

RUTGERS UNIVERSITY–NEW BRUNSWICK



*Revolutionary Past ...  
Revolutionary Future*

STRATEGIC PLAN  
2015–2020



Dear Colleagues:



A proud actor in the American War of Independence, Rutgers University–New Brunswick has a distinguished history of revolutionary engagement. Centuries later, we uphold that spirit, serving as a crucible for revolutionary advances: laboratory for discoveries from streptomycin to plastic aspirin; host to the first Peace Corps trainees; pioneer in women’s history; alma mater of both Paul Robeson and Milton Friedman; seedbed of the Fluxus art movement; birthplace of college football and Ultimate Frisbee; and cultivator of explorers of the deep sea, Antarctica, and Mars.

Today Rutgers University–New Brunswick shines as an innovative source of pride, solutions, and economic development for the people of New Jersey. In the excellence of our core arts, humanities, sciences, and social sciences areas, we prepare students for successful lives that contribute to society and the economy. In the depth, breadth, and impact of our research, we discover new knowledge and long-sought answers to local and global challenges. In our outreach and service, we put Rutgers expertise to work in every county and for businesses and organizations across New Jersey and beyond. Now we are ready to push the vanguard of American public research universities.

I am, therefore, pleased to present the Rutgers University–New Brunswick Strategic Plan—a document reflecting the hopes, vision, and ideas of the entire Rutgers–New Brunswick community. This is a community-driven plan; the initiatives described in these pages have been drawn from among more than 130 proposals submitted by faculty, staff, and students during the strategic planning process.

Our plan builds on our strengths, encourages new synergies across disciplines, departments, and schools, and focuses on five critical priorities for Rutgers–New Brunswick: a strong academic core, faculty and staff excellence, a rewarding student experience, a vibrant and inclusive culture, and growing public prominence. We embrace the integrating themes identified in the University Strategic Plan and bring considerable resources to each of those themes: diversity and culture, health and wellness, innovation and sustainability, citizenship and leadership, and creative expression.

The Rutgers–New Brunswick community takes to heart the recommendations of the University Strategic Plan approved by the Rutgers University Board of Governors in February 2014, and we believe this document flows from and builds upon the strategies outlined in that plan. This plan commits us to forging a well-earned reputation for research excellence within and across disciplines and an outstanding and richly rewarding student experience.

I thank all those who served on the New Brunswick Strategic Planning Coordinating Committee, which conducted its work over the course of spring 2014, and those who contributed their ideas to the proposed initiatives. I am also grateful to all those who attended the town hall meetings in the spring and the public meeting in September or who submitted written feedback on the draft plan. This document has been shaped and improved because of their insights.

I look forward to collaborating with our faculty, staff, students, alumni, and the citizens of New Jersey as we work together to enable Rutgers University–New Brunswick to secure its place among the nation’s best universities—to create a future as revolutionary as our past.

Sincerely,

A handwritten signature in blue ink that reads "Richard L. Edwards". The signature is fluid and cursive, written in a professional style.

Richard L. Edwards  
Chancellor, Rutgers University–New Brunswick  
January 2015



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# EXECUTIVE SUMMARY

Rutgers University–New Brunswick is the oldest and largest campus of Rutgers, The State University of New Jersey. As the flagship, it serves as the locus of Rutgers’ membership in the Association of American Universities, representing North America’s 62 leading research institutions, and the Committee on Institutional Cooperation, the academic counterpart to the Big Ten athletic conference.

The breadth and depth of its academic programs, the quality of its faculty and staff, its diverse and vibrant undergraduate and graduate student populations, and the various innovative opportunities for international engagement are among Rutgers–New Brunswick’s greatest strengths. The richness of the institution’s programs of education, research, and outreach provide the elements necessary for Rutgers–New Brunswick to be among the best in the nation and the pride of our state and our alumni. The following strategic plan outlines the path by which Rutgers–New Brunswick will further leverage its existing strengths to achieve even greater excellence over the next five years.

## On the Cusp of 250 Years, a Pivotal Moment

Founded in 1766 as Queen’s College—the eighth oldest institution of higher education in America—Rutgers University–New Brunswick was established by the Dutch Reformed Church as an all-male, private college. Nearly a century later, the school became New Jersey’s land-grant institution under the Morrill (or Land Grant College) Act of 1862. This transformative federal legislation was designed to establish institutions in each state that would provide education in agriculture, home economics, “mechanical arts,” and other areas, with the goal of making practical education available to individuals from all economic and social walks of life. Passage of the federal Smith-Lever Act of 1914 created the Cooperative Extension System through which Rutgers’

scientific expertise could be shared with farmers and citizens to improve lives in every county of the state.

By the mid-20th century, Rutgers–New Brunswick—the historic home and largest component of what was now Rutgers, The State University of New Jersey—had evolved from a private liberal arts college to an emergent public research institution with professional education in engineering, education, pharmacy, and environmental science, soon followed by psychology and business. During the 1980s, strategic academic planning laid the groundwork for Rutgers–New Brunswick’s acceptance in 1989 into the Association of American Universities (AAU). In 2013, Rutgers–New Brunswick gained further distinction as it joined the prestigious Committee on Institutional Cooperation (CIC), a consortium of Big Ten institutions and the University of Chicago.

Rutgers–New Brunswick has grown substantially over the past two decades, conferring 39 percent more degrees than in 1994. At 41,000 undergraduate and graduate students, we are one of the largest institutions in the AAU, and our student population is one of the most diverse. Rutgers–New Brunswick is home to a stunning array of highly regarded academic disciplines and centers; to give a sense of their breadth, these include the Center for African Studies; the Center of Alcohol Studies; the Center for Human Evolutionary Studies; the Center for Integrative Proteomics Research; the Center for Latin American Studies; the Center on Violence Against Women and Children; the Equine Science Center; the Institute of Earth, Ocean, and Atmospheric Sciences; the Institute for Women’s Leadership; the Medieval Studies Program; the Waksman Institute of Microbiology; Writers House; the Zimmerli Art Museum; one of the top two philosophy departments in the nation; the world’s largest university-based biorepository; and one of the nation’s top six graduate urban planning programs.

*Rutgers University–New Brunswick seeks to provide both a research-rich academic environment and a meaningful and satisfying student experience.*

Rutgers–New Brunswick is truly world-renowned, ranked 33rd among the world’s top 1,000 universities in 2014 by the Center for World University Rankings, and 10th among all public U.S. universities on that list. We are ranked 55th in the world by *U.S. News & World Report’s* Best Global Universities, and 19th among all public U.S. universities on that list. We are ranked 32nd in the world for arts and humanities in the *Times Higher Education* (U.K) World University Rankings. Our faculty members have in recent years won the world’s top prizes for research in marine sciences, agriculture, and mathematics, as well as a MacArthur “Genius” Fellowship and national awards for physics and astronomy, engineering, and women in the arts. Over the past few years, students at Rutgers–New Brunswick have earned prestigious scholarships such as Gates, Truman, Churchill, Ertegun, and Soros and have won more Fulbrights than nearly every other university in the country. As a hub of research, Rutgers–New Brunswick ranks second among the nation’s universities in research and development expenditures in chemistry, sixth in mathematics, and seventh in the social sciences.

As we look forward to our 250th anniversary in 2016, Rutgers–New Brunswick is at a critical juncture, with the recent completion of the University-wide strategic plan, *A Strategic Plan for The New Rutgers*; new capital construction transforming our residential campuses; new research and teaching collaborations with Rutgers Biomedical and Health Sciences, the division created in 2013 out of the former University of Medicine and Dentistry of New Jersey; and our membership in the CIC, with its attendant opportunities for important institution-to-institution and peer-to-peer collaborations. It is appropriate, therefore, that we take this opportunity to reflect on where we find ourselves today and where we want to be at the end of the next five years and beyond.

We do so within the broader context of the University Strategic Plan, which has set an overarching aspiration for Rutgers to be recognized as among the nation’s leading public universities: preeminent in research, excellent in teaching, and committed to community. That plan has also identified a set of peer and aspirant peer universities against which to measure Rutgers’ progress—the peer institutions being the public universities that are members of the AAU and the aspirant peers being the top quarter of those universities. [See Appendix C, page 69.] As the university’s AAU institution, Rutgers–New Brunswick acknowledges these as our own peers and aspirant peers.

## **The Planning Process**

In December 2012, President Robert Barchi launched a strategic planning process that led to creation of a University Strategic Plan approved by Rutgers’ Board of Governors in February 2014. The president then called upon the university’s four chancellors to establish strategic plans for their areas that would “leverage their distinctive attributes as they develop their own unique priorities within the larger framework provided by the University Strategic Plan.” In establishing the process for New Brunswick and appointing a 55-member Strategic Planning Coordinating Committee of faculty, staff, and students, Chancellor Richard L. Edwards challenged the community to identify cross-cutting projects that would serve the greater good of New Brunswick and complement the University Strategic Plan, the University Physical Master Plan, and those plans being developed in our individual academic units. In the spring of 2014, hundreds of faculty, staff, and students participated directly in the New Brunswick strategic planning process, which included lively input through the Rutgers University–New Brunswick Strategic Plan website; multiple town halls; the work of eight cross-campus subcommittees; and proposal submissions by groups and individuals. In three major New Brunswick-wide meetings in the spring of 2014, the Strategic Planning Coordinating Committee identified several Critical Priorities to be included in the plan and provided assessments of the proposals submitted by the community. This work led to a draft plan developed by the Office of the Chancellor and shared with the New Brunswick community and President Barchi for review and comment in September 2014. This final document reflects substantial revisions and improvements to that draft as recommended by Rutgers faculty, staff, and students.





## Our Aspiration

Rutgers University–New Brunswick recognizes its essential role in achieving the University-wide aspiration for Rutgers to be broadly recognized as among the nation’s leading public research universities—preeminent in research, excellent in teaching, and committed to community. In pursuit of this aspiration, the Rutgers–New Brunswick community seeks to provide (and to be widely recognized for providing) both a research-rich academic environment, marked by faculty excellence and community engagement, and a meaningful and satisfying student experience facilitated by high-quality classroom instruction and academic and support services. As we address academic and administrative areas of need and outline new initiatives, it will be clear that we are on a path to becoming a public institution of choice for high-achieving students from New Jersey, from across the United States, and from around the world. We reject the false dichotomy that a large public university cannot be both research-intensive and student-centered. Through the successful implementation of this strategic plan, Rutgers–New Brunswick will provide robust and comprehensive services to all students alongside world-class, cutting-edge research that crosses international borders.

*We reject the false dichotomy that a large public university cannot be both research-intensive and student-centered.*

## Critical Priorities

Through the strategic planning process, Rutgers University–New Brunswick has identified five critical priorities on which we will focus in the coming five years in order to leverage our considerable strengths and achieve our goals and aspirations. Through heightened collaboration, coordination, and communication and the infusion of additional resources, we will raise levels of performance and achievement across Rutgers–New Brunswick. In pursuit of our priorities, we will build on our core strengths by carrying out several new initiatives to advance the integrating themes identified in the University Strategic Plan. Rutgers–New Brunswick’s **critical priorities** are:

■ **Strengthening Our Academic Core:** Supporting promising projects in the sciences and humanities that underpin our academic excellence. Chancellor’s Excellence Funds will be established to support projects that integrate research and teaching across units at Rutgers–New Brunswick.

*We have formidable strengths in the five academic areas that have been identified as integrating themes for the University.*

■ **Building Faculty and Staff Excellence:** Attracting, retaining, and supporting top faculty and staff and providing leadership development for both faculty and staff. A newly appointed Provost will oversee creation of an Office of Faculty Development and Excellence, and a Rutgers Leadership Academy will train aspiring faculty and staff leaders.

■ **Transforming the Student Experience:** Heightening attention to student advising and services, both academic and non-academic, to ensure student success and enduring satisfaction. New Brunswick-wide projects will bolster student advising, improve the first-year experience, support international and transfer students, and create a first-rate Honors College.

■ **Advancing Our Inclusive, Diverse, and Cohesive Culture:** Capitalizing on our intrinsic diversity and our large international student and faculty population and providing well-coordinated services that support achievement of faculty, staff, and student diversity goals. The Office of Institutional Diversity and Inclusion will carry out a dynamic agenda with help from localized diversity coordinating councils.

■ **Enhancing Our Public Prominence:** Increasing public engagement, differentiating our uniqueness, and promoting strengths that bring renown to Rutgers. Key initiatives include assisting faculty in becoming engaged as scholars in public issues and conducting targeted marketing tied to Rutgers' 250th anniversary in 2016.

As well articulated in the University Strategic Plan, Rutgers University–New Brunswick has formidable strengths in the five academic areas that have been identified as **integrating themes** for the University: cultures and diversity, health and wellness, sustainability and innovation, citizenship and leadership, and creative expression. These themes hold great promise for creating synergies across disciplines, schools, and residential

campuses in the development of areas of differentiating excellence. Rutgers–New Brunswick will undertake new initiatives in support of each integrating theme, including several within the health and wellness theme that we will pursue in close collaboration with Rutgers Biomedical and Health Sciences.

In each critical priority area and across the integrating themes, we will enhance existing strengths by creating more cohesive collaboration across boundaries and communicating more effectively with all constituent groups, both within and outside the University. Looking both within and beyond the five years that this plan addresses, we will convene a Task Force on the Future of Rutgers–New Brunswick to consider and recommend new directions and practices. Furthermore, we will develop new and creative virtual structures to support our collaborative initiatives, including a topically oriented New Brunswick Academic Portal—a “table of contents” for Rutgers University–New Brunswick—via a website organized around broad academic areas.

