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Organization Chart

Associate Director for Faculty Training & Outreach
David Wyrtzen

- Help Desk Supervisor (Evening) Michael Bowker
- Help Desk Supervisor (Daytime) Dan Scheiman
- Instructional Technology Supervisor (Livingston) Patrick Auletto
- Instructional Technology Supervisor (Busch) Wilson Contreras
- Support Specialists & Sr. Support Specialists

Associate Director for Technical Services & Operations
Matthew Wilk

- Application Developer Jake Nelson
- Network Administrator Matt Benenati
- Project Engineer (Cook/Douglass) Steven Smith
- Project Engineer (Busch) Donald Weber
- Senior Project Engineer (Livingston) Dan Bello
- Special Projects Manager Jake Goldfarb
- System Engineer (College Ave) Ed Rebert
- Tech. Support Specialist Richie Vertucci
- Tech. Support Specialist Dan Wong
Vision, Mission, & Values Statement

Vision Statement
All Rutgers—New Brunswick students should be afforded the opportunity to learn in state-of-the-art, technology-enhanced instructional spaces that support a wide range of teaching and learning styles. All Rutgers—New Brunswick faculty should be provided instructional technology and instructional support that enable them to effectively engage with their students.

Mission Statement
Digital Classroom Services (DCS) is committed to designing, creating, and supporting best in class technology-enhanced learning environments. We design technology solutions that are at the forefront of emerging trends in classroom design and responsive to the unique needs of Rutgers—New Brunswick faculty. We train faculty to use these tools, introduce them to new technology-aided teaching methods, and support the daily use of instructional technology.

Core Values

Excellence is our standard in all that we do, from the classroom technology we offer, to the training tools, support, and services we provide. To convey our dedication to our mission, we are committed to working collaboratively with fellow Rutgers staff and to building strong relationships with our faculty. We design new learning environments and teaching tools, and we develop new methods of support to make Rutgers a leader in instructional technology. We collaborate with our colleagues at peer institutions to develop projects that leverage technology to meet the challenges facing higher education in the 21st century.

Faculty Engagement
In addition to responding to requests for assistance, we proactively reach out to faculty to introduce them to new teaching tools and to learn about their instructional technology needs. Rather than prescribing instructional design, we work collaboratively with faculty to ensure our solutions are responsive to faculty needs and enhance the learning that occurs in their classes.

Intuitive Universal Design
DCS technology provides a consistent user experience so instructors will be equally familiar with the technology in all of our classrooms. We adhere to an intuitive, user-friendly design aesthetic so that instructors can focus on teaching.

Excellent Customer Services
Rutgers—New Brunswick is a large, complex institution. In order to help the community overcome the challenges involved in getting help at such a large university, we strive to provide excellent user support by being responsive and professional and by providing status updates to our users. When we are not in a position to help, we connect users with other Rutgers resources that can.

Mentoring Student Workers
We work closely with our student workers to teach them to be conscientious, responsible, and attentive employees. We model a professional, nurturing, and rewarding workplace so that when they leave Rutgers they will be better prepared to enter the workforce.

Smart Operating Practices
We continuously assess our operation to ensure that we are working effectively and efficiently, and that we are good stewards of University resources.

About DCS
As Rutgers—New Brunswick’s central instructional technology unit, Digital Classroom Services engages at multiple levels of the learning experience. The Technical Services and Operations team designs, builds, installs, and maintains integrated systems that are tailor-made for Rutgers classes. Faculty Training & Outreach staff support the daily use of instructional technology, work with faculty to maximize the benefit that technology can bring to their teaching, and foster broader change through online resources and working groups.
Learning Spaces
(Change since 2017 in parenthesis)

305 learning spaces supported (+10) by DCS

76 learning spaces added to DCS since 2012

43 buildings across the Rutgers-New Brunswick campuses (+3)

52 of these classrooms are brand-new learning spaces

Support

2,370 requests for support answered (+30)

66 equipment deliveries performed (+41)

175 faculty consultation sessions conducted (+74)

74 equipment loans provided (+33)
In 2012, Rutgers—New Brunswick commenced the Digital Classroom Podium Project. The project’s founding goal was to equip all general-purpose classrooms with a state-of-the-art presentation hub that utilized a consistent design, so instructors would know how to use all rooms after having taught in one room.

