A committee of the American Association of University Professors, led by Carol Simpson Stern, is taking a hard look at the roles faculty members ought to take in college sports. Ms. Stern says, professors across the country are complaining about issues like being shut out of discussions on lower academic standards for admitting athletes.

The group is considering a series of reports prepared by one of its members, R. Scott Kretchmar of Pennsylvania State University at University Park. The faculty athletics representative at Penn State, he is proposing a set of "best practices" for faculty representatives, college athletics boards, and academic advisers. "We're trying to establish best practices that set the bar quite high, and to challenge institutions to involve faculty in meaningful ways in athletics," Mr. Kretchmar says. "These are written as kind of a check off sheet for faculty athletics representatives and boards -- if they come up with a poor report card, it might be a good indication that faculty are not playing much of a role," he says.

Among Mr. Kretchmar's suggestions for his fellow faculty representatives: maintaining independence from the athletics department; helping to create regular lines of communication among faculty members, college and university administrators, and athletics officials; and being involved in the internal working of athletics departments, particularly in their dealings with other departments on campus.

His recommendations for athletics governing boards include making sure that faculty senates have a say in who serves on such boards; making sure that academic policies and standards for students apply to athletes as well; and keeping all of their activities open to the scrutiny of administrators and professors.
In response to concerns expressed by the Trustees regarding internal control deficiencies noted at several campuses of the California State University, the Chief Administrators/Business Officers (CABO) were asked to study and recommend guidelines that would articulate sound business practices for auxiliary operations. With the assistance of an external consultant, and conferring with the Auxiliary Organization Association (AOA), the CABO task force identified critical business transaction areas, objectives for each area and finally standards for each category.

In addition to this effort specifically focused on auxiliary operations, CABO also has asked the Financial Officers Association (FOA) to undertake a long-range effort to develop model guidelines/procedures for business operations generally. This work is on-going and mirrors some of the critical areas defined in the auxiliary guidelines.

The attached guidelines are designed to protect and enhance an auxiliary organization's assets; ensure the existence of accurate accounting records; and document authorization and regulatory compliance.

Covers cash, investments, donations, program service fees, other income, receivables/pledges, procurement, payroll, property and equipment, debt and other liabilities, reserves and net assets and computer controls.
The Budget Users Group (BUG) was created in FY2005 as an avenue to meet this commitment. The original charge of the BUG Group was to provide training and to receive input from users on various budget and accounting issues. During FY2007, these meetings evolved into an arena for continuing the training opportunities for various areas on campus and as a means of increasing communications to support staff, consisting of administrative assistants and clerical employees.

What began as a way to provide training evolved into a method of communicating much needed announcements and updates to support staff on campus who would not normally receive the information. The result has been a change in culture concerning how we provide training and information on campus. In addition to the monthly BUG meeting, we have added annual year-end meetings and department head training sessions. The monthly BUG meetings communicate such items as legislative updates, highlights of the institutional budget, facility project updates, personnel changes, software updates, and reports from the President’s Cabinet.
**BEST PRACTICES - Sub/Co-Areas**

**Dept Name**: Controller's Office  
**Co Area**: Business Services  
**Title**: Increase Efficiencies of Financial Processes  
**Source**: Penn State University  
**Addl Info**: [http://qualityspotlight.psu.edu/aers/index.html](http://qualityspotlight.psu.edu/aers/index.html)  

How can a unit make the most effective and efficient use of limited administrative resources? Agricultural Economics and Rural Sociology was faced with having to provide continuing financial and administrative services at the same or increasing level of satisfaction with decreasing resources.

The team began by identifying all financial forms used, and matching them with related financial processes. They then prioritized the processes to target those with the greatest inefficiencies. For each process, they collected performance data, developed a flowchart, and then identified improvement areas. They realized that one of the issues related to all of the processes was availability of needed information, and they created an online, internal directory of budget and project information. The team then addressed travel, mail charges, copying and telephone charges.

The team published information about their changes on an internal departmental web site, and discussed the changes at regular faculty and staff meetings, as the changes were developed and implemented. Early changes resulted in increased accuracy in financial processes, with less staff intervention. Staff assistants also indicated that they had a better picture of the department and University activities. The team members will continue to track financial performance data, and look for additional opportunities to reduce costs or save time.

Covers Travel, Mail Charges, Copying & Telephone

---

**Dept Name**: Student Affairs  
**Co Area**: Business Services  
**Title**: Best Practices to Curb Drinking Suggested  
**Source**: University of Wisconsin  
**Addl Info**: [http://www.news.wisc.edu/9599.html](http://www.news.wisc.edu/9599.html)  

To help solve the problem of high-risk drinking, the PACE Coalition submitted recommendations to the city's Alcohol License Review Committee on national best practices in licensed establishments.

As part of a national series of grants to reduce high-risk drinking, PACE (Policy, Alternatives, Community, Education) has access to the best and latest research. This campus effort to limit the negative secondhand effects of high-risk drinking takes an environmental approach to prevention.

"Telling students everything they need to know about alcohol still won't solve the problem," says Aaron Brower, a professor of social work and the grant's principal investigator. "If students are surrounded by cheap alcohol, aggressive advertising and a culture that glorifies drinking, that has far more impact than anything you can say in a brochure."
**BEST PRACTICES - Sub/Co-Areas**

<table>
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<tr>
<th>Dept Name</th>
<th>Title</th>
<th>Source</th>
<th>Addl Info</th>
<th>Abstract</th>
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| Police   | Managing Excessive Alarms from Card Access System | Florida State University | [http://www.sacubo.org/awards/bestpractices/archive/2008bp/](http://www.sacubo.org/awards/bestpractices/archive/2008bp/) | When card access systems were installed on the Florida State University Campus, the Chief of Police made the decision to treat these systems as a means to monitor the areas with the systems as if they were intrusion alarm systems, vowing to respond to events such as doors held, doors forced open, etc. As more systems were added, the task of monitoring and responding to reported events became unmanageable.

A committee was formed and several recommendations were made and implemented. FSU saw a steady drop in the numbers of card access alarms, the greatest of which was a result of the Housing alarm policy implementation, followed by the re-keying of doors.

Working together the Committee has made a significant positive impact on management of security for Florida State University. |

| Purchasing Department | Purchasing & Printing Unite To Provide Savings In Difficult Budget Times | Florida State University | [http://www.sacubo.org/docs/bestpractices/2010/Purchasing.pdf](http://www.sacubo.org/docs/bestpractices/2010/Purchasing.pdf) | FSU Finance & Administration needed to make quick and difficult decisions on what areas might need to be eliminated or reduced and where better business practices might affect positive changes. A review of all expenditures of printing orders, either by private off-campus vendors or through the internal in-plant Printing Services revealed this was an area that could change. Two trends emerged through the analysis. Overall university requirements for printed material declined due to lack of budgetary resources and Printing Services, an auxiliary unit, could not continue to fund its staffing levels and employee lay-offs were necessary.

The decision was made not to close the internal in-plant Printing Services. The department has reviewed all off-campus vendor purchases before approving them to purchasing for dispatching to purchase orders. This had been an effective means to monitor pricing quotes made by off-campus vendors. However, Purchasing felt this role could be expanded to more effectively educate the university units on ways to save money. The fact that experienced employees in the custom manufacturing process of printing had the resources of estimating systems, knowledge of labor rates, raw material costs, industry equipment abilities and production output times meant that Printing Services would have the ability to determine best pricing and vendor selection for printed projects. Purchasing united with Printing Services and gave the director of this unit the role of a print buyer within the Purchasing department. |
### Create a Contract Terms Database

*Source:* Book by Steven M. Bragg  
*Abstract:* It is a common occurrence to forget about the terms of various agreements entered into resulting in missed billings or payments received. The solution is to create a database of all current contractual agreements listing the key information about each contract. This would include due date (to be paid or received), termination date, payment frequency, amounts, etc. This could be built from scratch or purchased as a commercial off-the-shelf production - that may link to the accounting system.

**Dept Name:** Environmental Health & Safety  
**Title:** Insurance Systems Best Practices  
**Source:** Harvard University  
**Addl Info:** [http://vpf-web.harvard.edu/rmas/best_practices.html](http://vpf-web.harvard.edu/rmas/best_practices.html)  
**Abstract:** Best Practices provided by Risk Management and Audit Services, covering -
  
  - Automobiles  
  - Alcohol/Liquor Liability  
  - Builder's Risk  
  - Personal Property  
  - Claims  
  - Contracts/Agreements  
  - Equipment/Contents  
  - Buildings/Property
### BEST PRACTICES - Sub/Co-Areas

<table>
<thead>
<tr>
<th>Dept Name</th>
<th>University Wide</th>
<th>Co Area: Controller's Office</th>
<th># 400</th>
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<tbody>
<tr>
<td>Title:</td>
<td>College Best Practices</td>
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<tr>
<td>Source:</td>
<td>University of California Davis</td>
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</table>
| Abstract: | The College of Agricultural & Environmental Sciences has its own site of Best Practices covering Accounts Payable - Request for Payment (Microsoft Word) Administration Payroll - Without Salary Volunteer Appointment (Microsoft Word) Purchasing Student Matters Travel  
This can be adopted through out the University. |                               |       |

### Dept Name: FAU Foundation | Co Area: Controller's Office | # 960

| Title:    | Monitoring Alternative Investments |                               |       |
| Source:   | Emory University |                               |       |
| Abstract: | In a turbulent and volatile investing market, the goal of accurately reflecting the value of alternative investments on a company’s balance sheet has become increasingly more difficult. Alternative investments refer to securities that cannot be priced in a public market. Types of alternative investments include capital ventures, limited partnerships, hedge funds, etc. Emory University has a large endowment and the percentage of alternative investments to the total endowment has increased each year. Emory has an August 31st year end which poses valuation and confirmation issues. Auditors are concerned that the valuations are current and accurately reflect an August 31st value. Second quarter reports and valuations are not available from partnerships until August or September. The next “official” valuations for third quarter (September) are not available until the audit is nearing completion. This paper will provide a framework for monitoring the valuation of alternative investments throughout the year and recommend a practice for confirming a year end (August 31st) value.  
The most important benefit of the implementation of the alternative investment monitoring process is the accurate representation of these investments on the balance sheet of Emory University. A secondary benefit Emory expects to reap is the ability to respond quickly and efficiently to auditor’s request for information contributing to the completion of the annual audit in a successful and timely basis. |                               |       |
In April, 2007, the Iowa State University (ISU) Campus Organization Accounting (COA) Office answered the call from its student leadership to develop an internet-based purchasing card reconciliation system for student organizations. ISU has over 850 active student organization accounts and hosts one of the nation’s largest student-run celebrations through campus organization accounts. Finding creative ways to customize an existing University purchasing card (p-card) system were necessary in order to:

- meet student expectations with existing resources,
- provide greater purchasing power for student organizations,
- eliminate concerns and create goodwill with local community vendors,
- reduce paper vouchers, and
- improve signature and spending compliance and controls.

The accounts payable process is one of the most convoluted of all the processes that a company can adopt, irrespective of the department. First, it requires the collection of information from multiple departments—purchase orders from the purchasing department, invoices from suppliers, and receiving documents from the receiving department. The process then involves matching these documents, which almost always contain exceptions, and then tracking down someone either to approve exceptions or at least to sign the checks, which must then be mailed to suppliers. The key to success in this area is to thoroughly reengineer the entire process by eliminating the paperwork, the multiple sources of information, and the additional approvals. The only best practice that truly addresses the underlying problems of the accounts payable process is paying based on receipt.

To pay based on receipt, one must first do away with the concept of having an accounts payable staff that performs the traditional matching process. Instead, the receiving staff checks to see if there is a purchase order at the time of receipt. If there is, the computer system automatically pays the supplier. Sounds simple? It is not. A company must have several features installed before the concept will function properly. The main issue is having a computer terminal at the receiving dock. When a supplier shipment arrives, a receiving person takes the purchase order, number and quantity received from the shipping documentation and punches it into the computer. The computer system will check against an on-line database of open purchase orders to see if the shipment was authorized. If so, the system will automatically schedule a payment to the supplier based on the purchase order price, which can be sent by wire transfer. If the purchase order number is not in the database, or if there is no purchase order number at all, the shipment is rejected at the receiving dock. Note that the accounts payable staff takes no part whatsoever in this process-everything has been shifted to a simple step at the receiving location.
<table>
<thead>
<tr>
<th>Dept Name</th>
<th>Purchasing Department</th>
<th>Co Area: Controller's Office - A/P</th>
<th>#</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Supply Chain Services Best Practices</td>
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<tr>
<td>Source:</td>
<td>University of Pennsylvania</td>
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<td></td>
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<tr>
<td>Addl Info:</td>
<td><a href="http://www.purchasing.upenn.edu/supply-chain/bestpractices.php">http://www.purchasing.upenn.edu/supply-chain/bestpractices.php</a></td>
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</table>
| Abstract:          | Purchasing Services and the Comptroller’s Office are working together to become totally paperless – from receipt of electronic invoices to total electronic payments. Many of their suppliers have an electronic storefront/marketplace for their purchasing operations – I believe it is similar to what we have with Office Depot – only much larger. He says it is similar to going to Amazon to purchase a variety of supplies/materials etc. He also talked about how every two years they re-evaluate their operations and they benchmark against big corporations.  

Ralph Maier  
Director of Purchasing Services  
Phone: 215-898-1452  
Fax: 215-898-9396  
E-Mail: maierr@pobox.upenn.edu |

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<tr>
<th>Dept Name</th>
<th>Purchasing Department</th>
<th>Co Area: Controller's Office - A/P</th>
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<tr>
<td>Title:</td>
<td>Leveraging Electronic Procure to Pay for Revenue</td>
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<tr>
<td>Source:</td>
<td>University of Virginia</td>
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</table>
| Abstract:          | The Department of Procurement Services at the University of Virginia consists of both Purchasing and Accounts Payable. By working collaboratively on implementation of electronic purchasing, invoicing and payment systems, Procurement has been able to increase the efficiency of the entire procure to pay process and to realize the power of its combined operation. Through strategically targeting its top suppliers and leveraging these electronic processes, Procurement has begun to generate revenue for the University.  