The strategic planning process has brought into focus important insights about Rutgers University–New Brunswick. We are the oldest and largest campus of Rutgers, The State University of New Jersey, as well as its AAU member. We are diverse, complex, and incredibly vibrant. We are excellent in many respects now, are on the cusp of excellence in many others, and have great areas of strength that are not always well known. We need to better leverage these assets and promote collaboration among parties engaged in similar functions to enhance efficiency, raise visibility, increase research output, and improve satisfaction, especially among our students. By capitalizing on our current strengths as a foundation for progress, we will lead the achievement of the University's aspiration to be one of the best public universities with a research-rich academic environment and a meaningful and satisfying student experience.

# DEVELOPING A STRATEGIC PLAN FOR RUTGERS UNIVERSITY—NEW BRUNSWICK

The strategic planning process for Rutgers, The State University of New Jersey, initiated by President Robert Barchi called for the Rutgers University—New Brunswick community to develop its own plan within the framework provided by the February 2014 University Strategic Plan. To provide context for this effort, we begin with a broad overview of Rutgers—New Brunswick’s reputation, history, and current profile.

Rutgers University—New Brunswick is a globally renowned public research institution and a leading national university. It is the University’s oldest and largest campus, and as Rutgers’ flagship campus it is the locus of our membership in the Association of American Universities and the Committee on Institutional Cooperation, the academic consortium of the Big Ten universities, plus the University of Chicago. The breadth and depth of its academic programs, the quality of its faculty and staff, its diverse and vibrant undergraduate and graduate student populations, and the various innovative opportunities for international engagement are among Rutgers—New Brunswick’s greatest strengths. This richness at times creates complex challenges due to our unique history, geography, and tradition of decentralization, but also presents significant opportunities to create a public research institution that is among the best in the nation and the world, and the pride of our state and alumni.

As noted in the University Strategic Plan, Rutgers—New Brunswick is committed to broadening its global leadership in the arts, humanities, sciences, social sciences, and professional fields, expanding biomedical education and research, increasing academic excellence by raising the academic profile of its student body and the productivity of its faculty, forging new public-private partnerships, and creating a more personalized and supportive student experience.

## **A Distinguished Institution with a Nearly 250-Year History**

Charting the history of Rutgers—New Brunswick is charting the history of the nation, a journey that begins in the political maelstrom of colonial America on the banks of New Brunswick’s Raritan River; hurtles through the Civil War, the Industrial Revolution, and two world wars; wrestles with the social upheaval of the second half of the 20th century; and emerges in the fast-paced, global digital age. Founded in 1766 as Queen’s College—the eighth oldest institution of higher education in America—Rutgers—New Brunswick began as an all-male, private college under the auspices of the Dutch Reformed Church. Its early charter states its purpose as “the education of youth in the learned languages, liberal and useful arts and sciences, and especially in divinity; preparing them for the ministry, and other good offices.” Nearly a century later, the new Rutgers Scientific School at New Brunswick became New Jersey’s land-grant school under the Morrill Act of 1862, federal legislation that was a transformative response to the burgeoning Industrial Revolution. Its mission: “to teach such branches of learning as are related to agriculture and the mechanic arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.” Rutgers’ land-grant role grew with passage of the federal Smith-Lever Act of 1914, which created the Cooperative Extension System and helped bring Rutgers’ scientific expertise to farmers and citizens in every county of the state. The nation’s other land-grant schools are by and large leading public institutions in their respective states.

By the mid-20th century, Rutgers—New Brunswick—the historic home and largest campus of what was now Rutgers, The State University of New Jersey—had evolved from a private liberal arts college to an emergent public research institution, with graduate programs, professional schools, and a liberal

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arts college for women. In the years following World War II, social change and dramatic increases in enrollment, academic offerings, research, and engagement with the community laid the groundwork for the diverse, comprehensive public research institution that in 1989 was accepted into the Association of American Universities (AAU)—a preeminent group comprising North America's 62 leading research universities. In 2013, Rutgers–New Brunswick became a member of the Committee on Institutional Cooperation (CIC), a consortium of 15 top-tier American universities and the academic counterpart to the Big Ten athletic conference. CIC members harness their collective power to conduct collaborative research, share library resources and study abroad opportunities, and provide faculty leadership development, among other benefits. Rutgers–New Brunswick also became closely aligned with and contributed to a major new division at the University: Rutgers Biomedical and Health Sciences, established upon the integration of most units of the



former University of Medicine and Dentistry of New Jersey into Rutgers in 2013. This history will be celebrated as we reach Rutgers' milestone 250th anniversary in 2016.

Rutgers–New Brunswick is truly world-renowned, ranked 33rd among the world's top 1,000 universities in 2014 by the Center for World University Rankings, and 10th among all public U.S. universities on that list. We are ranked 55th in the world by *U.S. News & World Report's* Best Global Universities, and 19th among all public U.S. universities on that list. We are ranked 32nd in the world for arts and humanities in the *Times Higher Education* (U.K.) World University Rankings. Our faculty members have in recent years won the world's top prizes for research in marine sciences, agriculture, and mathematics, as well as a MacArthur "Genius" Fellowship and national awards for physics and astronomy, engineering, and women in the arts. Students at Rutgers–New Brunswick have earned prestigious national and international scholarships such as Gates, Truman, Churchill, Ertegun, and Soros and have won more Fulbrights than nearly every other university in the country. As a hub of research, Rutgers–New Brunswick ranks second among the nation's universities in research and development expenditures in chemistry, sixth in mathematics, and seventh in the social sciences. In 2014, Rutgers received the Senator Paul Simon Award for Campus Internationalization from NAFSA: Association of International Educators for our embrace of internationalization as a route to sustained excellence.

Today Rutgers–New Brunswick has facilities occupying 2,688 acres and 670 buildings in the city of New Brunswick, the township of Piscataway, and several surrounding municipalities. Our five residential campus communities—which range in ambiance from quiet and bucolic to bustling and urban—are situated along the Raritan River, a major central New Jersey river that empties into the Raritan Bay on the Atlantic Ocean. Our location places us at the epicenter of America's northeast corridor that runs from Boston through New York to Washington, D.C.

### **Who We Are: Key Metrics**

Rutgers University–New Brunswick is a very large, complex institution with 12 schools (not counting the schools of Rutgers Biomedical and Health Sciences, a division of the University aligned with Rutgers–New Brunswick), more than 100 under-



graduate majors and 220 graduate-degree programs, 200 centers and institutes, and the most extensive network of research laboratories in New Jersey. A series of tables and graphs in Appendix A offers detail on key metrics.

**Enrollment:** From 1992 to 2012, undergraduate enrollment grew by 25 percent (to 31,600) and graduate enrollment by 6 percent (to 8,800). [See Graph 1, page 60.]

The undergraduate population is predominantly in-state—87 percent as compared to 60 percent for Big Ten universities—and highly diverse: 48 percent of our undergraduates are members of minority populations, compared to 19 percent among other Big Ten universities and 38 percent among the set of public universities to which we aspire. Rutgers–New Brunswick has a 20 percent underrepresented minority undergraduate population while public AAU non-aspirants come closest in their share at 15 percent. [See Table 1, page 58, and Graph 3, page 61.]

Compared to all other peer groups, Rutgers–New Brunswick has a lower percentage of graduate students. This is particularly the case with public AAU aspirants and Big Ten universities, where the share of graduate students is 30 and 28 percent, respectively, compared to 22 percent for Rutgers–New Brunswick. [See Graph 2, page 60.]

*48 percent of our undergraduates are members of minority populations, compared to 19 percent among other Big Ten universities.*

**Degrees Conferred:** Rutgers–New Brunswick conferred a total of 9,616 degrees in 2012, 39 percent more than it did 20 years earlier (a 33 percent growth in undergraduate degrees and a 56 percent growth in graduate degrees). Consistent with enrollment differences, peer institutions offer a higher percentage of graduate degrees than we do, with Big Ten and public AAU aspirant universities averaging 7 to 9 percent more postbaccalaureate degrees than Rutgers–New Brunswick. [See Graph 4, page 62.]

**Instructional Faculty:** Rutgers–New Brunswick has a larger proportion of full-time tenured and tenure-track instructional faculty compared to peer universities: 75 percent in Big Ten schools, 71 percent in public AAUs, and 65 percent in AAU aspirants, compared to 81 percent at Rutgers–New Brunswick. We also have, by a small margin, the highest percentage of female instructional faculty compared to all peer groupings but slightly trail peer institutions in the percentage of both minority and underrepresented minority instructional faculty. [See Table 2, page 59.]



**Revenue Streams:** As reported in the University Strategic Plan, Rutgers relies more on tuition and fees and state appropriations (accounting for 54 percent of University revenues) and is less successful in securing federal grants and contracts and in fundraising than our peer public research institutions. [See Graph 5, page 63.] Between 1992 and 2012, total research and development (R&D) expenditures at Rutgers University–New Brunswick grew by almost 200 percent. However, federal R&D expenditures grew by 430 percent, most of the growth occurring since 2002. Where federal R&D expenditures only accounted for 35 percent of Rutgers–New Brunswick’s total research expenditures in 1992, this share grew to 64 percent in 2012. [See Graph 6, page 64.]

Rutgers–New Brunswick now exceeds peer institutions, including public AAU aspirants, in the percentage of research dollars spent each year that comes from federal agencies. The largest federal agency supporting Rutgers–New Brunswick is the U.S. Department of Health and Human Services (37 percent), which includes the National Institutes of Health, followed by the National Science Foundation (21 percent) and the U.S. Department of Agriculture (14.5 percent). [See Table 3, page 59, and Graph 7, page 65.]

Rutgers–New Brunswick also exceeds peer institutions in the percentage of state R&D expenditures, though that share has

declined almost 40 percent since 1992. Peer institutions expend more institutional and industry dollars as a share of total R&D expenditures than does Rutgers–New Brunswick. [See Table 3, page 59.]

## A Pivotal Moment

Rutgers University–New Brunswick is at a pivotal moment, with new capital construction transforming its residential campuses and a University Physical Master Plan in development that will further address infrastructure needs; new health care collaborations with the closely aligned Rutgers Biomedical and Health Sciences (RBHS); acceptance into the Big Ten, with the attendant national visibility and prestige of competing in this elite athletic conference; and membership in the Big Ten’s academic counterpart, the Committee on Institutional Cooperation (CIC).

Rutgers–New Brunswick’s designation as the University’s CIC flagship provides exciting opportunities for institution-to-institution and peer-to-peer learning, as well as for professional development and benchmarking of effective practices.

This is also a pivotal moment for the long-term reputation and ranking of Rutgers–New Brunswick. Many factors that determine a university’s standing—including alumni giving, overall endowment, academic profile, and student retention and graduation rates—are related directly or indirectly to the quality of the student experience. In order to take full advantage of the “singular moment in time” expressed in the University Strategic Plan, Rutgers–New Brunswick recognizes the urgency of strengthening academic and nonacademic services to students, addressing in particular those programs, such as academic advising, that have suffered from a lack of resources, in order to meet the needs of all students in New Brunswick—undergraduate and graduate, full- and part-time, traditional and nontraditional, in-state, out-of-state, and international.

## Our Special Relationship with RBHS

Equally critical to Rutgers University–New Brunswick’s future are the synergies to be developed in joining our basic and applied research experience to the research and clinical expertise of our colleagues at Rutgers Biomedical and Health Sciences. As stated in the University Strategic Plan, RBHS is distributed geographically, but is organizationally aligned with the AAU

institution at New Brunswick. We regard this relationship as enormously important to our mission as the flagship of New Jersey's state university. The legislation that established RBHS pointed to the value of adding medical education to Rutgers' portfolio as a critical step in helping the University move into the top tier of public research universities, and recognized the benefit of creating new interdisciplinary opportunities among the academic departments at Rutgers. While this plan seeks the advancement of research in critical arts, humanities, sciences, and social sciences areas across Rutgers–New Brunswick, the establishment of RBHS presents a particular opportunity for multidisciplinary collaborations that will lead to new discoveries, treatments, and public-private partnerships that can benefit the people and the economy of New Jersey.

As made clear in this plan's description of the Brain Health Institute, One Nutrition Initiative, and other projects, Rutgers–New Brunswick is eager to join the faculty expertise from all broad disciplinary areas that define us with that of our colleagues in RBHS in pursuit of new discoveries, products, and therapies to advance human health. We support RBHS in its own planning process—hundreds of our faculty with an interest in health responded to an RBHS strategic planning survey last winter—and look forward to collaborations and complementary work in areas highlighted in the RBHS plan. These include signature programs in cancer, environmental and occupational health, infectious and inflammatory disease, neuroscience, and community health, as well as complementary programs in drug discovery and development, informatics, and the expanding field of global health.

## Our Aspiration

Rutgers University–New Brunswick recognizes its essential role in achieving the University-wide aspiration for Rutgers to be broadly recognized as among the nation's leading public research universities—preeminent in research, excellent in teaching, and committed to community. In pursuit of this aspiration, the Rutgers–New Brunswick community seeks to provide (and to be widely recognized for providing) both a research-rich academic environment, marked by faculty excellence and community engagement, and a meaningful and satisfying student experience facilitated by high-quality classroom instruction and academic and support services. As we address academic and administrative areas of need and outline new

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initiatives, it will be clear that we are on a path to becoming a public institution of choice for high-achieving students from New Jersey, from across the United States, and from around the world. We reject the false dichotomy that a large public university cannot be both research-intensive and student-centered. Through the successful implementation of this strategic plan, Rutgers–New Brunswick will provide robust and comprehensive services to all students alongside world-class, cutting-edge research that crosses international borders.