After working with faculty and staff across the University, a steering committee created the Digital Classroom Podium (DCP). The DCP represented a novel approach to integrated classroom systems. While typical systems in university settings utilize a processor built and programmed by outside vendors to control the room’s equipment, DCPs are equipped with a Mac computer, which, in addition to being used by instructors to access presentation material, runs software that operates the room equipment. This software — Rutgers Room Control — is designed and programmed in-house by DCS’s Application Developer.

Twenty-six DCPs were then installed in classrooms on Rutgers—New Brunswick’s four campuses in 2012-2013 so that DCS could learn more about the system’s effectiveness. At the end of the first two semesters of their use, feedback received from surveys, discussion sessions, and one-on-one conversations resulted in improvements to the DCP and Rutgers Room Control.

DCS began installing Digital Classroom Podiums in medium-sized classrooms while our Engineers developed additional versions of the Podium for different types of classrooms. Since 2012, DCS has introduced the Digital Classroom Podium A1 for auditoriums, the Digital Classroom Flip-Top for seminar rooms, the Digital Classroom Lectern for small classrooms, the Collaborative Instructor Hub for Active Learning Classrooms, and the Immersion Lectern for Immersive Synchronous Lecture Halls. While each system is housed in different furniture and has different capabilities, they all use a standard design scheme and are controlled using the same touchscreen interface. As a result, our family of Digital Classroom Systems enables us to equip all general purpose classrooms with a system that is customized to the learning that occurs in different spaces, while having a consistent user interface.

With 97% of the general purpose classrooms in New Brunswick equipped with some version of a Digital Classroom System, DCS began to “refresh” older systems beginning in 2018. To ensure that systems do not become outdated, each room is revisited at least every six years, with older components being replaced with newer equipment and with further modifications made to bring systems up to our most current design.

Since launching the Podium Project, DCS has developed a family of systems for different Rutgers learning spaces. While each system utilizes different capabilities and furniture, they are all operated using a uniform touchscreen interface. As a result, faculty who are familiar with one system are prepared to use all our systems.
# Technology

(Change since 2017 in parenthesis)

| 97% | Technology
of DCS classrooms are equipped with data projection |

| 278 | Outreach
visits to dcs.rutgers.edu (+82,583) |

<table>
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<tr>
<th>7</th>
<th>57% increase in site traffic from 2017-2018</th>
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## 2018 Classroom Technology Upgrades

### New System Installations (37)
- Art History Hall 100
- Bartlett Hall 123
- Blake Hall 101
- Campbell A1, A2, A3, A4, A5
- Chemistry & Chemical Biology 1203, 1209, 1303
- Cook/Douglass Lecture Hall 102, 103, 109, 110
- Davison Hall 122
- Foran Hall 138A, 138B
- Heldrich Science Building 106, 201
- Institute of Food & Nutritional Health 101, 205
- Lucy Stone Hall B112
- Pharmacy 111, 115
- Richard Weeks Hall of Engineering 102, 105, 206, 208

### System Refreshes (26)
- Hickman Hall 115, 117, 122, 123, 209, 204, 213
- Hill Center 009
- Lucy Stone Hall A121, A139, A140, B109, B111, B112
- Ruth Adams Building 110B, 209A, 209B
- Scott Hall 203, 204, 205, 206, 207, 214, 219
- Tillett Hall 125, 127
Specialty Rooms

While the majority of general purpose classrooms are traditional classrooms, DCS has also developed five categories of rooms designed for specific modes of teaching and equipped with specialized technology.

Active Learning Spaces

Active learning is one of the most exciting developments in higher education. It can take many forms, but most approaches to active learning emphasize collaboration, group work, and problem solving—rather than passive reception. Because it upends many traditional assumptions about teaching, traditional learning spaces are often ill-equipped for active classes. Providing classrooms that can better facilitate active learning requires a completely different approach to space design that includes but goes beyond just technology.

To meet this new demand, DCS has partnered with architects, Institutional Planning and Operations, and other stakeholders at Rutgers—New Brunswick. To introduce two types of active learning spaces: Interactive Lecture Halls and Active Learning Classrooms. Interactive Lecture Halls offer the opportunity for dialogue and group work within a large lecture format. These spaces include seating that can be used to form groups; wireless display technology which students use to share work; student whiteboards; and microphones. Active Learning Classrooms utilize circular group tables of nine, at which students sit in moveable chairs that can be reconfigured as students form different clusters. The tables give students access to power outlets, connections to monitors, tablet whiteboards, push-to-talk microphones, and whiteboard walls. At the center of the room, the Collaborative Instructor Hub allows instructors to send presentation material to any of the rooms multiple monitors, or to “grab” content from student devices to share. The result is a space that facilitates interaction in multiple directions, simultaneously.