Procurement started by purchasing an electronic catalog ordering system. This system allows goods to be purchased electronically from supplier catalogs hosted in our system, aptly named the UVa Marketplace. This same system allows invoices to be submitted electronically and match automatically to catalog orders. The third and final piece is electronic payment.  
Procurement utilizes two new electronic payment options provided through its banking services provider. The first is Automated Clearing House (ACH) and the other is a ghost card program for payments via credit card.  

Leveraging the efficiency gains and the improved payment cycle created by these three electronic processes, Procurement Services has been able to negotiate rebates and early payment discounts with some of its largest suppliers. It is the negotiation of the revenue generated from these rebates and discounts that is our best practice. |
**BEST PRACTICES - Sub/Co-Areas**

<table>
<thead>
<tr>
<th>Dept Name</th>
<th>Financial Affairs</th>
<th>Co Area: Controller's Office - A/P</th>
<th># 1030</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Training</td>
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</tr>
<tr>
<td>Source:</td>
<td>University of Michigan</td>
<td></td>
<td></td>
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<tr>
<td>Addl Info:</td>
<td><a href="http://www.finance.umich.edu/training">http://www.finance.umich.edu/training</a></td>
<td></td>
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</tr>
</tbody>
</table>
| Abstract: | The following resources are available to assist faculty and staff in finding training and development opportunities related to the management of the University's fiscal resources.  
• Financial Operations  
• Internal Controls  
• Procurement Services  
• Treasurer's Office | | |

They use Bank of America’s Works Payment Manager

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<tr>
<th>Dept Name</th>
<th>Purchasing Department</th>
<th>Co Area: Controller's Office - A/P</th>
<th># 1029</th>
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<tbody>
<tr>
<td>Title:</td>
<td>WCU P Card</td>
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<tr>
<td>Source:</td>
<td>Western Carolina University</td>
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<tr>
<td>Addl Info:</td>
<td><a href="http://www.wcu.edu/11628.asp">http://www.wcu.edu/11628.asp</a></td>
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</table>
| Abstract: | Website contains -  
P-Card Training Manual (PowerPoint)  
P-Card Training Guide (Word)  
P-Card User Guide (Word)  
Monthly Process (Word)  
Policies & Procedures  
Authorized/Unauthorized Transactions (Word)  
Spending Levels (Word)  
P-Card Account Application (Word)  
P-Card Account Maintenance Request (Word)  
Reconciler Additions and Cancellations (Word) | | |

For additional information, contact Dianne Parkerson, parkerso@fau.edu
### BEST PRACTICES - Sub/Co-Areas

**Dept Name**: Human Resources  
**Co Area**: Controller’s Office - Payroll  
**#**: 885

<table>
<thead>
<tr>
<th>Title</th>
<th>Introducing a Web-Based Additional Compensation System</th>
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<tbody>
<tr>
<td>Source</td>
<td>Louisiana State University</td>
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</table>

**Abstract**: The Human Resource Management System consists of three sections; position control, transaction processing, and additional compensation. In an effort to better manage the massive undertaking of creating an entire Human Resource System, the university decided to divide the project into smaller sections. The Additional Compensation System was chosen as the first section to redesign since its transactions stand alone and are not associated with other personnel transactions. In May 2007, a web-based, user friendly Additional Compensation system was introduced to the LSU community. Describes the process leading up to implementation and the many benefits that were gained.

---

**Dept Name**: Human Resources  
**Co Area**: Controller’s Office - Payroll  
**#**: 893

<table>
<thead>
<tr>
<th>Title</th>
<th>Texas A&amp;M University Employee Service Center</th>
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<tbody>
<tr>
<td>Source</td>
<td>Texas A&amp;M University</td>
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</tbody>
</table>

**Abstract**: Due to Texas A&M University’s decentralized approach to human resource and payroll operations for its 8,500 full time and 7,500 part time employees, it is hard for employees tasked with this function to keep up to date on the many changes in benefits, leave, and retirement rules when this is typically an add-on to their duties. In response to this challenge, the Employee Service Center (ESC) was established to be an employee’s primary resource for any employment-related issue, including benefits, pay, leave, retirement, job opportunity, workers’ compensation and employee development and training. Combining these functions in one area has also helped to streamline processes where duplication of effort was identified.

Since its opening, the ESC has worked to continuously improve its performance. Daily it receives more than 200 calls, visits or emails, answering the phone in at least three seconds and responding to the questions in less than twenty-four hours.

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For additional information, contact Dianne Parkerson, parkerso@fau.edu
### BEST PRACTICES - Sub/Co-Areas

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<tr>
<th>Dept Name</th>
<th>Title</th>
<th>Source</th>
<th>Addl Info</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Applied Research Laboratory</td>
<td>Penn State University and State College, PA</td>
<td><a href="http://www.smeal.psu.edu/qmm/manufact.html">http://www.smeal.psu.edu/qmm/manufact.html</a></td>
<td>The Office of Naval Research's Best Manufacturing Practices (BMP) Program was created in 1985 to help businesses identify, research, and promote exceptional manufacturing practices, methods, and procedures. Its objective is to empower defense and commercial customers to operate at a higher level of efficiency and effectiveness. The above website lists many best practices for the Applied Research Laboratory, The Pennsylvania State University.</td>
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| Human Resources   | Final Report on Best Practices For the Employment of People with Disabilities In State Government | U.S. Equal Employment Opportunity Commission                           | http://www.eeoc.gov/facts/final_states_best_practices_report.html          | This report highlights best practices of four states - Florida, Maryland, Vermont, and Washington that promote the hiring, retention, and advancement of individuals with disabilities in state government jobs. EEOC has identified a number of state employment practices worthy of consideration and even replication. For example:  
* The states surveyed include individuals with disabilities as part of their diversity programs and their targeted outreach and recruiting efforts.  
* Vermont provides for a “must interview” to anyone with a disability who meets the minimum qualifications for a state job.  
* Washington passed legislation creating a supported employment program for individuals who need on-the-job training and long-term support to work successfully.  
* Maryland and Vermont have tracked information related to the provision of reasonable accommodations that could be used to assess the effectiveness of their reasonable accommodation procedures.  
* In 2004, Florida established the Agency for Persons with Disabilities and Maryland elevated its former Office on Individuals with Disabilities to cabinet-level status. These legislative and executive actions send a clear message "from the top" that people with disabilities are a state priority.  
* Florida has secured a waiver from the Social Security Administration, enabling it to move persons with developmental disabilities into jobs without immediately jeopardizing their eligibility for Medicaid and Social Security Income benefits.  
* Vermont has participated in a pilot project to establish "disability program navigators" at four state One Stop Career Centers established under the Workforce Investment Act to help people with disabilities access these services more easily.  |
### Workplace Success Stories - Recognition Strategies for a Diverse Workforce

University of California Berkeley

The Workplace Success Stories Recognition Program provides a vehicle to collect and widely disseminate information about successful workplace practices in the areas of equal employment opportunity (fairness), affirmative action (representation), and diversity (inclusiveness). Nominated departments who meet the selection criteria, focused around a particular theme each year, receive recognition, and their success stories are shared with the entire campus community in a variety of venues with hopes that the successful practices will be adapted by other departments. Each year a call goes out and Chancellor Berdahl encourages departments to submit nominations. Several Vice Chancellors also send out memos encouraging departments within their control units to submit nominations.

Approximately 40 proposals are showcased and are listed by - Category | Workplace Issues Addressed | Department | Control Unit/Division

### Higher Education Administration; A Guide to Legal, Ethical and Practical Issues

Book by Norma Goonen & Rachael Blechman

Decision making in higher education is a complex process of balancing conflicting needs and interests while adhering to the law; the institution's mission, values and standards; and the practical considerations necessary for its fiscal and operational health.

Chapters related HR issues
1. Hiring Issues
2. Compensation and Employment Issues
3. Promotion and Tenure Issues
4. Terminations, Nonrenewals, and Reductions in Force

For additional information, contact Dianne Parkerson, parkerso@fau.edu
### BEST PRACTICES - Sub/Co-Areas

<table>
<thead>
<tr>
<th>Dept Name</th>
<th>Human Resources - Employment</th>
<th>Co Area: EEO</th>
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</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Best Practices in Diversity</td>
<td></td>
</tr>
<tr>
<td><strong>Source:</strong></td>
<td>Georgia State University</td>
<td></td>
</tr>
<tr>
<td><strong>Abstract:</strong></td>
<td>Best practices in diversity are steps taken by employers to actively support equal employment opportunity by attracting and retaining a diverse workforce. In an effort to publicize Georgia State University's involvement in commendable actions geared toward community outreach, recruitment, promotion, retention, training, cultural programming and curriculum development; the Opportunity Development and Diversity Education Planning Office has compiled a report containing information submitted by our colleges, divisions and individual departments outlining their efforts in these particular areas.</td>
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<thead>
<tr>
<th>Dept Name</th>
<th>Student Affairs</th>
<th>Co Area: EEO</th>
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</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Mentoring Guidebook</td>
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<tr>
<td><strong>Source:</strong></td>
<td>University of San Diego</td>
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<tr>
<td><strong>Addl Info:</strong></td>
<td><a href="http://libraries.ucsd.edu/about/admin/lauc-sd/0_files/mentoring/UCSDMentoringGuidebook.pdf">http://libraries.ucsd.edu/about/admin/lauc-sd/0_files/mentoring/UCSDMentoringGuidebook.pdf</a></td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>UCSD Career Connection provides career development workshops that focus on participants developing strategies for success at UCSD. Participants are provided with a Career Development Plan (CDP) to use in identifying attainable goals and objectives and in tracking their success. Concurrently, Career Connection offers role models (mentors) who provide encouragement and motivational assistance to fellow employees (mentees). Supervisors are encouraged to promote career development for their employees through participation in Career Connection and its mentoring component.</td>
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For additional information, contact Dianne Parkerson, parkerso@fau.edu

Page 14 of 71
In researching Best Practices, this program was discovered. They deliver training via CD's and the Web and they have a approximately 200 courses listed. A few of the topics are Accident Investigation, Backs; Back Safety, Basic Electrical Safety in the Workplace, Automotive Repair, Preventing Workplace Violence to Supervision. They relate to Safety, Job Skills, and Administrative Training and are comprehensive business solutions.

Mastery's courseware and software products enable you to easily and quickly create training solutions for every aspect of your operations. License courses from our library of over 200 off-the-shelf titles or create your own with Mastery Course Shells. Mastery deployment systems help you deliver exactly the right amount of instruction to each employee exactly when and where it is needed. Mastery's administrative systems help you make sure the training is done. The courseware and software work alone or in concert with any learning management system you may already have in place. Purchase paid-up licenses, subscriptions or purchase on a “per-view” basis.

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<tr>
<th>Dept Name</th>
<th>Human Resources - Emp Development</th>
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<tbody>
<tr>
<td>Title</td>
<td>Mastery Technologies - Interactive Training Systems</td>
</tr>
<tr>
<td>Source</td>
<td>Education Institutions Courses</td>
</tr>
<tr>
<td>Abstract</td>
<td>In researching Best Practices, this program was discovered. They deliver training via CD's and the Web and they have a approximately 200 courses listed. A few of the topics are Accident Investigation, Backs; Back Safety, Basic Electrical Safety in the Workplace, Automotive Repair, Preventing Workplace Violence to Supervision. They relate to Safety, Job Skills, and Administrative Training and are comprehensive business solutions. Mastery's courseware and software products enable you to easily and quickly create training solutions for every aspect of your operations. License courses from our library of over 200 off-the-shelf titles or create your own with Mastery Course Shells. Mastery deployment systems help you deliver exactly the right amount of instruction to each employee exactly when and where it is needed. Mastery's administrative systems help you make sure the training is done. The courseware and software work alone or in concert with any learning management system you may already have in place. Purchase paid-up licenses, subscriptions or purchase on a “per-view” basis.</td>
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</table>
Institutional Benefits

Described by former president Tad Foote as a “Campus in a Tropical Garden,” the University of Miami’s meticulously maintained Coral Gables campus consists of over 100 buildings on 260 acres. An enhancement to that vision has been our unique in-house trash collection program. Implemented in October 1992, this program produces $400,000 in annual savings while providing numerous aesthetic and management benefits.

Unlike 35-ton commercial garbage trucks, our employee-operated customized flatbed truck weighs only 6.2 tons when fully loaded with three custom-made containers being hauled to one of several compactors located in convenient but secluded perimeter locations. Consequently, our commercial hauler can now charge by actual weight, rather than potential volume, so costs reflect monthly fluctuations in trash output.

Additionally, the removal of commercial trash trucks from internal campus areas reduces wear and tear on campus roads, eliminates the windswept material, glass particles, and offensive odors generated by on-site trash transfer, and allows for flexible pickup schedules tailored to each campus facility, virtually eliminating customer complaints with regard to trash collection. Additionally, much of the $4 million in cumulative savings created by this process reengineering has been reinvested into plazas, major landscape features, and other campus beautification projects.

Large website related to Water Runoff Management - includes -
A. Construction Site Impact Reduction (8)
B. Source Reduction (16)
C. Erosion Control (19)
D. Water Volume Management (14)
E. Water Quality Treatment and Constituent Entrapment (vegetative and/or structural) (32)

http://abe.msstate.edu/csd/NRCS-BMPs/tree.html gives 3 Best Practices for Tree Protection and Restoration
Structural and landscape pests can pose significant problems to people, property, and the environment; however, the pesticides used to solve these problems carry their own risks. It is therefore the policy of NC State University to use best practices and procedures, as explained below, for control of structural and landscape pests.