## The Planning Process

In December 2012, President Barchi launched a strategic planning process that led to creation of a University Strategic Plan approved by Rutgers' Board of Governors in February 2014.





The president then called on the University’s four chancellors to establish strategic plans that would “leverage their distinctive attributes as they develop their own unique priorities within the larger framework provided by the University Strategic Plan.” In establishing the process for New Brunswick and appointing a 55-member Strategic Planning Coordinating Committee of faculty, staff, and students, Chancellor Richard L. Edwards challenged the community to identify cross-cutting projects that would serve the greater good of Rutgers–New Brunswick and complement the University Strategic Plan, the University Physical Master Plan, and the plans being developed in the individual academic units.

To be considered, each proposed project had to:

- align with one or more of the strategic priorities, foundational elements, and integrating themes of the University Strategic Plan;
- be cross-cutting for New Brunswick, not simply housed in or enhancing a single unit;
- have the potential for significant impact and benefit for Rutgers–New Brunswick and Rutgers, The State University of New Jersey, as a whole;
- leverage existing strengths or resources; and
- require limited, or phased-in, financial resources.

In the spring of 2014, hundreds of faculty, staff, and students participated directly in the process, which included lively input through the Rutgers University–New Brunswick Strategic Plan website; multiple town hall meetings; the work of eight cross-campus subcommittees; and proposal submissions by groups and individuals. In three major New Brunswick-wide meetings, the Strategic Planning Coordinating Committee identified several Critical Priorities to be included in the plan and provided assessments of the proposals submitted by members of the community. That work led to a draft plan developed by the Office of the Chancellor and shared with the New Brunswick community and President Barchi for review and comment in September 2014. This final document reflects substantial revisions and improvements to that draft as recommended by Rutgers faculty, staff, and students.

Rutgers–New Brunswick recognizes the critical importance of addressing the systemic challenges identified in the University Strategic Plan. Our plan aligns with and supports the priorities in that plan for expanding traditional revenue opportunities; forging innovative fundraising models; rethinking delivery of academic, student, and auxiliary services; and improving the efficiency and effectiveness of administrative services. Rutgers–New Brunswick supports shared governance structures and strives to be a cohesive community in which all members have the opportunity to contribute their talents and expertise for the common good.



This Rutgers–New Brunswick strategic planning process yielded common themes that are not all that surprising: New Brunswick has great areas of strength and many pockets of excellence that are not always well known; we need to better leverage those assets and promote collaboration among parties engaged in similar functions to enhance efficiency, raise visibility, and increase both research output and student satisfaction. By capitalizing on our current strengths as a foundation for progress and by developing best practices, we will lead the achievement of the University’s aspiration to be one of the best public universities with a research-rich academic environment and a meaningful and satisfying student experience.

### **Principles Guiding the New Brunswick Strategic Plan**

The Rutgers University–New Brunswick Strategic Plan is based on the following principles:

- To serve as a guide for enhancing excellence at Rutgers–New Brunswick in its role as the flagship campus of the university through
  - ◆ the nurturing of our strengths to ensure continued high performance in those academic areas;
  - ◆ the development of mechanisms for improving areas of weakness; and
  - ◆ the creation of innovative strategies for meeting the challenges facing higher education institutions in the 21st century.

*By capitalizing on our strengths and developing best practices, we will lead the achievement of the University’s aspiration to be one of the best public universities.*

- To reaffirm Rutgers–New Brunswick’s mission and goals within the broader vision of the University Strategic Plan.
- To align the mission and goals of our constituent academic units with the Rutgers University–New Brunswick strategic plan.
- To outline areas of coordination and collaboration with the university’s newest academic division, Rutgers Biomedical and Health Sciences.



# FOCUSING ON CRITICAL PRIORITIES

Five critical priorities have been identified that are key to Rutgers University–New Brunswick’s ability to take advantage of its considerable strengths. In these areas, by showing bold leadership and concentrating considerable attention and some additional resources now, we will raise levels of performance across Rutgers–New Brunswick.

**Strengthening Our Academic Core** supports promising projects in the sciences and humanities that underpin our excellence in core academic disciplines that are foundational to all students in schools across Rutgers–New Brunswick and that integrate research and/or teaching across units.

**Building Faculty and Staff Excellence** emphasizes attracting and retaining top faculty and staff and offering robust leadership development tools that faculty and staff can apply throughout their careers in the context of their own areas of expertise.

**Transforming the Student Experience** heightens attention to student advising and other services to ensure the success and enduring satisfaction of all students with their Rutgers experience—whether those students are residential, commuter, transfer, international, part time, or nontraditional.

**Advancing Our Inclusive, Diverse, and Cohesive Culture** capitalizes on our many forms of diversity for maximum educational impact and calls for better coordination of services that support faculty, staff, and student diversity goals.

**Enhancing Our Public Prominence** speaks to increasing our public engagement and raising awareness of Rutgers–New Brunswick’s unique strengths that contribute to society, including those that promote New Jersey’s global resources and Rutgers’ value to the private sector.

As we pursue these priorities, Rutgers–New Brunswick will also continue to build upon its formidable strengths in the five academic areas that have been identified in the University Strategic Plan as University-wide **integrating themes**:

- Cultures, diversity, and inequality—local and global
- Improving the health and wellness of individuals and populations
- Creating a sustainable world through innovation, engineering, and technology
- Educating involved citizens and effective leaders for a dynamic world
- Creative expression and the human experience

These themes hold great promise for creating synergies across disciplines, schools, and residential campuses in the development of areas of differentiating excellence. Rutgers–New Brunswick will undertake new initiatives in support of each integrating theme, including several within the health and wellness theme that we will pursue in close collaboration with Rutgers Biomedical and Health Sciences.

Rutgers–New Brunswick will initiate two projects in support of the broad aspiration of the University’s flagship campus: 1) a **Task Force on the Future of Rutgers–New Brunswick** and 2) a **New Brunswick Academic Portal**. The first will be designed and populated to encourage imaginative and wide-ranging discussion of new directions, structures, and practices for Rutgers–New Brunswick, within the context of the big issues facing American higher education today, and the second is designed to bring clarity and encourage collaboration across this highly complex institution.

*Embracing the future of higher education and making the necessary changes will require much thought and many voices.*

### **Task Force on the Future of Rutgers–New Brunswick**

Rutgers University–New Brunswick operates in a higher education landscape that has changed vastly over the past 60 years. Since the post-World War II era, Rutgers–New Brunswick, like our peers, has been building more facilities; offering more majors; recruiting more students locally and internationally; developing more amenities for student recreation, living, and dining; and pushing student tuition and fees ever higher. At the same time, state support for public universities has been dwindling, federal grant dollars are harder to come by, and private fundraising has become a central job of every college and university president, chancellor, dean, and even department chair.

As research and scholarship have assumed increasing importance in faculty hiring and promotion decisions, a larger proportion of undergraduate teaching is being carried out by so-called “contingent” faculty—nontenure-track faculty and adjuncts, who are often paid on a different scale than are ten-

ured and tenure-track faculty, and who are not fully involved in the governance of their departments or units.

More faculty work, and more student learning, crosses traditional disciplinary boundaries, and the path to a degree, especially the bachelor’s degree, is no longer the traditional straight line from high school through a single four-year institution. More and more students at public research universities like Rutgers need to work while they are going to school, and even those who do not are finding it harder and harder to finish their degrees in four years. Online, distance, and hybrid forms of instruction, as well as Massive Open Online Courses and for-profit competitors, are all part of the higher education scene today, even as debate continues about the most effective use of these instruments.

University libraries like Rutgers’ are facing escalating costs for journals, declining foot traffic and shifts in patron usage, increasing demands for digital access, and questions about the best use of space, which has traditionally held stacks.

While all this has been going on, employers of today’s college graduates often complain that we are not teaching our students what they need in order to succeed in the world of work. Public officials, meanwhile, are demanding increased accountability for institutional efficiency, affordability, faculty effectiveness, and demonstrable learning outcomes.



As Rutgers deals with these national trends and broad challenges, we also confront problems specific to this institution—including a low percentage of alumni who contribute to the University or to its New Brunswick schools, outdated administrative and academic information technology systems, and an endowment that ranks at the bottom of the Big Ten. In the near term, we must adapt the Responsibility Center Management (RCM) model for Rutgers–New Brunswick in a way that builds or maintains the high quality of our core academic disciplines while also promoting interdisciplinary research and teaching. RCM is a budgeting model that is already employed by many universities and is being implemented across Rutgers in the 2015–2016 fiscal year. RCM to a large extent decentralizes budget management, giving revenue-generating centers, such as schools and institutes, more direct responsibility for managing the revenue and expenses of their operations and empowering them to make timely decisions with heightened awareness of



the financial ramifications of their choices and increased transparency. These same units are asked to contribute a proportional share to central administrative expenses.

It seems unlikely that the Rutgers we know today will be the Rutgers that exists 20 years from now. The administrative structure, funding mechanisms, and modes of instruction will have to change and adapt to new realities. How can we be ahead of the curve and lead other flagship institutions in the coming decades? More immediately, how do we address current problems that threaten to reverse our progress and prevent us from pursuing an exciting long-term transformation?

Embracing the future of higher education and making the necessary changes will require much thought and many voices. Therefore, we will create a Task Force on the Future of Rutgers–New Brunswick that, while situated in the context of contemporary higher education, will recommend creative solutions specific to the assets, needs, and aspirations of Rutgers–New Brunswick. The task force will include representatives of major areas of academic strength and growth in Rutgers–New Brunswick, along with visionary administrative leaders.

We will charge the task force with developing two sets of recommendations: a list of short-term tactics to address immediate problems and better position Rutgers–New Brunswick among our peers, and a long-term vision of how we can take full

advantage of our assets to embrace new structures, technologies, teaching methodologies, funding models, and research and outreach opportunities to become a leading-edge 21st century university.

### **New Brunswick Academic Portal**

Because of its unique history, geography, and traditions of decentralization, Rutgers University–New Brunswick, in each of the five critical priority areas, hosts a number of different academic units, programs, and services that have some connection or commonality of mission or purpose, but are often organizationally distinct and usually not co-located. In addressing our critical priorities, we need to create more cohesive collaboration across boundaries and to communicate more effectively to all constituents the assets and advantages we offer. As the limitations of “brick and mortar” higher education become increasingly apparent, an overarching priority should be the development of new and creative virtual structures that will increase understanding of and access to the University.

Under the leadership of the Chancellor, we will launch a New Brunswick Academic Portal—a website that will provide a topically oriented, academic “table of contents” for Rutgers University–New Brunswick organized around broad disciplinary areas. Within those virtual thematic areas, the portal will showcase instructional programs, research activities, service and outreach, and faculty expertise. Listings will have live links to “home units” to enhance the visibility of units and their multiple roles,



to facilitate connections and complementarities across units, and to make the many academic strengths of the institution more broadly accessible to our many publics.

### Strengthening Our Academic Core

A strong core of arts and sciences forms the basis of every great university. Most undergraduates, even those who pursue professional degrees, start their careers in the arts and sciences. Appropriately, Rutgers University–New Brunswick takes pride in the strength of its offerings in the sciences—physical, biological, mathematical, and social—and the humanities as the framework for general education and essential to the excellence and stature of Rutgers–New Brunswick and to the entire university.

The structure of undergraduate majors and graduate-degree programs at Rutgers–New Brunswick allows students to build the necessary specialized skills and depth of knowledge to understand the current state of their chosen fields, prepare for the most challenging and rewarding careers, and, at the highest level, contribute to the further development of our knowledge of human culture and society and the natural world. Our distinguished research in philosophy, physics, and many other fields follows from the internal development of the disciplines and is encouraged by collaboration and vigorous debate with

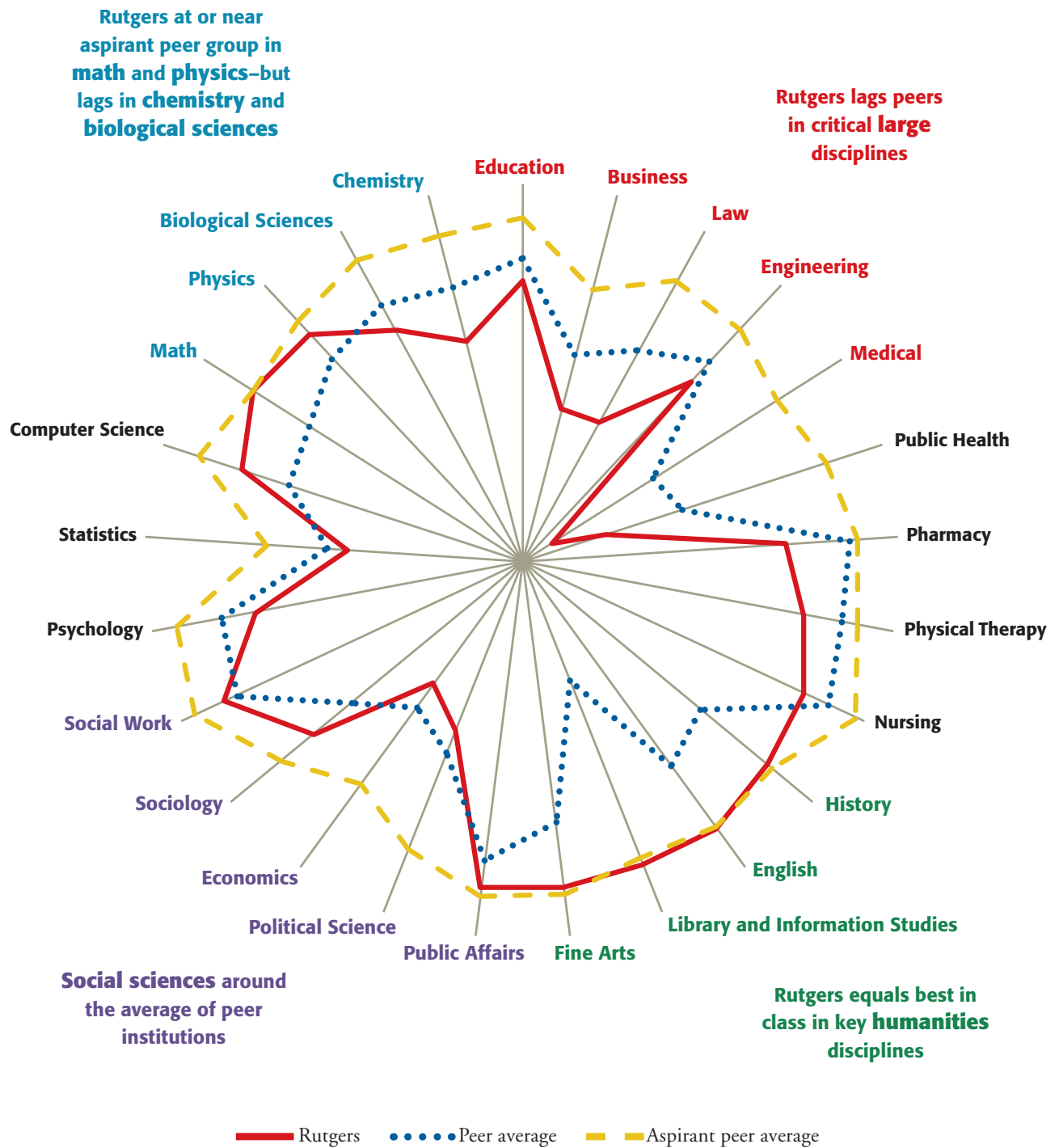
departmental colleagues. We look to our schools across Rutgers–New Brunswick to support research and curricular innovation in their most distinguished programs, and to develop new areas of excellence that respond to opportunity and meet the needs of our state and nation.

