizing that such involvement is highly beneficial both to the university and to the individual faculty member. The Center played the lead role in the establishment of the Retired Faculty Association, and continues to provide financial and administrative support for the association's activities and its director.

5. Excellence Measures and Outcomes

To assist departments in defining and using measures to evaluate organizational effectiveness, programs are offered in: measurement approaches; performance indicator development and benchmarking; monitoring and tracking strategies; and measurement analysis and utilization. ODL conducted more than 20 workshops and more than a dozen individual consultations in this area. Examples of outcomes include:

- ✓ *Development of an Excellence Measurement System* – Rutgers University Libraries.
- ✓ *Ongoing Consultation and Guidance* – The Zimmerli Art Museum, University Libraries, Blumenthal Student Services Mall in Newark, and the School of Communication, Information and Library Studies, to name a few.

- ✓ *Formal Benchmarking with Peers and Leaders* – School of Business, Facilities Maintenance, and Career Services.

6. Organizational Research Services

Organizational Research Services offers units an array of pre- and post-assessment consultation services that assist them in identifying and implementing methods for collecting, analyzing, interpreting, and integrating feedback into planning and improvement processes. The program is supported by graduate student interns enrolled in the Master's of Communication and Information Studies within the School of Communication, Information and Library Studies. Departments are expected to provide project leadership. Students commit to yearlong internships with ODL, which provides project oversight. Participation in ORS provides students the unique opportunity to combine the traditional graduate school experience with the application of organizational assessment beyond the classroom setting. One of the newest Center programs, ORS has assisted:

- ✓ *Rutgers Learning Centers*¹⁰ in their effort to obtain information about the quality, subject-matter relevance, and satisfaction with delivery of the services they provide to students on all university campuses. The decision to seek student feedback was part of a recommendation made by a leadership team that participated in an ODL *Excellence in Higher Education (EHE)* organizational self-assessment.

- ✓ *The CASE Program* in its study of linkages between the program and various student organizations and faculty administrators. CASE sought to better understand how information about its program is communicated and understood by these constituent groups, and to find ways to more effectively reach students looking to enhance their own interests and/or fulfill their educational requirements by focusing on service education.

7. Service Excellence

These programs emphasize the leadership role faculty, staff, and students play in creating a service-oriented, collaborative “face of Rutgers.” Signature programs and a video, *A ‘Higher’ Education*, provide a consistent approach to enhanced service and communication, a model that has been recognized nationally by other higher education institutions. Prior to the creation of a formal university professional development program the Center was the sole provider of instruction and consultation in this area.¹¹ ODL workshops provided the foundation for and understanding of a service-excellence-based approach to some 900 individuals through 40 department workshops and the Center's Open Enrollment Series.

The Center contributed all materials in this area to the newly created Professional Development Program within the Human Resources Department.

¹⁰ Formerly named the Learning Resource Centers.

¹¹ Excellence Measures and Outcomes has replaced Service Excellence in the formal listing of core programs as most service excellence workshops and materials were transferred to the university's professional development program upon its inception. ODL continues to work in this area and to provide consultation and facilitation of service-excellence-focused projects.

The programs within this core area serve as a foundation for service improvements in many Rutgers departments, including:

- ✓ All academic and administrative departments on the Newark Campus, University Registrar, Douglass College, Facilities, Office of Financial Aid, and various offices in Camden.

Examples of Special Projects

- **University Vision, Values, and Workplace Priorities**

The Center worked with the President's Cabinet to develop mission, vision, values, and workplace priorities statements. The goal was to provide a succinct statement of the aspirations of the university (vision), and to articulate the broad context within which the strategic plan is being undertaken. By design, both the process and the vision and workplace priorities statements that resulted were intended to be inclusive and meaningful to all of the university's many constituencies.

ODL facilitated the drafting process and worked with the Cabinet and University Relations to coordinate the review and feedback from deans and academic leaders, and others from the university community, including the Administrative Council, Administrative Assembly, Senate Committee on Rutgers and the Public, and the Boards of Governors and Trustees.

The vision statement, which came to be referred to as Rutgers' "Commitment to Excellence," was published in poster and pamphlet form, and distributed and discussed widely within academic and administrative departments of the university, and with various external constituencies.

The "Commitment to Excellence" materials and the process through which they were created and disseminated serve a number of functions, including:

- ✓ Helping to tell the Rutgers story and highlight our accomplishments.
- ✓ Clarifying the connection between the work each of us does, and the goals and aspirations of the institution.
- ✓ Making clear that excellence requires a collective effort by the entire campus community.
- ✓ Providing a guide for self-assessment. What can we – as departments and individuals – do to contribute to the realization of our institutional aspirations?
- ✓ Providing a common perspective to inform the varying perceptions of the university, its mission, and its goals.
- ✓ Encouraging continued, constructive, and self-reflective discussion on advancing the aspirations of the university.

- **Academic Advising Project.** A preliminary study of undergraduate academic advising at the university was led by the Center with guidance and support from members of the university Academic Advising Task Force, comprising faculty members, the vice president for undergraduate education, and several key administrators. The results of this study formed the basis of work undertaken by the Academic Services Committee of the New Brunswick Faculty Council and the University Senate Advising Committee.

- **Student Employee Orientation Project.** This is an orientation and education program for departments that employ students. It is designed to serve as a guide for introducing and reinforcing concepts of service excellence and for building awareness of the important role student-employees play in creating the "face" of Rutgers. Program components were developed by a team that included representatives from Financial Aid, Campus Information Services, Human Resources, the Rutgers Learning Centers, campus centers, and undergraduate students.
- **Academic Administration Assessment Project.** ODL has supported the efforts of academic and administrative units to undertake academic administrator evaluations. The program is designed to provide department leaders with a simple tool for assessing their units, clarifying expectations and leadership performance, and enhancing collaboration, communication, and effectiveness within and between groups and units.
- **Academic Disciplinary Self-Study Project.** ODL developed a model for an expanded Discipline External Review and disciplinary self-study framework to include themes and topics from the *Excellence in Higher Education*/Malcolm Baldrige framework.
- **Student Leadership Development Institute.** The Institute is designed to provide a comprehensive and integrated approach to leadership for Rutgers students from various academic majors and from all residential colleges. The five program components are: 1) The Leadership Certificate Program; 2) the Leadership Forum; 3) the Student Leadership Conference; 4) the Leadership and Technology Practicum; and 5) the Leadership Research and Development Program.

University Community and Beyond

- **National Leadership.** During its nine years of existence, the Center has come to be recognized as a national leader in higher education organizational assessment and improvement. In 1999, an informal study conducted by the Chancellor's Exploratory Committee on Continuous Improvement of the University of California-Berkeley ranked ODL as one of the leading programs of its kind in the country, and the national leader in assessment.

ODL has received hundreds of requests for information, guidance, and consultation from institutions around the country and internationally. From 1998-2000, the Center developed 60 customized problem-solving programs, and received requests for assistance or consultation from 55 state, national, and international institutions. ODL has also played leading roles in the Conference Board, the Higher Education Quality Steering Committee, and the National Consortium for Continuous Improvement in Higher Education (NCCI),¹² of which Brent D. Ruben was founding and first chair.

¹² The consortium now has 55 member institutions, including leading and peer institutions such as Berkeley, Stanford, MIT, Wisconsin, Cornell, Illinois, SUNY-Buffalo, Penn State, USC, and Dartmouth, and association memberships that include the American Council on Education, American Association for Higher Education, NACUBO, and others.

- **Publications.** In addition to the *Excellence in Higher Education* Self-Assessment Guide and Workbook, other publications include: *Quality in Higher Education, Process Improvement in Higher Education, and Root Cause Analysis. Pursuing Excellence in Higher Education: Eight Fundamental Challenges*, Jossey-Bass, and *Strategic Planning In Higher Education: A Leader's Guide*, National Association of College and University Business Officers (NACUBO) are scheduled for publication in 2003. Publications soon to be available on CD-ROM include *Focus Group Facilitation* and *Communication Basics: A Guide to Problem Identification, Presentation and Communication Tools*.

- **Corporate and Foundation Partnerships.** Partnerships with the **Johnson & Johnson** Process Excellence Center and Knowledge Networking Group, and **AT&T** have provided faculty, staff, and students opportunities for information- and knowledge-sharing, cross-organizational learning, and the development and application of organizational theory. The partnerships have offered direct support to 32 graduate students from various units throughout the university, and have supported four graduate-level courses, internships, and faculty research. Combined in-kind and direct contributions from these partnerships have exceeded \$1 million over the last ten years.

Rutgers is one of more than 100 colleges and universities exploring ways to enhance leadership capacities within higher education as a part of the **W. K. Kellogg Foundation** Leadership for Institutional Change (LINC) project. In support of its activities, Rutgers was awarded grants totaling \$49,000 which supported: a three-day conference on the Baldrige-based assessment model, a research study on faculty community engagement, the Academic Leadership Program, and student and faculty participation in the LINC-sponsored student leadership conferences held in 2002 and 2003.

- **QNJ-Excellence in K-12.** The Center and the education task force of Quality New Jersey have collaborated to produce a version of the *Excellence in Higher Education* assessment model specifically for the K-12 sector. The design is unique in its approach to linking Baldrige assessment categories and criteria with relevant experiences and examples. Publication of the guide and workbook is expected in late 2003.

- **Asbury Park High School Accreditation.** New Jersey is the first state in the nation to adapt the Baldrige criteria as an alternative to State Department of Education certification. A proposal submitted to the New Jersey Commissioner of Education was approved allowing QNJ, Rutgers and Hunterdon Central High School (a past recipient of the Governor's Quality Award) to create a partnership with Asbury Park High School that would result in a model of improvement for urban districts across the state.

- **Red Bank Kids Initiative.** As part of an ongoing effort to assure the academic success of the children of Red Bank, the Red Bank Education and Development Initiative conducted focus groups with and a survey of parents of children enrolled within the borough. Of primary interest were parent perceptions, experiences, and needs related to their children's education, and the recognition that parent input plays a significant role in determining the town's educational offerings. ODL facilitated focus groups and compiled the findings of these sessions for use in the organization's strategic planning efforts.

- **New Brunswick Tomorrow (NBT).** This private, non-profit group is dedicated to fostering public/private networks of agencies, institutions, and volunteer organizations within the city. It serves as a catalyst in developing and supporting programs that improve the quality of life in the New Brunswick community. In support of the long-standing university/New Brunswick Tomorrow partnership, the Center assisted NBT with its assessment, strategic planning, and vision development initiatives for the last two years.

2. CREATING A WELCOMING ENVIRONMENT

In Brief

The committee found the “...impression of a bureaucratic and unresponsive system is reinforced through numerous other procedures that face students, faculty and staff in all areas of the University.”

Specifically, “Rutgers’ size and complexity too often become excuses for avoiding that extra step that might solve someone’s problem. Yet, it is Rutgers’ complexity [that] makes it even more important that offices reach out across reporting lines and attempt to assist students, faculty, staff and others who seek to use the University’s services.”

Since then, much attention has been devoted to establishing universitywide programs to orient new staff and reinforce the value of and critical need for changing these long-held perceptions about a complex, bureaucratic environment, and to the creation of a welcoming environment in which faculty, staff, and students can thrive, including friendly, responsive services, and attractive and inviting physical surroundings.

In 2000, the university adopted a new vision statement that articulated the commitment to creating and sustaining just such an environment. It states, in part, that: “We are dedicated to a standard of quality that makes Rutgers a preferred choice for students, a first-rate intellectual environment for faculty, and an outstanding place to work for staff... Rutgers seeks nothing less than to become one of America’s very best universities.”

ENROLLED STUDENTS

Camden Campus

By working with the city and other local higher education institutions, the campus has played a significant role in the creation of the “educational corridor” within Camden. The campus plans to expand its relationship with Rowan University and Camden County College as part of its commitment to the city and the regional higher education community. Achievements to date include:

- Athletic Stadium. The stadium and Riversharks management has transformed the part of the city around the campus into a family destination, drawing people to the campus after games. The Scarlet Raptors baseball team has benefited as well. In 2001, the team had difficulty recruiting players. In 2002, the first year the team used the stadium, the campus fielded a full team and created a junior varsity team as well.
- Courtyard Restaurant. As part of its goal to enhance the physical campus and provide a gathering place for faculty and staff, the campus devoted space in the student center for a

restaurant. It has been well received by the campus and members of the surrounding business community.

- Shuttle Bus. The campus shuttle bus system is an example of how partnerships can benefit students and address pressing institutional issues, such as parking, simultaneously. The bus system is run by Rutgers-Camden and supported by Camden County College and Rowan University. The service is available to students, faculty, and staff from all three institutions. In addition to reducing the need for additional parking, the service also allows students at Camden County and Rowan to make use of the Rutgers gym and library.

Newark Campus

Working with faculty, staff, and students, and leaders from the city and Newark higher education community, the campus has done much to create a welcoming, “vibrant urban campus in the midst of a revitalized city.”¹³

- Class Scheduling. Redistribution of classes throughout the week as well as throughout the day was undertaken by the provost and implemented by the registrar. Changes helped to alleviate campus parking problems.
- Extended Office Hours. Since 1991, campus offices have been open late for the first two weeks of each semester and every Wednesday until 6 p.m. to accommodate University College students and day students whose class schedules prevent them from contacting offices during normal work hours.
- New Student Orientation Programs. This collaborative effort involving most of the campus is designed to make the orientation process convenient and personalized. The overall goal of each orientation session is to inform new students about services offered in the Blumenthal Mall and how best to take advantage of each service. A more interactive program with hands-on Web materials is planned for the upcoming academic year.

New Brunswick Campus

Auxiliary Services

The lives of students are touched daily by Dining Services, Housing, and Transportation Services. Consider the daily impact these departments have on the student experience: 30,000 meals served; 13,755 students housed; 19,000 parking spaces monitored; and 45,000 student bus rides provided. Some of the many service improvements helping to enhance this experience include:

- Extended Office Hours. To better serve the university community and visitors, all offices are open from noon to 1 p.m. and have extended evening hours during high-demand time periods.
- Housing Brochure. Jointly designed by University Publications and Housing, this brochure highlights housing as a university asset, and encourages students to live on campus. The

¹³ Provost’s Annual Report 2001-02, Rutgers Newark.

brochure, mailed with the admissions packet to new admitted students and their parents, lists ten reasons to live on campus, such as better grades, independence, making friends, broadening horizons, and building leadership skills. At-a-glance descriptions of the Camden, Newark, and New Brunswick campuses are also included, as is Housing office contact information.