State and Federal law, as well as University of Houston - Downtown policy, make the safety and health of our employees a major concern. Safety must be a part of every operation, and every employee's responsibility at all levels. It is the intent of the University of Houston – Downtown to comply with all laws concerning the operation of the business and the health and safety of our employees and the public. To do this, we must constantly be aware of conditions in all work areas that can produce or lead to injuries. No employee is required to work at a job known to be unsafe or dangerous to his or her safety and health. Your cooperation in detecting hazards, reporting dangerous conditions and controlling workplace hazards is a condition of employment. Inform your supervisor immediately of any situation beyond your ability of authority to correct.

This is a very lengthy document (189 pages) that includes a signature page that must be signed by the employee before an employee is allowed to start work.

Chapter 1 – Safety and Health Training Program
Chapter 2 – Accident/Injury Reporting and Reviewing Program
Chapter 3 – First-Aid Kit Program
Chapter 4 – Safety Inspection Program
Chapter 5 – Contingency Plan for Emergencies
Chapter 6 – Hazardous Material Manual
Chapter 7 – Hazard Communication Program
Chapter 8 – Personal Protective Equipment Program
Chapter 9 – Notice to Employees
Risk Management is the culture, processes and structures that are directed towards the effective management of potential opportunities and adverse effects within the Murdoch University environment.

Risk is inherent in all academic, administrative and business activities. Every member of the University community continuously manages risk. Formal and systematic approaches to managing risk have evolved and they are now regarded as good management practice. As a consequence Murdoch University acknowledges that the adoption of a strategic and formal approach to risk management will improve decision-making, enhance outcomes and accountability.

The aim of this policy is not to eliminate risk, rather to manage the risks involved in all University activities to maximize opportunities and minimize adversity. Effective risk management requires:

* A strategic focus,
* Forward thinking and active approaches to management,
* Balance between the cost of managing risk and the anticipated benefits, and
* Contingency planning in the event that mission critical threats are realized.

Risk management also provides a system for the setting of priorities when there are competing demands on limited resources.
### UC Sustainability Policies and Best Practices - Food Systems

**University of California**

http://sustainability.universityofcalifornia.edu/food.html

UC campuses are exploring ways to reduce the environmental impact of their food systems while offering more healthy dining choices to the campus community and supporting the local economy. Sustainable campus food system projects range from introducing local, organic, and socially just food into dining halls and campus cafes, to composting food waste, to donating un-used food, to growing organic food on or near campus and using that as an educational and research opportunity for students.

The two campus case studies below offer a glimpse at some of best practice case studies found on UC campuses.

**Best Practice Case Studies:**
- UC Santa Cruz Brings Sustainable Food to Campus Dining Halls
- UC Davis Sustainable Food System Projects

Also see -
- [http://www.bates.edu/prebuilt/diningfacts.pdf](http://www.bates.edu/prebuilt/diningfacts.pdf)

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### Sustainable Procurement Standards Guide

**Yale University**

http://www.yale.edu/ppydev/Guides/purchase/3201GD_02.pdf

Yale relies on a wide range of goods and services to operate and carry out its mission. Each year the University spends more than $1 billion on commodities ranging from vehicles, to office supplies, and lab equipment to construction materials, food, and computers. The type, quality, and quantity of commodities being procured have far reaching environmental impacts. In fact these impacts extend beyond the borders of the institution, to the companies and markets being supported and on to our environment due to manufacturing, use, and disposal.

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For additional information, contact Dianne Parkerson, parkerso@fau.edu

Page 20 of 71
The increasing cost of energy has been a substantially impacting issue that UCO chose to overcome. UCO came to a crossroads. How can we curb the cost of energy while being stewards of the environment in which we reside? UCO focused on the following innovative facets: 100% Green Energy use, on-site creation of Bio-Diesel, Performance Contracting, Lean, and Recycling Campaign.

Green/Wind Energy - To date, UCO has saved over $51,000 in purchasing over 50,000,000 kwh of electricity provided via wind.

Bio-Diesel - The Physical Plant invested time, money, and labor into the development of Bio-Diesel. Through this investment there has been a reduction of hazardous fuel use on campus and fuel budget savings by utilizing university produced Bio-Diesel fuel.

Performance Contracting - Since its implementation more than $3.8M has been saved and we have reduced our CO2 emissions by 60,000,000 pounds which equals nearly 90,000 trees needed to absorb that amount of CO2.

Lean University - The outcome was a need to overhaul a multitude of administrative processes that over time had strangled the university’s ability to function efficiently. One focus is the effort to move processes to paperless.

Recycling Campaign - The program is designed to make recycling easy and accessible to all students, faculty, staff and campus guests.
BEST PRACTICES - Sub/Co-Areas

Dept Name: Division of Research  Co Area: Environmental Health & Safety  # 939
Title: Research Best Practices Toolkit
Source: Northwestern University
Addl Info: http://www.research.northwestern.edu/ori/responsible/research/
Abstract: ORI is dedicated to providing the research community with tools to ensure consistent and reliable internal mechanisms for supporting University-wide research activity. The tools on this page are intended to assist Northwestern's research community with conducting, administering and facilitating research in compliance with federal and University policies and procedures.

The toolkit contains some of Northwestern's best examples for recommended tools currently available. If you've developed a useful tool or procedure not listed here that would be helpful to others in Northwestern's research community, please tell us about it! This page represents a compilation of common best practices and tools to assist you with research at Northwestern University. We'll update and revise this page frequently to ensure it contains the best tools and resources we can provide.

Covers Operating Environment | Fiscal Administration | Responsible Conduct of Research | Research Safety

Dept Name: Student Affairs  Co Area: Environmental Health & Safety  # 947
Title: Student Event Risk Management Manual
Source: Ryerson University
Abstract: To better manage risk associated with increased on- and off campus student events, Ryerson revised its Environmental Health & Safety Management System Policies and Guidelines to incorporate students’ rights and responsibilities. In cooperation with student leaders, and supported by the Centre for Environmental Health & Safety Management, Student Services reviewed risk management approaches for student events and developed a set of approval procedures for event organizers to follow. The goal was to create a proactive approach involving student leaders in managing risk effectively.
In 2003, American consumers spent $112.2 billion on higher education, reports the U.S. Department of Commerce Bureau of Economic Analysis. As large a number as this is, it is dwarfed by the $267 billion in endowment assets that the National Association of College and University Business Officers (www.nacubo.org) reports was held by U.S. and Canadian institutions. Even if you subtract Harvard University's (Mass.) colossal $22.1 billion, the number is staggering.

Most of Harvard's money is managed in-house, by the 175-person staff of Harvard Management Co. And that's unusual. Few institutions have the in-house resources to meet their investment objectives while generating the 17.5 percent increase in assets that Harvard reported in 2004. Even the university's closest peer, Yale (Conn.), generated a 15.5 percent increase on its relatively smaller $12.7 billion endowment, and it uses outside service providers to help it do so.

Seldom has a week gone by this academic year without an announcement that a college has vowed to reduce its greenhouse gas emissions or purchase only locally grown produce. Green building is spreading and institutions are hiring sustainability coordinators to help facilitate environmental programs on campus.

The Sustainable Endowments Institute, a two-year-old group that studies university investment policies, has kept tabs on the slew of green initiatives and whether colleges invest in green-friendly ways. In its College Sustainability Report Card being released today, many of the nation's top colleges receive high marks for their campus greening practices. But many of those same colleges receive much lower grades in categories that measure green investment decisions and willingness to share information about how they use their endowment money.

Debra Rowe, president of the U.S. Partnership for Education for Sustainable Development, said the report is valuable because it creates a best practices list for colleges to use and gives a full picture of sustainability. See story at http://www.insidehighered.com/news/2007/01/24/sustainability
**BEST PRACTICES - Sub/Co-Areas**

<table>
<thead>
<tr>
<th>Dept Name</th>
<th>Transportation &amp; Parking</th>
<th>Co Area: Financial Affairs</th>
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<td>Title:</td>
<td>Parking and Transportation Services</td>
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<tr>
<td>Source:</td>
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<td>Addl Info:</td>
<td><a href="http://www.utexas.edu/parking/about/annual_report/">http://www.utexas.edu/parking/about/annual_report/</a></td>
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<tr>
<td>Abstract:</td>
<td>Several reports listed - up to 2010-2011</td>
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Excellent example of a departmental annual report.

1.0 GENERAL
2.0 FINANCIAL OVERVIEW
3.0 PARKING INVENTORY
4.0 MAINTENANCE
5.0 UTILIZATION
6.0 ENFORCEMENT
7.0 ALTERNATIVE TRANSPORTATION
8.0 VENDING
9.0 PARKING MANAGEMENT
INITIATIVES
Holistic Integration of Sustainability Principles and Practices at the University of Florida

The sustainability committee has developed four task forces to address goals within the university. Following are the missions of those task forces.

Energy and Buildings - In 2001, UF adopted the Leadership in Energy and Environmental Design (LEED) standards for all major new construction and renovation projects.

Carbon Neutrality - Committed UF to creating an action plan for becoming carbon neutral and to adding the impacts of air travel and commuting to its original greenhouse gas inventory.

Food and Dining - Worked with its dining services provider, ARAMARK/Gator Dining Services, to develop an action plan for implementing principles of sustainability into food service operations, including regional sourcing of food, green catering, waste management and diversion, energy conservation, transportation impacts, and sustainable procurement.

Parking and Transportation - The university has committed to purchasing only hybrid or alternative fuel vehicles, whenever possible. UF helps campus commuters find carpool partners, offers free bus fares, provides bicycle lanes.

Land Use - The Campus Master Plan outlines policies for responsible stewardship of land resources and sustainable development.

Purchasing - The university has instituted a sustainable purchasing policy to support the purchase of products that will minimize any negative environmental or societal impacts of university operations.

Waste - UF, through waste reduction and recycling initiatives, achieves a waste recovery rate of nearly 40%.

Water- Over 90% of the university’s irrigation needs are met by the reclaimed water system.

Social Equity - The University of Florida has set aggressive hiring and retention goals to ensure the university reflects society’s racial, ethnic and gender diversity.

Curriculum & Research - The University Provost has signaled her support of an academic focus on sustainability.

Community Service and Outreach
The University Business Administrators (UBA) Program at Florida State University realized that through growth and expansion of our organization that maintaining effective training and procedure manuals had not kept up with the demands of our ever-increasing responsibilities. Originally, the program had fewer than ten employees in four locations and management was able to provide hands-on instruction and guidance for all employees on limited tasks. Over the past eight years, the program has increased to 120+ employees in 31 campus locations with responsibilities in financial, budgetary, human resources and administrative areas. The management team determined that to better position ourselves for short-term vacancies, turnover in staff, training new employees and peak workload demands, it would be crucial to develop a plan to identify job functions by position and consistently document the information for every responsible task. We selected the title “eSTART” which is our Electronic Staff Reference Tool to indicate this would be more than an employee procedures manual, but rather a broader and more dynamic tool for employees and their supervisors.

The process began with the creation of a functional (job task) survey that was sent to each employee and their supervisor. The survey covered as many job tasks and functions that were noted on all of the position description and any additional recurring special projects/assignments unique and site specific. The survey provided a mechanism to gather the information and summarize the core functions very quickly. An electronic training and staff reference tool template was designed and given to the employees to complete with their supervisor. Focus groups and “one-on-one help sessions” were provided to pool the information and assist with the writing aspect of the project. The template was designed to link core functions by position to the Finance and Administration Policies and Procedures via Uniform Resource Locators (URL’s) on the university website. Connecting the day-today operational functions to university policy was a major component of this project.
Implementing an Integrated Capital Project Management and Accounting System for Project Managers’ Use

Georgia Institute of Technology

Georgia Tech recently implemented an integrated capital project management and accounting system using (1) Facility Focus, a Maximus product, for tracking capital project finance and budgeting information, and (2) a web-based interface using userdefined fields (UDFs) within Facility Focus for project status reporting. The purpose of the project was created a centralized portal for tracking and reporting of construction projects on an Institute wide basis.

The project was initiated in the Facilities Division of Georgia Tech. However, because data entry and reporting has a web-based interface, all crucial organizations on campus have access to the financial data and reports. This includes project managers at Facilities, OIT and colleges, as well as the Budget Office, Financial Services and Controller’s Office. The system was designed for project status briefing for senior management, bimonthly status reports of project managers across the Institute, and the financial officers at the college.

Online Bills and Parent Notification and Training Saves Money and is Environmentally Friendly

Lipscomb University
http://www.sacubo.org/awards/bestpractices/archive/2008bp/

proximately 5 years ago, we decided to put our bills online and initiated block rate tuition. Customers were complaining that the hard copy bill was always wrong, and when we investigated, the students were correct because student accounts are a moving target.

The Computer Center personnel devised a system that figures financial aid based on the number of hours a student has. If the student is less than full time, they get no financial aid. Because we were already using Banner Software, no new software was needed.

Because we do not send out pre-bills and because of FERPA laws, parents are communicated with and trained to read the bill at Advance (Freshman Orientation). I created a parent email list. At the appropriate time, I email the parents on my list and tell them that it is time for their students to check their holds, pay their bill, and any other important information that needs to be communicated.
### Cost Sharing Best Practices

University of California Davis

http://accounting.ucdavis.edu/Costshare/bestpractices.cfm

There are several things you can do to ensure that your cost share tracking is effective, efficient, and accurate. The site covers the following topics:

- Review, utilize, and communicate information from multiple sources.
- Think carefully about the information being entered in the Effort Commitment & Cost Share Tracking system.
- Review the information in the Effort Commitment & Cost Share Tracking system on a regular basis.
- Avoid the use of Cost Transfer documents.

They also have a Cost Sharing Help site at http://accounting.ucdavis.edu/Costshare/index.cfm

### Best Practices Presentations

University of Rochester

http://www.rochester.edu/adminfinance/audit/practices.html

This site links to several presentations covering the following:

- Principal Investigator Ledger Approval Sample Form
- Cost Sharing / Conflicts of Interest
- Principal Investigator's Fiscal Responsibilities
- Internal Control Objectives for Sponsored Programs Audits
- Inventory Management Best Practices
- Travel and Conference Best Practices
- Records Retention Best Practices
- Salim Alani's Fall 2000 Finance Conference Presentation
- Controls To Minimize Fraud in a Cash Receipts Environment
- Internal Controls -- What are they and why should I care?