As depicted in a chart in the University Strategic Plan, which is reproduced here, Rutgers–New Brunswick boasts a number of disciplines—including computer science, English, fine arts, history, library and information studies, math, physics, public affairs, and social work—in which we rank ahead of our peer institutions in the Association of American Universities and are equal or nearly equal to our aspirational peers, claiming national and international leadership. We are committed to supporting and maintaining these strengths. At the same time, we recognize the compelling need to bolster our efforts in critical large disciplines such as engineering, business, and education, which currently lag our peers and are essential to our long-term ambitions for Rutgers–New Brunswick. Although the initiatives solicited for funding through the strategic planning process in New Brunswick cross departments, divisions, and schools, the fundamental academic strength of Rutgers University–New Brunswick is the high quality of our core disciplines.

Successful interdisciplinary work, which depends in turn on the existence of strong disciplinary partners, helps to support the core, improve faculty recruitment and retention, and maintain a strong curriculum. The challenge is to enhance this work by building more extensive networks that support our education and research missions. Encouraging faculty innovation, whether in core fields or in the development of cross-disciplinary programs, will be critical to furthering the excellence of the sciences and humanities. This effort could even become an important institutional distinction, setting Rutgers–New Brunswick apart from peer institutions, especially if that innovation successfully bridges structural gaps among the schools.

Thinking collaboratively about the ways we do research and provide instruction is a challenge, since faculty themselves were typically trained in one discipline. Faculty need to develop multidisciplinary models that break new ground in the way we conceptualize research issues. Students need to be well trained in a discipline, but to succeed professionally, they also need to learn significantly more about related fields; they need to be culturally aware and sensitive to linguistic, social, and economic diversity; and they need to experience work with professionals

# Rutgers' Ranking in Selected Disciplines Relative to AAU Peers and Aspirant Peers

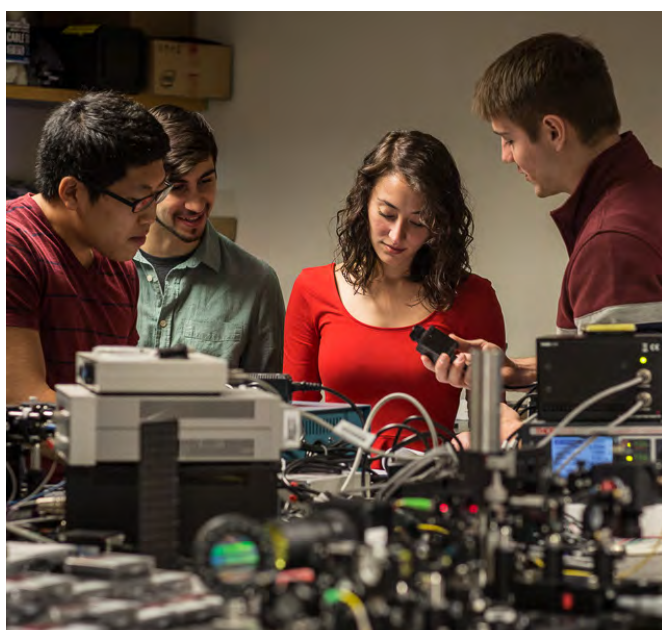


Note: See Appendix C, page 69, for a listing of Rutgers–New Brunswick’s AAU peers and aspirant peers

*Faculty innovation, whether in core fields or in the development of crossdisciplinary programs, will be critical to furthering the excellence of the sciences and humanities.*

in other disciplines. This is true for students and faculty in professional fields—whose scope of practice is, of necessity, interprofessional—and for scholars in traditional arts, humanities, and sciences disciplines. New technologies, the explosion of information and access to data, and radically transformed ways of conducting practice and scholarship all put a premium on the ability to integrate ideas across fields. New scholarship and practice favor individuals who can navigate across disciplines and emerging fields and who can work across institutional and national boundaries. Increasingly, scholarship in the sciences and the humanities requires a team approach, and Rutgers–New Brunswick is already well primed for new collaborative endeavors.

The development of sustainable instructional programs that cut across disciplines and existing units is among our biggest challenges. Rutgers–New Brunswick must develop funding



systems and budgeting mechanisms to recognize and reward collaboration and simplify fair exchange of resources; exhibit flexibility in accommodating differing schedules, educational cultures, and pedagogic structures; recognize different priorities and complementary strengths and needs; and show resilience in meeting future challenges as faculty expertise and curricular needs shift.

In order to address these challenges, Rutgers–New Brunswick must foster collaborations like those already demonstrated by successful programs such as the Institute for Advanced Materials, Devices, and Nanomaterials; the Division of Life Sciences; and the Institute for Law and Philosophy. Significant change will require attention to the faculty reward structure and responsiveness in University budgeting and financial management. The resultant institutional changes will not only strengthen research and scholarship but also make many research programs more responsive to national trends in external funding and make our educational programs more attractive to the most high-achieving students.

## Initiatives

### Chancellor's Excellence Funds

To address the key issues identified for the support of a strong academic core, Rutgers University–New Brunswick will establish Chancellor's Excellence Funds to support our strategic priorities. In each case, these relatively small, competitively awarded funds will be solely for projects that integrate research and/or teaching across units at Rutgers–New Brunswick. A cross-school liaison group will serve to familiarize faculty and administrators with the priorities of different units, explore ideas for collaboration, address impediments to collaboration, and advise the Chancellor on the disbursement of funds. These funds include the following:

- The *Chancellor's Fund for Interdisciplinary Innovation* will provide seed funding for research initiatives and programming that are developed and offered by faculty in two or more different traditional disciplines or schools at Rutgers–New Brunswick. Shared programs, including a wide range of joint and dual-degree programs, already exist. But challenges in administration and funding for these programs create disincentives. The Chancellor's Fund will give high visibility to innovative



partnerships in instructional programs. Additionally, this fund will explore new options in certificate programs, which will have crossover appeal to students from multiple disciplines.

■ The *Chancellor's Fund for Social Sciences and Humanities in the Professions* will provide financial incentives for the development of closer ties between the humanities and social sciences and professional education—in the core curriculum, in the major, in advising, and in the transition from undergraduate programs to professional programs.

### Chancellor's Professorship in the Arts and Humanities

Rutgers–New Brunswick is internationally recognized for outstanding academic programs in the arts and humanities, with many of our departments ranked among the best in the United States. We are committed to maintaining and celebrating this strength, which is a mark of distinction for Rutgers and a profound benefit to our students and the state of New Jersey. To bring greater attention to the critical role that these disciplines play in the life of Rutgers–New Brunswick, we will establish a rotating annual honor—to be known initially as the Chancellor's Professorship in the Arts and Humanities. This honor will be awarded on an annual basis to a preeminent faculty member from an arts or humanities discipline at Rutgers–New Brunswick. It will include a research and travel account, and the recipient will give a well-publicized lecture or performance at Rutgers on an arts or humanities topic of her or his choice. The individual will be selected by the Chancellor upon the recommendations of a panel drawn from within and outside Rutgers–New Brunswick. The program will be initially funded by the Chancellor's Office as we seek to recruit a donor to fund this professorship on a long-term basis.

### Rutgers University Teaching Technology Enhancement Center

A group of Rutgers–New Brunswick faculty has been developing ways to maximize the use of technology to complement classroom instruction and provide students with deeper and more effective opportunities to learn and apply their knowledge. Tapping into social media to connect students with each other and with their instructors, these methods can turn large enrollments from a challenge to be managed into a powerful resource that allows for self-directed learning communities. Such a web of learning support is already being deployed in “General Chemistry” classes, including Chem 161 (which enrolls more than 1,800 students) and Chem 162 (1,500



students). Building on the success of this effort, we will create a Rutgers University Teaching Technology Enhancement Center, dedicated to the design, development, and deployment of innovative teaching technology solutions. Primary to the center's mission will be the design of a New Brunswick-wide social academic network that provides a customized learning experience for individual students and enables instructors to optimize the impact of face-to-face time with students in either a regular or flipped classroom setting.

### Imaging Core Facility

While every university faces budgetary realities that limit research capacity, the most successful institutions maximize their resources to ensure the widest benefit to their research and scholarship. The School of Arts and Sciences' Department of Cell Biology has recently purchased, through a state grant, an IN Cell Analyzer 6000—a sophisticated, laser-based confocal imaging microscope that enables researchers to conduct highly automated measurements of cell structure and function. The Department of Cell Biology will provide broad access to this equipment, train investigators from across Rutgers–New Brunswick in its use, and incorporate the microscope's use into advanced and undergraduate programs. Establishing a fee-based facility, the department will accelerate research efforts and allow users to generate data from discovery all the way to clinical applications.



*As these initiatives demonstrate, Rutgers–New Brunswick is committed to maintaining and enhancing its reputation for excellence in the arts and sciences through research and scholarship marked by innovation and interdisciplinary collaboration. We are pledged to promote academic partnerships that strengthen our academic core and apply technology creatively in the service of instruction and research.*

## **Building Faculty and Staff Excellence**

Rutgers University–New Brunswick faculty share a passion for discovery, produce excellent scholarship, and care deeply about the undergraduate and graduate students they teach, mentor, and advise. Their research, their teaching, their publications, and their scholarly influence make Rutgers–New Brunswick an academic powerhouse. Administrators and staff in New Brunswick contribute in substantive ways to the academic quality of the institution, the effectiveness of teaching and research, the richness of the student experience, and the daily operations and long-term aspirations of the institution. Building faculty and staff excellence requires attracting, recruiting, and supporting individuals who are talented, are productive, and exhibit leadership in their primary academic or administrative field. Building this excellence also requires creating a collaborative, nurturing community in which to work.

More than 7,800 full- and part-time administrators and staff work at Rutgers–New Brunswick. Our colleagues have been recognized for leadership and innovation across a wide array of areas, including student affairs, institutional communications, sexual assault prevention, veteran services, and recycling. The New Brunswick plan recommends new opportunities for staff development. Our plan also acknowledges the important strategies outlined in the University plan for achieving greater effectiveness and efficiency among Rutgers staff, including the value of promoting an ethos of service and support and a culture of professional development for all employees.

Rutgers–New Brunswick boasts more than 1,300 tenured and tenure-track faculty members. Among our faculty are members of the National Academies, as well as Guggenheim Fellows, MacArthur Fellows, Pulitzer Prize winners, National Medal of Science and National Medal of Technology honorees, and recipients of numerous other awards for scholarship, teaching, and service. Distinguished faculty have brought a number of academic programs at Rutgers to national and international prominence and have helped attract high-achieving students from within and beyond New Jersey.

Rutgers is committed to a faculty culture that is intellectually exciting and conducive to collaboration and the exchange of ideas. We recognize the importance of increasing the diversity of our faculty and staff to reflect the changing demography of our

students and the nation. We believe all faculty must have appropriate mentoring, evaluation, and access to clear career paths.

Rutgers–New Brunswick will enhance faculty development and recognition opportunities in the areas of teaching, disciplinary and institutional leadership, and community engagement. We have substantial strengths in these areas and will foster opportunities for more effectively leveraging them to increase their influence.

The New Brunswick plan aligns with the University’s strategic priorities for faculty excellence through hiring and retaining world-class faculty, especially those in academic areas of strategic or interdisciplinary importance to the University; providing appropriate rewards and recognition for current outstanding faculty; and ensuring that faculty have adequate infrastructure and other support to advance their endeavors. The University’s announcement of a new faculty appointment program—Henry Rutgers Professors (for senior-level faculty) and Henry Rutgers Term Chairs (for mid-career faculty)—represents a strong commitment to recruit and retain preeminent faculty for the University. This University-wide commitment will augment efforts within Rutgers–New Brunswick to build faculty excellence.