- **Knight Mover.** The on-demand shuttle operates between 3 a.m. and 7 a.m., when the Campus Bus does not. It provides service to those students arriving back at school from working and who prefer not to walk from the parking lot to the residence hall, or students leaving one campus and needing a ride to another campus.
- **Midnight Breakfast.** As a means to bring the community closer together, deans from all colleges volunteer to help Dining Services prepare and serve a full breakfast each semester.
- **New BrunsQuick Shuttle.** Formerly known as the 5th and 6th ward shuttle, students in those wards can “hop a ride” from 6 a.m. to 2 a.m. It connects the heart of the 5th and 6th wards with the College Avenue campus bus stops and the train station.
- **Paratransit Service.** This service operates between 8 a.m. and 10 p.m. for students, faculty, and staff who are temporarily or permanently disabled. It is managed through the various campus disabilities coordinators.
- **Parking Lot Signage.** Attention to a more user-friendly lot signage system for New Brunswick campuses has led to improvements to more than 200 signs.
- **Rutgers Golf Course.** A recently completed practice and teaching area is a valuable asset for intercollegiate teams and alumni, as well as the traditional golfer. The course is highly rated by peer evaluations and hosts almost 50,000 rounds of golf each year.

Office of Financial Aid

Recognizing the critical role the office's services play in a student's ability to attend, continue, and graduate, the office has rededicated itself to providing responsive individualized service.

- **Enhanced Telephone Service.** A new system installed in 1999 allows for the efficient and timely routing of telephone calls. It provides a mechanism for monitoring incoming call volume and line usage, and enables supervisors to deploy staff as needed to handle incoming calls. Financial Aid has been able to reduce and often eliminate the number of calls waiting even in the busiest call volume periods.
- **Records Hall Renovation.** A complete renovation of the facility was completed in 1998 allowing the department to create a warmer and more welcoming setting in which to greet students and their families. Recognizing the need for privacy when discussing personal financial information, the department created a private space for use by financial aid counselors in advising students. A private conference room was also created to allow an entire family a comfortable setting when visiting the office.

Undergraduate Colleges

Undergraduate colleges in New Brunswick provide orientation and welcome programs for newly admitted first-year and transfer students each fall. These events are designed to help students adjust to the academic environment of the college and to provide academic advising assistance. College-specific welcoming events and activities are also included.

University Undergraduate Admissions

Engaging the entire university community is critical to creating a welcoming environment. With this important goal in mind, the department has created:

- August phone-a-thon. Staff from various departments and students place calls to all students who have accepted admission but have yet to register, inquiring about their status and offering assistance with any problems or questions.
- Scarlet Ambassadors. Tour guides are recruited through advertisement and word of mouth. Ambassadors lead tours and participate in university open house events and the phone-a-thon. There are 70 guides, 40 in New Brunswick, 20 in Newark and 10 in Camden. They play a critical role in creating the face of Rutgers for many prospective students, their parents and visitors.
- Spring Open House. Prospective and admitted students and their families attend one of several open house events offered on the three campuses. The events are upbeat, personal and highly collaborative, with the colleges and other university personnel involved in the planning and implementation. Designed to dovetail with specific college open houses, these universitywide events showcase the depth and breadth of the university as well as college-specific strengths.

PROSPECTIVE STUDENTS

New Brunswick Campus

University Relations

The Rutgers Academic Challenge. The Academic Challenge provides a forum for cultivating relationships with New Jersey's future leaders and showcasing the importance of education in our communities. It also provides an opportunity to put the best Rutgers face forward. Unlike traditional college bowl competitions, which focus on an individual's knowledge, this event engages teams in interactive problem-solving tasks that build collaborative thinking and effective communication skills vital to success in today's information age. Rutgers faculty and students, and dozens of volunteers from across the state make this event a true team effort.

University Undergraduate Admissions

- Outreach to High Schools. Recognizing the importance of creating relationships with prospective students, the department is undertaking diverse methods for building an affiliation with Rutgers early on in a student's career. Among them: 1) Developing *My Rutgers* pages for the Admissions Web site; 2) establishing a dialogue with ninth-graders as a way to begin to

connect them to the university; and 3) allowing students to enter their grades, activities, and accomplishments beginning in the ninth grade so that at the end of four years, they have a transcript that can be sent to Rutgers.

- University Ambassador Program. This program encourages employees to take pride in the university and participate in the enrollment process. Each year, all members of the university community are asked to help Rutgers identify and enroll qualified students. Each volunteer receives a packet, including an application voucher, to use in recruiting talented students to the university. Volunteers also participate in converting admitted students to enrolled students by talking with admitted students within their communities about the value of a Rutgers education.

FACULTY AND STAFF

New Brunswick Campus

Douglass College

- Welcoming Events. The Douglass College staff development team created a welcome tour and small gift for all new staff, a staff recognition luncheon, and an electronic newsletter of events on the Douglass campus.

Retired Faculty Association (RFA)

- Retired Faculty Association. This organization of more than 200 members was established to promote the continued campus and community involvement of retired faculty at Rutgers, recognizing that such involvement is highly beneficial both to the university and to individual faculty members. A primary goal of the association is to facilitate continuing contributions by retirees to the scholarly and professional objectives of the university. The RFA newsletter keeps members informed about retirement issues and opportunities, and monthly programs cover a variety of topics of interest to retirees. The association's Web site contains information about how to prepare for retirement, estate planning, benefits available to retirees, and upcoming programs and events, as well as a useful contacts section with links to retirement resources. Bylaws and a membership application are also available on the Web site.

University Human Resources

A focus on providing individuals with the necessary tools, resources, and information to acclimate them to the Rutgers environment, their department/unit, and work site guide the department's activities, including:

- Faculty Orientation Support. Many academic departments provide their own orientation programs for new faculty. Human Resources provides tote bags, information about navigating the university and the local area, Mason Gross School of the Arts tickets, football tickets, and a welcome letter from the president – the kinds of things that say “welcome to Rutgers.”

- New Employee Welcome and Benefit Orientation. Established in 2002 as a combined effort of two previous programs, the New Employee Welcome and Benefit Orientation introduces new employees to the university work environment, the breadth of Rutgers services, and the richness of the community the new employee has joined. The two-part program emphasizes the role that each individual plays in making a difference at Rutgers and the many benefits afforded to them as employees. The program is held weekly throughout the year. Plans to expand and enhance the program are in discussion.¹⁴
- New Employee Web Page. The New Employee Web page is a “one-stop-shopping” site for the new employee. It provides links to programs and services, relocation and transportation information, a glossary of Rutgers terms, and other salient information. New employees can also sign up for the New Employee Welcome and Benefit Orientation from this page.
- Online Resources. The department offers online informational sessions for new employees and their supervisors. The Benefits Overview is a streaming video that informs employees about the many benefits available to them, and a PowerPoint session on Welcoming and Orienting Your New Employee provides tips on developing a departmental process for orienting new employees.
- Resources for Hiring Authorities. This checklist serves to remind departments about the many small ways to make a new employee's first days welcoming ones, including making sure they are on the payroll, providing keys and a staff ID card, and introducing them to their fellow employees. Available on the UHR Web site and in print form, *Welcoming and Orienting Your New Employee*, provides tips on developing a departmental process for orienting new employees.
- Staff and Faculty Recognition Luncheons. Recognition luncheons are held twice a year to acknowledge the years of dedicated service given to the university by its faculty and staff. Begun in 1994, the programs celebrate the accomplishments of some 400 faculty and more than 250 staff each year.

UNIVERSITY COMMUNITY AND BEYOND

Camden Campus

- Camden Streetscape. In 2000, the 5th Street and Cooper Street corridors were improved to include new brick sidewalks and new landscaped parking. Both renovations have served to create an inviting face for the campus.

¹⁴ Elements of an effective welcome program exist for some employee groups in some units on some campuses. Generally, they focus on the specific needs and characteristics of the sponsoring unit. The expanded program would link and leverage these efforts to create a systematic, universitywide program that would complement existing activities to ensure a high-quality welcome for all new employees. Much of the approach and many of the materials, once developed and in place, could also be used to welcome other non-employee groups — students, parents, visitors, alumni, etc.

Newark Campus

- Bradley Hall Renovation. In 1998, the Bradley Hall classroom building underwent extensive exterior improvements to provide a more aesthetic architectural appearance.
- Street Cleaning. UMDNJ, NJIT, Essex County College, and Rutgers-Newark in partnership with the Newark Museum and St. Michael's Hospital have formed a University Heights Cleaning district, a project that shares street-cleaning services and the goal of presenting an attractive campus environment.

New Brunswick Campus

Campus Information Services

Campus Information Services was conceived as a means of making Rutgers' vast resources more accessible to all students and for assisting individuals in effectively managing the complex array of educational and cultural opportunities available on campus. Ways in which the department has assisted the university include:

- Ask Colonel Henry. Based on the Ask Uncle Ezra e-mail advice service at Cornell University, the Ask Colonel Henry service has grown from its implementation in the early 1990s to the primary question site on Rutgers' principal Web site, providing comprehensive online information and referral services to more than 10,000 inquirers each year. The Ask Colonel Henry service also coordinates a detailed frequently asked questions page of university information, based on the inquiries received over the years. Given its importance as an information source, plans are under way to make the site more visible on the university Web site.
- Campus Maps and Online Mapping System. Working with University Relations in a multi-year effort, the various maps of each campus were combined into one comprehensive map. Additional information never presented before (including handicap accessibility, parking lot restrictions, directions between campus centers, and a facilities index tied to a grid) was also included. With the improved technological capabilities of the Web by the mid-1990s, the extensive information that had been published on paper maps was translated into an electronic version and linked from the Rutgers Web site.
- Historical Tour Program. The Historical Tour program was begun in 1999 to meet the need for campus tours for individuals other than prospective students and their families. The primary tour (given weekly on Fridays and Saturdays at 11:30; free by reservation) is of the Old Queen's/Voorhees Mall area of campus and lasts about one hour. The tour is given in an eight-passenger scarlet and white golf cart and is led by specially trained student information assistants. Similar tours have been scripted for Cook/Douglass, Livingston, Busch, and the remainder of the College Avenue campus, along with a comprehensive tour of the entire New Brunswick/Piscataway campus.
- Online Calendar Systems. This system coordinates and improves the availability of campus event/calendar information to both the on- and off-campus community. It began simply with a comprehensive collection of calendar information provided directly to the inquirer via telephone at the information and referral center. The current system, designed by the Administrative

Computing Services division of RUCS, allows any member of the university community to sign up and receive a password for contributing and editing items on the University Calendar. (Contributed items are reviewed prior to posting). The university calendar has also been designed in a database environment that lends itself easily to the capabilities of developing a *MyRutgers* portal system for customized sorting of events that match the interests of the individual.

- Ready Reference Guide Service. The Rutgers Ready Reference Guide system was begun in the mid-1990s as a way to highlight and customize specific Web-based information for particular points in the academic calendar (e.g., Thanksgiving Ready Reference Guide). Topics have included: academic calendar, academic advising, bookstore hours, event information, learning assistance programs, and registration information.
- Rutgers INFO Radio. Rutgers INFO Radio was begun in the mid-1990s and was based on a Cornell University program designed to provide information as visitors approached the campus. Specific emphasis has been placed on the provision of emergency communication.
- RU-TV Channel 3. This channel broadcasts to about 15,000 residential students. A vocal script has been added to ensure accessibility of information to the visually impaired members of the community, and to allow students to listen to information while doing other tasks.

Division of Continuing Education and Outreach

The Division provides professional development programs that contribute to the workforce needs of New Jersey and lifelong learning opportunities for alumni, residents of New Jersey, and others, in a setting that showcases the campus.

- The Rutgers Trenton Academic Center. The Center established a welcome/tour program in the state capital that provides Rutgers students, faculty, staff, alumni, and friends the opportunity to better understand the workings of state government. In cooperation with the Office of Legislative Services and the Statehouse tour office, the Center designs, organizes, and coordinates Trenton visits tailored to the specific interests of Rutgers visitors. The half-day visits typically include lunch with a guest speaker, a tour of the Statehouse and Annex, and an hour-long seminar on a specific topic presented by experts in the field of interest.
- University Inn and Conference Center. The University Inn and Conference Center has made major capital improvements to the facility to better serve the Rutgers community and its guests. Hotel and conference reservation systems have been simplified and made more efficient through computerization, and several open house events have enabled the community to see firsthand the many services offered at competitive rates.

Parking and Transportation Services

Parking and Transportation Services strives to provide the best possible intercampus travel options. Faculty, staff, and student input, and an awareness of changes in the university environment playing significant roles in setting the direction of the department.

- Assessment. The department uses complaints, compliments, and tickets issued to determine whether policies are working. The addition of parking areas on the Busch campus, lot assignment

changes to better use existing parking spaces, and permit sale cutoff levels for specific zones have resulted in improved user satisfaction. In 2002, a new “night” permit, designed for commuters who take all of their classes after 4 p.m., was introduced. This permit is valid in all commuter lots on all campuses and less expensive than other commuter permits.

- Improving College Avenue Parking. A process excellence team was organized to address commuter parking concerns on the College Avenue Campus. Given a baseline measure of 27,587 unauthorized-parking violations on College Avenue in 2000-01, the team’s goal was to reduce this number by 50 percent over two years, and thereby improve the overall level of satisfaction with parking availability for students commuting to College Avenue. The team’s work resulted in a more systematic process for reviewing parking demand, an ongoing assessment of parking space allocation by semester, and the development of a long-term strategy to integrate a transportation center into the university’s master plan.
- Parking Permits. Beginning in summer 2002, students had the ability to purchase their 2002-2003 parking permits online. The online application allows students to purchase their permits, but also to: 1) View a listing of their vehicles on record; 2) change their mailing address; and 3) pay for outstanding citations. In fall 2002, the faculty/staff online permit application was launched, offering faculty and staff the same services as those for students, and giving employees the option to payroll deduct their permit fee. The major benefits to the campus community are faster application processing time, and increased accuracy (less room for error with data entry, such as spelling of addresses and/or license plate information).

Rutgers College/Busch Campus Centers

Campus centers are the "living rooms" of the university, and as such, they strive to provide the best facilities and services in a warm, welcoming environment. Examples include:

- Atrium Expansion. The design and expansion of the Rutgers Student Center atrium has created a welcoming and interactive dining experience.
- Red Lion Cafe in the Rutgers Campus Center. This Rutgers-themed venue was designed to serve as a community space for students, faculty, and staff to come together for dining and entertainment.
- Expanded Building and Dining Hours. Building and food service hours of operation have been expanded until 1 a.m. during the semester, and 2 a.m. during exams.
- Nanonation Services. These services allow faculty, staff, and students to check e-mail and send Web cards to friends and family.
- Red Lion Programming. The campus centers collaborated with the programming unit of Rutgers College to offer a diverse array of programming. They continue to work with all units of Rutgers College on programs such as Step in the Spotlight, Spring Break promotions, etc.