For additional information, contact Dianne Parkerson, parkerso@fau.edu
### BEST PRACTICES - Sub/Co-Areas

<table>
<thead>
<tr>
<th>Dept Name</th>
<th>Division of Research</th>
<th>Co Area: Grants &amp; Contracts</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Research Ethics Policy, Principle and Procedures</td>
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<tr>
<td><strong>Source:</strong></td>
<td>University of East Anglia (United Kingdom)</td>
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<td><strong>Addl Info:</strong></td>
<td><a href="http://www.uea.ac.uk/research/research_integrity/University+Research+Ethics+Policy+approved+Senate+15+June+2011">http://www.uea.ac.uk/research/research_integrity/University+Research+Ethics+Policy+approved+Senate+15+June+2011</a></td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>The University is committed to advancing and safeguarding high quality academic and ethics standards in all its activities. The Policy should be read in conjunction with other complementary policies, including the University’s ‘Guidelines on Good Research Practice’ and with the University’s ‘Procedures for dealing with allegations of misconduct in research’, as well as specific ethics guidance issued by the University and Faculty Research Ethics Committee and any associated sub-committees. When undertaking research, researchers are expected to consider and observe ethical principles and the University’s mission and values. This policy sets out conditions for establishing the ethics review requirements of a research project.</td>
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<th>Dept Name</th>
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<tr>
<td><strong>Title:</strong></td>
<td>Research Ethics: A Handbook of Principles and Procedures</td>
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<tr>
<td><strong>Source:</strong></td>
<td>University of Gloucestershire (England)</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>Introduction</td>
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1. Professional and academic communities are placing increasingly exacting responsibilities on their members to improve the ethical standards of research and practice within their disciplines, and journal editors may require evidence that research projects have secured formal ethical clearance before agreeing to publish their findings.

2. Research Ethics: A Handbook of Principles and Procedures has been produced in response to this growing awareness of ethically sensitive issues in research and scholarly activity. Under the aegis of Academic Board, its intention is to guide and, where necessary, regulate the scholarly activities of researchers at undergraduate, postgraduate and staff levels within the University and to promote a stronger appreciation of ethical considerations in research.

3. The Handbook comprises three parts.
**BEST PRACTICES - Sub/Co-Areas**

<table>
<thead>
<tr>
<th>Dept Name</th>
<th>Division of Research</th>
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<tr>
<td><strong>Title:</strong></td>
<td>Automated Workflow for Employee Fund Changes</td>
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<tr>
<td><strong>Source:</strong></td>
<td>Medical University of South Carolina</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>What is the best way to automate the large number of paper personnel transactions that flow through Human Resources, Payroll, and Grants and Contracts Accounting on a daily basis? Further complicating the situation was the fact that almost 85% of MUSC’s academic administrators were already utilizing a financial shadow system to create and account for these type transactions. For as many as 15 years, MUSC has been exploring alternative ways to automate the Position/Employee Action Request (PEAR) form. MUSC’s answer to this problem was to purchase and implement a workflow tool to integrate information from the shadow system into the financial system of record. The first process chosen to automate was changes to payroll (labor) distribution, called “Fund Changes” at MUSC, and the project was dubbed the “TeamWorks for Fund Changes Project.” When possible, TeamWorks writes data directly into the HR/Payroll system of record, eliminating the risk of data entry errors by Payroll staff. When human intervention is necessary, TeamWorks streamlines the process by delivering tasks to a user’s inbox and delivering status updates to the UMS user along the way so the business manager always knows where the request stands.</td>
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<td><strong>Title:</strong></td>
<td>Audits find no more fraud at U of L</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>U of L officials called for the audits in July after allegations surfaced that former education dean Robert Felner had mishandled grant and contract money. They also offered a number of suggestions for U of L to improve its grant practices, including providing better oversight training to department chairs and deans. They also recommended that when a dean is the principal investigator on a grant, someone else be assigned to provide oversight. The auditors also suggested: 1. Periodic reviews of grants by the university's internal auditor. 2. Improving the monitoring of conflict-of-interest statements to ensure they are filed and that sanctions are enforced against those who do not file them. They also recommended periodic audits to ensure the filings' accuracy and said the university should consider requiring all faculty to file the forms, even those not involved in research. 3. Increasing training for business managers in the university's schools and colleges, and possibly implementing a grants-management position separate from the unit business managers. 4. Improving controls over grant-related expenses paid for with departmental debit cards. 5. Standardizing and streamlining grant reporting systems across the university.</td>
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Best Practices - Sub/Co-Areas

Division of Research Guidelines for Monthly Grant Reconciliation

East Carolina University

http://www.ecu.edu/cs-educ/research/accounting.cfm

In keeping with the College of Education’s commitment to follow established best practice procedures, all grants and contracts must have a monthly reconciliation of account activity and balances. This reconciliation must be reviewed and signed off by the SPA administrator and Project Director/Principal Investigator. It is also recommended for the Department Chair/Director to review and sign off. This is done using Banner.

Office of Information Technology How to tame the e-mail beast

CIO Magazine - CNN Website


Attachments - Allegiance has a relatively stringent approach to enforcing its corporate e-mail usage policy -- employees must agree to the policy's terms and conditions each and every time they log on to the e-mail system. The policy includes a prominent directive: Don't open unexpected attachments.

Start with a usage policy - Your first line of defense against e-mail troubles is a solid e-mail usage policy, regularly communicated and consistently enforced. Unfortunately, no single e-mail policy works for all companies. At Paul, Hastings, Janofsky & Walker, a law firm headquartered in Los Angeles with more than 1,900 employees, staffers must sign a technology usage agreement upon joining the firm. CIO Mary Odson also circulates an update or review of the agreement every six months.

Training employees on e-mail policies is standard procedure for many companies, but training that stops there is inadequate. Employees also need instruction in e-mail etiquette, including how to recognize spam, scams and urban legends.
### BEST PRACTICES - Sub/Co-Areas

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<tr>
<td>Abstract</td>
<td>In order that members of the University community and other interested parties can have confidence in the hiring, tendering and employment practices of St. Thomas University, the University establishes this policy to provide reasonable precautions against favoritism in hiring, tendering and other employment related decisions.</td>
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<td>Covers -</td>
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<td>Hiring</td>
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<td>Awarding of Contracts</td>
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<tr>
<td>Title</td>
<td>STRIPES: Auburn University Budget System</td>
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<tr>
<td>Source</td>
<td>Auburn University</td>
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<tr>
<td>Abstract</td>
<td>The recent implementation of Banner HR and Banner Finance necessitated the development of new budget processes.</td>
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<td>Prior to STRIPES the budget system was primarily a manual process that was laden with paper. Departments received printed ledgers from the Budget Office, performed calculations, recorded entries onto the ledgers, submitted the paper ledgers back to the Budget Office, etc.</td>
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<td>For FY2008 AU was live in both Banner Finance and Banner HR, and the Budget Office was in need of a system that provided them with control of processes from start to finish. The Budget Office needed to set essential variables that departments could not modify (ex., cost of living increases, departmental allocations, etc). They needed to be able to adjust securities, give users access to departments, give FOAP combinations to departments, and set complex relationships between the colleges and their departments. The end-users needed to be able to modify their section of the budget without introducing errors to the Budget Office’s entries. Information Systems Support needed a way to create the seed data, help in the user administration, and upload the budgets into the system.</td>
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<td>The development of STRIPES incorporates Banner’s Salary Planner into a module that is user-friendly and more efficient than its predecessor, and further automates and streamlines the budget process for the entire Auburn University system.</td>
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### Mentoring Best Practices

**Source:** Diversity Inc  
**Addl Info:** [http://www.diversityinc.com/topic/mentoring/](http://www.diversityinc.com/topic/mentoring/)

Why do talented people—especially women, Blacks, Asians and Latinos—leave corporate America? Several studies show that even before the current economic crisis they felt that they weren’t going to get promoted and that opportunities were limited. With the recession making the potential for promotion even more limited, they feel even more powerless. Taken from businesses such as IBM and American Express:

1. Use Formal, Structured Programs  
2. Use Informal Mentoring  
3. Make Mentoring Cross-Cultural  
4. Measure Success and Follow-Up  
5. Publicize the Benefits of Mentoring Programs

### Diversifying the Faculty: A Guidebook for Search Committees

**Source:** University of Washington  

A checklist Good, Better and Best Practices to use before, during and after the search.
### Guidelines for Search Committees and Equity Panel Members in the Conduct of Faculty Searches

#### Mount Allison University

**Title:** Guidelines for Search Committees and Equity Panel Members in the Conduct of Faculty Searches

**Source:** Mount Allison University

**Addl Info:** [http://www.mta.ca/hr/ee&labourrel/equity.htm](http://www.mta.ca/hr/ee&labourrel/equity.htm)

**Abstract:**

- A. Introduction - The Principle of Equity in Hiring
- B. The Role of the Equity Panel Member
- C. The Search for Excellence in Hiring
- D. Developing Sensitivity and Awareness of the Differing Career Patterns among Women Academics
- E. "Best Practices" in Hiring
  - Construction of Advertisements
  - Approaches to Countering Perceptual Distortions
  - First Impressions
  - Favourable vs. Unfavourable Information
  - Positive/Negative Halo Effect
  - Stereotyping
  - Hiring in One's Own Image
  - Oversimplification
  - Projection
  - Self-fulfilling Prophecy
  - Interviews and the Conducting of Campus Visits
  - Post Interview Assessment

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### Guidelines for Reporting and Investigating Suspected or Known Fraud, Waste, Abuse and Other Improprieties

#### South Texas College

**Title:** Guidelines for Reporting and Investigating Suspected or Known Fraud, Waste, Abuse and Other Improprieties

**Source:** South Texas College

**Addl Info:** [http://hr.southtexascollege.edu/forms/policies/policies_reporting_fraud_procedures.pdf](http://hr.southtexascollege.edu/forms/policies/policies_reporting_fraud_procedures.pdf)

**Abstract:**

South Texas College (STC) is committed to creating an environment where fraud, waste, abuse and other improprieties are not tolerated. All STC employees are responsible for complying with the board policies that govern their conduct and ensuring that all resources entrusted to them are used ethically, prudently, and for their designated purpose.

In addition, to ensure that STC resources are used appropriately, managers and supervisors are responsible for educating employees about proper conduct, creating an environment that deters dishonesty and maintaining internal controls that provide reasonable assurance of achieving management objectives and detecting dishonest acts. Furthermore, managers and supervisors must be cognizant of the risks and exposures inherent in their area of responsibility and be aware of symptoms of fraud, abuse and other improprieties, should they occur.

This procedure establishes a uniform method for reporting fraud, abuse and other improprieties against the College.
### BEST PRACTICES - Sub/co-Areas

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<tr>
<th>Dept Name</th>
<th>Office of Information Technology</th>
<th>Co Area: Inspector General</th>
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<tbody>
<tr>
<td>Title:</td>
<td>IT Security Best Practices</td>
<td></td>
</tr>
<tr>
<td>Source:</td>
<td>Wayne State University</td>
<td></td>
</tr>
<tr>
<td>Abstract:</td>
<td>This is a site under the Office of Internal Audit. The following is a list of best practices that were identified to develop, identify, promulgate, and encourage the adoption of commonly accepted, good security practices. They represent 10 of the highest priority and most frequently recommended security practices as a place to start for today's operational systems. These practices address dimensions of information security such as policy, process, people, and technology, all of which are necessary for deployment of a successful security process. This initial set of practices is targeted toward executive leadership in industry. When adopted, these practices catalyze a risk-management-based approach to ensuring the survivability and security of critical information assets.</td>
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<tr>
<th>Dept Name</th>
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<th>Co Area: Inspector General</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Auditor's Role in Research Compliance</td>
<td></td>
</tr>
<tr>
<td>Source:</td>
<td>University of Florida</td>
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<tr>
<td>Addl Info:</td>
<td><a href="http://apps.research.ufl.edu/research/training/ppt/SPT005.0_RATS-RACOC.ppt">http://apps.research.ufl.edu/research/training/ppt/SPT005.0_RATS-RACOC.ppt</a></td>
<td></td>
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<tr>
<td>Abstract:</td>
<td>Auditor: a friend or a foe? Find out what your university auditors consider to be high-risk issues in sponsored research administration and accounting. There will be a discussion of audits performed, summary of common issues and findings and proactive best practices in higher education. Joining forces for educational, and compliance oversight activities involving research administration?</td>
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For additional information, contact Dianne Parkerson, parkerso@fau.edu
### BEST PRACTICES - Sub/Co-Areas

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<tr>
<th>Dept Name</th>
<th>Facilities/Facilities Planning</th>
<th>Co Area: Institutional Effectiveness</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Assessment Tools - Documentation Templates</td>
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<tr>
<td><strong>Source:</strong></td>
<td>University of West Georgia</td>
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<tr>
<td><strong>Addl Info:</strong></td>
<td><a href="http://www.sacubo.org/awards/bestpractices/archive/2009bp/">http://www.sacubo.org/awards/bestpractices/archive/2009bp/</a></td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>Based on previous assessment experiences with SACS, Georgia Ogletorpe Award Inc., and the APPA Award of Excellence, Campus Planning and Facilities at the University of West Georgia flexed their IT training and abilities in developing an electronic documentation template to serve as a key referral resource for a system-wide peer review as well as an EPA audit. The template proved to be instrumental in providing examiners timely accessibility to the required documentation in advance of the audits, so that more time could be spent on inspections and interviews. In addition to cost savings on multiple paper copies of numerous documents, postage, and administrative fees, having the template on the department’s website also improved examination efficiency.</td>
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<th>Dept Name</th>
<th>Student Health Services</th>
<th>Co Area: Office of Information Technology</th>
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<tr>
<td><strong>Title:</strong></td>
<td>Improving Pharmacy Services</td>
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<tr>
<td><strong>Source:</strong></td>
<td>Penn State University</td>
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<tr>
<td><strong>Addl Info:</strong></td>
<td><a href="http://qualityspotlight.psu.edu/uhs/index.html">http://qualityspotlight.psu.edu/uhs/index.html</a></td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>The pharmacy at University Health Services fills 500-800 prescriptions a day. The staff works in a small area and, with no opportunity to increase space, increasing staff was not an option. Turnaround time, from the time a prescription was received to the time it was filled, was too high. Additionally, timely communication with customers was difficult. University Health Services took a two-pronged approach to the challenge. First they used technology to increase the opportunities for patients to ask questions and submit prescriptions. Their customers can use their touchtone phones to request refills of prescriptions. The can also submit refill requests and ask prescription related questions online 24/7. Second, the pharmacy implemented an automated, robotic system to do the manual work of placing medication in bottles and preparing labels. The pharmacy staff verifies the contents afterward. This change reduced the time and increased the accuracy of filling prescriptions, as well as increasing staff satisfaction.</td>
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http://www.sa.psu.edu/uhs/pharmacy/pharmacy.cfm

For additional information, contact Dianne Parkerson, parkerso@fau.edu
Many colleges lack music-piracy policies, according to a report by a group of college officials and music-industry leaders. Colleges that have adopted such policies use a variety of approaches, from blocking all file sharing to requiring students to sign a pledge that they will honor copyright laws.