## Initiatives

### Office of Faculty Development and Excellence

The Office of the Provost of Rutgers University–New Brunswick will provide leadership for faculty recruitment, retention, and development. As detailed below, the New Brunswick Provost will establish and oversee a new Office of Faculty Development and Excellence that will support faculty at every career stage in areas such as new faculty orientation, online and traditional teaching, mentoring, sponsored research, manuscript and proposal development, work-life balance, post-tenure review and renewal, partner/spouse placement and assistance, and transition to retirement.

Among the tasks of the Provost and the Office of Faculty Development and Excellence will be:

- expanding opportunities for faculty mentoring across New Brunswick beyond what is possible at the departmental level. This will include in-person mentoring, an online component, training for mentors, and support for intra- and interinstitutional research collaborations;

*The Provost will establish a new Office of Faculty Development and Excellence that will support faculty at every career stage.*

- establishing a program to strengthen early-stage faculty members’ leadership skills, professional development, and research portfolios;
- providing mentoring and professional development programs to mid-career faculty to sustain their momentum in research and scholarship;
- identifying sources of grant funding and supporting the preparation of successful proposals with a special emphasis on multidisciplinary faculty teams pursuing research related to the integrating themes of the University Strategic Plan;
- identifying and assisting faculty candidates for election to the National Academies;
- supporting and encouraging efforts in leadership development for senior women in engineering and the sciences, building on strong programs already under way;
- developing and funding additional teaching awards and celebrating the recipients, both to signal our pride in their excellence and to help in recruiting and retaining outstanding students and faculty; and
- establishing a committee of outstanding faculty, drawn in part from among past teaching-award winners, to advise the Provost and Chancellor on improvements that might be made to increase the quality of undergraduate teaching.

### Rutgers Leadership Academy

Rutgers–New Brunswick recognizes the value in helping faculty and staff develop skills for effective leadership at every level of the institution. Developing expertise in planning, priority setting, innovation, internal communication, and relationship-building with external constituencies will serve both the individual and our institution well. Expanding upon current leadership programs offered for chairs and deans (Academic Leadership Program) and doctoral students (Pre-Doctoral



Leadership Development Institute), we are establishing the Rutgers Leadership Academy (RLA), to be coordinated by the Center for Organizational Development and Leadership. The RLA will provide a broad, integrated array of leadership education and development programs for current and aspiring faculty and staff leaders in academic, administrative, and health sciences programs. The academic component will include both core and elective modules that address cross-cutting leadership concepts and competencies and apply them in the context of the participants' disciplines and organizations. Curriculum development for each application of RLA will be a collaborative process with an academic or administrative unit, and tailored to the particular needs of a discipline, department, or group. The RLA will be linked to similar programs offered through the Committee on Institutional Cooperation, thereby enabling Rutgers to benefit from, and contribute to, leadership development offerings at all member institutions.

#### **Advisory Council for Business and Administrative Services**

As Rutgers–New Brunswick and the University continue to grow larger and more complex, it is vital to ensure that decisions that affect operations be made with input from those responsible for carrying out those changes at the school, administrative office, or other level. We will establish an Advisory Council for Business and Administrative Services as a constructive two-way communication forum that complements the role

of central officers through information sharing, discussions of unintended consequences, and considerations of effective practices, helping to ensure realistic and tenable solutions. The council membership will comprise individuals responsible for budgeting, finance, human resources, or information technology in each of the academic and administrative units at Rutgers–New Brunswick.

#### **Advanced Technology Organization Management Group**

Technology management for an institution as complex as Rutgers–New Brunswick requires thoughtful planning and organization. Rutgers needs a forum for central administration technology managers to exchange knowledge and share their expertise and experience with (and learn from) colleagues at Rutgers–New Brunswick and elsewhere across Rutgers. We will thus establish the Rutgers University Advanced Technology Organization Management Group, or RU-ATOM, a group that will meet face-to-face monthly to encourage dialogue and effective technology management.

#### **Faculty and Staff International Engagement**

The Centers for Global Advancement and International Affairs (GAIA) provide active support for Rutgers faculty to excel in global and international research. The GAIA Centers facilitate collaborative projects that address issues of global concern, foster globally engaged teaching, and provide services that connect our local and global communities. Through the GAIA Centers, faculty and staff can receive funding to create global health or other international projects or activities, or to represent the University during international travel through the Faculty and Staff Ambassador Program. The centers will create an infrastructure that helps faculty identify and apply for internationally focused fellowships and grants in cooperation with their academic units and the Office of Research and Economic Development. The centers will also help to streamline the paperwork for memoranda of understanding.

#### **Retired Faculty and Staff Engagement**

The new Retired Faculty and Staff Center and newly formed Retired Faculty and Staff Association (RFSA) aim to enhance collaboration, coordination, and consistency among the various retiree organizations; to increase and improve pre- and postretirement programs, counseling, and information; and, where possible, to standardize opportunities and benefits

afforded retired staff and emeritus faculty across Rutgers–New Brunswick as well as in RBHS. Rutgers–New Brunswick will provide increased institutional support to advance the mission and programming of RFSA, support the creation of an RFSA strategic plan, and develop strategies to standardize, clarify, and more effectively communicate faculty and staff retiree benefits and privileges.

*Rutgers–New Brunswick recognizes that to become a preeminent institution with the highest quality of research and instruction, it must equip faculty and staff with the tools to succeed. Through these initiatives we will support our faculty and staff with professional and leadership development and new mechanisms to accomplish their goals for the benefit of the institution.*

## Transforming the Student Experience

Rutgers University–New Brunswick offers a robust and diverse living and learning environment for more than 41,000 students residing on, near, and off campus. For undergraduates, Rutgers–New Brunswick strives to educate the whole student through an extensive range of superb liberal arts and sciences, preprofessional, and professional degree programs alongside a multitude of cocurricular opportunities at home and abroad. Rutgers–New Brunswick is also home to outstanding master’s and Ph.D. programs and prominent professional graduate programs, with numerous opportunities for graduate student engagement.

This strategic plan seeks to enhance Rutgers–New Brunswick’s ability to attract diverse, talented, dedicated students from New Jersey, the nation, and the world and to produce accomplished, dedicated, and proud alumni who become lifelong supporters of their alma mater. The plan fully supports the University’s strategic priorities regarding the importance of an enriched student experience, particularly for undergraduates.

In transforming the student experience, we will strive to become a student-centered university, relentlessly focused on the success of our students. As such, we will prioritize the total student learning experience, from admission through graduation. The University will create a vibrant learning community of rich cultural, racial, sexual, economic, and religious diversity that welcomes and supports undergraduate and graduate students, traditional and adult learners, and residents and com-

*We will strive to become a student-centered university, relentlessly focused on the success of our students.*

muters, as well as transfer, international, and first-generation students. This effort will entail developing a more personalized learning environment for all students. We must collectively attend to the social, cultural, physical, and emotional needs—as well as intellectual needs—of each student. Creating a cohesive and supportive learning community is paramount in transforming the student experience.

Toward this end, Rutgers–New Brunswick already provides a range of distinct residential options and communities that allows students to build a personalized learning niche. Rutgers–New Brunswick features a significant range of officially designated “living-learning communities” distinguished by common coursework; some examples include Language Houses, career-focused Discovery Houses, a Social Justice learning community, and the RU-tv and Weather Watcher learning communities. There are also flourishing communities for veterans, communities for women, programs for adult and nontraditional



students, and a robust Educational Opportunity Fund Program. First-year honors students will soon benefit from the New Brunswick Honors College, a state-of-the-art residential college where students will engage with faculty and each other in a dynamic living-learning center.

Opportunities for student engagement with faculty are also available in small seminars (including the Byrne Seminars for first-year students), and similar programs connect first-years with talented upperclassmen who have found success at Rutgers, such as the First-Year Interest Group Seminars, or FIGS. Opportunities for hands-on research exist through the Aresty Center; internships can be found on and off campus; and local and international service initiatives are available to teach students the value of community service. Students engage and learn outside the classroom in residence halls, recreation centers, dining halls, cultural centers, student centers, learning centers, and libraries, or by participating in the more than 500 registered organizations at Rutgers–New Brunswick. Our community also benefits from our exceptionally diverse student population, with students from a multitude of cultural and linguistic backgrounds and from more than 120 countries.

Just as we take pride in our considerable positive attributes, we recognize that Rutgers–New Brunswick faces serious challenges. Among these are understaffed administrative units, outdated



administrative technology, oversubscribed classes, unwieldy bureaucracy, deferred maintenance, geographically dispersed residential campuses, and lack of large central gathering spaces to accommodate major student events. For undergraduates who wish for a coherent prescribed path through the curriculum, the shortage of academic advisers in some schools makes the pursuit of their goals more difficult than it should be. Students are also frustrated by technology systems that cannot (or units that do not) share data, delinquent software updates, and the limitations of web-based tools such as Degree Navigator or the WebReg course registration system. The distances between one Rutgers–New Brunswick residential campus and another force students to rely on the transportation system to move to and from class, work, residence, and events. These issues can also adversely influence scheduling, student engagement, time to graduation (thus driving up costs), and student satisfaction.

In addressing these problems, Rutgers–New Brunswick also needs to devote more attention to the particular needs of our growing number of nontraditional, international, first-generation, out-of-state, transfer, and commuter graduate and undergraduate students, for whom a complicated university can be even more difficult to navigate.

Overcoming these challenges can have an enormous, constructive impact on Rutgers–New Brunswick's future. Positive student experiences generate student pride, which in turn inspires alumni loyalty. Pride and alumni support influence our institutional rankings, which depend in part on rates of alumni giving.

## Initiatives

### Enhancing Student Advising

Given the complexity of the institution, Rutgers–New Brunswick needs to develop and maintain an outstanding, comprehensive system of undergraduate advising, drawing on the expertise and insights of both faculty members and staff academic advisers. Especially critical are the first two years, before students move into their majors and rely more heavily on advising from faculty within their academic departments. The introduction of degree auditing software and the digitalization of student advising files have brought important improvements in recent years. Better-integrated and coordinated approaches from recruitment to postgraduate planning should recognize and support social, academic, and career needs. Focusing on



enhancements in these areas will increase retention and satisfaction and decrease time to degree. We need to ensure that our students have the most effective, affordable, enriching, and satisfying experience possible.

Rutgers–New Brunswick aspires to develop a central hub for admission-to-postgraduation advising and guidance that serves the needs of the whole student across all schools. We seek to provide staffing at levels sufficient to ensure timeliness and efficiency, employing highly trained professionals who have extensive knowledge of university policies, processes, offices, and opportunities. Staff, students, and faculty should have access to the best information technology available to optimize integrated services and to identify at-risk students. Services should be developed based on benchmarked best practices.

Taking a major step in this direction, Rutgers–New Brunswick has partnered with the Washington-based Education Advisory Board (EAB) to pilot the Student Success Collaborative (SSC), a state-of-the-art online platform designed to improve student advising. The innovative, technology-driven platform collects longitudinal academic data for all students and discovers patterns of academic success and failure. The platform provides advisers with student assessments that enable them to offer individualized recommendations based on academic strengths and interests. With the information gathered through assessments, advisers are able to help students select courses and

majors and explain the necessary steps to graduate. The platform is designed to improve retention rates as well as time to degree.

A number of disciplines from the School of Arts and Sciences and the School of Environmental and Biological Sciences are participating in the pilot program, which was implemented in fall 2014. The pilot will be evaluated in spring 2015, and if the platform is successful in improving undergraduate advising, the SSC project will be expanded in the 2015–2016 academic year.

### **First-Year Experience Review**

Rutgers–New Brunswick seeks to enhance the transition from high school to college as well as the first year at Rutgers. Are we doing our best as a university to provide new students across all demographics (traditional, nontraditional, international, first-generation, in-state, out-of-state) a transition and first-year experience of the highest quality? Are we working together to manage the first impression, and to provide a transition experience from admission through completion of the first year that is sequential, supportive, and responsive to the needs of students today? Are there opportunities to facilitate enhanced connections to peer student mentors, faculty, staff, and leadership experiences during the first year? What are our CIC and AAU peers doing well?



Exploring the first-year experience can best be achieved by evaluating current practices and making recommendations to ensure students have a positive, coherent transition that leads to a successful first year, timely graduation, and active engagement as alumni and participants in our democracy. To this end, we will form a cross-organizational task force to examine the integration of pre-orientation activities, placement testing, academic advising, and course registration as part of a multifaceted New Student Orientation model, as well as to consider the ideal coordination of academic support systems, curricular and cocurricular programs (including Byrne Seminars and First-Year Interest Group Seminars), and shared intellectual experiences to strengthen first-year students' connections to each other and to the University. The task force will establish clear-cut outcomes and rubrics for measuring our success.

### **Graduate Student Orientation**

Incoming graduate students, both master's and doctoral candidates, should not be overlooked in our review of the orientation process. New graduate students would benefit from graduate orientation sessions that address their specific needs and circumstances. We will convene a task force to review what incoming graduate students need to know when they arrive on campus.

### **Transfer Student Experience Review**

Transfer students have unique issues and concerns that merit special attention. Transfer students have completed college courses and have some familiarity with college. However, those transferring from community colleges, smaller colleges, and international universities may not be prepared for the complexity of an institution like Rutgers University–New Brunswick. For students coming from New Jersey community colleges, NJ Transfer ([njtransfer.com](http://njtransfer.com)) is a comprehensive resource that provides information on how each class will transfer into each Rutgers–New Brunswick school. However, when there are not these kinds of clear articulation plans in place with other sending schools, transfer students may struggle to determine how their courses will transfer into the various schools at Rutgers–New Brunswick. How transfer students are oriented and integrated into our community is important and sets the foundation for their experience. Given the likely increase in transfer student populations, we will form a New Brunswick-wide task force to examine the issues transfer students face and create an orientation model that meets the unique needs of transfer students during their first semester at Rutgers–New Brunswick, drawing on best practices here, such as the Students in Transition Seminars, and at our peers.