University Facilities

The look and feel of a campus is a powerful influence on the overall perception of the institution, and in creating a welcoming environment. Changes that have made a difference include:

- New Brunswick/Piscataway Master Plan. The campus master plan is intended to serve as guide for future growth and development. The goal is to create an optimal campus setting in which the university community can live, learn, work and enjoy themselves. Principles of sustainable design and stewardship of natural resources guide the plan. In addition to designating sites for future construction and expansion of buildings, the plan will identify environmentally-sensitive open spaces and areas for preservation. It will also include a focus on improving the connections between the campuses through the development of mass transit options and the creation of additional bikeway and pedestrian linkages. Emphasis will also be given to the strengthening of the campus identity through the use of gateways, streetscaping, and signage, and the promotion of the university's unique heritage through the preservation and enhancement of its historic structures and sites.
- Student Centers and Paul Robeson Center. During 1992-93, renovation, improvement, and expansion of the Rutgers College, Busch, Douglass College, Newark and Camden student centers was completed, creating a highly improved environment for all faculty, staff, students, and visitors on these campuses. In addition, the Paul Robeson Cultural Center was constructed on Busch Campus to provide a supportive environment for minority students and programs that focus on the contributions to society by African-Americans.
- Athletic Facilities. Several major enhancements in 1994 provided state-of-the-art athletic facilities. The football stadium on Busch Campus was renovated and expanded from 23,000 seats to 41,500 seats to meet Big East and Division IA NCAA standards. In addition, a new soccer stadium was constructed on the Busch Campus, and a track and field facility was constructed on the Livingston Campus. In 1997, recreational and intercollegiate tennis courts on the Busch and Livingston campuses were renovated and improved to provide first-class facilities for students and student-athletes.
- Bikeway System. In 2002, a new bikeway on the Busch and Livingston campuses and along Cedar Lane in Highland Park was constructed to provide a safe way to commute from campus to campus.

University Police

- Community Policing Program. The Rutgers Police Department adopted the Community Policing philosophy and assigned a police officer to each of the major campuses. The Community Policing Officers serve as front-line campus-based officers who act as community organizers and problem solvers and provide a communication link between the community and the police department. They conduct crime prevention programs and situational training sessions such as “Street Smarts” and “RAD” (Rape Aggression Defense), participate in proactive patrols, and serve on university committees. Additionally, security officers have evolved from the traditional “night watchmen” role where physical security was the main focus to becoming an integral part of the Division of Public Safety. Security officers as well as their supervisors are assigned to the same campus each night, which fosters a stronger sense of commitment and ownership, and develops the community policing philosophy within the security division.

- Community Service Officer Program. The Division of Public Safety established a community service officer program comprising Rutgers students who, after the completion of a 40-hour training session, provide supplemental uniformed security at various university events.
- Special Needs Shuttle. Rutgers Emergency Services created a courtesy shuttle program for those with special transportation needs. The service was initially created to provide assistance during home football games. However, the demand for this service and the overwhelming success of this program has since led to the purchase of an additional eight-passenger shuttle. In 2001 this service was offered for the first time during spring commencement. Shuttles are staffed by New Jersey certified Emergency Medical Technicians and/or First Responders and are equipped with basic first aid equipment.

3. TECHNOLOGICAL INNOVATION

In Brief

The Committee noted that, “The development of up-to-date, integrated computer systems must be a high institutional priority if Rutgers is to simplify necessary administrative processes.”

Ten years later, Rutgers has done much to address this institutional priority. The ability to conduct business online has been greatly enhanced by the university’s RUNet 2000 project, a \$100 million, four-year initiative that established a comprehensive and advanced data, video, and voice communications infrastructure linking all three regional campuses, nearly all residence halls, and the major academic and administrative buildings at the university. A high-speed data network extending to classroom, faculty and administrative offices and dormitories accelerating communication between these units has also become a reality.

Infrastructure

The implementation of RUNet 2000 provided the technology infrastructure that created a number of possibilities for increased collaboration across departments, streamlined and simplified processes, and, as a consequence, made notable improvements in many areas that directly affect students, faculty, and staff.

Enhancements to the network backbone included connecting nearly 500 buildings in Camden, Newark, and New Brunswick, at speeds that increased from 100 Mbps to 1 Gigabit per second. This has facilitated:

- 38 student and faculty/staff Web-based administrative applications that take advantage of the network, including Web registration, online credit card payments, graduate and undergraduate admissions and financial aid materials, grades, transcripts, class schedules, and class rosters.
- More than 660 classes with more than 22,000 students using WebCT, Blackboard, and eCollege, three online courseware systems.
- Rutgers Integrated Administrative System (RIAS), the first Enterprise Resource Planning solution at the university. Phase I was completed in July 2002 and included implementation of Internet Procurement, Purchasing, and Accounts Payable.
- Increased use of the Web and e-mail for access to information about university policies and services and for emergency communication.

Wiring was installed in the interior of 260 campus buildings. As a consequence:

- About 93 percent of full-time faculty have direct network connections in their buildings.
- Direct network connections are in place for about 14,600 students in 135 residence halls.

Rutgers also acquired the use of state-owned fiber to develop a statewide network — the Rutgers Regional Network (RRN), which will connect all Rutgers campuses and many off-campus sites. And, Rutgers was the first institution of higher education in New Jersey to join NJEDge.Net, the state's higher education telecommunications network.

General Computing Services

In the past ten years, there has been a dramatic increase in the number of students, faculty, and staff who use university computing services (RUCS). New approaches to service delivery and support developed to address this expanding use include:

- Information Technology Coordinating Committee. During fiscal year 2002, the Committee was established. This is a universitywide body charged with providing advice and counsel to the President's Cabinet on matters related to the efficient exploitation of IT and Rutgers' network infrastructure to enhance academic and administrative productivity and quality of life, and to control costs. The Committee serves as a forum through which the university's business, academic, and technology planners come together to identify mutual goals, universitywide IT issues, and opportunities for resource efficiencies.
- Information Protection and Security. RUCS formed an Information and Security Directorate, long a request of the university's Internal Audit Committee and Board of Governors. This directorate facilitates increased security for RIAS, RUNet, and departmental computing throughout the university.
- Help Desks. To better serve the increased number of students, faculty, and staff who now use centralized computing services, the department has reconfigured and expanded its Help Desk operations. 54,787 requests were made and responded to in 2002.
- Webmail. In a combined effort of all RUCS campus computing divisions, a unified point of reference for reaching Web interfaces for e-mail systems (i.e., Web mail) on the three campuses was constructed. Any Rutgers student, faculty, or staff member can access their Rutgers e-mail from any location. This has enabled users to access their Rutgers e-mail accounts through their Internet Service Provider, thus saving long-distance modem connection and other costs.

Administrative Computing Services

Ten years ago, Administrative Computing Services primarily supported core administrative areas. Today, with online applications, it is much more closely tied to the end-user client – to the students and faculty directly, as opposed to serving the core administrative group that then serves the students, faculty, and staff. This has meant more dialogue with core clients about innovative ways to provide service, with the goal of giving end users the ability and tools to be more self-sufficient. The department has become more client-focused and service-oriented, and more able to react to rapid technological changes. Many of the enhancements and major service improvements captured elsewhere in this report are the result of RUNet 2000 and a partnership with and support from Administrative Computing Services (ACS).

ACS has taken the lead in enacting broad, systemwide changes, including:

- Data Warehouses. Four major online Oracle-based data warehouses are available – one containing human resources information, another containing student data, a third containing course data, and still another, the Financial Data Warehouse, consisting of all data that is reflected in the Online Financial Information System (OFIS). A simplified view of key data elements from the Procure-to-Pay system was also created. Administrative Computing staff members are working closely with the payroll area and a pilot group of business managers to develop common views and reports based on the needs of the field. While still a work in progress, the financial data warehouse will provide the ability for authorized individuals to easily access and download departmental financial data (OFIS information and some purchasing data).
- Ongoing Support. ACS continues to provide support for day-to-day business needs and the “cyclical” business processes of the university. This includes software enhancements, maintenance, and production control for recurring processes that support students, faculty, and administration. This also includes on-demand information delivery (reports, data queries, data files) to support internal decision-making and external requirements. Key cyclical activities include: student demand registration, student add/drop, grade and transcript processing, financial accounting, payroll processing, faculty survey, course analysis system, and the longitudinal database, to name a few.
- User-friendly Query Language. The use of Oracle Discoverer has provided a user-friendly, ad-hoc reporting tool. The ability to manipulate data and generate reports has pushed information and use of that information to the level of the individual user. To broaden data distribution, automated routines that transmit data files from mainframe systems to local department systems are being used. For example, faculty can obtain class rosters online in real time, download them into Excel and use them as grade books, etc.

STUDENTS

Newark Campus

- Blackboard. The Blackboard 5.5 Level One Learning System assists faculty who wish to integrate the Web into their courses. Over the past two years, 250 courses have been added.
- Smart Classrooms. These classrooms, equipped with desktop computers, VCRs, DVDs, writing visualizers, and Internet access, give instructors and students access to vast sources of information as part of the classroom experience. Currently, 37 of these classrooms are available on campus, with 18 more to be completed by the end of next year. The goal is to add this technology in all of the more than 100 campus classrooms by 2004.

New Brunswick Campus

Auxiliary Services

- EventMaster. This Windows NT-based software program generates proposals, contracts, and invoices related to on-campus events. Management reports provide the information needed on pre-costing, forecasted revenues, critical dates, and booking problems.
- Knight Express Enhancements. New Knight Express communication devices called terminal devices will eliminate ISDN lines and allow the use of fiber. The change is cost effective and will result in much faster connect and response time.
- RUConnection Card. The RUConnection Card serves as an ID card for faculty, staff, and students, and as a meal card, Knight Express Card, library card, recreation card, etc., enabling holders of the card to take advantage of the products and services provided by various segments of the university. The purchase of football tickets at the gate has recently been added, and future applications will include use at the Rutgers Learning Centers. Upon entrance, students will swipe their RUConnection card and be assigned privileges that will identify the services they are using.

Campus Information Services

- Information-intensive Services. The use of cutting-edge computer systems has been critical to the department's information-intensive services. Staff have found diversification of services to be the best means for reducing waits. Access to information is available via Web, e-mail, phone, radio and television, and possibly in the future through instant messaging.
- New Brunswick Official Student Listserv. This official New Brunswick student listserv has replaced the previous campus-newspaper-based system of official notifications to students. Careful policy and communication methods and strict posting criteria guide the use of this communication tool. Weekly updates go out to 33,000 New Brunswick students.
- Virtual Operation of Off-Campus Housing. All off-campus housing operations have been moved to a virtual environment. Through the system, landlords can charge posting of off-campus rentals to their credit cards, and individuals can obtain city housing policy information. As part of this service, the department responds to tenant/landlord and tenant/tenant problems.

Division of Continuous Education and Outreach

- Class Delivery. Through various modes of interactive technology, the Division has developed the infrastructure that enables intercampus delivery of classes not otherwise available to students on their home campus. Similarly, as part of its outreach mission, it has created and equipped a group of off-campus learning centers, strategically situated in underserved areas of New Jersey, where students can enroll in Rutgers programs.
- Continuous Education Web site. A comprehensive university continuous education Web site was established to help students, faculty, and staff locate and access the various continuous education programs offered within the university. The site has links to all departmental

continuing education providers at Rutgers, and a centralized database of all continuing education programs at the university. This database makes the programs easier to find, and is used by Campus Information Services to assist callers. It has been expanded from its initial concept and design to include a comprehensive online registration system for use by all continuous education departments at the university. The system also employs a state-of-the-art marketing system through the coding of programs with various skill and knowledge attributes. This coding system helps departments better match their programs with prospective students. Through a partnership with CE Technologies, Rutgers' continuous education programs are now linked to major media publications, such as the New York Times.

Douglass College

- Downloadable Forms. A wide variety of forms for student use including the degree checklist, the scholarship application, the graduate fellowship application, and prize nomination forms are available for download from the Douglass Web site. This saves a considerable number of trips to College Hall and makes the forms accessible at any hour.
- Electronic Midterm Evaluations for EOF Students. In spring 2003, the Educational Opportunity Fund sent electronic midterm evaluations to the professors of first-year EOF students and students on academic probation/warning.
- Placement Testing and Orientation. Starting in 2002, Douglass College implemented a system to allow incoming students to register for placement testing and orientation online. This has not only proven to be convenient for students, but has also resulted in significant efficiencies in staff time and data management. The online registration has been implemented for the Admitted Student Open House as well.

Office of Financial Aid

- Document Imaging System. With more than 500,000 documents received annually, the gains in processing efficiency (documents scanned and filed in seconds, and available immediately) have been truly significant. Speed and accuracy of the aid advising process have also been tremendously improved as a result.
- Entrance Interviews. Loan "Entrance Interviews," required by federal regulation as a means of delivering critical information about loans to students, are available as an interactive program on the department Web site.
- Internet-based Services. 1997-98 was the year in which a breakthrough was made in the ways in which student-specific information was provided. Transcending the boundaries of telephone and mail and providing access to critical aid information via the Internet meant students were able to: check their filing status; find out about their award offers (type and amount of aid); obtain an update on missing required documentation; and download required forms, reducing both time and cost.

School of Communication, Information and Library Studies

- HABITAT. The HABITAT has been adopted as the courseware platform for the Library and Information Science (LIS) and Information and Technology and Informatics (ITI) programs. Since its initial development in 2000, it has been used extensively as a discussion server and content management system. Phase II of its development, currently under consideration, is the integration of the portal with the eCollege platform. The integration of these systems will give students the customization of a SCILS portal along with the multi-functionality of a professional courseware platform.
- Job Placement. The SCILS Placement Web site includes a searchable database of hundreds of jobs appropriate for people with graduate degrees, and information about accessing the Rutgers/MonsterTrak database of jobs. The site also has links to dozens of other job posting and career advising sites, and offers students the chance to provide links to their online resumes. Employers looking to hire may post their jobs directly to the SCILS Placement site.
- Faculty Web Sites. Faculty have the ability to create their own Web sites or to use a simple template created by the IT staff to publish information about their research and teaching interests. The Web sites can be elaborate or simple, depending on the faculty member's level of interest in placing information online. The school maintains a database of faculty information including office location, phone number, and office hours, automatically updated each semester, which can be included in the individual Web sites.
- Wireless Building. Since many classes require software specific to SCILS and not installed in the main university computing centers, the school needed a way to provide access to these services from other locations. The solution, a remote access portal Citrix Metaframe that enables access to SCILS licensed software from any machine via a Web browser. The user can use software not on their desktop but accessed via server. Even low bandwidth restricted users can access the software efficiently since it resides on high-speed servers at SCILS but is served via phone lines if necessary. This software will allow remote access while reducing unneeded licenses since the school need only purchase the number of licenses for concurrent users instead of a license for each desktop.