A report cites with approval the aggressive efforts by a number of institutions to educate students about the risks of trading copyrighted music. Among them are a software program at the University of Florida that attempts to block all peer-to-peer transfers; a series of educational videos and radio spots at the University of Wisconsin at Madison; and a requirement at Purdue University that students sign an acceptable-use policy before they are given access to campus computer networks.
Hollywood Hits the Phones to Quiz Colleges About File Sharing

In recent weeks senior officials of the Motion Picture Association of America have been telephoning and e-mailing technology officers, student-life supervisors, and general counsels at colleges across the country. Industry representatives have called administrators at 79 colleges where, MPAA officials say, online movie trading is rampant. They plan to get in touch with 61 more institutions, according to James W. Spertus, the association's vice president for anti-piracy operations.

During the phone calls and in the e-mail messages, industry officials ask college administrators what steps they are taking to warn students against movie piracy. The officials encourage institutions to strengthen their existing educational strategies or adopt new ones, like putting anti-piracy fliers in student-orientation packets, hanging posters in student unions, and asking students to sign fair-use agreements before they get access to campus Internet accounts.

The industry representatives offer to provide the colleges with posters and brochures, as well as copies of a best-practices guide prepared this year by the Joint Committee of the Higher Education and Entertainment Communities, a group of college administrators and movie and recording-industry executives that has studied file swapping on campus networks.

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<tr>
<th>Dept Name</th>
<th>Student Affairs</th>
<th>Co Area: Office of Information Technology</th>
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<th>257</th>
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<tbody>
<tr>
<td>Abstract:</td>
<td>May 2005 - In recent months the Business Software Alliance, a trade group of software manufacturers, has sent letters to college administrators across the country, encouraging them to distribute brochures and bookmarks -- the paper kind -- that make the industry's case against software piracy. The materials are part of an educational campaign that the trade group developed in October. This month Marquette University became the first institution to sign up for the program, which will begin in earnest on the campus in the fall. Marquette officials decided to participate in the program because they would rather teach students about computing ethics than offer them subscriptions to a legal file-swapping service. Already, university officials have sent e-mail messages to students and faculty members informing them of the campaign, called &quot;Define the Line,&quot; and encouraging them to visit its Web site. They have also distributed more than 8,000 bookmarks promoting the campaign in campus stores and, occasionally</td>
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Following the lead of Pennsylvania State University -- which last fall signed a deal with Napster, the popular online music library -- more than 20 colleges and universities now offer students a chance to subscribe to legal music services, either free or at significant discounts. Music-industry executives and lawmakers have endorsed such measures. Colleges that are serious about discouraging music piracy, proponents of the services say, should provide students with a credible alternative to KaZaA, Grokster, and other peer-to-peer networks that can be used to trade music files illegally.

As a trio of young women chat over coffee, one says she's considered signing up for Cdigix, a legal online music library that made its debut on the campus this fall. Through a deal that Rochester Institute of Technology struck with the company, students can get access to Cdigix's library of about one million songs for $2.99 a month.

Penn State and RIT represent the two models that have emerged for bringing legitimate music services to campuses. There is a distinction between the universities' tactics: Penn State forked over tens of thousands of dollars so that students could use Napster at no charge, while RIT paid almost nothing to bring Cdigix to campus, reasoning that many students would be willing to pay discounted fees to download music legally. Cdigix works exclusively with colleges and universities.

Emory University, was lauded for its aggressive education efforts in a best-practices report released in March by Mr. Spanier's ant-piracy committee. Emory had conducted a pair of poster campaigns -- one designed to reach students, one for faculty and staff members -- warning underground-network users of industry lawsuits and potential computer-security problems. Administrators also placed ads in the campus newspaper, started a newsletter about the institution's ant-piracy policies, and e-mailed students on the subject.
Energy: Efficiency Measures

Steps taken to reduce energy: purchasing energy efficient computers and peripherals, configuring energy management options on all machines, and raising environmental awareness by producing instructional pamphlets and online resources, which offer green computing guidelines for students, faculty, and staff. Additionally, we worked to reduce the environmental impact of our paper use by distributing printers capable of duplex printing, and purchasing 100% recycled paper. Colby also donates usable older computers, while unusable equipment is properly disposed of in environmentally responsible ways. These initiatives have been successful in reducing electricity demand and resource waste.

The EPA has estimated that using the ‘sleep mode’ on computers nationwide would reduce their energy use by 60% to 70%. This could save enough electricity each year to power Vermont, New Hampshire and Maine, cut electric bills by $2 billion, and reduce CO2 emissions by the equivalent of five million cars. We felt that if the Colby community turned its printers and computers off overnight and on weekends, over $42,000 could be saved annually.

On-Line Student Registration Override Request System

Utilize Banner
To give students a central location for making requests for permits, etc.
To give departments an easy mechanism for approving, denying, and tracking requests
To provide automatic e-mails to students regarding the requests
To provide data to track advisors’ time

For additional information, contact Dianne Parkerson, parkerso@fau.edu
**BEST PRACTICES - Sub/Co-Areas**

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<tr>
<th>Dept Name</th>
<th>University Wide</th>
<th>Co Area: Office of Information Technology</th>
<th># 707</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Computer Security - What to do when traveling</td>
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</tr>
<tr>
<td>Source:</td>
<td>Purdue University</td>
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</table>
| Abstract:  | 1. When traveling, carry your notebook computer with you at all times. Do not check it with luggage, leave it in a hotel, or in a car. These are not secure locations. If you cannot do this, then do not take your computer.
2. Always use the VPN system when logging in to Purdue networks. More Information
3. If you log in to your computer in an unsecured place (such as a public area), change your password once you have returned to the safety of a secure location. More Information Behaviors
1. Never use free kiosks or Internet café computers to log in to Purdue accounts. More Information
2. Never log in to Purdue accounts without using VPN.
3. Never leave your computer unattended. |                                      |       |

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<th>Dept Name</th>
<th>University Wide</th>
<th>Co Area: Office of Information Technology</th>
<th># 758</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Microsoft Offers Free &quot;Best Practice&quot; Advice</td>
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<td>Source:</td>
<td>Microsoft</td>
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| Abstract:  | Road to Know Where
PRACTICAL ADVICE:
- Preparing for Vacation Best Practices - Prepare for your vacation so and work continues while you are gone and your return is as smooth as possible.
- Computer Maintenance Best Practices - Keep your computer working at peak performance and protect it with the latest security updates.
- Power Management Best Practices - Reducing your computer’s power consumption will prolong battery charge or lower your company’s electric bill.
- Printers Best Practices - Learn about and use advanced printing features to save time and money and print securely.
SECURITY:
- Secure Your Computer Best Practices - Take steps to guard against intrusion, protect your data and prevent virus infections.
- Protecting Your Laptop Best Practices - Secure important data and take precautions to prevent theft.
- Secure Your Network Access Best Practices - Prevent unauthorized network access by protecting your smart card and network credentials.
- Create Strong Passwords Best Practices - Create strong passwords to help stop hackers from accessing the corporate network. |                                      |       |

For additional information, contact Dianne Parkerson, parkerso@fau.edu
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<tr>
<th><strong>Dept Name</strong></th>
<th>Controller’s Office - Property</th>
<th><strong>Co Area</strong>: Office of Information Technology</th>
<th># 1006</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Removing Data from Computer and Electronic Storage Devices</td>
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<td><strong>Source</strong></td>
<td>University of North Carolina</td>
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<td><strong>Addl Info</strong></td>
<td><a href="https://help.unc.edu/6411">https://help.unc.edu/6411</a></td>
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<tr>
<td><strong>Abstract</strong></td>
<td>Computers and other electronic devices store information on a variety of media. It is important to ensure that all licensed software and all University confidential (e.g., classified as internal use, restricted, or restricted-health) information is securely removed from such devices before ownership is transferred. Examples of electronic storage equipment include disk drives found inside computers, external disk drives, CD-ROMs, Zip disks, USB Flash drives, and memory cards.</td>
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<th><strong>Dept Name</strong></th>
<th>Division of Research</th>
<th><strong>Co Area</strong>: Office of Sponsored Research</th>
<th># 339</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>A Guide to Best Practices in Human Subjects Research</td>
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<tr>
<td><strong>Source</strong></td>
<td>Bucknell University</td>
<td></td>
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<tr>
<td><strong>Abstract</strong></td>
<td>This document is intended to provide guidance for students and faculty who conduct classroom exercises that involve human subjects. Such exercises are presumed to involve only minimal risk to the subjects, that is, risk that is no greater than subjects would encounter in their everyday lives. If you anticipate that a planned classroom exercise will involve more significant risks, or if there are unique or idiosyncratic elements to your project that do not conform to the descriptions in this document, you should consult first with your departmental representative to the Institutional Review Board (IRB). If your department does not have a standing representative, you may consult with the IRB representative in a closely related department, or contact the Chair of the IRB at 577-3623 (<a href="mailto:rackoff@bucknell.edu">rackoff@bucknell.edu</a>).</td>
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<th># 455</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Best Practices for Obtaining Grants</td>
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<tr>
<td><strong>Source</strong></td>
<td>Berkshire Community College</td>
<td></td>
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<tr>
<td><strong>Abstract</strong></td>
<td>Why are some companies and organizations more successful than others in obtaining training and other types of grants? Some of the best practices for successful grant applications were outlined in a recent workshop sponsored by the Berkshire County Regional Employment Board. They include: Is this a good fit? Take a close look at the grant's mission statement and goals to see if your own employer's mission matches well.</td>
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**BEST PRACTICES - Sub/Co-Areas**

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<tbody>
<tr>
<td>Title:</td>
<td>Grant Development Guide</td>
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<tr>
<td>Source:</td>
<td>Mount Wachusett Community College</td>
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<tr>
<td>Abstract:</td>
<td>The role of the institutional advancement (IA) office is to assure Mount Wachusett Community College’s growth, viability, and competitive advantage. IA builds an annual grant development agenda, driven by the college’s strategic priorities, to seek and obtain external funding support that will enhance the work done at the college in:</td>
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<td>- Upgrading current programs;</td>
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<td></td>
<td>- Developing new academic programs;</td>
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<td>- Attracting new faculty and students;</td>
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<td></td>
<td>- Providing new educational opportunities;</td>
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<td>- Improving teaching and access to teaching resources;</td>
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<td>- Promoting and enhancing diversity;</td>
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<td>- Adding and improving resources; and</td>
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<td></td>
<td>- Supporting community service activities.</td>
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Also see THE GRANT DECISION MAKING MATRIX - [http://www.mwcc.mass.edu/PDFs/matrix.pdf](http://www.mwcc.mass.edu/PDFs/matrix.pdf)
**BEST PRACTICES - Sub/Co-Areas**

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<tr>
<td>Title:</td>
<td>Ethics - Human Subjects - Best Practices</td>
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</tr>
<tr>
<td>Source:</td>
<td>University of Toronto</td>
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<td>Addl Info:</td>
<td><a href="http://www.research.utoronto.ca/for-researchers-administrators/ethics/">http://www.research.utoronto.ca/for-researchers-administrators/ethics/</a></td>
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<tr>
<td>Abstract:</td>
<td>The Ethics Review Office (ERO) is responsible for providing the support and resources necessary to uphold the highest ethical and regulatory standards of research involving human or animal subjects, or using biohazardous materials at the University of Toronto. We are here to assist faculty members, staff and students through the ethical review process, from the preparation of a protocol submission to the final approval of the research and beyond. We also facilitate the review process conducted by our five Research Ethics Boards (REBs), six Local Animal Care Committees (LACCs), University Animal Care Committee (UACC), and help to develop and enforce policies and procedures at the university which are in compliance with national and international guidelines. Finally, we are here as a resource to all university researchers in understanding the why's and how's of research ethics and ethics review. The site covers - Human Subjects Animal Subjects Application Forms Biohazardous Materials Contacts</td>
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<tr>
<td>Title:</td>
<td>Overview of Research Ethics at Griffith University</td>
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<tr>
<td>Source:</td>
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<td>Addl Info:</td>
<td><a href="http://www.griffith.edu.au/or/ethics/humans/content_overview.html">http://www.griffith.edu.au/or/ethics/humans/content_overview.html</a></td>
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<tr>
<td>Abstract:</td>
<td>In accordance with the National Statement of Ethical Conduct in Research Involving Humans, the University has established the Griffith University Human Research Ethics Committee (HREC). This committee is responsible for considering applications for ethical clearance, monitoring the conduct of approved protocols, and advising the institution on the formulation of policies and guidelines for this area. The previous 5 years have seen a rapid pace of change in the regulation of human research ethics in Australia. During the same period the volume and complexity of human research within the institution has increased. In light of concerns expressed by some researchers and a desire to ensure that the University's research ethics arrangements will keep pace with international best practice, the former Deputy Vice-Chancellor initiated a wide-ranging review of the University's arrangements. The Review report made a number of significant recommendations that were accepted by the Academic Committee at its 11 September meeting, 2003.</td>
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### Best Practices for Ensuring Quality Care of Research Animals

**University of California San Francisco**

http://www.iacuc.ucsf.edu/Policies/lf_iacuc_bestpractice_trifold.pdf

Conducting high-quality research is essential to UCSF’s mission of advancing human health. Animal research in particular is highly regulated, and UCSF is committed to full compliance with all regulatory agencies and oversight groups. Beyond what laws and regulations dictate, we recognize that laboratory animals are living creatures that deserve to be treated with care and compassion.