### **International Student Experience Review**

International students play a vital role in promoting New Jersey's global connections and intellectual resources and help boost Rutgers' profile around the world. Yet these students face certain unique challenges: culture shock; unfamiliarity with American academic culture; studying, writing, and interacting in a nonnative language; and sometimes radically different ideas about how to study and succeed academically. Through the Center for Global Services, the Office of the Chancellor, and the Division of Student Affairs, Rutgers streamlines pre-arrival and immigration processing and eases transition into a new environment through student advising, mentoring and other services, and social events. How well do international students adjust to a new environment with these services? How well do these services work to help students succeed in and outside the classroom, and do these services inspire students' dedication to Rutgers after they graduate? We will continue to enhance services by examining our current system through a comprehensive survey of new and returning international students and by implementing feasible improvements.



### Remodeling Student Scheduling

Because of many factors, including the geography of our residential campuses and the decisions of individual departments, Rutgers–New Brunswick students frequently complain that they cannot take all the courses required for an undergraduate degree in four academic years. To cite one data point: in response to a survey in the physical master planning process, more than 70 percent of respondents said they have been unable to take a class because of a tight window for class changes, and more than 28 percent said this inability would likely delay their expected graduation. We need to look at the overall path students take through the curriculum from a scheduling perspective. It may be possible to improve retention and graduation rates by strategic changes in the basic scheduling structure or in the availability of courses from one semester to another.

Several initiatives are already under way to improve course scheduling in order to reduce intercampus bus travel and minimize conflicts that lengthen time to degree. The Office of Scheduling and Space Management is launching a postregistration survey to gather information from students about which courses they could not get into, time and location preferences, and other related matters. We are also exploring new course-scheduling software that uses algorithms to schedule courses more effectively; expanding distance-learning opportunities; and finding the optimal number of sections for various courses, with varied times and locations, that should be offered to accommodate more students' schedules.

To augment and inform these efforts, we will convene a task force on remodeling student scheduling, with representation from faculty, administrators, and students, to recommend new options to improve scheduling and help ensure a timely, cost-efficient path to a degree. The task force will work closely with Scheduling and Space Management, Facilities, Transportation, and other offices that will be responsible for implementing the Physical Master Plan.

### Mechanisms to Retain Our Students from Admission to Graduation

A commitment to evidence-based decision making should guide our financial aid priorities and ensure that all students have access to the full Rutgers–New Brunswick experience. Unmet financial need and related issues are a frequent challenge for our students, especially in the sophomore and subsequent

years, thus contributing to attrition and delayed time to graduation. While over 80 percent of students receive some form of financial aid, needs remain unmet and concerns about cost surface as the most prominent issue voiced by our students. We will seek ways to improve the amount of aid available for allocation to students, create more opportunities for on-campus employment via federal funds or departmental funds, and provide greater access to emergency aid. Our fundraising priorities will reflect a commitment to ensure that funds are being raised to support students with high financial need.

In addition, we will work with the Rutgers University Foundation to solicit private support for fellowships and scholarships at or above the level to which President Barchi has committed. This fall, 11 of the most outstanding Rutgers–New Brunswick doctoral students received Presidential Graduate Fellowships, and 121 New Brunswick undergraduates received Henry Rutgers Scholarships—key components of President Barchi's 100 Days Initiatives supporting the University Strategic Plan. Such awards signal to prospective graduate and undergraduate students that we value and support excellence.

### Career Success

While attention to academic progress is essential, career counseling is key to helping students and alumni meet their goals beyond Rutgers. We provide a variety of opportunities for



students and employers to connect, but our complexity can be a deterrent to both students and employers as they attempt to navigate the career services landscape of Rutgers–New Brunswick.

University Career Services (UCS) is often a “last point of touch” for graduating students and a key “point of reconnection” for alumni. The services it provides can have a significant impact on a graduate’s successful transition into the world of work as well as his or her decision to give back to the University. Moreover, given its organizational placement as a central unit, UCS is well positioned—and uniquely charged—to ensure that the career development needs and aspirations of our diverse student population are comprehensively addressed regardless of academic major or career interests. We will support UCS in pursuing improvements to these services, including creation of a single point of entry for recruiters, a cohesive career development infrastructure for students, and a single New Brunswick-wide postgraduation database.

### Honors College

In the coming years, our new Honors College will provide personalized on-campus learning environments for the most high-achieving undergraduate students and will enhance cocurricular learning, with expectations for expansion and more immersive programming in the future. The Rutgers University–New Brunswick Honors College will enable the University to



address four central challenges facing the modern public research institution: recruiting and retaining the most promising undergraduates; reducing student-to-faculty ratios and promoting student-faculty interaction; bridging the divide between classroom study and experiential learning; and creating flexible curricula for the 21st century that allow students to explore emergent fields while developing a broad base of knowledge.

The core of the Honors College will be located in a new facility overlooking Voorhees Mall on the College Avenue Campus, with a 500-bed residence hall, dedicated programming space, student common areas, and administrative office space. All first-year Honors College scholars, regardless of discipline, will be housed there. This model is designed to establish a sense of identity and cohesion among the Honors College scholars and foster interdisciplinary collaboration.

A faculty committee has spent the past year outlining a detailed curriculum designed to work in tandem with a student’s major course of study. The structure concentrates on four objectives: introducing students to the central issues of our time through interdisciplinary Honors Seminars and common courses; creating research and experiential learning opportunities throughout their four years of study; educating global citizens through foreign language and cultural courses and study abroad; and providing a capstone research project that will enable students to see how their research interests apply in practice. Students will also have service learning, internship, and externship opportunities—directly related to their research—during the three summers between their regular academic years.

This is a prime opportunity to provide an outstanding student experience for highly motivated and promising Rutgers–New Brunswick undergraduates.

### Strengthening Student Preparation in the Sciences

Academic difficulty in introductory science coursework during college has been shown to discourage students from pursuing careers in the scientific disciplines. This problem is compounded for students from historically underrepresented groups, who often have not received adequate preparation in high school to succeed in college-level courses. The Office for Diversity and Academic Success in the Sciences (ODASIS) has built a strong record of providing academic support and other services to help diverse students prepare for careers in the health



and science professions. An ODASIS program that provides incoming students with a free summer course in chemistry and math has shown strong results in preparing these undergraduates for “General Chemistry” and math courses. We will invest resources to expand this program and to provide supplemental instruction for ODASIS students in related courses (e.g., genetics, organic chemistry, biochemistry) over the course of their four years at Rutgers. This effort has strong potential both for increasing retention at Rutgers and for increasing diversity in the health and science professions.

#### **Alumni Shadowing Program**

With the introduction of Rutgers Biomedical and Health Sciences into the University, we anticipate that a growing number of Rutgers–New Brunswick undergraduates will be interested in professional health fields. Gaining clinical experiences is of paramount importance in helping these students earn admission to medical, dental, and other health professions schools. The Health Professions Office (HPO) already runs programs with Robert Wood Johnson University Hospital and Saint Peter’s Medical Center, but those programs cannot meet the high demand for clinical experiences. We will need to tap a new resource, and preliminary outreach shows that the nearly 1,000 Rutgers alumni who have gone on to medical or dental school in the past 30 years may prove enormously helpful. The HPO will initiate an Alumni Shadowing Program that will include academic-year shadowing of alumni in the health professions who work within short driving distance of the campus as well as

summer shadowing programs with alumni who work in centers such as New York, Philadelphia, and Chicago. We will monitor the success of the program and consider expanding the concept to other fields in which we have a strong alumni presence within the region.

#### **Graduate Writing Program**

As Rutgers University–New Brunswick seeks to attract outstanding graduate students from around the world, we need to invest in them as scholars and provide the finest academic training possible. Based on evidence at Rutgers and elsewhere, we believe graduate students will benefit from writing courses that help them prepare academic papers, including their dissertations. We will, therefore, establish a Graduate Writing Program with small-enrollment courses offering instruction on preparing and editing grant proposals, dissertation chapters, scientific journal articles, and other academic papers.

#### **Professional Development for Graduate Students**

Rutgers is committed to providing its doctoral and master’s students with the best possible education and training and to helping them produce the highest-quality research. Over the past five years, the Graduate School–New Brunswick has used a National Science Foundation (NSF) grant to offer a series of courses and workshops to provide doctoral and master’s students in all fields with training in communication, ethical research practices, mentoring, teaching, and career decisions.



Graduate students have taken, for example, no-credit courses taught by specialists from the Rutgers Writing Program to help them write strong research manuscripts and another new course to train them in online teaching. The courses and workshops funded by the NSF grant—a nonrenewable award that has since expired—were very effective but were not sufficient to keep up with the demand. We will provide funding to continue and expand this program, to be titled RU FIT: GRAD (Graduate Research Activities and Development), with courses and workshops led by Rutgers faculty, staff, and advanced graduate students and postdocs. This program will help establish a culture of professional development for all doctoral and master’s candidates. We believe it can also provide a persuasive format for attracting support for these activities from granting agencies, foundations, and individual donors.

### Off-Campus and Community Relations

Rutgers students are Rutgers students, no matter where they reside. More than 10,000 Rutgers graduate and undergraduate students live just off-campus in the surrounding New Brunswick community. Rutgers–New Brunswick is committed to assisting students in securing safe and affordable living arrangements and maintaining a positive relationship with the city of New Brunswick, itself a diverse and vibrant community. We need to ensure that all members of the Rutgers–New Brunswick community are safe and feel safe, on and near campus.

In addition to efforts that the Rutgers University Police Department is already making in coordination with the New Brunswick Police Department, we will draw upon an untapped resource—students themselves. We will establish an Off-Campus Student Ambassador Program to provide relevant resources for domestic and international students living in New Brunswick and conduct outreach activities that promote community engagement, safe and healthy living, independent living skills, and positive citizenship. The Division of Student Affairs will coordinate the program, building on the work of the 2013 Task Force on Off-Campus Issues and Concerns. Additional programs and services will increase student access to safe and affordable off-campus housing, and improve off-campus safety and perceptions of safety.

### Rutgers–New Brunswick Pride

With our entrance into the Big Ten and our 250th anniversary approaching, we have new opportunities to create campus traditions. The Division of Student Affairs will work with students and individuals from relevant offices and departments to examine current and potential new campus programs and traditions and to find ways to engage students and community members in these activities.

### Pedestrian and Bicycle Safety Improvements

Ensuring the safety and comfort of Rutgers students as they move around our residential campuses is an important part of our plan to transform the student experience. Most immediate is the need for better pedestrian and bicycle safety. We will, therefore, make crosswalk improvements, including push button-activated crosswalk lights and restriping, at the following locations: Campus Road and Sutphen Road; Ryders Lane by Katzenbach; Davidson Road by the Busch Suites; Dudley Road and Biel Road; College Avenue at the Rutgers Student Center; and Nichol Avenue crosswalks by Lipman Drive and Cooper Drive. We will also cooperate with our host municipalities in expanding bike lanes and in other efforts to encourage bicycle usage and to protect cyclists.

*Taken together, these initiatives provide a more comprehensive array of academic and nonacademic support to undergraduate and graduate students at Rutgers–New Brunswick. They are important improvements in themselves but form only the first wave of what must be a continuing effort to provide the services that the members*

*of our diverse student body need in order to enjoy a successful and memorable Rutgers experience from the time of acceptance to the awarding of a degree.*

## **Advancing Our Inclusive, Diverse, and Cohesive Culture**

As a university community in one of the nation's most diverse states, Rutgers–New Brunswick seeks to strengthen inclusion, diversity, equity, and access in order to support leadership in research, excellence in teaching, and commitment to community. Our commitment begins with a promise we make to everyone joining us as a student, faculty member, or staff member: We will accept and support you for who you are—and we expect the same from all members of our community.

This promise is a foundation of our academic strength. Bringing diverse groups together into an inclusive community empowers individuals and gives rise to fresh, innovative ideas and to more effective problem solving. Rutgers–New Brunswick's commitment to opportunity aligns well with the University Strategic Plan, which notes that although Rutgers is renowned for the diversity of its student body, that diversity is not as evident among the faculty, staff, and top-level administrators.

Today we have dozens of centers and institutes, academic programs/departments, administrative offices, and residential campus and University committees, as well as more than two dozen pipeline programs, dedicated to creating a welcoming environment for a diverse faculty, staff, and student body; supporting achievement; promoting personal and professional growth; and encouraging inclusiveness and equity across Rutgers–New Brunswick.

Equally critical to our identity and academic rigor, Rutgers has developed tremendous intellectual depth and breadth in research and instruction related to diversity. Our Women's and Gender Studies program is one of the best in the nation. Academic departments such as Africana studies; American studies; and Latino and Hispanic Caribbean studies have made considerable contributions to the academic core of Rutgers–New Brunswick.

*We will create the conditions needed for all faculty, staff, and students to enjoy full participation and inclusion in our community.*

Building on this record and in conjunction with University policies that advance diversity and inclusion, we will strive to:

- strengthen the recruitment and retention of diverse faculty and staff;
- promote opportunities for research and teaching that advance understanding of diversity, inclusion, equity, and access;
- create new opportunities for faculty and staff to engage with students through internationally focused courses, internships, and research;
- provide learning opportunities, including community-based internships, that prepare students to be contributing members of a diverse society;
- foster diverse academic, arts, and cultural programming;



*It is time to raise awareness of the strengths that bring us national and international renown.*

- produce in-depth programming on challenges faced by diverse communities;
- provide an array of courses to help students understand diversity issues and diverse cultures; and
- communicate more effectively our message about diversity to internal and external audiences.