Student Accounts Receivable

- Cash Register System. The old point of sale cash registers have been replaced with a personal computer, network-based cash register software system that integrates credit card processing and replaces credit card swipe machines.
- Direct Loan Project. As a result of this project, students are able to borrow federal funds directly from the university instead of through banks. These direct loans are included on the financial aid award letters and credited directly to student accounts. Refunds for financial aid are processed automatically by the system immediately upon the credit appearing on the student's account. Staff are able to request emergency refund checks for students that are produced by the system overnight for next day delivery.
- Electronic Funds Transfer - NJCLASS Loans. NJCLASS loans are now accepted by Rutgers through an electronic funds transfer as payments directly into students' SAR accounts,

eliminating the need for students to sign the NJCLASS loan checks at the cashier's office. Replacing paper checks benefited the university as well, since the wire process allowed for improved cash flow and speed of funds delivery.

- Term Bill Payments. Contracting the processing of term bill payments with a lockbox bank greatly increased the timeliness of check deposits and availability of funds for the university. System changes to allow for the acceptance of electronic data feeds of payment information directly into the system eliminated the re-keying of about 20,000 term bills per semester.
- Tuition Payment Plan. Developed in-house, this new Tuition Payment Plan replaced the previous budget program. It increased cash flow to the university by recording student payments directly into a university bank account and by transferring the money weekly instead of monthly to the director of treasury services for investment in higher-interest bearing accounts.

University College Dean's Office

- Collegewide Database. This collegewide database for integrated student services is used for transfer credit evaluation to determine advanced standing status, and to facilitate course selection and registration for new and transfer students. When fully implemented, the system will provide Web-based degree audit access for students to monitor their academic progress.
- Creation of File Server and LAN System. An intranet and file server were established to facilitate communication among staff of the college, resulting in greatly enhanced staff responsiveness to student requests for service.
- Online Advising System. An e-mail-based online advising system was implemented to supplement in-person advising. Students may submit questions to an online advisor and receive a response within 48 hours.

University Registrar

- Automated Registration. In 1992, the university began touch-tone registration that allowed students to register via the phone and eliminated long lines for registration that were so demoralizing to students. Now the university has both touch-tone registration and Web registration. The entire registration process has been streamlined and made easier. Two years ago, 75 percent of the students used touch-tone registration, with 25 percent using Web registration. Today, those percentages are reversed.
- Course Availability. Via the Web site, students can view whether courses are open or closed. If the course is closed, the system is designed to provide a listing of up to five sections of the same course that remain open.
- Grade Reports. In 1992, distribution of grades or term grade reports to students was done via paper. Today grades can be accessed through the Web or touch-tone service, providing students and faculty with instant access to grades.

- Security Management. Students were not comfortable with their pre-assigned personal identification number, and expressed a desire to be able to change their PIN. They can now do so electronically.

University Scheduling and Space

- Online Room Scheduling. This system has dramatically changed room scheduling and enhanced the department's ability to serve the room needs of faculty and students efficiently and quickly. It allows the Scheduling Office to search rooms by size, campus, room attributes, shape, and media equipment, and to produce weekly reports that indicate when rooms are reaching capacity. Faculty satisfaction is enhanced because assignment is based on the "best fit" of the course to the room, which was never possible under the manual system. Departments have access to the room schedules, saving time by eliminating unnecessary phone calls and e-mails. Rooms are updated online so that students can view the latest assignment on the Web.

University Undergraduate Admissions

- Electronic Communication. For the 2002 admissions cycle, more than 333,000 e-mail messages were sent to prospective students and 107,000 messages to applicants. This level of communication could not have been accomplished using traditional paper correspondence.
- Enrollment Pathway Tracking. This Web-based system allows deans to track activity along the enrollment pathway (enrollment, placement testing, registration, final high school transcript review, financial aid awards, and bill payment status) all in one location.
- Guidance Counselor Web Page. By entering the correct PIN and College Board school code, guidance counselors in New Jersey high schools are able to view all Rutgers applicants from their school, obtain information on applicant choices within Rutgers, and identify those who have submitted Web applications and those who have submitted paper applications.
- Record Imaging/Optical Character Recognition. The creation of undergraduate admissions applicant records has been significantly enhanced using optical character recognition technology and imaging. Via a scannable OCR document, basic recorded information is generated. All documents are scanned and added to applicant files electronically, making the actual image of a document available online during the application review process. Implementation of these systems has freed clerical staff to redirect their energies to other needed areas, and allows for record updates by professional staff without having to physically find the record and supporting credentials.
- Reduced Application Processing Time. Through the use of the Web, fax, and credit cards, applications can begin to be processed within 48 hours of receipt. Application processing time has been reduced from four to eight weeks in 1992 to two weeks in 2001.
- Status Checking. Using a PIN, an undergraduate applicant can check the status of his/her application and obtain information on missing credentials. From September 2002 to date, there were 102,389 status inquiries.

- Web-based Application. Since 1998, undergraduate applicants have had the option to submit applications via a Web-based application. In 1998, 2,161 applicants, or 5.9 percent of the total applicant pool applied via the Web. In 2001, 21,758 students took advantage of this option, a 907 percent increase in three years. As of December 2002, 90 percent of the applicant pool had applied online.

FACULTY AND STAFF

New Brunswick Campus

Division of Continuous Education and Outreach

- On-site Services. The division provides on-site advice and support for the design, installation, and operation of interactive distance learning facilities for all academic and administrative units on all Rutgers campuses. The department's work has made it possible to conduct meetings with members from all major Rutgers campuses without the burden of travel between campuses.

Douglass College

- Utilization of the Student Data Warehouse. Douglass has made extensive use of this resource since 1997. Because data can be downloaded and converted to other applications such as MicroSoft Access very rapidly, there has been an enormous saving of staff time. The Academic Affairs Committee estimates this process saves on the order of ten full working days a year in clerical time. The data availability and formatting means that letters and similar communications can be personalized much more easily than would otherwise be possible.

Teaching Excellence Centers

- Enhanced Classroom Support. In July 2001, the department assumed responsibility for managing, maintaining, and repairing the equipment in all 70 technologically enhanced classrooms in New Brunswick. ECS provides a Web site to communicate with faculty in need of assistance and to inform the university community about the availability of resources in the classrooms. A listserv is also used to communicate problems, repair dates, and updates. Half a million dollars in Equipment Leasing Funds were allocated to the New Brunswick Center to upgrade and expand the equipment available to faculty in the enhanced classrooms, enabling improved video/data projection systems and additional lecture hall equipment with personal response systems. ECS also offers training for faculty in the use of enhanced classrooms in its new Hill Center training facility.
- New Media Development Laboratory. The New Media Development Laboratory supports faculty in the design of Web pages, WebCt courses, multi-media presentations and scanning, and, in particular, the Art History slide collection and the Digiclass project for language instruction.
- Support for Course Platforms. There are a number of course management platforms in the university supported to some degree by the New Brunswick Center. These platforms facilitate the creation of Web-based educational environments and require little technical knowledge. They

can be used to create entire online courses, or to make supplementary materials available through the Web. They include: 1) WebCT, the most widely used course management software in the university; 2) Blackboard, used extensively by the Rutgers Business School and the Newark Campus; 3) eCollege, used by the Division of Continuous Education and Outreach for online courses; and 4) Digiclass, the New Brunswick Teaching Excellence Center's own course management platform.

University Human Resources

- Online Benefit Forms. Rutgers employees now have access to interactive benefits forms. The state is working on making its forms interactive as well. When completed, this would mean a single point of contact for benefits forms completion.
- Pay-for-Performance Program. The availability of Web-based performance appraisal forms, program information, and bonus award calculation tools makes the appraisal process faster and easier for departments.
- Web-based Service Delivery. Electronic fact sheets and contact information on a variety of services resulted in enhanced information to employees, and reduced calls to the department.

UNIVERSITY COMMUNITY AND BEYOND

Campus Information Services

- The Parent Web site. The site was established in 2001 to provide parents and other family members more easily accessible information about university online services. The site provides a single location for placement of all Parents' Associations and business information.
- The Visitor and the Public Web site. The site was an early addition to the top level of the Rutgers Web site, and provides a location for important information with a focus on items needed for a successful visit to and experience at the university.

Mail and Document Services

- A Local Area Network. This network and more than 40-desktop PCs made it possible to address departmental computing and electronic communication needs, and laid the foundation for reducing repetitive activities and automating processes. Improvements have been made in the areas of: postage accounting and charge-backs; reconciling and reporting daily window sales; maintaining and reporting departmental metrics; and mail piece design.

Rutgers College/Busch Campus Centers

- Reservation Services. An internal, Web-based reservation system has resulted in faster service and the elimination of paper. People making reservations with the campus centers now receive e-mail confirmations of reservations. New, more user-friendly reservation policies and procedures simplify the entire process.

- Training Room at the Busch Campus Center. The computer training facility at the Busch Campus Center offers curricular educational computer training and demonstrations for students, student organizations, and university departments. Training and demonstration examples include: a computerized budget preparation workshop for the Rutgers College Governing Association; student organization leadership training; desktop/publishing/Web page development workshops; demonstration of the university's online admissions application for prospective students during recruitment days; and an e-mail/Internet lab during university-sponsored conferences and events.

University Libraries

- E-ZBorrow. Now in pilot, this expedited book delivery service allows Rutgers students, faculty, and staff to log in with their Rutgers barcodes, search simultaneously the catalogs of Pennsylvania academic libraries, including Penn State, Carnegie Mellon, Pittsburgh, and Temple, and place requests for books to be delivered to the Rutgers library of their choice. E-ZBorrow works as an extension of Rutgers' collections, enabling users to request books that are either not owned by the university, checked out, available only as a reference or reserve, or otherwise not available in the Rutgers University Libraries.

University Relations

- RU-TV. The video component of RUNet 2000, Rutgers' own private television network, delivers more than 65 channels of educational, news, public affairs, entertainment, and commercial programming, including productions by students, faculty, and staff to the New Brunswick/Piscataway university community. The network allows students, faculty, and staff to view seven university channels and traditional cable programming channels at residential and selected academic sites throughout the university community. Rutgers channels include programming such as:

- ✓ *At the Podium.* A speaker series featuring presentations and talks by faculty and visiting lecturers.
- ✓ *By the Book.* A discussion program hosted by Rutgers faculty interviewing professors about their books.
- ✓ *InsideRutgers.* A weekly series providing an informative glimpse of campus life, showcasing student-oriented events, programs, and individuals around campus.
- ✓ *Seminars.* Satellite videoconferences and seminar programs.
- ✓ *Mediavision.* Academic programs from library media archives to support instruction.
- ✓ *RU at the Movies.* A university-operated feature film channel with titles from independent, international, and commercial sources.

University Human Resources

- Web-based Job Postings. Implemented in September 2002, this Web-based tool adds one more way to obtain job-posting information. At present, 1,200 internal and 2,250 external subscribers use this service. It allows access to all jobs yet to be filled, regardless of when posted, and contains a searchable database by job category. Between October 31 and November 30, 2002, the site had 35,000 visits, and accounted for 46 percent of the traffic on the department

Web site. As with other Web-based applications, the department was able to save money while at the same time providing easy access to information.

4. USER-FOCUSED SYSTEMS AND PROCESSES

In Brief

Among the improvements recommended by the committee were:

- *Systematic measurement of user satisfaction*
- *Stakeholder involvement in monitoring performance*
- *Better alignment between the performance review process and systems and service elements*
- *Efficient and effective form design*

Becoming more service-oriented requires recognition that different stakeholder groups have different needs, preferences, and expectations. Increased attention to reshaping processes to address these user needs and expectations has resulted in more effective and efficient processes, increased commitment and collaboration within the university, and heightened stakeholder satisfaction. An increasing emphasis on assessment and the solicitation of feedback from students, faculty, and staff has contributed greatly to enhanced process planning and performance.

While not mentioned explicitly in the original report, it became clear that enhanced service also meant expanding processes beyond the borders of campus, and increased communication and attention to outreach.

STUDENTS

Camden Campus

- Basic Writing Skills Program. The Learning Center, in collaboration with the legal writing faculty of the Camden law school, developed this program to provide assistance to the broader student population on the campus.
- ID Cards. In an effort to make services more convenient for students, three existing identification cards were consolidated into a single card. The card is used for dining, housing, the library and the bookstore, as well as for making purchases from vending and laundry equipment, and gaining access to restricted areas.

Newark Campus

Improvement efforts on the Newark campus have been directed toward making administrative processes more user-friendly, convenient, and responsive to student needs and opinions. Changes that have supported that goal include:

Blumenthal Mall. The vision behind the mall was the creation of a “one-stop” student services (Admissions, Financial Aid, Registrar, Office of Business Services, Scheduling) area dedicated to providing simple, coordinated services. Systematic stakeholder feedback and satisfaction evaluation, and service and communication training are the cornerstones of this initiative. Since its inception in the summer of 2000, students have provided ongoing feedback to the mall offices about service and communication. Point-of-service surveys were conducted over a two-year period with more than 1,300 students in an effort to measure satisfaction with staff attitudes, clarity of information provided, and courtesy. Students expressed an 80.3 percent satisfaction rating with the services provided by the mall offices at the end of the two years. This collaborative, service-centered approach is now being extended to other offices on the Newark Campus. Work has begun with the FAS Dean of Students Office, the Honors College, the Office of Associate Provost for Student Affairs, Summer Session, Rutgers Computing Services, and several other departments.

- Degree Check. The Dean of Students for the College of Arts and Sciences, in cooperation with an external vendor, developed a Web-based degree audit program that allows NCAS students to review how classes fit into their degree progression. Each student is able to access the degree audit program with a Social Security number and a Personal Access Code. Students can use the program to determine how classes already taken may fit into a new major, as well as track how courses may fit into the college’s general education requirements.
- Math Content Specialist. Employed by the Newark Learning Center for the semester, this specialist works with students with math anxiety and those preparing for the GMAT, and collaborates with math faculty to determine other ways in which students could benefit from this kind of expertise.
- Tutoring in the Newark Residence Halls. To build awareness of department services within the general student population, the Newark Learning Center has begun offering tutoring assistance in residence halls.
- Withdrawal Procedure. FAS has developed a checklist and “how to” information to assist students in this process.

New Brunswick Campus

Auxiliary Services

Over the last ten years, the departments within this area have rededicated themselves to improving the student experience. While technology has assisted the department in realizing this goal, many changes center on improved relationships with students and the engagement and energy of department staff and members of the university community. Highlights include:

- First-Year Student Move-In Days. For the second consecutive year, the bookstore established remote sites in the Livingston College Quad and the Rutgers Student Center where students and parents shopped for residence hall essentials such as rugs, fans, networking supplies, and TV cable supplies.