In fact, UCSF is dedicated to becoming the national model for animal research and care. To that end, this brochure outlines the best practices possible for ensuring the well-being of our animals and to maximizing their comfort and welfare.

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### Developing a Grant Budget

**University of Wisconsin Colleges**

http://www.uwc.edu/administration/academic-affairs/grants/writing/budget/

Budget preparation varies greatly from project to project. All Request for Proposals (RFP) require some type of budget presentation. Budget items should match up exactly with the project activities, goals, and objectives being proposed. Eliminate budget amounts that cannot be justified by your proposed activities. Realistic figures go a long way toward convincing readers and project officers that your organization is reliable and can do the job. For example, an on-campus project that requires minimal travel should not include a $1,000 travel line item.
Accounts Payable and Sarbanes-Oxley

Chapters
1. Sarbanes-Oxley: How It Applies to Accounts Payable
2. Compliance Alternatives: Outsourcing and the COSO Framework
3. Invoice Processing
4. Checks
5. Purchasing Cards
6. Electronic Payments: Alternatives to the Paper Check
7. Travel and Entertainment Expense Processing
8. Unclaimed Property (Escheat)
9. 1099s and Other IRS-Related Information Reporting
10. Sales and Use Tax
11. Fraud Prevention Controls
12. Documentation Needed to Conform to the Act
13. Overall Guidelines for Conforming to the Act

Appendices
A. Sarbanes-Oxley Act of 2002
B. Segregation of Duties
C. Blank Cejcl Stock Security Features
D. Demographic of Purchase Card and Sarbanes-Oxley Survey
E. Independent Contractor or Employee - 20 Questions
Institutional Benefits

The purpose of the Safety Alert Program was to enhance awareness and protect American University Physical Plant staff and contractors during the performance of routine, preventive maintenance and emergency tasks in mechanical and electrical rooms. The program supported in-house staff and contractors in four major areas: safety awareness, equipment labeling, training, and information accessibility. The following are specific benefits:

1. The drawings explained basic safety awareness for each location.
2. The drawings showed the mechanical and electrical equipment in a spatial relationship to the room.
3. The drawings showed specific locations for controlling of electrical and mechanical equipment.
4. Tables of mechanical equipment showing name, type, function, and closest disconnect.
5. The relabeling of all associated equipment (such as the piece of equipment and its electrical disconnect).
6. The new numbering scheme shows the type, location, and sequential number by the floor where the equipment is located.

The site continues by saying the Safety Alert Program can be adapted for use by any institution and lists each of the general steps in the process.

There have been no major accidents in our mechanical/electrical rooms since the inception of the Safety Alert Program and we are confident that the overall university safety program and the Safety Alert Program were responsible for our excellent record and our accident free environment.
In response to the release of the study Environmental Impact of Computer Information Technology in an Institutional Setting: A Case Study at the University of Guelph the ISC struck a Green Computing Task Group to review policies, guidelines and practices at the University of Guelph with respect to the purchase, use and disposal of computers, in order to make recommendations that would mitigate the environmental impacts of computing on campus. Computers are defined as desktop units which typically include; central processing unit, monitor, keyboard, mouse and external speakers; and laptop and notepad computers which include all of the above components in a single unit.

Specific Objectives:
* identify green computing best practices at other universities and in other sectors
* benchmark the University of Guelph against these best practices
* examine the need for and nature of computing procurement guidelines
* identify energy conservation strategies and practices
* identify equipment disposal procedures
* recommend a campus awareness program
The University of California has embraced the goal of sustainability and is transforming its business practices to reduce its environmental impact and fight global warming. By cutting waste and improving efficiency, UC’s sustainability initiatives demonstrate the University’s commitment to wise stewardship of state resources. In June 2004, President Dynes issued detailed guidelines for the Policy on Green Building Design and Clean Energy Standards. This comprehensive policy established the university as a leader in promoting environmental stewardship among institutions of higher education.

In January 2006, the policy was expanded to include sustainable transportation practices and greenhouse gas emissions reductions. In March 2007, the policy was further extended to cover the areas of climate protection practices, green building renovations, sustainable operations and maintenance, waste reduction and environmentally preferable purchasing. With the most recent expansion, the policy's name was revised to Policy on Sustainable Practices.

Best Practice Case Studies - http://www.universityofcalifornia.edu/sustainability/enrg_bestprac.html

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**Dept Name**: Police  
**Title**: The 180 SAFE Ride - A Best Practice in Traffic Safety Marketing and Community Partnerships  
**Source**: Florida State University  
**Addl Info**: http://www.sacubo.org/awards/bestpractices/archive/2008bp/

**Abstract**: The 180 SAFE RIDE is a 12-day, 1200 mile bicycle tour around Florida to increase awareness regarding impaired driving, seatbelt safety, and the SAFE (Stay Alive From Education) Street Smart Program. The 180 SAFE Ride demonstrates that through a collaborative effort, public safety, citizens, businesses, and educational institutions can construct and execute a significant crime prevention campaign. Specifically, the 180 SAFE Ride fielded eight cyclists and several support crews to complete a journey around the state, stopping in major cities to draw media attention in a competitive market. The ride seized upon the element of human drama and determination to capture interest, thereby allowing a means to convey the central traffic safety message.

The 180 SAFE Ride launched the idea of community crime prevention partnerships to a level never attempted before in law enforcement. Development and implementation of a statewide traffic awareness campaign at no cost to the central spearheading law enforcement agency is nearly a full time job in itself. However, when the message is so critical, clear, and impacting upon every person and entity involved, enthusiasm gives rise to important partnerships, funding, and effort.

The 180 SAFE Ride is marked to be the gold standard for a traffic safety marketing campaign.

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For additional information, contact Dianne Parkerson, parkerso@fau.edu
### OIT - Telecommunications

**Title:** Emergency Phone Program  
**Source:** Florida State University  

**Abstract:** Testing and maintenance of University emergency phones was haphazard at best, utilizing Police Officers’ random observations and testing of phones and emergency lighting on blue light stations throughout campus. Telephone problems were reported to the Florida State University Office of Telecommunications while lighting and electrical problems were reported to FSU Facilities, Operations & Maintenance. Reporting was random and inconsistent due to their much higher priority of law enforcement.

In 2003, the emergency phone program technician implemented two different types of monitoring software to monitor the two types of emergency phones on campus at that time: Code Blue and Talk-a-Phone.

Campus standards for emergency phone outages have been implemented and are quite strict in the interest of the safety expectations of our community. Campus elevator phones are now considered part of the emergency phone program as well.

### Controller's Office - A/P

**Title:** Create Direct Purchases Interfaces to Suppliers  
**Source:** Book by Steven M. Bragg  
**Addl Info:** Check local library for book

**Abstract:** A common practice when purchasing is to issue a separate purchase order to a supplier whenever a company wants to buy additional items. One solution to this problem is to consolidate all the purchase orders into a single large one that covers a long time period, which is called a blanket purchase order. This best practice is described later in this chapter in the "Use Blanket Purchase Orders" section. Though an excellent approach, it is sometimes possible to eliminate the purchase order entirely by using a direct purchase interface to a supplier.

This best practice involves creating a computer or fax linkage to a supplier, so that employees can order supplies directly from the supplier. By doing so, the purchasing staff does not have to become involved in any purchases and the accounts payable staff does not have to match any purchase orders to supplier invoices, thereby saving time in two departments. Though a clear efficiency improvement, this approach must be used with care because it eliminates some control over purchases. Accordingly, it is usually only used for the purchase of small-dollar items that are bought on a repetitive basis.

Good examples of suppliers that might be used for this approach are office or maintenance supply vendors. In these cases, a company can create a standard form that only includes certain products. Employees are allowed to fill out the form with any quantity they want (within reason) and fax or mail it to the supplier, which uses it as authorization to send goods to the company. A more advanced version of this format is to set up the form on e-mail or on an electronic form directly linked to a supplier’s customer orders database. By using a preset form for ordering, a company can effectively curtail purchases to a few pre-selected items that do not require further control.
### Best Practices - Sub/Co-Areas

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<tr>
<th>Dept Name</th>
<th>Controller's Office - A/P</th>
<th>Co Area: Purchasing Department</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Directly Enter Receipts into Computer</td>
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<tr>
<td>Source:</td>
<td>Book by Steven M. Bragg</td>
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<td>Addl Info:</td>
<td>Check local library for book</td>
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| Abstract:                 | Enter receipts directly into the computer system, rather than forwarding receiving documents to the accounting department for manual matching to the supplier invoice. This approach has the advantage of instant communication of receipts to the accounting staff, since an entry into the accounting database at the receiving dock will be instantly transmitted to the accounting staff. The accounting software can then compare received amounts to the purchase order (which is usually entered into the computer already). All that is left for the accounting staff to do at this point is to enter the purchase order number listed on the supplier’s invoice into the computer to see what quantity has been received and how much has not yet been paid. By taking this approach, the bulk of the accounts payable matching process is eliminated. |}

### Financial & Operational Controls Best Practices

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<tr>
<th>Dept Name</th>
<th>Controller's Office</th>
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<tr>
<td>Title: Financial &amp; Operational Controls Best Practices</td>
<td>Co Area: Purchasing Department</td>
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<tr>
<td>Source: Harvard University</td>
<td># 281</td>
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<tr>
<td>Addl Info: <a href="http://vpf-web.harvard.edu/rmas/best_practices.html">http://vpf-web.harvard.edu/rmas/best_practices.html</a></td>
<td>Bests Practices provided by Risk Management and Audit Services, covering -</td>
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</table>
| Abstract: Petty Cash
Account reconciliation
Cash and check receipts
PCard
Travel and reimbursement

Includes links to their policies
(Also given to Purchasing)
### Accounts Payable Best Practices - P-Cards

**Book by Mary S. Schaeffer**

Check local library for book

This appears to be a very good book. Each section gives background information, best practices, almost best practices, reality checks, worst practices and a case study.

**Chapter 5 P-Cards**
- Design of the P-Card Program
- Establishing Procedures
- Setting Controls
- Increasing Usage
- 1099s and P-Cards
- Terms
- Rebates

Case Study: P-Cards Improve Accounts Payable Process at PETsMAR, Rock- Tenn., and Rouse

### Office of Business Services Best Practices

*Kentucky Community and Technical College System*

http://www.sacubo.org/awards/bestpractices/archive/2009bp/

The goal was to break down obstacles causing processing inefficiencies with specific focus on the things being done correctly, timely and efficiently. Further, attention would focus on improving operations by publishing and communicating metrics for the areas of Accounting, Accounts Payable, Purchasing and Payroll. For each area, emphasis was placed on doing things right the first time versus having to do rework and to share those positive practices KCTCS wide for others to observe and apply within their own unit/college as a means of process improvement locally and system wide. Additionally, this initiative was used to bring recognition to the great work that was (is) being accomplished on a day-to-day, day-in-day-out basis throughout KCTCS. Lastly, this initiative was a result of the KCTCS system office facing regular complaints, a lack of good communication, and overall inefficiencies with processing within the areas of Accounting, Accounts Payable, Purchasing and Payroll.

Some of the by-products of the Best Practice Awards were: 1) friendly competition; 2) showcasing of the pride employees have and take in their work, and 3), the fact that all colleges stepped up (and stepped up big) to the challenge.
The document contains two sections on best practices:

### Section 1:控制器的办公室 - 旅行

**Title:** Travel Best Practices  
**Source:** University of Pennsylvania  
**Abstract:**
- Travel Best Practices - Traveler
- Travel Best Practices - TAC holder
- Travel Best Practices - Higher Level Approver

### Section 2:物理工程 - 运输

**Title:** Best Fit Vehicle Selection Process  
**Source:** University of Nebraska  
**Abstract:**

Transportation Services is a self-supporting department within the University of Nebraska – Lincoln’s Business and Finance division that seeks to provide quality vehicles and other automotive related services at economical pricing. As a result of significant increases in fuel costs, this department has explored a number of alternatives to address the needs of renting departments while giving a high degree of consideration to fuel economy and to what vehicle may provide the best fit for the intended departmental use.

This proposal describes four recent major changes that are scheduled to produce fuel cost savings, lower overall life cycle costs, and provide better service for departmental customers. Large utility vans used by maintenance personnel have been exchanged for PT Cruiser models with functional interior space and higher residual values. Mid-sized sedans have been replaced with subcompact cars in the intracampus courier fleet. Two changes in renting customers third-party vehicles for demand "spikes" have resulted in cost savings and more efficient rental processing.

By reexamining the criteria used for vehicle fleet renewals and replacements, the University Of Nebraska-Lincoln has met the programmatic needs of its campus customers while driving down the demand for fuel. Other CACUBO institutions would be well served to critically dissect their in-house transportation operations, choosing environmentally-friendly vehicle options where available to satisfy client expectations.