Synchronous Learning Spaces

The advent of video conferencing has created an expectation that geography need not limit student access to guests presenters and one another. To facilitate the use of video conferencing in classrooms, DCS has introduced three types of synchronous learning spaces, in which learning is not restricted to the four walls of the classrooms.

Immersive Synchronous Lecture Halls are DCS’s most cutting-edge spaces. The first two rooms—one on Cook/Douglass and one on Busch—enable class to be held in the two spaces simultaneously. While the instructor alternates between the two rooms every class meeting, students can register for the room which is on the campus most convenient to them. An array of cameras and microphones capture the instructor and the students to create the experience of being in the same room. The improvement to the student experience has been reflected by the majority of students surveyed indicate that taking classes in these room to reduce bus travel is a welcome option.

Rather than connecting to other spaces, Synchronous Classrooms offer a more versatile option for video conferencing. While in-room cameras and microphones stream a high quality audio and video feed of the class, these rooms can connect to another room, a remote instructor, a guest lecturer, or an off-site student.

To meet the growing demand for video conferencing by classes of varying size, DCS has also introduced Video Conference Capable Rooms. These spaces have a camera and microphone that can be used with the room’s Mac computer to video conference over the web. Additionally,
DCS utilizes portable equipment to offer video conference on demand in all of its spaces.

**Screening Rooms**
To accommodate the many courses that make extensive use of video and film, DCS created and supports eight Screening Rooms. These rooms allow the classroom to become a theater so that students benefit from a high-quality viewing experience. DCS equips these rooms with a variety of technology to aid the different types of screenings that occur within them, including reel-to-reel projection, theater-grade digital projection, surround sound, large screens, and international Blu-ray players. The tiered or sloped seating in these rooms ensure that there is not a bad seat in the house, while sound-proofing enables students to experience high quality audio without interrupting other nearby classes.

**DCS Training Center**
The DCS Training Center in Tillett Hall serves twin purposes with four displays and high-end video conference technology, it is frequently used by DCS and other departments conducting technology-reliant meetings, the space has also become a preferred location by committees whose membership spans multiple campuses, graduate students presenting dissertations to scholars at other universities, and classes holding special sessions with remote participants. At the same time, the Training Center has served as DCS’s pilot room, in which new technology can be tested before being introduced to Rutgers—New Brunswick classrooms.

**Chancellor’s Learning Spaces**
In addition to the general-purpose classrooms, DCS also supports twelve learning spaces used by various departments that belong to the Chancellor’s Office. Primarily used for student instruction and study, these spaces have provided a unique opportunity for DCS to deploy technology designed for collaboration and flexibility in a more controlled environment.

**Departmental Collaborations**
While DCS’s main focus is the classroom technology in general-purpose classrooms, we also look for opportunities to advance classroom technology at Rutgers more broadly through our collaborations with other departments. DCS has coordinated other technology-focused units at Rutgers that use similar solutions, such as Solstice wireless display sharing. Our leadership participates in University committees and task forces driving changes in technology. We frequently serve in an advisory role to other areas looking to employ technology in their rooms. Finally, DCS sells Digital Classroom Systems to other departments for use in their own controlled spaces. As a result, other departments benefit from a cost-effective solution that is familiar to their faculty who have taught in DCS rooms, while creating uniformity across Rutgers—New Brunswick.

**Portable Technology**
The DCS Help Desk administers an equipment delivery and loan program that gives faculty access to additional equipment that is not already in rooms. Technology like wireless presenters and web cameras can be used to leverage Digital Classroom Systems. Items like the CatchBox throwable microphone provide new ways for faculty to engage students.

**Training & Outreach**

**Daily Technical Support**
Our technology is only as good as the support we provide. To help ensure that faculty can focus on teaching, rather than operating equipment, DCS provides multiple modes of support whenever regular classes are in session. From the start of the day until the last class, faculty in classrooms can call the DCS Help Desk for assistance. Our staff assist users over the phone, remotely connect to classroom equipment to remedy issues, or dispatch on-site staff located in one of six campus offices.

**Consultations**
Beyond helping to troubleshoot in-class issues, the DCS team also includes four Instructional Technology Supervisors who work with faculty one-on-one. These experts are located on each campus and are available to train faculty to use technology, help develop plans for integrating new tools into the classroom, and introduce instructors to new technology and the approaches to teaching that they can inspire.