- [Knight Express](#). Students can now use this card to purchase bus tickets for student activities, and students, faculty, and staff can purchase Knight Express dollars using a Visa card.
- [Late-Night Study](#). This new service has been well received by students and has become a tradition. Students can use a meal swipe for a "Sub Bag," "Sugar Rush Bag," or "Chicken Caesar Salad Bag."
- [New Meal Plan](#). This college tradition has changed to reflect student preferences. Instead of breakfast, lunch, and dinner, it is now a block plan – a certain number of meals for the semester, not the day.
- [Renovation of the Busch Dining Hall](#). Based on student feedback, the dining hall approach and menu were changed to include more on-site preparation, better presentation, take out, and more choices. All dining halls at Rutgers in the future will build on this model.
- [Special Student Menu](#). A special menu was developed for the concession stand behind the student section at the football stadium, allowing students to use their meal cards.
- [Student Night at the Rutgers Club](#). Every Monday and Thursday night students can enjoy fine dining at the club.

Career Services

During the past 10 years, the department has converted many of its labor- and paper-intensive processes to online functions to better support this critically important phase of a student's academic career.

- ["Ask the Career Knight"](#). This Q&A Web site answers questions on a wide range of topics, including job searches, resumes, and graduate school. From July to December 2002, the department responded to 403 questions and projects between 800 and 900 queries for the year that will end June 30.
- [Credentials Service](#). Prior to fall 2000, the department's credentials service was a paper-based system that required students to travel to the credentials office on College Avenue. In the fall of 2000, an online credentials service through Interfolio.com was introduced. Students now have the convenience of managing their credentials files on a 24/7 basis.
- [E-Fairs](#). Career Services still offers 12 in-person career fairs throughout the year (the largest number in the country), but in 1999 it offered its first electronic fair. In 2001-2002 it sponsored five. E-fairs enable students to contact employers and submit resumes 24 hours a day.
- [KnightTRAK](#). Prior to 1997, students were required to submit paper resumes, read bulletin boards for job descriptions and lists of candidates selected for interviews, and stand in line to sign up for interviews. Today, the "KnightTRAK" system enables Career Services, students, and employers to conduct every aspect of the pre-interview process online.

- MonsterTRAK. Prior to 1995, students were required to come to one of the career services offices during business hours to flip through binders of job listings. Each time a job from an employer was received, it had to be duplicated and copies sent to three locations. Today, the “MonsterTRAK” Web-based system enables employers to post jobs, and students to look for jobs and internships on a 24/7 basis. The site is reserved for Rutgers students and alumni.

Division of Continuing Education and Outreach

- Saturday Summer Program. The program was implemented in 1998 for students who would have difficulty or be greatly inconvenienced if required to attend during the week.
- Winter Session. The first winter session was offered in 1999, providing credit-bearing courses from the end of the fall term to the beginning of the spring term. The program enables students who lack three credits to complete their degree programs five months earlier since they no longer have to attend the spring term.

Douglass College

- Advising Outreach. Over the years, the college has modified its advising services to include:
 - ✓ Advising in first-year residence halls, the women’s center, and the commuter lounge, saving students significant travel time and making services in the evenings possible. It has also resulted in more personalized service.
 - ✓ Expanding the pool of general first-year advisors to include more college-based staff has facilitated the formation of connections to the college, for both the student and staff member, and has given members of other departments a greater understanding of the complexities of academic advising; the reverse is also true. The end result is a higher level of mutual respect.
- Change in Room Assignment Process. Previously, students waited in line to fill out a form for room assignments. As this was a first-come, first-serve priority, the 1,000 some students spent many hours, occasionally even all night, waiting to obtain the form. Through a Web-based process, they now pick their room assignments in a half hour. The time savings is evident, and the process considerably more pleasant.

Graduate School

- Teaching Assistant Project. This multi-dimensional professional development program for TAs begun in 1987 provides programs for students in all disciplines. For some 800 TAs in New Brunswick, the program: 1) Facilitates the adjustment of new TAs to their responsibilities as instructors, recitation leaders, and graders; 2) helps TAs succeed with their instructional duties; and 3) creates opportunities for TAs to explore ways to strengthen their skills as teachers. TAP offers a wide array of programs and services, including new TA orientations, publications on teaching, classroom videotaping and peer observation, confidential telephone help line services, and interdisciplinary seminars on pedagogy.

Office of Financial Aid

- Borrowing Impact Study. The Debt Management Committee, comprising financial aid staff from all three campuses, was formed to study the impact of borrowing on Rutgers students. The group's goal is to assist students in managing their debt and to raise their awareness about the dangers of loan default and the impact defaulting has on their long-term financial future. Each year they extract data about borrowers, repayments and defaults in order to target at-risk populations and develop more effective outreach to those groups.
- Electronic Promissory Note. In 2001-02 the paper loan promissory note was replaced by an electronic master promissory note that allows students to electronically sign one loan note for their entire academic career. Enhanced service and savings of time, postage and paper costs were realized.
- Late Stage Delinquency Project. In conjunction with the federal Direct Loan Servicing Center, the department has mounted a telephone campaign to reach out to former Rutgers students who are near defaulting on federal student loans. By connecting these students with the federal loan servicer, the department helps students avoid defaulting, thus preventing serious damage to their credit history. Additionally, the information provided by the federal loan servicer assists Financial Aid in its demographic analysis aimed at identifying the at-risk population. It means being able to target these students early in their borrowing career to provide additional information and assistance in helping them manage their debt.
- Peer Counseling Unit. This group serves as the frontline counseling staff for the department. It is made up of graduate students who are current or former financial aid recipients, and, therefore, familiar with the aid process. This "student-to-student" advising has proven to be very popular as students feel an immediate rapport with other students. The peer counselors are the first staff to answer incoming calls, many of which are immediately resolved, allowing support staff to concentrate on aid processing. This has both increased efficiency and improved service as calls are quickly and efficiently handled while processing remains constant and timely.
- Student Employment. Off-campus job listings are available via the Internet. Students used to have to go to Records Hall to scan "job books." Using a job description and application function programmed by department staff, students now have on-line access to needed information.

Rutgers Learning Centers

The Rutgers Learning Centers offer programs that help students meet course demands and faculty expectations. Decentralization of the centers makes each center more responsive to individual student learning needs on a campus-by-campus basis. Some of the ways in which the centers enhance the Rutgers student experience include:

- Distraction-Free Test Site. Recognizing that some students need a test environment free from distraction, the RLC has established such a site at the Busch center.
- Mentors at Livingston College. Student mentors prepare modules on test taking to be presented to residents prior to the beginning of midterms.

- Online Tutoring Program. Scheduled for implementation in summer 2003, the program will allow all students to receive the assistance they need. This is especially helpful to non-traditional and commuter students who are unable to be on campus for regularly scheduled tutoring sessions and/or study groups.
- Scholarship Process Support. Students seeking assistance with researching and applying for scholarships can turn to any RLC for assistance.
- Service to Students. The increased number of students using the department's services is attributable to course-specific study groups, the expansion of services in Newark and Camden, and the availability of services at the Livingston and Cook/Douglass College centers. During summer session 2002, more than 4,500 students were assisted, nearly double the previous summer session total.
- Study Groups. These groups provide the model for assistance most preferred by faculty (group facilitators with direct contact with and guidance from faculty teaching the course). Groups are providing academic assistance in: accounting, chemistry, psychology, law, geography, economics, and genetics.

Student Accounts Receivable

Expanded utilization of the Web allowed the department to continue to make major service improvements to its legacy system while writing functional specifications for a new Student Financial Services system. Benefits include:

- Billing of Course-Related Fees. To provide a single document containing all pertinent student charges and fees, the term bill was modified to include course fees for theater tickets and chemistry lab fees. The change affects more than 2,600 students per semester.
- Credit Card Payment Option. Term bill payment via the Web using credit cards provides a payment option that is fast and convenient, and allows for costs to be spread over time via regular credit card payments.
- Course Information on Term Bill. In response to student requests, a redesigned term bill now includes student course information, times and locations.
- E-mail Reminders. Like other departments, SAR is making use of personalized correspondence via e-mail. The department contacted students regarding overdue bills to minimize deregistration for non-payment.
- Student Fee Payment. Changes allow for the use of payroll deductions for payment of student fees or housing and dining charges for assistants, graduate assistants, and fellows.
- Viewing Semester Account Charges and Credits Online. To reduce the need to visit the SAR office and to provide 24/7 information access, the department modified the system and Web site to provide a link that allows students to view their semester account charges and credits online.

- Weekly Production of Term Bills. A streamlined term bill process allows for weekly production of term bills based upon new registrations. The new process resulted in 6,000 more automated bills per semester and allowed bills to be sent as late as the first week of the semester.

Teaching Excellence Center

A number of TEC activities have direct benefits for instructional faculty and staff. The New Brunswick center has initiated a number of new support tools that also benefit students.

- Student Instructional Rating System. The Student Instructional Rating System has completed its seventh year of full operation under the management of the Teaching Excellence Center in New Brunswick. The center conducts a universitywide survey of students' assessments of the classroom experience and analyzes approximately 120,000 ratings forms per term. Each faculty member whose course is evaluated receives his or her scanned and processed forms, with summary results, within five weeks of the end of the term. Results are used by instructors, departments, schools, and the university for the assessment and improvement of teaching. Department chairs receive summary results for all courses evaluated in their departments each term. Summaries are also made available to the University Library system on CD-Rom for viewing by students. Survey results are available on the Internet to members of the university community with an e-mail account on one of the university's main mail servers.
- Student Multi-Media Consultants. Twenty-five student multi-media consultants staff the New Media Development Laboratory to support activities of faculty members using new instructional technologies. Students are funded through federal workstudy dollars or Center funds. The students concentrate their efforts in support of Web page design and WebCt, but also support multi-media projects, video production, editing and streaming, and scanning.

University Libraries

- Rutgers Request Service. Through this service, patrons can request a book or journal article located at one Rutgers Library be delivered to another campus for use. When this service was first offered, patrons filled out forms at the requesting library, and staff copied and delivered articles through the mail. Now patrons complete online forms, and articles are scanned and delivered over the network; books are still delivered manually. Last year, the libraries filled nearly 72,000 requests.

University Registrar

Use of telephone and Web-based technologies has enabled the department to provide many services on an as-needed basis, and has significantly reduced processing time for other centralized services. Emphasis is on easy, convenient ways to allow students to manage their records.

- Academic Transcripts. In the past, the only way a student could view his or her transcript was through a written request for an official transcript. Today, students can access unofficial transcripts through the Web-based or touch-tone telephone systems. To request an official copy, students can download the request form from the Web site. In the peak months of January and May/June, students receive the transcript in four days from the time the request is received; in non-peak months, two days. This represents a 60 percent reduction in processing time over the

previous peak time of ten days, and a 67 percent reduction over the previous non-peak processing time of six days.

- Diploma Replacements. The registrar receives 500-600 requests a year for diploma replacements used to support graduate school and job applications. Today the issuing of replacement diplomas is an automated process that can be completed in two weeks, a 60 percent reduction in processing time over the previous process.
- Enrollment Certification. This document certifies that a student has graduated or is enrolled in the university, and is used for a variety of reasons, including discounts on health insurance, railroad passes, etc. The registrar receives about 30,000 requests a year from students for certification of enrollment. In the past, students were required to submit requests in writing. Once the request was received, the student record was manually checked. Now, the request is entered electronically and can be processed overnight, reducing processing time from about two weeks to one day.
- Personal Attention. While e-mail reminders from the Student Accounting Office played a key role in the decrease in numbers of deregistered students recently, the most significant change came several years ago when the decision was made not to cancel registration for nonpayment before classes began, but to wait until three weeks into the semester. That was done as a result of the "Red Tape" report. When cancellations were made before the start of classes, about 5,000 students were deregistered. The change in procedure and personal attention resulted in significantly lower numbers of deregistered students – from 2,246 in Fall 1996 to 1,409 in the Fall of 2002.

University Scheduling and Space

Goals of the department include enhanced scheduling assistance for units and faculty, and increased information sharing to make academic course planning easier.

- Online Scheduling. Students are now able to search courses by course number, level, and campus. The online system allows students to find out if a class is open/closed, go to a department's home page, and access instructor course ratings.

University Undergraduate Admissions

Service enhancements designed to maintain a student focus throughout the enrollment pathway include:

- E-Calls. Acknowledging e-mail as a powerful, convenient communication tool, the department has begun sending notices to all new students asking what the university can do to assist them, and whether they prefer a call from a student, faculty, or staff member. The e-mail response from the student can activate a referral to the appropriate individual or office for follow-up.
- Intra-University Transfer. Recognizing the disparity of service between that afforded dean-to-dean transfers and the process for intra-university transfer students, Undergraduate Admissions took the lead in creating a uniform process for transferring between colleges. This new process,

based on current practices, collegiate needs, and collaboration, allows students to transfer anywhere within Rutgers via an online application. The application can be received anytime between Feb. 1 and May 15 for transfer in the fall semester. The system includes a secure site for use by enrolled, matriculated students only, and provides an e-mail function for student questions and information pertaining to deadlines, the college of application, and the college from which the student is transferring. Admissions provides copies of student transcripts; collegiate deans review the applications; Financial Aid repackages student aid; and the registrar updates the Student Records Data Base. As of November 1, 2002, 700 transfer students had taken advantage of the new system.

FACULTY AND STAFF

Camden Campus

Teaching Excellence Center

Programs are designed for the individual instructor, from teaching assistant to seasoned professor, academic departments and programs. Examples, include:

- Consultation Services. The center offers assistance to faculty in learning new technologies from computer hardware, software, and presentations, to the Internet, including a wide range of technology-related services and support for dozens of software applications.
- Reflections on Teaching. This site is designed to provide an online forum for faculty discussion on topics related to the profession.
- Student Observer Program. Through the center, faculty choose an observer from a select list of graduate students screened for professionalism, communication skills, and educational experience. The focus and term of the evaluation are determined by the faculty member. The student-observer interviews students and provides the faculty with a comprehensive assessment. Results are strictly confidential and available only to the faculty member.

Newark Campus

Teaching Excellence Center

Formed in 1991, the center provides customized services to faculty, including:

- Departmental or Program Self-Study. This self-study process provides academic programs with a structured, systematic, and confidential means for reviewing their instructional services. The process is particularly relevant to programs wishing to prepare for an external review or to introduce innovative changes in teaching methods or curriculum.
- Grants to Academic Programs. The Teaching Excellence Center reserves a significant portion of its grant funding to encourage curricular and teaching innovation at the department or program level. In recognition of the more complex activities and goals involved in such activities, grants to departments, programs, or schools are typically for larger sums and for longer periods of time than those allocated under the grants program for individual faculty. An

important element of this initiative is the provision for ongoing consultation with the TEC staff for the life of the project.

Participation in External Grant Applications. In collaboration with the Provost's Office, the TEC is available to assist with grants from departments, schools, or governmental and private foundations in the area of instructional services. Assessment of educational objectives and the delivery of workshops and programs relevant to the grant form the basis of this assistance.