For additional information, contact Dianne Parkerson, parkerso@fau.edu
### BEST PRACTICES - Sub/Co-Areas

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<tr>
<th>Dept Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Admissions</td>
<td>&quot;New Dawg&quot; Enrollment Checklist</td>
<td>University of Georgia</td>
<td>Registrar's Office</td>
<td>897</td>
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<td>Several offices on the campus of the University of Georgia heard comments from incoming students about the difficulties they were experiencing in finding a comprehensive list of items which needed to be completed prior to enrollment. Representatives from the University’s offices of Admissions, Housing, Student Financial Aid, Student Accounts and Auxiliary Services met for nearly a year to determine content and fine-tune the significant programming required for implementation. The collaborative effort of the team resulted in an electronic document—the “New Dawg” Enrollment Checklist—which is easily accessible from many home pages and which provides a one-stop shop for everything required to complete the enrollment process.</td>
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<tr>
<td>Business Services</td>
<td>Combining Electronic Class Registration and Textbook Ordering</td>
<td>University of Georgia</td>
<td>Registrar's Office</td>
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<td>The University of Georgia determined that the process of electronic registration by its students for each semester’s class schedule could be enhanced by connecting the computer data base of the Registrar’s Office to the text book data base of the Bookstore. This would enable the student body to choose their required text selections at the same time that they completed the registration process. Bookstore management provided a software program of inventory availability to the University Registrar’s Office; and working with representatives of each organization’s software designers, a compatible interface was created. This has allowed the data base of the text book inventory to display to the registering student the exact match for his or her class choice as identified by the teaching instructor, via their adoption orders. The student has the option to order the text book requirement for each class in either new or used edition, and have the books either delivered or made available for pick up at the Bookstore.</td>
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<tr>
<td>Division of Research</td>
<td>Research Park as Economic Engine: A Case in Best Practices</td>
<td>Wordpress.com - Michael Cecire</td>
<td>Research Park</td>
<td>989</td>
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<td>Designing a great, economically productive research park is an exercise closely intertwined with behavioral economics, believe it or not. By the end of this, you will understand why.</td>
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For additional information, contact Dianne Parkerson, parkerso@fau.edu

11/2/2012
### BEST PRACTICES - Sub/Co-Areas

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<tr>
<th>Dept Name</th>
<th>Co Area: Student Affairs</th>
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<tbody>
<tr>
<td>Human Resources</td>
<td># 461</td>
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<tr>
<td><strong>Title:</strong> Establishing a Tobacco-Free Policy on Campus: The OTC Story</td>
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<tr>
<td><strong>Source:</strong> Ozarks Technical Community College</td>
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<td><strong>Addl Info:</strong> <a href="http://search.otc.edu/search?q=cache:PFub-gO7fuYJ:www.otc.edu/Documents_Tobacco_Free/TY1Fixedenlarged.ppt+Establishing+a+Tob">http://search.otc.edu/search?q=cache:PFub-gO7fuYJ:www.otc.edu/Documents_Tobacco_Free/TY1Fixedenlarged.ppt+Establishing+a+Tob</a></td>
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<td><strong>Abstract:</strong> A completely tobacco-free campus is still almost unheard of. This is not to say that policymakers, students, and staff are unaware of the inherent problems and debris of tobacco use on campus, it has just seemed an insurmountable problem to date. Ozarks Technical Community College (OTC) in Springfield, Missouri took the leap to eradicate tobacco use from the college grounds in fall of 2003 after much consideration and planning, and upon reaching the conclusion that it was just the right thing to do.</td>
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<th>Dept Name</th>
<th>Co Area: Student Affairs</th>
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<td>Academic</td>
<td># 586</td>
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<tr>
<td><strong>Title:</strong> Academic Misconduct - Plagiarism</td>
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<tr>
<td><strong>Source:</strong> La Trobe University (Australia)</td>
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<td><strong>Addl Info:</strong> <a href="http://www.latrobe.edu.au/students/fbel/faculty-resources/administration-and-policy/academic-misconduct-policy.html">http://www.latrobe.edu.au/students/fbel/faculty-resources/administration-and-policy/academic-misconduct-policy.html</a></td>
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| **Abstract:** La Trobe University regards academic honesty as the foundation of teaching, learning, and research. It requires its academic staff and students to observe the highest ethical standards in all aspects of academic work. 

As a response to a perceived increase in plagiarism in the general academic community, Academic Committee has asked a Working Party to thoroughly review the University's policy on plagiarism and other forms of academic misconduct. The Working Party accepts that new students may not understand fully appropriate referencing and acknowledgment of the work of others and recommends that new students be educated comprehensively in these aspects. There should also be detailed information available to students on plagiarism. Clear and mandatory procedures have been defined for staff and alleged cases of serious plagiarism will be handled by two committees. Penalties for plagiarism should be considerably strengthened, involving in serious cases suspension from the University. It is suggested that better education of students about referencing and plagiarism, together with strong penalties, will decrease substantially the incidence of plagiarism. |
Justin Bates makes the rounds on his campus carrying a sack of light bulbs. They are compact fluorescent models — the kind that use less energy than the standard incandescent ones found in many dorm rooms.

Bates, a senior at Williams College, heads an environmental student group that has spent recent months distributing 1,000 of the fluorescent bulbs.

“It allows us to make a difference with an energy footprint, and it gives us the chance to have discussions with students about global warming and energy consumption,” Bates said.

More than a year ago, Bates helped form a group of students and faculty who were concerned about Williams’ energy consumption, which had increased 50 percent over the past 15 years. During that time, the college’s greenhouse gas emissions increased 44 percent. A petition asking Williams administrators to mitigate the college’s effects on global warming received hundreds of signatures, spurring Morton Schapiro, Williams’ president, to form a faculty and student Climate Action Committee.

Bates, the Williams student, said the college’s energy plans cannot work without student participation. His group is sponsoring competitions and awarding prizes for dorms that conserve the most energy. And he is working with Gardner on a proposal to ban or limit the use of dorm miniature fridges — which, Bates said, are a major energy drain.
### When a Student Dies

Sad as it is, a truth of the matter is that as long as there have been students, there have been student deaths. The public protocol is depressingly familiar: The public statement of condolence, the parade of grief counselors, the on-campus memorial service. But behind the scenes, the gears typically grind into overtime duty, as institutional leaders try to balance the need to tell all students what happened with the need to respect privacy rights, and the sometimes conflicting needs of campus friends of the deceased and family members arriving on campus. Because, as anyone whose been left to tie the innumerable loose ends following the death of a loved one can tell you, all those little details of living — the outstanding bills, the library fines, the glossy solicitations for donations — can prove unbearable for a family dealing with grief, perhaps particularly so when the death is utterly unexpected.

And, of course, on top of all that, there are often ongoing police investigations to deal with, safety precautions to adopt, and sometimes even campus health emergencies that must be confronted promptly, and with authority.

Excellent information.

### Mentoring in Higher Education: Best Practices

Mentoring in Higher Education: Best Practices focuses on models of effective mentoring that can be used for staff development and also what administrators and faculty can do to work effectively with diverse student populations in order to promote high levels of student academic success.

This book describes the significance of best mentoring practices in academic institutions and is designed as a resource for boards and presidents, chancellors, faculty, affirmative action officers, administrators of mentoring programs, academic affairs officers, student counselors, and participants in mentoring programs.

The book also proposes strategies for improving the effectiveness of existing and new programs in mentoring that were designed to increase retention and graduation rates of all students, with emphasis on “students of color.”

**For additional information, contact Dianne Parkerson, parkerso@fau.edu**
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<tr>
<th>Dept Name</th>
<th>Space Utilization &amp; Analysis</th>
<th>Co Area: Student Affairs</th>
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<tr>
<td>Title:</td>
<td>Space Management: Maximizing accessibility of on-Grounds facilities and instructional spaces at the University of Virginia</td>
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<td>Source:</td>
<td>University of Virginia</td>
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<td>Abstract:</td>
<td>At the University of Virginia, a team was formed to examine a wide range of student programming issues and envision an environment supporting student participation in extracurricular activities. One recommendation streamlined a method for faculty, staff and students to request space for events. Over the course of four years, and utilizing the National Association of University Business Officers (NACUBO) Business Process Redesign (BPR) methodology, three teams were successful in implementing an on-line space reservation system. The delivered product increased opportunities for extracurricular activities for students and created an efficient reservation process across Grounds. At the time of implementation, students, faculty, and staff could reserve any of the 753 spaces. Recent statistics showed the number of events scheduled increased 73% and instructional space, previously not accessible for event functions, is now available for reservation by academic and student council organizations.</td>
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<th>Dept Name</th>
<th>Human Resources - Employment</th>
<th>Co Area: Student Affairs</th>
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<tr>
<td>Title:</td>
<td>Bringing Student Employment Aboard</td>
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<td>Source:</td>
<td>Florida Atlantic University</td>
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<td>Abstract:</td>
<td>Florida Atlantic University has created a stand-alone Student Employment Program which mirrors and integrates into the University’s Human Resource function. Prior to this distinction, Student Employment was a ‘paper-processing’ function within the Office of Financial Aid. There was little or no follow-up with students and/or their worksites. There was absence of orientation or proper transitioning when a student was no longer eligible to work in ‘student-status.’ Directors of both areas (Financial Aid &amp; Human Resources) engaged in dialogue to address the situation and determine best practice for effective and efficient handling of the program. Over a two year time frame, the transition was made. The outcome was establishing a full hiring program from online application processing, through new hire orientation. In addition, the Student Employment Program has embraced and implemented electronic personnel action form (E-PAF) completion as an environmentally sensitive action consistent with the going green imitative of paper reduction. Among the many challenges previously facing student employees was compliance with laws inclusive of I-9 completion, multiple visits to Financial Aid, sporadic worksite information and inconsistent posting of positions.</td>
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For additional information, contact Dianne Parkerson, parkerso@fau.edu
We've all heard the phrase "One person's trash is another's treasure" but few people ever go so far as donating the items they no longer have use for. While at Syracuse University, Lisa Heller, the founder of Dump and Run, lost a ring that her grandmother had given her and decided to check the dumpster for it as a last resort. She never found the ring, but was amazed at what she did find. Upon looking in the dumpster Lisa found many perfectly usable items that had been discarded by students. She found, clothing, furniture, lamps, approximately enough canned food to feed a family of four for a week and even a cigar box full of rare stamps, one of which was worth $400.00.

Students can drop off possessions when they leave for the summer (or graduate) or can purchase items cheaply when looking to furnish their residences. Shortly after Richmond's Dump & Run event for 2000, Dump & Run was granted it's 501C(3) status and this ambitious non-profit was born. What began as a one-time project has evolved into a cutting edge environmental organization.

Each institution should develop guidelines governing support services for students with disabilities. These guidelines, which must adhere to the law, should cover issues specific to each institution, as well as to each institution’s sense of mission and commitment in the area of disability support services (Scott, 1994). Complaints against institutions can often be easily resolved if the institution has guidelines in place governing that particular issue. A statement of these guidelines should be disseminated to all involved parties.

See http://www.montgomerycollege.edu/Departments/dispsvc/best-practices/generalguidelines.html

Very comprehensive site!
When 3M moved out of Chattanooga in the early 1980s, the company left a 125,000 square foot building in deteriorating north Chattanooga. The local economic development agency restored the building in 1988 and developed it into a small business incubator to provide space and support services for new businesses. The funding for the facility is provided by the Economic Development Administration and City/county matching funds.

The facility now contains 50 offices and 30 manufacturing spaces, with office spaces between 130 and 1,300 square feet and manufacturing spaces between 400 and 8,000 square feet. Spaces are rented at the low end of market value, and the rental rate increases by $0.50 per square foot per year during the three-year incubation period. Companies qualify as tenants if they are in their first year of existence demonstrating good business planning sense, demonstrating the ability to outgrow and move from the center after three years, and are designated a for-profit company.

Support services provided to the tenants at no charge include janitorial services, business planning assistance, loan packaging assistance, use of conference rooms and overhead projectors, on-site postal boxes, notary public, security, parking, volunteer counseling, and pick-up of mixed paper for recycling. The companies are charged for utilities, garbage disposal, business property tax, clerical support, copier charges, faxing capabilities, and on-site bookkeeping services. A library, video center, and computer center are also available for use at no charge. In addition, over 100 professional volunteers provide assistance to the companies as needed.

There are 65 companies currently located in the facility, 55 of which are service related, and 10 manufacturing related. Total employment for all companies currently in the facility is 424, and 223 companies have graduated out of the incubator with 1,520 employees. The cumulative sales of these start-up companies has amounted to $200M. Of the 344 companies that started business in the incubator facility, 288 are still in business a success rate of 84%.
### Michigan SmartZones

**Department:** Division of Research  
**Title:** The Michigan Economic Development Corporation's "SmartZone"  
**Source:** Michigan Universities  
**Abstract:**

Michigan SmartZones are collaborations between universities, industry, research organizations, government, and other community institutions intended to stimulate the growth of technology-based businesses and jobs by aiding in the creation of recognized clusters of new and emerging businesses, those primarily focused on commercializing ideas, patents, and other opportunities surrounding corporate, university or private research institute R&D efforts.

SmartZones provide distinct geographical locations where technology-based firms, entrepreneurs and researchers can locate in close proximity to all of the community assets that will assist in their endeavors. The locations of the Michigan SmartZones represent areas that comprise a critical mass of technology development assets.

### Maryland Industrial Partnerships (MIPS) program

**Department:** Division of Research  
**Title:** Maryland Industrial Partnerships (MIPS) program - Best Practice in technology transfer programs.  
**Source:** University System of Maryland  
**Website:** [http://www.mips.umd.edu/](http://www.mips.umd.edu/)  
**Abstract:**

The Maryland Industrial Partnerships (MIPS) program accelerates the commercialization of technology in Maryland by providing matching funds for collaborative R&D projects between companies and University System of Maryland faculty.