Rutgers–New Brunswick will create the conditions needed for all faculty, staff, and students to enjoy full participation and inclusion in our community.

## Initiatives

### Office of Institutional Diversity and Inclusion

Today’s global environment in both the public and private sectors demands that a work force be facile in operating within and across many cultures. To this end, the Office of Institutional Diversity and Inclusion will establish diversity committees in all schools; collect and monitor statistics on faculty recruitment; develop and promulgate inclusive recruitment and retention guidelines and ensure that all hiring reflects the University goal of inclusivity and equity; and promote public discussions and national meetings to educate the community within Rutgers and to establish Rutgers’ leadership in this area.

### Diversity Coordinating Councils

We will establish diversity coordinating councils to enhance communication, bring together services, and support achievement of diversity goals. For example, a coordinating council for pipeline programs will enhance shared information, help manage our myriad independent pipeline programs, maximize their effectiveness, and reduce duplication. A coordinating council on linguistic diversity will facilitate contacts among students speaking the same language and between linguistic communities sharing similar experiences. This council will encourage

international, immigrant, and second-generation students to maintain or develop skills in their own languages, enhancing their preparation for a globalized job market. Another coordinating council on “disability as difference” will raise awareness that individuals with disabilities face greater challenges accessing social, educational, economic, and other resources relative to those without disabilities, and will increase awareness of access issues and support the formation of workable solutions.

### Disability as Difference: Web Solutions

One concrete way of bringing disability into the framework of difference is by promoting policies and practices that offer universal access to technology. Rutgers–New Brunswick will work to standardize accessible web technologies and develop a barrier-free model for website and technology access, removing or reducing barriers to print, audio, and visual media. This approach will open new opportunities for individuals with disabilities, and it will ensure that we meet our legal and ethical responsibilities to provide such access. With an emphasis on universal design in all aspects of university and community life, Rutgers–New Brunswick will become a progressive leader in this field.

### Center for Advanced English Language Learning

A 2013 report by the International Student Services Committee recommended that Rutgers–New Brunswick launch an initiative to help international students who arrive with English language skills that cause them to struggle in Rutgers coursework. For students who need to take a lower-level English as a Second Language course when they begin at Rutgers, it is very difficult to complete other courses at the same time when the work involves language skills that exceed their abilities. Rutgers–New Brunswick will establish an International Gateway Program (IGP), modeled on the highly successful SAS Gateway Program, to offer introductory or prerequisite courses during the first and second years in the largest majors. These courses will be taught in small classes by specially trained teaching assistants in a way that integrates language coaching into the structure of the course. In recognition that English language acquisition is an ongoing educational project for many international students, we will also draw on existing expertise to establish a Center for Advanced English Language Learning that will be focused on IGP students in their third, fourth, and possibly fifth years at Rutgers.

## Enhancing Diversity, Inclusion, and Excellence in STEM Graduate Programs

Rutgers–New Brunswick has very strong summer undergraduate research programs in science, technology, engineering, and mathematics (STEM) fields, and these programs have been a pipeline to our doctoral programs. The participants, who attend other institutions during the academic year, are primarily from underrepresented, disadvantaged, or first-generation backgrounds. While they are strongly influenced by their experience and apply to our doctoral programs, the diminishing number of first-year fellowships is making the transition from summer scholar to graduate student at Rutgers increasingly difficult. We will launch a new diversity fellowship program to award competitive first-year graduate funding to alumni of our summer undergraduate STEM programs. Our investment will seed the program and provide proof-of-concept to encourage external funding in the future.

*Keeping attention focused on issues of diversity and creating initiatives like those outlined above will enable Rutgers to maintain its distinction among institutions of higher education as a university that not only demonstrates diversity and inclusion in its student population but also embraces this diversity as an educational advantage for our students, faculty, staff, and the people of New Jersey.*

## Enhancing Our Public Prominence

University-wide promotion efforts in past years have superseded and to some extent diluted Rutgers–New Brunswick’s ability to promote itself as a distinctive institution within the broader university. It is time for the Rutgers–New Brunswick community to seize the opportunity to enhance our reputation as a leading public research institution, to differentiate and clarify our uniqueness, and to raise awareness of the strengths that bring us national and international renown. We further recognize the value of public engagement in carrying out our mission as a public research university and in advancing our reputation.

Our strengths are numerous, starting with our unique claim to being a colonial college founded before the American Revolution, a state land-grant school, and a flagship public institution of higher education. Rutgers University–New Brunswick’s strengths include:



- a nearly 250-year history of achievement;
- membership in the AAU, a prestigious group of North America’s 62 leading research universities;
- membership in the Big Ten and its acclaimed academic counterpart, the CIC;
- numerous faculty admitted to the National Academies;
- nationally ranked programs in women’s history, philosophy, English, history, fine arts, industrial engineering, urban planning, library and information science, dance, social work, and teacher education, among others;
- world rankings for mathematics, physics, computer sciences, marine science, and the arts and humanities;
- high-achieving first-year students (more than 330 points above the national SAT averages);
- consistently high success in annual competitions for national fellowships, including Fulbright, Ertegun, Gates, Churchill, Luce, Mitchell, and Goldwater;
- a richly diverse student body, topped only by University of California schools among all AAU public flagship institutions; and
- a presence in every county of the state through the New Jersey Agricultural Experiment Station and its Cooperative Extension.



These strengths are countered by a number of longstanding challenges, including an extremely competitive and expensive media market, a long-term decline in state funding for higher education, the chronic migration of top high school graduates to colleges and universities outside New Jersey, and ongoing difficulties in attracting the very best national and international graduate students. As noted in the University Strategic Plan, Rutgers–New Brunswick’s standing has slipped in the most important rating systems despite several areas of excellence.

Many factors affect rankings; improving any or all of the factors that are reflected in national measures of excellence will strengthen the institution while helping boost our rankings. However, we must not allow the desire for better rankings to become an effort in which decisions are made for the wrong reasons. As noted in the University Strategic Plan, Rutgers faces University-wide, long-term challenges that affect rankings—among them the need to improve our endowments, alumni giving rates, external grants, the percentage of faculty in the National Academies, and the academic profile of our student body. These challenges can only be addressed through broad, sustained efforts in which Rutgers–New Brunswick will play a prominent role, but that may be beyond the more focused scope of this strategic plan.

In addition to these challenges, however, our community recognizes an obligation and opportunity to strengthen public perceptions. In doing so, Rutgers–New Brunswick must

become comfortable with and adept at promoting its unique identity. Benchmarking against our AAU and CIC peers for best practices in effective communications provides a baseline for building this effort. In addition to targeted marketing, Rutgers–New Brunswick will seek to enlist faculty and staff as public ambassadors and help prepare these individuals to address our reputation among the general public and within the Rutgers community.

## Initiatives

### Public Engagement Project

One avenue to raise our visibility and reputation is to cultivate faculty as ambassadors, tapping the expertise of scholars in the arts and humanities; scientists, including social and behavioral scientists; and faculty in professional fields to engage with pressing public debates. This idea of the academic engaged with the world is nothing new, but academics are often distracted or prevented from embracing this role by their obligations as teacher, mentor, researcher, and service provider. While these critical obligations must be fulfilled, the academic’s role as an intellectual engaged with the broader world must not be lost.

In order to provide tools for communicating with multiple audiences and practicing public scholarship, Rutgers–New Brunswick will establish a public engagement project to provide a clearinghouse for scholarly engagement in public issues. This project will offer hands-on training for faculty, graduate stu-



dents, and staff who wish to communicate effectively to different publics, including activists, journalists, thought leaders, public policy professionals, and the general public. Enhanced communications skills will enable Rutgers–New Brunswick to make the scholarship we generate clearer to general audiences and will help us achieve a more positive presence in public media.

### **Improving Relations throughout the State and with Trenton**

Rutgers is known throughout the state for its New Jersey Agricultural Experiment Station and Cooperative Extension programs located in every county. These relationships can serve as models for other Rutgers–New Brunswick units to build more effective engagement and outreach. We will explore new outreach efforts such as town hall meetings in which faculty, staff, alumni, and students provide Rutgers expertise to address the needs of local communities. In addition, Rutgers–New Brunswick will continue efforts to build positive relationships with the State House in Trenton, with local legislators, and with community leaders. In conjunction with the Department of External Affairs, we will assemble faculty and staff teams to work more closely with legislators and their staffs and to effectively convey the economic, educational, social, cultural, medical, environmental, and other impacts of Rutgers people and projects across the state and in individual representatives' districts. Related to this initiative, we will revive the “Rutgers in Your District” project, creating a robust website of initiatives and resources for individual districts.

### **Targeted Marketing**

The University Strategic Plan calls for Rutgers to “execute targeted local, regional, and national marketing campaigns that address attitudes and impressions regarding Rutgers.” The launch of Rutgers 250, a celebration of our illustrious history from colonial times to the present, offers a prime opportunity for a campaign to focus on Rutgers–New Brunswick, the locus of most of our institution's history.

### **Taking Full Advantage of CIC Membership**

Rutgers–New Brunswick has begun to take advantage of its designation as the University's Committee on Institutional Cooperation flagship campus to bolster our academic profile, improve operations, and serve the greater good. For example, we participate in the CIC's Cancer Research Consortium, Traumatic Brain Injury Project, Academic Leadership Program,

Communication Chairs Benchmarking Project, and International Korean Studies eSchool Consortium. Over time we need to be systematic in our efforts to avail ourselves fully of these opportunities across academic and administrative areas, and to document their benefits for Rutgers. We will therefore establish a CIC liaison group to inventory Rutgers' CIC engagements to date and to identify, encourage, facilitate, and track further engagements and document their impact across academic, administrative, and student service units.

### **Enhancing International Alumni Relations**

Rutgers–New Brunswick has a strong and active alumni presence around the world. We will identify international alumni, cultivate local alumni associations, and encourage them to help build Rutgers' reputation worldwide. Through these alumni networks, Rutgers students and faculty will gain valuable access to thought leaders abroad.

### **Vibrant TEDx Program at Rutgers**

TED talks have brought innovative ideas to a worldwide audience, and TEDx events have enabled universities to both explore important ideas and gain exposure and prominence in the broader community. Groups of undergraduate students have struggled to establish a TEDx presence at Rutgers, and institutional support is needed to create a vibrant and more permanent program. Rutgers–New Brunswick's six campus deans have committed to work with the Rutgers University Student Assembly to establish an undergraduate student club, supported by a staff adviser, to plan and implement an annual TEDx program on a pertinent topic that highlights innovative ideas, projects, and research findings. These talks, in addition to benefiting those who attend them, will be archived on the website for the benefit of anyone who visits the site.

*These initiatives, drawing on the talents and passion of our faculty, staff, and students, will bring the best of Rutgers–New Brunswick to the world and help us gain positive exposure for our distinctive accomplishments. With the appropriate training, support, and forums for telling their Rutgers stories, these ambassadors will play a key role in improving the reputation of—and pride in—our institution.*



# ADVANCING THE INTEGRATING THEMES

Rutgers University–New Brunswick embraces the five integrating academic themes that were identified during the University-wide strategic planning process. Drawn from areas of particular academic strength at Rutgers, these unifying themes speak to fundamental values and priorities at the University and will help Rutgers differentiate and distinguish itself among other major institutions of higher education across the United States and around the world. Rutgers–New Brunswick has formidable strengths in these areas and is committed to building bridges among departments, schools, institutes, and residential campuses at Rutgers where these themes flourish in order to maximize the impact of our scholarship, teaching, service, and outreach. This plan commits Rutgers–New Brunswick to new investments in curriculum, research, university-industry collaboration, conferences, infrastructure, and academic centers related to the integrating themes.

## **Cultures, Diversity, and Inequality— Local and Global**

As demographics continue to shift across the United States and worldwide, it is becoming increasingly essential that students and scholars become conversant and competent in cultures other than their own. Located in one of America's most ethnically diverse states and possessing faculty, curricula, and scholarship dedicated to the study of these topics, Rutgers University–New Brunswick is positioned to become a national leader in addressing the political, social, and cultural challenges of diversity and inequality.

The promise of inclusiveness is the foundation of Rutgers–New Brunswick's strength as an academic institution. The campus provides numerous opportunities to better understand and transcend boundaries. Rutgers–New Brunswick is home to centers, institutes, academic departments, administrative

offices, and other programs that are dedicated to studying diversity, exploring other languages and cultures, and encouraging equity and inclusiveness. Areas of scholarship within this integrating theme at Rutgers–New Brunswick range from the study of international migration of people, ideas, and resources to comparative religion and the philosophy of equality to the exploration of global health, cultural diversity, and social justice. Research and coursework are reinforced by cocurricular and extracurricular programs and organizations including student chapters of Amnesty International, Engineers without Borders, Study Abroad, and living-learning communities such as the Global Village, the Asian American Studies Learning Community, and the Institute for Research on Women Learning Community. Rutgers–New Brunswick is also meaningfully engaged with higher education institutions abroad. We have made particularly aggressive efforts to build relationships in China (which accounts for the largest percentage of our international student population), including establishment of a Rutgers China Programs office and, in cooperation with Jilin University, development of a new Center for Chinese Studies.

In support of the integrating theme of understanding local and global cultures, diversity, and inequality, Rutgers University–New Brunswick will provide resources for research and learning, foster diverse academic programming through centers and institutes, promote arts and cultural programming, enhance the study of foreign languages and literatures, and encourage and support ongoing collaborations. To increase public knowledge on this theme, Rutgers–New Brunswick will disseminate Rutgers' diversity agenda, which includes facilitating multidisciplinary research, hiring faculty in specialty areas, supporting annual diversity forums and speakers series, linking faculty research to community needs, and creating minors, certificates, and courses in diversity, inequality, and cultural competency.