New Brunswick Campus

Division of Continuous Education and Outreach

- eCollege. This courseware system provides students and faculty online access to 24-hour-a-day helpdesk support. A single platform for all online courses at the university provides a learner-friendly environment for students who need master the operations of only one learning management system even though they may take online courses from different departments in different schools.
- Revenue Sharing Program. This program returns money to departments participating in the summer and winter sessions. After expenses have been deducted from the summer session income, the residual monies are distributed to the departments based on the income and expense of their programs. This program has rekindled interest and improved cooperation in summer session and winter session.

Mail and Document Services

- Web-based Business Card Ordering. Faculty and staff now order their business cards through this Web-based system. Cards are printed from the information supplied, without additional review, and payment is made through Rutgers Integrated Administrative System.

Office of Research and Sponsored Programs/Grant Accounting

Recognizing the complexity of grant applications, the department has begun to make the process easier through:

- Electronic Budget Template. The availability of this service, complete with an online tutorial, allows for interactive completion of grant budget proposals, making it easier for faculty to provide needed information.
- Protocol Tracking. Research study protocols related to animal and human subjects can now be tracked online. In the near future, researchers will be able to submit the protocol directly to ORSP via this system.
- Web Site. The Web site provides links to major funding agencies and agency-specific forms, and an internal endorsement form that can be completed online.

Rutgers Integrated Administrative System

The implementation of this Internet-based system in July 2002 represented a new universitywide way of doing business. With it, procuring goods went from a paper-driven, manual environment to an automated process that eliminated redundant approval and processing steps.

Faculty and business manager advisory groups were critical to this unprecedented cooperative approach based on shared, well-understood goals, attention to communication, and input from all campuses in design and implementation. To date, more than 2,000 employees have been trained on the system.

To assess user satisfaction and to gather information on future needs, the Office of Institutional Research and Planning was asked to conduct focus groups. A report is expected to be completed shortly.

Benefits of this new system included:

- Reduction in procurement processing time from two-three weeks to one-ten days. (Technology allows the elimination of paper transactions, mail distribution time, and redundant data entry.)
- Overnight posting of commitments to the general ledger.
- Eleven new data inquiry screens to assist users (based on user feedback).
- Online user manual.
- Online forms that eliminate previous costs of purchased forms, and allow for electronic completion.
- Help desk and online tutorial.
- Establishment of a list of Rutgers Exchange Vendors, which allows Web-based purchasing directly from vendors, and leverages the pricing power of the university.
- Quarterly meetings with business managers to obtain and disseminate information regarding system usage.
- Department Web site.
- Partnership with Human Resources to use online training registration system.

Teaching Excellence Center

The New Brunswick Center, like those in Newark and Camden, is committed to strengthening the core values of good teaching at the university by supporting faculty in their teaching achievement, and by assisting the campus community in developing and delivering quality educational services.

- Class Videotaping. At the request of an instructor, the Teaching Excellence Center will arrange for the videotaping of the instructor's classroom presentation during a regularly scheduled class. The videotape is given to the instructor to keep. The instructor can view the tape at his or her convenience. A group of review questions are given to the instructor to assist him or her in reviewing the tape. At the request of the instructor, Teaching Excellence Center faculty will review the tape with the instructor and discuss ways to improve the instructor's presentation style.

- Instructional Technology Support. Instructors wishing to improve their use of resources available through computers, the Internet, new media or courseware can contact the Teaching Excellence Center for consultation on the effective use of the technologies as well as instruction on their use. In addition to consultation, the Teaching Excellence Center offers a series of workshops on the basics of e-mail and creating Web pages aimed at extending teaching beyond the classroom.
- Mid-Course Correction. The Mid-Course Correction is a non-evaluative, whole-class interviewing technique. Typically, the process is conducted at or before the mid-point of a semester course. The purpose is to give the instructor a view of the course from the students' perspectives, and to provide the instructor an opportunity to respond to student comments and concerns.
- RU Teaching Fellows. The TEC instituted this program four years ago to replace the Lilly Endowment Inc. Teaching Fellows Program. Teaching fellows are given a research budget that can be used to purchase books, travel, software, computers, or release time subject to the agreement of the deans of their units and chairs of their departments. Each fellow makes a commitment to attend workshops, seminars, and programs at the New Brunswick Center regularly, and to complete a teaching improvement project and disseminate it through his or her department. The Teaching Fellows Program also served as the basis for the GE Learning Excellence Grant co-directed by the New Brunswick Teaching Excellence Center and Rutgers Business School.
- Teaching Improvement Assistance. Instructors seeking general information about the improvement of teaching, or who are interested in discussing teaching issues of special concern to them, are invited to contact the Teaching Excellence Center. Department heads interested in developing the use of teaching portfolios, methods of peer review, and initiatives to improve teaching are also invited to contact the center.
- Summer Instructional Technology Institute. In July 1998, the TEC conducted its first Summer Instructional Technology Institute. The three-day event was designed to assist invited faculty members in learning about the potential of instructional technology, and to provide them with some resources to develop their own ideas. The department has continued to hold summer institutes in the proceeding three years.

University Budgeting

Online Non-salary Working Budget System. The complex budgeting process was replaced in 1996 with a "top-down, bottom-up" process based on budget requests that filter from the department to the dean to the appropriate vice president. Paper was eliminated, and computer-generated totaling and monitoring was implemented. The system assures allocation of funds before the request is forwarded to the next approval level.

University Human Resources

Services reflect the role Human Resources plays in the day-to-day life of the faculty and staff and in the institution's commitment to development and lifelong learning. Examples include:

- Online Training. Four workshops – Developing Job Descriptions, Conducting a Search for a New Employee, Welcoming and Orienting Your New Employee, and a general workshop on the Basics of Effective Interpersonal Communication – provide faculty and staff easy access to helpful information.
- Professional Development Program. The establishment of the university Professional Development Program is the result of the work of a committee charged with making recommendations on how best to serve the developmental and lifelong learning needs of the university community. The PDP is a free program available to all university employees. It supports the university's workplace priorities that promote the development of employees' leadership and interpersonal skills and disciplinary excellence, and helps employees achieve excellence in the workplace through skill-based training, educational opportunities, and developmental resources. Through the cooperative efforts of departments and units, Rutgers employees are provided workshops, seminars, and resources that assist them in reaching their full potential.
- Prospective and New Employees Web Site. This component of the UHR Web site is dedicated to prospective and new employees, and includes information on Rutgers as an employer – the benefits of working at the university, Rutgers facts, being an employee at Rutgers, relocation information, employee benefits, new staff welcome programs, welcome and orientation for academic leaders, TA/GA orientation, services for employees, pre-arrival information for international employees, and frequently asked questions.

University Libraries

- Media Booking System. This online system was implemented in September 2001 resulting in a streamlined process for classroom media booking, reduced work for library staff, and faculty ability to place their media requests via an online form.
- Online Reserve Service. In 2001, an online reserve service was introduced. Faculty can now reserve course readings online, making them accessible by students through IRIS.¹⁵ This year, 10,300 PDF documents were placed on reserve, almost double the number of the previous year.

University Payroll

As part of its effort to better communicate university requirements and to educate the university community about departmental payroll responsibilities, the department has introduced:

- Expanded Workshop Offerings. Workshops are offered every fall and spring on all three campuses to assist field departments in completing and submitting timely, accurate information.

¹⁵ The Online Rutgers Information System is the online catalog of Rutgers University Libraries.

- One-on-One Training. Recognizing the special needs of new employees, the department conducts personalized training sessions with new employees in their departments.
- Specialty Workshops. Payroll provides customized workshops for departments with special needs, i.e., departments with several co-adjuncts, work-study students, or summer sessions.
- Streamlined Processes. Automation of many aspects of the payroll process resulted in streamlined processes, a reduction of manual intervention, reduced processing time, the elimination of errors, and the production of more accurate data in several areas including: 1) The reappointment of ten-month employees; 2) document tracking for timely processing; 3) conversion of “need to know” information for online access; and 4) the ability to change the distribution of salary accounts prospectively or retrospectively with a single document.

University Scheduling and Space

- Course Enrollment Management. Faculty and departments have online access to course-specific information including room capacity and the number of available special permission numbers. Access to this information helps to lessen the problem of over-subscribed courses and overcrowding by providing critical information to those making course enrollment decisions.
- Course Scheduling. Progress has been made in distributing classes across periods. Sixty first-period classes were added between Fall 1991 and Fall 2002, bringing the total to 170. As of Fall 2002, 10.9 percent of daytime undergraduate classes in New Brunswick were taught in first period compared with 7.8 percent in fall 1991. These changes help to make better use of classroom space and to alleviate parking problems associated with the majority of students being on campus at the same time.

UNIVERSITY COMMUNITY AND BEYOND

Division of Continuous Education and Outreach

- Brookdale Community College Partnership. In Fall 1998, Rutgers and Brookdale Community College established a partnership to help area residents obtain their baccalaureate degrees while staying close to home. This initiative provides educational services at Brookdale's new Western Monmouth Higher Education Center (WMHEC), on the college's Freehold campus. The WMHEC is the primary site for selected upper-division and graduate course offerings provided by Rutgers. As part of this program, Rutgers offers baccalaureate programs in labor studies, liberal studies, and nursing, as well as a range of undergraduate and graduate courses in education, nursing, and social work.
- Coastal Communiversities. The Brookdale partnership laid the groundwork for the New Jersey Coastal Communiversities. Led by Brookdale, it is an alliance of seven colleges and universities (Brookdale Community College, Georgian Court College, Kean University, Montclair State University, New Jersey Institute of Technology, Ocean County College and Rutgers University) offering selected associate's, bachelor's and master's degrees, and graduate certificates in

Monmouth County. The Communiversity is the first alliance of its kind in New Jersey and one of only a handful of such alliances nationwide.

- Continuing Education Catalogs. To better serve the public, the division has produced comprehensive catalogs of continuing education programs at the university. For the first time, all programs from nearly 30 different departments have been compiled in one publication for distribution throughout the state of New Jersey.
- Videoconferencing. The division provides facilities and operational support for real-time interactive videoconferencing to faculty and researchers, enabling collaboration among colleagues without the limitation of local, state, and national boundaries. Two years ago, the Trenton Academic Center began offering access to Rutgers New Brunswick and Newark courses via videoconferencing. To date, one credit-bearing course has originated in Trenton, and six non-credit courses have been videoconferenced to Trenton from the Newark and New Brunswick campuses.

University Libraries

The department is working to make its many operations self-service and timelier, and to deliver them over the network so that they are available anytime, anywhere. Examples of some of the operations/services that have been implemented include:

- Ask a Librarian. Through this service, student, faculty, and staff information requests are filled via e-mail. Last year, nearly 7,000 queries were placed and answered, an increase of 27 percent over the previous year.
- IRIS.¹⁶ Internally, this integrated information system is the basic infrastructure for the many enhancements and efficiencies that have been implemented over the years. IRIS makes it possible for faculty, staff, and students to access information sources and services remotely, and has made work more efficient. The order and cataloging process has been streamlined, and catalog records that include a table of contents for monographs have been purchased. A Recon@ process¹⁷ has been started to create online catalog records for books that are not included in IRIS. When this work is complete, old catalog cases will be removed, freeing space for study or computer workstations.
- Online Full-Text Access. University libraries have acquired online full-text access to more than 6,000 journals and 96,000 monographs. In addition, more than 100 databases provide citation and full-text information in all disciplines. Faculty and students have round-the-clock access to information needed for coursework and research.

¹⁶ The Online Rutgers Information System is the online catalog of Rutgers University Libraries.

¹⁷ The process by which full online cataloging records are created for the libraries' holdings that are currently represented by manual catalog cards.

University Undergraduate Admissions

- ARTSYS.¹⁸ In 1998, Rutgers provided funding to implement an ARTSYS pilot program with the 19 community colleges in New Jersey. (More than half the enrolled transfer students within Rutgers come from these 19 community colleges.) The program uses a Web-based information system to ease the transition from a New Jersey community college to Rutgers. Using the system, students can obtain course-to-course transfer information and an outline of courses for academic majors at each college at Rutgers, and determine course requirements for the first two years of each baccalaureate program. Electronic submission of transcripts is in the pilot phase. To date, 150,000 courses have been reviewed and codified by the university's colleges and more than 60 faculty departments. In 2000, based on the success of this pilot program, the New Jersey State Legislature provided funding to allow ARTSYS to expand participation in the program beyond Rutgers, and go statewide. The state program was renamed NJ Transfer and is housed at Burlington Community College.
- Creation of a Dual Degree Program with New Jersey Community Colleges.¹⁹ This program contributes to service to the citizens of the state by adding yet another dimension to the partnership between Rutgers University and the New Jersey community colleges, and offers an alternative way to attend Rutgers. Under this initiative, students who were not admitted to Rutgers can enroll in a community college of their choice and follow a prescribed program outlined in ARTSYS. Under this program, both Rutgers and the community colleges support completion of associate degrees and provide placement for qualified students who wish to continue their education and pursue a four-year degree. The program also ensures that more talented students remain in New Jersey. Within two weeks of the announcement of the program, all 19 community colleges signed on. During the pilot of this program, 100 offers to participate were accepted.
- End-of-cycle Reporting to High Schools. Communication with secondary schools has been enhanced via these Web-based end-of-cycle updates. At the end of a given admissions cycle, high school and college counselors are able to view data pertaining to students who were admitted and/or had noted their intentions to enroll at Rutgers.

¹⁸ A joint project of Rutgers University and 19 community colleges using a web-based information system designed to ease the transition from a New Jersey community college to Rutgers. Using the system, students can obtain course-to-course transfer information as well as an outline of courses for academic majors at each college with Rutgers University, determine course requirement for the first two years of each Rutgers baccalaureate program, and submit their transcripts electronically.

¹⁹ Upon completion of the associate's degree (with a 3.0 GPA and 60 credits worth of Rutgers-equivalent courses), the student completes an online application to initiate the transition to Rutgers.

5. IMPROVED COLLABORATION AND COMMUNICATION

In Brief

The committee noted a culture of independent, isolated programs and services. It also noted that many simple procedures became complex, redundant, and “user- unfriendly” as a result of the lack of collaboration and communication among offices. It pointed toward the need for enhanced communication as part of the normal day-to-day operations of the university and “the regular and collegial working together to provide service and improve operational efficiency.”

Since the release of the Red Tape Report, many faculty, staff, and students have recognized the benefit of and need for changing the culture and have worked to establish closer working relationships and shared goals, share information across offices about services, and simplify processes and practices.

STUDENTS

Camden Campus

Programs and services focus on enhancing the student educational experience. Examples include:

- E-mail Hotline. Students can send questions to a dedicated Web site and receive a response within 48 hours with requests forwarded to the appropriate campus office for action.
- Student Accounting. Front-line staff in the Student Accounting Department see themselves as account representatives, each with his or her own assigned clientele, and decision-making power and responsibility for working with students to ensure bill payment. Employee performance is measured by: 1) Service to students; 2) accuracy of record (which includes information provided by other offices); and 3) ability to collect the account. Staff feel a sense of ownership and take pride in the relationships they have been able to build with students. Employee satisfaction and student satisfaction have increased.
- Student Advisory Panels. Students provide feedback on important campus service issues through student advisory panels. Changes resulting from the panels include expanded hours for services, increased product selection in the dining hall, student input in choosing campus entertainment, and input into the design of the student advising program.