**Active Learning Community**
Launched in 2015, the Active Learning Community (ALC) is a working group of more than 340 faculty and staff who use, support, or are interested in active learning techniques. Driven by DCS, the Office of Space Management, The School of Arts & Sciences, and The Rutgers Learning Centers — the ALC has become one of DCS’s most fruitful outreach initiatives. Monthly workshops, training sessions, and class observations throughout the year culminate in an annual Symposium featuring faculty and staff from Rutgers and other institutions. In
addition to being a channel for faculty support, the ALC is also an important resource to further development active learning. Continuous research and dialogue occurring through the community on the use of active learning spaces greatly informs the creation of future spaces.

**Online Resources**
We connect with the broader Rutgers community through our robust online presence. The DCS web site — dcs.rutgers.edu — is a frequently used resource. Individual pages for each DCS classroom have become a valuable tool for faculty, students, and staff. Teaching and technology resources in the form of videos and tutorials help instructors learn more about technology at their own convenience. Semester newsletters keep subscribers up to date with classroom upgrades, upcoming events, and new online resources. Additionally, our targeted surveys help provide a means to collect valuable feedback on our rooms and our services.

### 2018-19 Accomplishments

#### New Learning Spaces
In the last year, DCS added support for ten learning spaces. In addition to taking over existing classrooms in the Institute for Food & Nutritional Health and Voorhees Hall, DCS assisted in of the development of new, state-of-the-art classrooms in the newly constructed Richard Weeks Hall of Engineering and in the Chemistry and Chemical Biology Building. Of these seven new spaces, two rooms incorporate the active learning classroom design we have deployed on other campuses. An additional two rooms join our group of Interactive Lecture Halls, large spaces designed to facilitate collaboration among students. Richard Weeks Hall 102, which employs a table-based learning design, highlights this group of rooms. With tiered group seating surrounded by whiteboard walls, this room represents a great advancement into 21st Century classroom design.

#### Classroom Upgrades
The summer of 2018 was the last in the seven year cycle of classroom upgrades. Thirty-seven classrooms were upgraded to Digital Classroom Systems, bringing the total number of upgraded general-purpose classrooms to 277. The nine rooms that were not upgraded in this last upgrade year were purposely delayed for various reasons that were unique to those rooms. This last install summer also saw the introduction of our newest Digital Classroom System: the Digital Classroom Lectern (DCL). With its small footprint the DCL is a much more comfortable fit in smaller spaces that still require a standing instructor location.

#### Classroom Refreshes
As DCS's Engineers completed the initial cycle of installs, they simultaneously turned their attention to “refreshing” older equipment. The twenty-six systems that were part of the first group of Digital Classroom Podiums in 2012 saw much of their componentry updated. This both ensures that our equipment continues to perform reliably, and it serves as an opportunity to update podiums based on design improvements made over the last few years.
Synchronous Classrooms
Over the 2018-19 academic year, DCS continued pushing forward in synchronous learning. The Immersive Synchronous Lecture Halls, which hosted fourteen courses, were upgraded with improved audio programming and high definition cameras. DCS also finalized work on two synchronous classrooms, spaces capable of connecting with both other rooms and individuals. Tillett 224 hosted a sports administration course taught by a distinguished guest lecturer from her office in Miami. Rutgers Academic Building 1170 was used to enable remote students to attend and participate in Fundamentals of Intellectual Property. Chemistry & Chemical Biology 1303 was the site of several video conference-enabled events. DCS also introduced three new video conference-capable classrooms in Richard Weeks Hall and in the Institute for Food Nutrition and Health.

Launch of New Website
DCS completely revamped its online home this year. While the update was driven by a need to move to a newer and more stable back end environment, it also provided opportunities to improve several features. The site conforms with new University accessibility standards and uses a responsive design that makes it easier to view on mobile devices. The new site also resulted in the development of our updated method of taking classroom panoramas and enabled the creation of DCS’s first video panorama, which greets visitors to the home page.

Department Collaborations
DCS continued partnership with other departments through its work with the School of Communication & Information (SCI) and the School of Management and Labor Relations (SMLR). Digital Classroom Podiums were installed SMLR’s Levin Hall spaces as well as SCI’s Huntington House. DCS’s TSO team also advised on the creation of a collaborative space in SCI’s flagship building.
Dashboard
As part of the website overhaul, DCS removed support tools that were previously embedded in the site and created an entirely new support portal: the DCS Dashboard. The Dashboard allows staff to monitor classrooms, schedule staff tasks, track issues, look up inventory, track usage stats, all in one place.