Through MIPS, faculty can gain:

* A fast reply -- MIPS lets applicants know within 60 days whether or not they've received a contract award, enabling them to plan their busy research schedules
* Results -- MIPS projects have contributed to many successful commercial products, as well as graduate theses and hundreds of published papers

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For additional information, contact Dianne Parkerson, parkerso@fau.edu
### BEST PRACTICES - Sub/Co-Areas

**Dept Name:** Division of Research  
**Title:** Intellectual Property  
**Source:** University of Newcastle  
**Abstract:**

The University is committed to fostering a culture which advances scholarship, promotes innovation and supports the dissemination of knowledge for public benefit. It recognizes that intellectual property created as a result of these activities is a significant and valuable asset which must be responsibly managed to support the mission of the University, acknowledge the rights of contributors, and optimizes benefits for our communities.

This policy provides clear guidance on the University’s position in relation to the ownership and management of intellectual property including its creation, use, sharing, protection and commercialization within the organization’s risk management framework. It supports the National Principles of Intellectual Property Management for Publicly Funded Research identified by the Australian Research Council.

The above is the IP Policy - this is the IP Procedure - [http://www.newcastle.edu.au/policylibrary/000832.html](http://www.newcastle.edu.au/policylibrary/000832.html)

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**Dept Name:** Division of Research  
**Title:** Survey of Venture Capitalists Uncovers Five Key Factors Associated with Successful Technology Transfer  
**Source:** University of Southern California  
**Addl Info:** [http://stevens.usc.edu/read_article.php?news_id=424](http://stevens.usc.edu/read_article.php?news_id=424)  
**Abstract:**

The USC Stevens Institute for Innovation at the University of Southern California today released a white paper detailing the findings of a comprehensive national survey exploring the issues affecting university-venture capital (VC) relations in an effort to better understand -- and ultimately improve -- the spinout process for all of the stakeholders involved.

The suggestions in the white paper titled, "Venture Capital -- University Interface: Best Practices to Make Maximum Impact," come from insights shared by venture capitalists and cover five key areas: understanding investor motivations, supporting entrepreneurs, streamlining bureaucracy, improving access and visibility, and fostering a culture of innovation on campus.

"As hotbeds for technological innovation, university research labs create groundbreaking innovations that have been at the heart of many successful start-ups. Unfortunately, university technology transfer professionals and venture capitalists have often struggled with cultural disconnects, hampering efforts to make maximum impact for university research," said Krisztina "Z" Holly, USC Vice Provost for Innovation and Executive Director of the USC Stevens Institute for Innovation. "A key piece in developing a healthy technology ecosystem, in any area, is to improve the efficiency of converting university research into viable, growing startups. We hope that by empowering university tech transfer professionals with the key findings from our study, we will help build and strengthen our economy nationwide.”
**BEST PRACTICES - Sub/Co-Areas**

**Dept Name**: Division of Research  
**Title**: IP Handbook of Best Practices  
**Source**: Rockefeller Foundation  
**Addl Info**: http://www.iphandbook.org/  
**Abstract**: Prepared by and for policy-makers, leaders of public and private sector research, tech transfer professionals, licensing executives, and scientists, this online resource offers up-to-date information and strategies for utilizing the power of both intellectual property and the public domain. Emphasis is placed on advancing innovation in health and agriculture, though many of the principles outlined here are broadly applicable across many fields.

Site guides available for policymakers, senior administrators, technology transfer managers, or research scientists.

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**Dept Name**: Financial Affairs  
**Title**: Create a Policy and Procedure Manual  
**Source**: Book by Steven M. Bragg  
**Addl Info**: Check local library for book  
**Abstract**: While the book relates this to the accounting department, ALL areas should have a policy and procedure manual.

An unorganized accounting department is inefficient, suffers from a high transaction error rate, and does not complete its work products on time. One of the very best ways to create a disciplined accounting group is to create and maintain a policies and procedures manual. This manual should list the main policies under which the accounting department operates. Though there are few excuses for not having such a manual, there are some pitfalls to consider when constructing it, as well as for maintaining and enforcing it. They are as follows:

* Not enough detail.
* Not reinforced
* Not updated
* Too many procedures

13-8, Pg 265  
When the accounting staff is widely scattered through many locations, it is difficult to make available to them a current version of the accounting policies. The solution is to post it on an internal website, which is easily updated and available to all.

For additional information, contact Dianne Parkerson, parkerso@fau.edu
**BEST PRACTICES - Sub/Co-Areas**

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<tr>
<th>Dept Name</th>
<th>Financial Affairs</th>
<th>Co Area: University Wide # 205</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Virtual (Online) Meetings</td>
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<tr>
<td>Source:</td>
<td>Penn State University</td>
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<tr>
<td>Addl Info:</td>
<td><a href="http://qualityspotlight.psu.edu/virtualteam/index.html">http://qualityspotlight.psu.edu/virtualteam/index.html</a></td>
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<tr>
<td>Abstract:</td>
<td>The Commonwealth College is comprised of 12 geographically separated Penn State University campuses, with central administration offices at University Park. Career Services staff at each of these campuses were interested in meeting and exchanging information so they could leverage their shared knowledge and resources, rather than &quot;recreating the wheel&quot; at each campus. However, because of limited staff size and the cost and time involved in travel, they could not meet face to face frequently enough to develop this exchange. Following a face-to-face organizational meeting, members of the Career Services staff from various campuses met virtually on a regular schedule using an online instant messaging system, as well as e-mail and telephones, to plan, share, and develop documents. As with a face-to-face team, they developed ground rules and addressed responsibilities and expectations. Through these meetings they have been able to develop a mission statement, and are developing an online Staff Development and Reference Resource, which they all can use to share information. They have saved significant travel time and costs. Additionally, they are now communicating more through the use of technology, have renewed energy, and are interested in finding additional ways to work more closely.</td>
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<th>Dept Name</th>
<th>Financial Affairs</th>
<th>Co Area: University Wide # 208</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Efficiently Managing, Preserving and Accessing Important Documents University-Wide</td>
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<tr>
<td>Source:</td>
<td>Penn State University</td>
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<tr>
<td>Addl Info:</td>
<td><a href="http://qualityspotlight.psu.edu/imaging/index.html">http://qualityspotlight.psu.edu/imaging/index.html</a></td>
<td></td>
</tr>
<tr>
<td>Abstract:</td>
<td>As business expands and the number of transactions multiplies, the need for preserving and maintaining important records is challenged by the limited space available. Over time, the issue of space becomes more urgent, and as technology moves forward, there is greater urgency in increasing the accessibility of important documents. Finding cost-effective ways to manage important documents was the Imaging Team's primary goal, which they successfully met. The clear solution to the high-cost and inefficiencies associated with paper documents was to create a digital imaging system whereby units can cost-effectively preserve, access and share such documents with other units across the university, nationally and internationally, as needed. Working with University Police, the Technical Imaging Team implemented a digital imaging system, scanning all criminal records and creating a web-based digital image searchable database. This new digital system of criminal records preservation and retrieval made it possible for University Police to instantly and securely search, retrieve and share important criminal records as needed via the web. Additionally, other units benefiting from the Technical Imaging Team's digital approach include the Office of Development, the Office of Human Resources, the Alumni Relations Office, Undergraduate Admissions, the Office of Tele-Communications and many more. Currently, The Technical Imaging Team is working with the Office of Administrative Systems (OAS) to address the issues in their units.</td>
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Since 1991, Penn State's Continuous Quality Improvement efforts have yielded over 600 teams. In 1998, the then Center for Quality and Planning began development of a database to better track the efforts and results of the many teams. We are pleased to share some of the information from that database here.

The pages under this site contain information on the team's objective, membership, and any results of which the Office of Planning and Institutional Assessment is aware. We hope that this information will be a useful reference for individuals who are initiating or currently involved in a CQI initiative. We also hope that this information will provide an indication of the size, scope, and activity of the University's improvement efforts.

This is a searchable database and is listed as a resource.
A primary goal of all employment interviews is to find out if the candidate is the right person for the position. However, a commonly overlooked aspect of these visits is that "the candidates are interviewing you at the same time you are interviewing them." Therefore, it is important to make the interview experience as positive as possible. In a competitive recruitment environment, it is important to consider all aspects of the candidates visit: the accommodations; transportation; free time to see the campus and community; a well-scheduled interview day; well-attended seminar; pleasant meals; activities for their spouse/partner and/or children if they accompany the candidate; and an opportunity for them to get questions answered about our research and teaching programs and relocating to the area.

Introduction
General Organizational Tools
Visiting Candidate Checklist
* Search Committee Chair Communication
Planning the Interview Visit
* Reimbursement of Candidate Expenses
* The letter or email to the candidate
* Transportation
* Hotel
* Restaurants
* Activities for spouses & partners
* Childcare resources
On-campus Interview Day
* Schedule
* Communication with the candidate
* Sample schedules
* Seminars
* Recommended activities
Post-interview Follow-up
Additional Resources

(Similar policy can be developed university-wide.)
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<tr>
<th>Dept Name</th>
<th>Human Resources</th>
<th>Co Area: University Wide</th>
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<tbody>
<tr>
<td>Title</td>
<td>Best Practices in Maintaining Personnel Files</td>
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<tr>
<td>Source</td>
<td>University of California Riverside</td>
<td></td>
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<tr>
<td>Abstract</td>
<td>PowerPoint presentation covering Content, Periodic Reviews, Content Organization, and Access &amp; Release of Records.</td>
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Anecdotal data suggest that Strategic Plans often become “coffee table books” or “dust collectors” on the shelf. The literature on strategic planning in higher education cites two consistent gaps identified with this phenomenon. One is managing implementation and follow-through; the other is establishing a clear line of sight so that frontline staff can connect their job with the strategic plan. The Florida State University Office of Human Resources has developed and implemented an online tool called “Strategy Manager” to address the identified gaps stated above and to successfully align our HR strategic assessment, planning, and budgeting with the FSU Division of Finance and Administration’s goals.

After the initial framework was complete, Strategy Manager was piloted by all units in HR. The response from directors, managers, and staff was positive, specifically with its simplicity to the user and the ability to see expectations, results and alignment of all strategic activity within the department.

The next step will be to fully integrate Strategy Manager into a departmental budget request template that will give decision makers informed connections between the budget requests and F&A’s strategic goals, thus more informed resource allocation decisions.
Pervasive media images of mass shootings at Virginia Tech and Northern Illinois University have raised the specter of serious violence on college campuses. But by any measure, the risk of serious violence on campus is remarkably low, particularly in its most extreme form. Although the chances of serious violence may be remote, the potential consequences can be devastating and long-lasting. Colleges must respond proactively to the risk, as parents rightly expect a special level of care for their sons and daughters while they are away at school. Thus, it is prudent and imperative that colleges take reasonable steps to ensure the safety of students as well as faculty and other employees.

While shootings may be the most visible form of campus violence, they are clearly not the most commonplace. Security practices must also focus on other, more prevalent, forms of violence such as sexual and physical assault. Current best practices, taken in combination with research, demonstrate the essential role of collaboration among all service providers in the prevention of violent incidents on college campuses.

This report has four major sections. First, we define the nature and scope of campus violence both nationally and in Massachusetts. Next, we review previous reports of study groups and task forces and discuss established best practices for enhancing campus safety and violence prevention. Third, we examine the current state of security and violence prevention at institutions of higher education throughout Massachusetts based upon a survey conducted of public colleges and universities. Finally, by comparing these results with established best practices, we advance 27 recommendations for how Massachusetts schools can best improve their security and violence prevention efforts.
In 2004, the Minnesota State Legislature gave the Office of the State Auditor the responsibility of conducting best practices reviews that "examine the procedures and practices used to deliver local government services, determine the methods of local government service delivery, identify variations in cost and effectiveness, and identify practices to save money or provide more effective service delivery." The best practices reviews are to include recommendations to "improve the cost-effectiveness of services."

Table of Contents covers:
Survey Responses
Summary of Survey Responses
Recommendations
Case Studies - Introduction
Synopsis of Case Studies
Lighting Retrofit Projects
Geothermal Systems
Passive Solar Energy Systems
Active Solar Energy Systems
Wind Energy Systems
Displacement Ventilation Systems
Leadership in Energy and Environmental Design (LEED)
Energy Performance Contracts
Resources for Local Governments
Appendices
Appendix 2: City of Minnetonka Energy Audit
### BEST PRACTICES - Sub/Co-Areas

**Dept Name**: Student Affairs  
**Co Area**: University Wide  
**Title**: Student Situation Resolution Team  
**Source**: Florida State University  
**Abstract**: Today colleges and universities are faced with compelling safety concerns – each year there are increasing numbers of suicide attempts, violent assaults, and drug and alcohol related events on our campuses. An additional challenge is the separation between various functions and areas of the university, e.g. student services vs. faculty and staff services vs. different organizational units. History shows that a distressed student is likely to have troubling encounters with several different offices and program areas. Without a strong communication structure, these events may remain isolated, the student may not receive the help he or she needs, and some more severe event may follow. The Student Situation Resolution Team was developed to coordinate proactive communication and problem-solving efforts in cases where distressed and distressing students are coming to the attention of various University resources. The goal in most cases is ensuring that students’ concerns are addressed in a fair and objective manner through an appropriate University process, then helping to bring clear and complete closure to the situation as soon as it is appropriate. Thus, the group serves as a consultant to the Provost, vice presidents, academic deans, and other University officials who make final decisions related to students, and a safety net to facilitate early problem intervention.

The core group has representatives from: Dean of Students, Dean of the Faculties, FSU Police Department, the University Counseling Center, Undergraduate Studies, Graduate Studies, Housing, International Student Center, General Counsel, and the Employee Assistance Program.

| Dept Name | Human Resources  
| Co Area: University Wide  
| Title: | Best Practices for Campus Morale  
| Source: | University of California Riverside  
| Abstract: | Best Practices is a dynamic process through which the University ensures that a commitment to excellence, as identified through its mission statement and established goals, is enhanced by all facets of University operations. This process is best achieved within a culture of collaboration and knowledge sharing. Best Practices draws on the talents and knowledge of all personnel to identify current successful practices, evaluate their effectiveness and explore options for improvement, which are then documented, shared and adapted for use by others.