Newark Campus

Through joint projects, education, and shared leadership, the campus has reaffirmed its commitment to students. Examples include:

- Academic Support for Pre-med Students. The Newark Learning Center collaborated with UMDNJ to provide support for pre-med students enrolled at the Newark campus.
- Multi-department Deregistration Project. A collaborative venture between student services, deans, the provost, and others reduced the number of deregistered students in 2002. At the beginning of the project, enrollment was at a 30-year low and students who had been deregistered represented 7.3 percent of the overall Newark enrolled student population. Through personal calls to students and working collaboratively across offices to resolve student problems, these numbers were significantly reduced. Three years later, in 2002, enrollment numbers were at an all-time high, more than 10,000, with deregistered students representing 3.18 percent of the overall enrolled population.
- Student Needs. Student life and student services staff are engaged in systematic identification of “things that don’t work for students.” Through the use of focus groups, the campus is gathering information on how to make students’ lives easier.
- Suggestion Boxes. In the interests of enhancing services to its students, the department of public administration has established a suggestion box for students to use in making recommendations or providing advice, suggestions or comments that would be helpful in improving support for students or the overall graduate program.

New Brunswick Campus

Auxiliary Services

A major change has occurred in the focus and approach of this area since 1992, namely, recognition of the importance of understanding student needs and expectations, and incorporating those needs into planning and service delivery strategies. The trend is toward more choice, flexibility, and collaboration across areas to make it happen. Examples include:

- Biennial Assessment. Every other year, Dining Services and FoodInsights (an outside consulting firm) undertake interviews, focus groups, and quantitative surveys that provide feedback beneficial in focusing long-range and immediate attention where needed. Comments are available online.
- Guest ID Cards. Working with the libraries and other areas of the university, the RUConnection Card Office created standardized request forms for sponsored guests and casual staff to obtain ID cards in order to use university facilities. These forms are available for download from the RUConnection office Web site.
- Housing Annual Survey. Housing participates in an annual survey administered by the Association of College and University Housing Officers that assesses student satisfaction with housing and residential life programs. Results help the department focus on needed changes and new services.
- Remote Sites to Accommodate New Students. A joint effort between RUConnection, Knight Express, and Dining Services allows new students to exchange a temporary ID card for a

permanent ID, add or change a meal plan, or add a Knight Express account at remote sites at Tillett, Busch and Neilson dining halls.

- Residence Life Policy Committee. Comprising deans of Residence Life and representatives from parking, dining, and housing, the group meets monthly to enhance the coordination between collegiate units and centrally administered units.
- RU Healthy Dining Team. The team is a joint project of Dining Services and the department of nutritional sciences, and includes six to eight upper-class nutrition majors. The group's mission is to educate students about nutrition and encourage them to make healthier food and lifestyle choices. Activities include weekly newsletters distributed to dining halls, regularly scheduled nutrition booths that offer educational materials and interactive activities with giveaways, live cooking shows, a campus health fair, and a nutrition Web site.

Office of Financial Aid

- Internal Web site. The creation of an internal department Web site for information sharing and professional discussion among department staff has proven very useful in disseminating and clarifying the complex state and federal regulations that govern aid administration.

Parking and Transportation Services

- DCGA Parking Survey. Through a link from the Parking and Transportation Services homepage, students can view results of the Douglass College Governing Association's Fall 2002 parking survey.
- E-Mail Feedback. Students, faculty, and staff can forward concerns about parking and busing issues to the department via e-mail, which are then forwarded to the appropriate office for response and follow up.

Rutgers Learning Centers

The centers offer a wide variety of services to help students maximize their academic potential. Many of these services are the result of working closely with other departments and attention to accurate, timely information.

- Nursing Student Retention. A retention program for nursing students has been developed by the College Avenue Center, in collaboration with the College of Nursing. The first phase of the program was implemented in the spring 2003 semester.

University Libraries

The libraries have worked with faculty and key administrative units throughout the university to produce much-needed and well-received service enhancements. Technology has played a significant role in helping the department respond to the needs and expectations of the university community. Examples include:

- Extended Library Hours. In the last ten years, a major addition to the Alexander Library was completed, the Chang Science Library was added, and a new Art Library was constructed. These construction projects expanded the amount of study space available on the New Brunswick campus. Service hours have been expanded each year since that time and usage has continued to be adjusted based on feedback. As a result, hours at all libraries are extended through 2 a.m., and hours at Alexander are extended through 4 a.m. during the reading/exam period.
- Libraries Assessment Committee. This group regularly conducts surveys to ensure that services and collections meet user needs. In the last several years the university libraries have conducted two general user satisfaction surveys and an online reserve survey, and will soon undertake an electronic resources satisfaction survey.
- Online Renew/Recall. Patrons can now renew their books online or recall books on loan to others by placing online recalls through IRIS. This semester, the libraries began sending e-mail notices to patrons for overdue, recalled books, or to notify them that their recalled book or Rutgers Request Service book had arrived. This has sped the notification process tremendously and saved postage and printing costs for the libraries.
- The Rutgers Scholar. This electronic bulletin of undergraduate research is a compendium of collaborative, scholarly research by Rutgers undergraduate researchers and faculty members, and is jointly supported by the Vice President for Undergraduate Education and the Rutgers University Libraries.

University Undergraduate Admissions

In 1997, Undergraduate Admissions made a significant shift in its organizational mission from admission to enrollment. Success is now measured in terms of completion of each phase along the enrollment pathway (admission, acceptance, retention over the summer, testing, registration, term bill payment, and a housing assignment), with each step being evaluated and improved where needed. The department employs various means to promote the communication and collaboration needed to ensure this success, including:

- Collaboration with Deans. Undergraduate Admissions and collegiate deans write to students jointly to welcome them to the university.
- Partnership with Campus Information Services. To address concerns related to phone inquiries, and in response to suggestions made in the *Red Tape Report*, Undergraduate Admissions and Campus Information Services entered into a formal partnership in 1997. The partnership was designed to enhance service and to provide a public face of Rutgers. CIS was chosen based on its commitment to and reputation for outstanding service. As part of this partnership, resources were transferred to CIS to provide for additional staff to handle the

anticipated increase in calls. Quick reference, Web-based systems allow for immediate assistance during business hours, and for a 24-48-hour response to voice mail calls. Additionally, CIS staff serve as a sounding board for Admissions staff, letting them know what CIS associates are experiencing, and suggesting areas for improvement.

- The Student Information Flow Team. A team comprising staff from Undergraduate Admissions, Registration, Financial Aid, Student Accounting, and Scheduling was formed to guide the day-to-day actions that support the enrollment process. This group is dedicated to enhancing the *entire* enrollment process so that it is easy, seamless, and understandable to students and their families. Responsibility for continuing as well as newly admitted students is viewed as the team's responsibility. Emphasis is on service recipients, not service providers. Collective priorities – rather than those of any one department – take center stage. Collaboration with members of the university community, including faculty, students, student services staff, and academic deans, and the innovative use of technology are the cornerstones of this approach. Policy and process changes designed to enhance, support, simplify, and continuously improve the enrollment process include:

- ✓ *Elimination of "Nuisance" Fees*. Fees related to changing course selection after the add/drop period and transcript requests have been eliminated.

- ✓ *Support for Student Services*. Proceeds from the \$125 acceptance fee are used by the Financial Aid Office to fund Rutgers Assistance Grants. All enrolling students, with the exception of EOF Program participants, now pay this fee to reserve a place in the entering class. Additionally, revenues generated by the \$125 bill payment late fee (a means of encouraging first-year students to practice fiscal responsibility, and to better assess how many "real" places have been taken) are used to cover costs associated with transcript production.

FACULTY AND STAFF

Camden Campus

- Grant Accounting. Increasing emphasis is placed on helping faculty obtain and manage grants. To achieve this goal, Grant Accounting identifies grant opportunities, communicates regularly with the faculty, and assists with grant preparation up to and including mailing the application. Once a grant has been awarded, the department stays involved with the principal investigator and the grant until the final report has been sent to the sponsor and the project has been archived.

Newark Campus

Opportunities for communication and cross-fertilization of ideas include:

- Administrative Forum. Designed to bring together mid-level and senior staff, deans, associate deans, and the provost, these sessions serve as an information-sharing and networking forum. Status reports from the provost, presentations from various departments/staff on upcoming items of interest such as major building or construction plans, budget status, etc., and a segment devoted to student presentations are included.

- Dean's Council. Policy discussion and information sharing is the focus of these monthly meetings of deans, the Dana Library director and the provost. Every other month associate provosts and the director of campus communications join the group.
- Faculty Advisory Group. Appointed research faculty meet once or twice a year with the associate provosts for Academic Affairs (sponsored research office responsibility) and the associate provost for Administrative Services (post-award grant accounting office responsibility) to discuss progress in the research administration area.
- Faculty Council. Made up of elected faculty from each college and the library, the council advises the provost and associate provosts on matters of interest to the faculty.
- Norman Samuels Annual Research Day. Begun in 2002, the event provides an overview of the depth and breadth of world-class scientific, social science, business, and legal research conducted on the Newark campus.

New Brunswick Campus

Division of Continuous Education and Outreach

- Continuing Education Coordinating Council. Better coordination is facilitated by this group, which meets monthly under the leadership of the Vice President for Continuous Education and Outreach. Representatives from every department offering continuing education programs are invited to attend the meetings.

Mail and Document Services

In the Fall of 1996, a process improvement team, comprising departmental and university staff and U.S. Postal Service personnel, met to identify and resolve operational problems. Team efforts produced the following results:

- ✓ A system to deliver a consistent and reliable campuswide distribution network without incurring additional costs and reducing overtime/temporary labor expenses.
- ✓ A centralized mailing operation to reduce mailing equipment costs, reduce redundant labor cost, and realize postal work-sharing discounts.
- ✓ An inbound mail processing system, based on street addresses, using U.S. Postal Service equipment to provide university mail in a Rutgers-defined delivery sequence, reducing postal box rental fees and internal labor costs.
- ✓ A networked mail “look-up and forwarding” program, replacing a manual system using semester-old printouts. This program is updated every week, incorporates user updates on a daily basis and prints U.S. Postal Service-sanctioned mail labels.

Office of Research and Sponsored Programs/Grant Accounting

Over the years, the department has established a new vision that focuses on support rather than control. Technology has played a role in the ways in which this vision is realized, but better communication and increased collaboration have been at the core.

- E-mail. E-mail has greatly enhanced information sharing and dissemination of official notifications, including: the ORSP newsletter that provides available funding sources and grant opportunities segregated by discipline; updates on human subject regulations; policy and procedure changes; and workshop announcements and registration.
- Single Point of Contact. Contract specialists are now organized by department instead of major funding source. This means any given department has a single point of contact, regardless of the varied grant sources involved. This provides a single contact for the department, builds relationships, and allows the grant specialist to become familiar with the kinds of grants each department receives. To stay current with changes associated with major funding sources, each specialist also maintains primary responsibility for a given fund source. Changes and updates are communicated to the rest of the staff as needed.
- Workshops. Based on recommendations from the National Science Foundation committee (experts in NSF career awards), ORSP has increased its workshop offerings to include such topics as grant writing, how to fill out the budget template, and how to prepare a successful proposal. Successful grant recipient faculty serve as instructors. A similar effort related to U.S. Public Health Services grants is also under way.

Teaching Excellence Center

- Instructional Technology Faculty Support Committee. The committee is charged with overseeing the delivery of support services to assist faculty in the design and development of new instructional technologies. In particular, it coordinates the support services, such as seminars, workshops, programs, and individual assistance offered by the Teaching Excellence Center, the University Library System, the Office of Television and Radio, and Rutgers University Computing Services, to best meet the needs of the faculty. These organizations are expected to give the highest priority to instructional technology initiatives developed by the group, and to commit necessary resources, such as on-site staff and equipment, to support programs developed through their collaboration on the committee.

University Facilities

The department was one of the first to see partnerships as a means to improving service.

- Building Coordinators. Costing too much and taking too long are common complaints alleged in many facilities organizations. A survey undertaken by the department highlighted a lack of communication between facilities and its clients, specifically, information about what was being done and why. This need for better, regular communication was addressed through the establishment of building coordinators who act as liaisons with facilities for a specific building. This partnership has resulted in establishing and sustaining good working relationships with departments.

University Human Resources

- Human Resources Weekly Digest. The digest is a weekly compilation of events and programs of interest to Rutgers faculty and staff. It is presented in a digest form to avoid the overuse of e-mail for mass announcements. Most of the items reference a Web site or provide a phone number where additional information can be found. It is circulated once a week to more than 10,000 faculty and staff. Use of this format provides departments with a timely, no-cost method of publicizing their events and programs while reducing the costs associated with individual paper mailings.

UNIVERSITY COMMUNITY AND BEYOND

Newark Campus

- Campus Information and Conference Services. Established in 2001 and housed in the campus center, this department serves as the information hub for the campus. Faculty and staff and others interested in organizing conferences and other special events can turn to the department for assistance.

New Brunswick Campus

Campus Information Services

Many of the services provided by the department emphasize communication with the university community, including:

- Emergency Communication Systems. This is a robust emergency voice mail announcement system that includes:
 - ✓ *Two Emergency Communication E-mail Lists*. These lists are used when advance notice is possible (e.g., weather emergencies) and include all known New Brunswick e-mail addresses. They are used to provide and confirm emergency information during a crisis, and are sent to vice presidents, deans, directors, faculty, and other administrators asking them to activate internal contact systems.
 - ✓ *Campus Operating Status Page*. The page is posted only during the length of the specific emergency, and relies on a liaison relationship with critical units to provide updated information during the crisis.
 - ✓ *Rumor Control*. This function serves as a means to disperse emergency information and referral during crisis situations. More than 19,500 contacts were handled during the 36 hours of operation between September 11-12, 2001.
- Keeping Information Current. The department's role has expanded to assisting other departments in reviewing and maintaining information for accuracy, including most orientation guides, and in assisting Student Accounts Receivable and Undergraduate Admissions in reviewing materials they distribute.

- Student Affairs/Life Conference. This collaborative event was designed to showcase presentations made by staff at national conferences, and to bring Rutgers people together to share ideas. Attendance has grown from 100 at the first conference in November 1997 to 400 people at the last conference held in November 2002.

Rutgers/Busch Campus Centers

Over the years, the centers have developed ways to seek the advice of faculty, staff, and students, and to use that information to improve services, including:

- Reservation Policy Changes. Changes in reservation policy and procedures were communicated through a series of Brown Bag luncheons. The luncheons were designed to give faculty, staff, and students an opportunity to learn about the changes and ask questions.
- Rutgers College Campus Center Advisory Council. This student council was formed in an effort to improve communication with Rutgers College students and the university community about the operations of the Rutgers College Campus Centers.