Active Learning Community
The Active Learning Community continued its growth this academic year. New workshops covered formative assessment, active learning in traditional spaces, and universal design. The 2019 Rutgers Active Learning Symposium moved to a new location in Richard Weeks Hall, highlighting Rutgers—New Brunswick’s newest Active Learning Spaces. In addition to presentations from several Rutgers faculty, Dr. Idakyis Rodriguez of Florida International University and several visiting faculty helped create our best Symposium yet.

Retreat
At the conclusion of the spring semester, DCS held its first department retreat. All staff engaged in a morning discussion of department strengths, weaknesses, opportunities, and threats. Many of the ideas that emerged from these discussions were converted into action plans and are reflected in our challenges and goals.

2018-19 Challenges
Microphone Security
One of the more persistent challenges over the last few years has been the loss of portable equipment to theft. Wireless microphones have been especially vulnerable in buildings that are open all day and used heavily.

Inventory Tracking
As DCS procures and installs more equipment, the burden of tracking, locating, and storing this equipment has increased. Having good information and storage procedures makes the task of troubleshooting and replacing equipment easier and ensures that we are adequately caring for our vast inventory.

2019-20 Goals
Magnetic Locks
DCS will deploy and pilot the use of magnetic drawer locks. By requiring that users sign in to unlock drawers containing microphones, we hope to better track when mics are missing and reduce theft by adding accountability to those removing them.

Inventory
We will tackle our inventory challenges through several stages, including cleaning up our inventory data and implementing new plans for storage while also considering ways to add predictability to our inventory with new procedures for phasing out old equipment.

Support Specialist Development
We will explore ways to continuously train and better utilize our student staff. Beyond once-a-year orientations, we will build programs that create constant flow of knowledge from Supervisors to Support Specialists. We will develop ways to make better use of their time between assigned tasks and calls. Finally, we will evaluate how we can better incentivize student workers.

Internal Communication
The variety of options available to email, text, and share documents at Rutgers has contributed to too many different means of communication between ourselves and our student workers. We will assess how we conduct business to identify ways to streamline and improve our methods, while adding predictability.

Staff Training
We will look for ways to better connect our staff with opportunities to learn new technical and pedagogic skills through training sessions, conferences, and other avenues for growth.
Cook/Douglass Classrooms

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Key:
- **C**: Collaborative Instructor Hub
- **F**: Digital Classroom Flip-Tap
- **L**: Digital Classroom Lectern
- **P**: Digital Classroom Podium
- **A**: Digital Classroom Podium (Auditorium version)
- **I**: Immersion Lectern
- **P**: Room was refreshed
- **P**: Not supported by DCS
- **P**: PC Podium
- **P**: Crestron Touchscreen System
- **L**: SP Push-Button System
- **L**: Pixie Push Button System
- **L**: No system
### College Ave Classrooms

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### Classroom Matrix

- **A**: Available
- **F**: Filled
- **P**: Pending
# Livingston Classrooms

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**Key**
- Crestron Touchscreen System
- PC Podium
- Pixie Push Button System
- SP Push-Button System

- No system
- Not supported by OCS

- Collaborative Instructor Hub
- Digital Classroom Flip-Top
- Digital Classroom Lectern
- Digital Classroom Podium
- Digital Classroom Podium (Auditorium version)
- Immersion Lectern
- Room was refreshed
Busch Classrooms

Classroom Matrix


ARC 103  
ARC 105  
ARC 107  
ARC 109  
ARC 110  
ARC 120  
ARC 140  
ARC 203  
ARC 204  
ARC 205  
ARC 206  
ARC 207  
ARC 212  
ARC 228  
ARC 333  
BME 102  
CCB 1203  
CCB 1209  
CCB 1303  
CDR 101  
EN B120  
FBD 114  
HLL 009  
HLL B4  
HLL H6  
PH III  
PH H5  
RWH 022  
RWH 025  
RWH 206  
RWH 208  
SEC 113  
SEC 117  
SEC 119  
SEC 200  
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SEC 216  
SEC 217  
SEC 218  
SEC 220  
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Key

Crestron Touchscreen System
PC Podium
Pole Push Button System
SP Push-Button System
No system
Not supported by DCS

C Collaborative Instructor Hub
F Digital Classroom Flip-Top
L Digital Classroom Lectern
P Digital Classroom Podium
A Digital Classroom Podium (Auditorium version)
I Immersion Lectern
R Room was refreshed