University Human Resources

- APS Job Opportunity E-mail Subscription Service. To reduce paper, allow faculty and staff more control over the e-mail they receive, and provide a way for prospective employees to stay up to date about potential job openings, the department implemented an e-mail subscription service of new administrative, professional, and supervisory positions. To date, 3,063 subscribers receive the postings each Monday morning. More than 1,900 subscribers, or 63 percent, have non-Rutgers e-mail addresses.

University Libraries

- Strategic Direction. The university libraries were assisted by a broad-based library advisory committee in developing a strategic plan, “A Bridge to the Future: The Rutgers Digital Library Initiative (DLI),” which describes the use of information technology in improving and enhancing collections and services.

Expanded Recommendations

As is evident from a review of the many activities described in the previous pages, much progress has been made in addressing the concerns articulated ten years ago. Not surprisingly, however, there are also a number of continuing and emerging challenges. Exceptional service and operational enhancements have been implemented in various parts of the university. However, considering the institution as a whole, there is a great deal of unevenness and inconsistency in these areas. Striving to become an increasingly distinguished organization will involve devoting additional attention to identifying and publicizing innovative and effective practices that have been implemented in particular units, and encouraging their more generalized adoption across the institution.

The following recommendations, developed from interviews and analysis conducted in the preparation of this report.

1. Translating the University Vision Into Practice: The “Commitment to Excellence” vision statement was created through a collaborative process involving the Board of Governors, the Cabinet, the Rutgers and the Public Committee of the University Senate, the Administrative Council, and the Administrative Assembly in 2000. This document, along with the workplace priorities, sought to articulate the values of the institution in simple, straightforward language, and in a manner that made clear the important contributions of each university employee — staff, as well as faculty. These documents should be reviewed periodically, and refined, as appropriate, to reflect evolving institutional directions, aspirations, and values. These documents should be widely disseminated, with additional attention being devoted to how the language of our vision, values, and workplace priorities can be meaningfully and consistently translated into everyday practice throughout the university. (See Appendix B for vision, values, and workplace priorities.)
2. Expanding and Coordinating External Communication Efforts: Despite many advances in efforts to enrich the level of public knowledge and support for Rutgers, additional efforts are needed to “tell the Rutgers story,” to celebrate our many strengths, and to enhance the connection between the university and its external publics. At a very basic level, for instance, it is clear that people in various parts of the state do not fully understand or appreciate the university — its stature, size, diversity of offerings, or status as the state university. We will all benefit from expanded communication and outreach efforts to enhance institutional pride and loyalty among New Jersey students, counselors, alumni, parents, donors, and others, with the objective of having Rutgers become as highly valued and prized within New Jersey as it is nationally, becoming the preferred choice for higher education throughout the state, the region, and beyond.
3. Encouraging Integrated Self-assessment, Planning, and Improvement in all Administrative and Academic Units: While there are many programmatic and service areas where procedures for review, planning, and improvement are in place, there is a need to encourage broader adoption of an integrated approach to these processes across all administrative, service, auxiliary, and academic units. The *Excellence in Higher Education* model developed at Rutgers — implemented successfully in about 30 academic and administrative

departments within the university, and at a number of AAU and other institutions — represents one viable approach that could be expanded and more fully used within the university. Such an approach helps advance excellence within a department by involving members in a periodic self-assessment and planning process that includes: a review of the department’s mission, aspirations, and criteria for assessing excellence, current accomplishments, and trends; identification of improvement priorities; the establishment of measurable goals; the development of action plans; and the assignment of responsibilities for carrying out these plans.

4. Simplifying and Streamlining Processes and Procedures: Much progress has been made in the streamlining of cumbersome processes and procedures that were associated with the infamous “RU Screw,” a phrase widely used by students ten years ago to describe the often frustrating, unpleasant, or unsatisfying interactions students and others had with the university. There is still much room for improvement in this area, as will always be the case in a large, complex institution such as Rutgers. An ongoing commitment to focus on service, process review, and improvement continues to be an important need. Essentially, the task is to regularly review and identify those organizational procedures and practices — at institutional and departmental levels — that are most troublesome to students, faculty, and staff, and to determine ways to streamline, and reduce confusion and dissatisfaction, while minimizing duplication and eliminating the waste of resources. This should be a universitywide effort, one that can be facilitated by encouraging the identification and adoption of best practices across the institution, and by promoting and rewarding cross-department/campus collaboration. Pursuing Web-based applications that allow students, faculty, and staff to better manage their records and interactions with university offices should continue.
5. Identifying Excellence Goals and Measures That Align With and Support the University Vision: While many academic and administrative departments have well-defined criteria for assessing the excellence levels of their units, this is not necessarily the case across the university. All units within the university would benefit from understanding the criteria that are appropriate for assessing the quality of their collective endeavor. As a part of this process, it is important to coordinate unit-level goals with university-level aspirations, and to identify appropriate peer institutions against which departments can evaluate their accomplishments in a meaningful comparative context.
6. Understanding and Anticipating the Needs, Expectations, and Perspectives of Students and Other Beneficiaries of Rutgers' Programs and Services: During the past ten years, the university and a number of administrative and academic units have become much more systematic in their efforts to gather information on the needs, expectations, perceptions, and evaluations of students, alumni, donors, and other key constituencies. This information has been helpful in identifying strengths as well as clarifying areas in need of improvement— whether in instruction, campus services, academic advising, recruitment efforts, publications, or other areas. There is an ongoing need to encourage the development and use of appropriate feedback systems throughout the university, and to enhance our institutional capability for assisting individual academic and administrative departments in their efforts to regularly collect, analyze, disseminate, and use the information gained in institutional and departmental planning and decision-making.

7. Making Internal Communication and Community-building a Priority: Each of the 8,000 plus members of the faculty and staff have a vital role to play in enhancing the quality and perception of Rutgers. Each personal encounter between a member of the Rutgers faculty or staff is a reputation-defining event, and collectively, Rutgers employees can serve a most influential role in efforts to advance the knowledge about and pride and respect for the university among students and our constituencies. More effort is needed to build a cohesive and congenial faculty-staff community, one composed of individuals who enthusiastically accept their roles as ambassadors and advocates for the university. We need to consider how the administration, together with human resources, communication, and professional and organizational development can work together to establish and implement programs that increase the sense — and reality — of community within the university.
8. Welcoming and Orienting Faculty and Staff: A key step to enhanced communication and community building is to ensure that all university employees have an understanding of the institution, its traditions, its values, and its aspirations for the future. In recent years, new and improved programs to welcome faculty and staff to the university have been instituted to begin to address these goals. We should expand and, where possible, integrate and leverage our efforts to create a comprehensive and coordinated university welcome and orientation program that reaches all full- and part-time faculty, staff, and student workers.
9. Focusing More Attention on Campus Culture and Student Life Issues: The campus experiences of current and prospective students, visitors, and alumni are critical from an educational perspective and for enhancing Rutgers' visibility and reputation throughout the state, region, and beyond. While geography and decentralization are challenges, we should look for ways to make the campuses more recognized, and active focal points of student, faculty, and staff life and activity. Rutgers' campuses also have a greater potential role to play as the host site for special events, named speakers, conferences, and the like. More extensive use can be made of existing facilities, and, it is hoped, new facilities will be constructed to accommodate these events. Rutgers' campuses can become more clearly recognized as New Jersey's premier centers for learning, and intellectual, and cultural interaction, serving not only current and prospective students and alumni, but also the healthcare, business, and government communities, and the general public.
10. Expanding the Use of Technology in a Logical and Effective Manner: We need to further efforts to ensure that information technology is used in innovative, cost-effective and efficient ways throughout the university. Development of a university strategic plan for information technology that articulates broad university goals would assist departments in aligning their IT plans with the university's strategic direction.
11. Improving Interoperability of Computing and Network Systems Throughout the University: We should establish universitywide and/or campuswide standards to ensure that all computing and network systems can be integrated and that students, faculty, and staff do not have to learn how to use a different system for every unique application.
12. Improving Additional Services Through Technology: We should continue efforts to identify ways in which technology can be used to eliminate duplication, and facilitate information and services that cross departments, looking for the right balance between universitywide and individual department/campus approaches and resource usage.

Summary

Collectively, the many improvements made in the past ten years — only some of which are listed in this report due to space constraints — have helped to make Rutgers a more cordial, welcoming, caring environment. We call your attention to Appendix A for a listing of departments (and their respective Web sites) mentioned in the foregoing pages. Additional information on these and other improvements is available at these sites. Many services within the university are now user-friendlier, easy-to-access, timely, and understandable. There are also any number of examples of new initiatives of effective cross-department collaboration and resource sharing.

Other initiatives are being undertaken, and still others are needed. Among the issues that would benefit from further attention: clarifying and communicating our institutional aspirations and values, implementing standardized self-assessment and strategic planning models within academic and administrative units, continuing efforts to streamline and standardize key work processes, facilitating the development of departmental measures of excellence in administrative and academic departments, and providing new leadership development opportunities and incentives. An overarching need is to further the commitment to the philosophy of continuous improvement, and of pursuing a uniformly high standard of excellence in all that we do.

APPENDIX A – Contributing Departments and Organizations

1. Auxillary Services
 - Dining Services/Knight Express <http://www.rci.rutgers.edu/~rudining/>
 - University Housing <http://www.housing.rutgers.edu/>
 - Parking and Transportation Services <http://www.rutgers.edu/menus/parkingtrans.shtml>
 - RUConnect Card <http://www.rci.rutgers.edu/~ruconxn/>
2. Camden Campus <http://camden-www.rutgers.edu/>
3. Campus Information Services <http://ruinfo.rutgers.edu/>
4. Career Services <http://www.rutgers.edu/menus/career.shtml>
 - Camden <http://cpp.camden.rutgers.edu/>
 - Newark <http://cdc.newark.rutgers.edu/>
 - New Brunswick <http://careerservices.rutgers.edu/>
5. Center for Organizational Development and Leadership <http://www.odl.rutgers.edu/>
6. College of Pharmacy <http://pharmacy.rutgers.edu/>
7. Division of Continuing Education and Outreach <http://ce1766.rutgers.edu/>
8. Douglass College <http://www.rutgers.edu/aboutru/colleges/doug.htm>
9. Graduate School Teaching Assistant Project <http://taproject.rutgers.edu/index.php3>
10. Office of Grant Account <http://postaward.rutgers.edu/>
11. Mail and Document Services <http://mds.rutgers.edu/>
12. Newark Campus <http://rutgers-newark.rutgers.edu/>
13. Office of Financial Aid – New Brunswick <http://studentaid.rutgers.edu/>
14. Office of Research and Sponsored Programs <http://orsp.rutgers.edu/>
15. Rutgers Computing Services <http://rucs.rutgers.edu/>
16. Retired Faculty Association <http://scils.rutgers.edu/rfa/>
17. Rutgers College/Busch Campus Centers
 - <http://www.rc.rutgers.edu/centers/>
 - http://www.rc.rutgers.edu/centers/bcc/centers_bcc.html
18. Rutgers Integrated Administrative System (RIAS) <http://rias.rutgers.edu/>

19. Rutgers Learning Centers <http://lrc.rutgers.edu/>
20. School of Communication, Information and Library Studies <http://www.scils.rutgers.edu/>
21. Student Accounts Receivable Office –New Brunswick <http://www.rci.rutgers.edu/~sfs/sar.htm>
22. Teaching Excellence Centers
 - Camden <http://tec.camden.rutgers.edu/>
 - Newark <http://tecn.rutgers.edu/>
 - New Brunswick <http://teachx.rutgers.edu/>
23. University College Dean’s Office – New Brunswick <http://ucnb.rutgers.edu/welcome.html>
24. University Facilities <http://www.fms.rutgers.edu/>
25. University Libraries <http://www.libraries.rutgers.edu/>
26. University Payroll <http://payroll.rutgers.edu/>
27. University Police – New Brunswick <http://www.rutgers.edu/menus/police.shtml>
28. University Relations <http://ur.rutgers.edu/index.shtml>
29. University Registrar <http://registrar.rutgers.edu/>
30. University Scheduling and Space <http://scheduling.rutgers.edu/>
31. University Undergraduate Admissions <http://admissions.rutgers.edu/html/00.asp>
32. University Human Resources – New Brunswick <http://uhr.rutgers.edu/>

APPENDIX B - Vision, Values, and Workplace Priorities

Vision

Rutgers, New Jersey's preeminent public university, is one of a small number of comprehensive research universities that is both prepared and committed to exercise national leadership for higher education. We are dedicated to a standard of quality that makes Rutgers a preferred choice for students, a first-rate intellectual environment for faculty, and an outstanding place to work for staff.

We are committed to:

- *Creating knowledge and ideas for the improvement of the human condition*
- *Preparing students to meet the needs of a changing society and encouraging their personal and professional growth*
- *Advancing the well-being of our communities, state, and nation*

Rutgers seeks nothing less than to become one of America's very best universities.

Values – Our Commitment to Excellence

To realize our Vision, Rutgers will:

- Sustain the highest standards in learning, discovery and engagement with our constituents.
- Serve our communities, our state, our nation, and the international community.
- Advance scholarship and intellectual vitality in our academic disciplines.
- Attract, welcome, develop and retain outstanding students, faculty and staff.
- Encourage the open and civil exchange of ideas and perspectives.
- Provide superior curricular and co-curricular opportunities for students at all levels.
- Educate exceptional leaders and citizens for future generations.
- Foster a supportive and collaborative social environment, and a community dedicated to respecting and valuing diversity.
- Maintain a safe, clean and attractive physical environment.
- Maintain accessible, responsive and cost-effective programs and services.
- Dedicate our learning community to ongoing self-assessment and unceasing improvement of all that we do.

Workplace Priorities

Achieving the University's "Vision" and realizing its "Commitment to Excellence" requires a personal commitment by each member of the university family to:

Leadership

- Lead projects and develop ideas that advance Rutgers' interests
- Set an example by improving communication with colleagues and fellow workers – within departments and campuses and across the University

- Sustain energy and enthusiasm for the work, aspirations and commitments of Rutgers and its campuses and departments
- Serve as a role model and mentor for colleagues and fellow workers
- Create an environment where teamwork and continuous improvement are the norm

Interpersonal Relations

- Be positive, collaborative, and supportive in every contact with students, faculty, staff, alumni and visitors
- Work collaboratively with others to build community within each department and campus and across the University
- Through exemplary conduct and with pride in Rutgers, serve as an ambassador for the University community and its departments and campuses

Disciplinary and Technical Excellence

- Apply and enhance technical, professional and/or disciplinary knowledge and skills appropriate to each job and individual's responsibilities
- Seek out and develop new ideas and approaches that can improve the effectiveness and efficiency of all work
- Always seek to do and be the very best