## Initiatives

### Rutgers Inclusion and Diversity Research Portal

The Rutgers University Libraries' Committee on Universal Inclusion has launched an initiative to collect articles on diversity- and inclusion-related research published by Rutgers faculty. The Rutgers Inclusion and Diversity Research Portal will be a thematic, searchable portal in RUcore, the Rutgers institutional repository, providing full-text open access to the intellectual contributions of Rutgers faculty statewide. The portal, while hosted by the Libraries, can be displayed on any website, allowing departments and centers to showcase the research collection on their own websites. Crossing disciplines, residential campuses, and perspectives, this service will connect faculty who are working on the same issues in diversity and inclusion in a new way and will connect students to those faculty members working in areas of interest to them. It will showcase how we engage diversity and inclusion statewide in the form of published research and, as an open access portal, will make this research available to anyone worldwide.

### Considering a Language Requirement

There is abundant evidence concerning the value of acquiring proficiency in a language other than one's own—from broadening career opportunities to improving brain health

and cognitive skills to enriching one's understanding of how other cultures conceptualize reality. Rutgers, alone among the members of the Committee on Institutional Cooperation, does not ask undergraduates to study a foreign language as a graduation requirement. This anomaly may place our students at a competitive disadvantage with those at our peer institutions. It may also hamper our ongoing efforts to increase Rutgers–New Brunswick's international profile and expand programs such as study abroad and international service learning. Given the University Strategic Plan's emphasis on preparing students for citizenship in a dynamic world and on exploring cultures both local and global, it is time for a rigorous discussion of the benefits, challenges, and anticipated costs of implementing a requirement for students across Rutgers–New Brunswick to show or develop proficiency in a language other than English. We will, therefore, convene a New Brunswick-wide task force to consider a foreign language requirement and to make recommendations to the administration and the New Brunswick faculty.

### Comparative Race, Gender, and Sexualities

Faculty across Rutgers–New Brunswick—in social work, comparative literature, women's and gender studies, RBHS, American studies, Latino and Hispanic Caribbean studies, and elsewhere—have contributed to Rutgers–New Brunswick's strength in the study of race, gender, and sexuality. Building on this expertise, we will create an Institute for Comparative Race, Gender, and Sexualities that will forge relationships across New Brunswick schools to coordinate seminars, consider new curricula, and collaborate across applied fields (e.g., nursing, social work, and management) to develop new knowledge related to race, gender, and sexuality with a transnational perspective. We will initiate this process by holding conversations among all the specialists in this area at Rutgers–New Brunswick, ensuring that the institute complements rather than duplicates or replaces the excellent work already being done at Rutgers on these and related issues.

### Consortium for the Study of Diversity and Culture in the Americas

Building on the promising work of academic departments already engaged in the field, Rutgers–New Brunswick will establish a Consortium for the Study of Diversity and Culture in the Americas that will encourage collaboration among teach-

ing and research units focused on these issues. The consortium will help coordinate undergraduate study in existing fields, consider other possible areas of study, explore opportunities for new graduate certificates and graduate programs in related areas, and serve as a hub for related research and teaching initiatives. The consortium will also organize a yearly conference at Rutgers–New Brunswick to showcase cutting-edge scholarship on diversity and culture in the Americas.

### Rethinking Area Studies

The University’s focus on the integrating theme “Cultures, Diversity, and Inequality—Local and Global” challenges Rutgers–New Brunswick’s area studies community to revitalize itself in order to better serve Rutgers students and to continue to attract outstanding faculty. We will work with current area studies faculty to develop a yearlong program of symposia, conferences, colloquia, and strategic planning workshops to build dialogue among and between faculty and students affiliated with our area studies programs and to explore opportunities for collaboration around select themes. Through these vehicles we will explore the state of the art of conventional area studies, explore approaches that move beyond the conventional emphasis on geographic regions, and design a strategy for strengthening student and faculty scholarship and programming in area studies over the next five years.

### Rutgers English Diversity Institute

Since 2009, the School of Arts and Sciences’ English department has run the Rutgers English Diversity Institute (modeled on the highly successful Rutgers Summer Institute for Diversity in Philosophy), a one-week summer program designed to encourage outstanding English majors from underrepresented cultural, economic, and ethnic backgrounds to consider pursuing an advanced degree in English—with the long-term goal of diversifying the nation’s pipeline of English teachers and professors. In recognition of its excellence and in support of diversity in higher education, Rutgers–New Brunswick will make a multiyear commitment to funding this program, which has already seen its graduates accepted into Ph.D. programs at Columbia, the University of Chicago, UCLA, Virginia, Northwestern, Vanderbilt, and Rutgers.

## Improving the Health and Wellness of Individuals and Populations

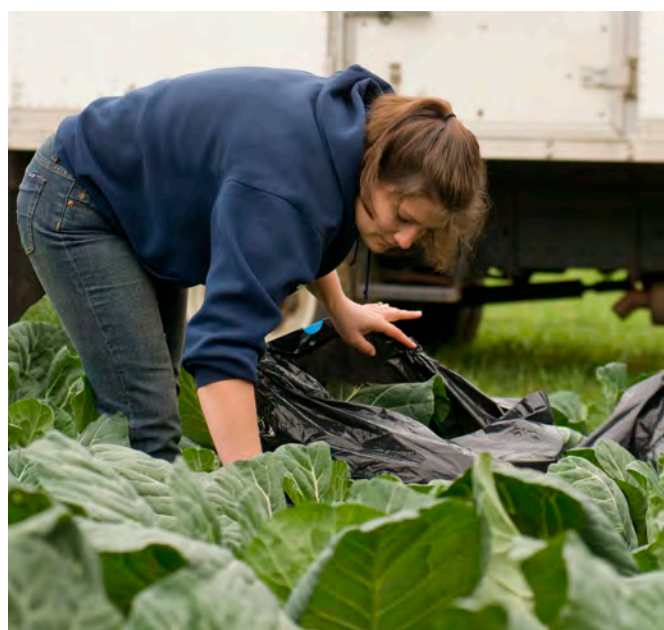
Addressing health issues and striving for the wellness of individuals and populations is an ongoing endeavor that requires attention to education, research, practice, and policy. Host to highly regarded research centers and institutes, multidisciplinary researchers, and students studying a broad array of subjects related to health sciences, Rutgers–New Brunswick is well positioned to challenge the current state of health and wellness locally and globally.

Students at the undergraduate and graduate levels are pursuing degrees in the biological sciences and related fields (e.g., genetics, cell and molecular biology, biochemistry, and neuroscience), exercise science, food science, nutritional sciences, public health, global health, psychology, and social work. Some undergraduates are engaged in preprofessional programs such as premed, predentistry, and prepharmacy, and Rutgers has earned distinction for programs to help underrepresented populations prepare for advanced education in the health fields. In addition, Rutgers–New Brunswick schools offer an array of related courses in such areas as mental health, biomedical engineering, and occupational safety, with new programs such as a health communication specialization at the School of Communication and Information, and a minor in health and society and a



certificate program in Women's Global Health Leadership within the School of Arts and Sciences. We also point with pride to nationally recognized research entities such as the Protein Data Bank; RUCDR Infinite Biologics; the New Jersey Center for Biomaterials; the Waksman Institute of Microbiology; the Institute for Health, Healthcare Policy and Aging Research; the Center of Alcohol Studies; and the W.M. Keck Center for Collaborative Neuroscience.

Since the integration of the former UMDNJ into Rutgers University, Rutgers University–New Brunswick and Rutgers Biomedical and Health Sciences (RBHS) have been collaborating to expand opportunities in new areas of health sciences for students and faculty. Research studying genetic disorders including autism, schizophrenia, drug abuse, alcoholism, diabetes, and others continues to grow. Research findings have led to 1,600 active patents and patent applications in life sciences, medical diagnostics, therapeutics, and other health fields. Taking advantage of its prime location in New Brunswick, the Healthcare City, Rutgers–New Brunswick provides students with relevant opportunities for internships and service learning here and abroad. Bringing together eager students, knowledgeable researchers, and resources in the community, Rutgers–New Brunswick has formed a cadre focused on addressing critical health and wellness challenges with evidence-based prevention and treatment strategies.



To advance this integrating theme, our plan commits Rutgers–New Brunswick to important new initiatives in partnership with colleagues at RBHS to address critical health-related issues including nutrition, human brain disorders, and developmental disabilities. We will also continue to work closely with RBHS in developing strong undergraduate programs in health-related fields and in ensuring the success of pipeline programs for students from underrepresented groups.

## Initiatives

### One Nutrition Initiative

Nutritional science has a strong historical legacy at Rutgers–New Brunswick, but research and education in this area until recently have not been well integrated across departments and programs. The recent establishment of the New Jersey Institute for Food, Nutrition, and Health and the creation of Rutgers Biomedical and Health Sciences, which brings its own expertise in nutritional science, mark an ideal time to coordinate our resources more effectively. To build strength in this important area, we will form a University-wide consortium to be administered through the Institute for Food, Nutrition, and Health with the goal of developing a pathway to prominence in nutritional science. One Nutrition will increase interaction among individuals, departments, and schools to maximize our ability to address the major nutrition-related problems of our times. One Nutrition will also serve as a brand by which nutritional science at Rutgers can be promoted on the state, national, and international stages. Activities will include intramural nutrition summits designed to incubate and catalyze interdisciplinary research and education, pilot grant competitions targeted to interdisciplinary research teams to address thematic areas, recruitment of thought leaders, and development of a strong multimedia presence to promote our efforts and accomplishments. Specific aims include: promoting interdisciplinary, collaborative, and translational research; developing and refining interdisciplinary curricula to address 21st-century undergraduate, graduate, and professional education needs; and increasing the visibility of the nutritional sciences at Rutgers.

### Brain Health Institute

Rutgers–New Brunswick is partnering with RBHS on a major initiative that leverages our multidisciplinary expertise in brain-related research. The Brain Health Institute seeks to uncover the scientific reasons for human brain disorders and



create knowledge that will lead to treatment and prevention through basic research, therapeutic assessment, and clinical application. Its translational research is designed to ensure coordination and integration of effort from bench to bedside. The institute focuses on conducting cutting-edge, interdisciplinary research; providing a hands-on forum for educating undergraduates, graduate students, and health care professionals; and reaching out to inform government officials and the public about this area of growing international importance, including the political and ethical dimensions of new discoveries. The institute works to identify, nucleate, coordinate, and foster teams of scientists and students to develop solutions to the questions of fundamental mechanisms of brain function and disease. Given its broad-based mission, interdisciplinary structure, and potential for significant breakthroughs in scientific understanding and clinical applications, we are excited to embrace this collaborative initiative.

### **Rutgers University Consortium on Autism**

Autism and autism-spectrum disorders are the fastest-growing developmental disabilities in the United States. Rutgers–New Brunswick and RBHS have significant expertise on autism across departments and schools, but better coordination can increase our impact. Resources from Rutgers University–Newark also can contribute to the development of a world-class autism institute. A task force will be convened to consider ways to best coordinate the development of an institute in autism education, training, and treatment, as well as in applied, clinical,

and basic science research. The goal is to create a cohesive, highly visible consortium that will earn federal designation as a Center of Excellence in Autism. Rutgers is uniquely qualified to undertake this initiative. The Rutgers University Cell and DNA Repository (RUCDR Infinite Biologics) contains the world’s largest collection of autism biomaterials; these samples have provided a tremendous advantage to Rutgers in competing for national research funding on autism. The Graduate School of Applied and Professional Psychology’s (GSAPP) pioneering Douglass Developmental Disabilities Center, the Rutgers University Center for Cognitive Science, and the College Support Program for Students on the Autism Spectrum are among Rutgers–New Brunswick’s strong autism and autism-spectrum centers and programs. RBHS units such as the Child Health Institute and several departments within Robert Wood Johnson Medical School, including the Boggs Center on Developmental Disabilities, as well as the Center for Molecular and Behavioral Neuroscience at Rutgers University–Newark, complement GSAPP’s strengths in clinical psychology. Working collaboratively, this consortium can become a successful national model for education, research, and clinical services.

### **Rutgers Institute for Emergency Preparedness and Homeland Security**

Rutgers–New Brunswick is firmly committed to playing a vital role in the Rutgers Institute for Emergency Preparedness and Homeland Security (IEPHS), a University-wide, multidisciplinary center of excellence. IEPHS harnesses the knowledge



and experience of subject matter experts at Rutgers to address all aspects of emergency preparedness, disaster response, and homeland security through research, education, community outreach, and practice. With a kick-off inaugural conference in June 2014, the institute is establishing itself as a highly visible statewide and national resource.

#### **Institute for Quantitative Biomedicine at Rutgers**

Among the many synergies the integration of the former University of Medicine and Dentistry of New Jersey into Rutgers has created is the opportunity to apply the tools of quantitative sciences to address grand challenges in biology and medicine. We will establish an Institute for Quantitative Biomedicine at Rutgers, headquartered at the Center for Integrative Proteomics Research, to bring together a diverse community of biologists, chemists, clinicians, computer scientists, engineers, linguists, mathematicians, materials scientists, physicists, and statisticians to solve important biomedical research problems. An initial priority of the institute will be the formation of working groups in cancer genomics/proteomics and in antibiotic resistance. The institute will also create the New Jersey Core Facility for Cryo-Electron Microscopy and Tomography to be housed in the proteomics building on the Busch Campus.

#### **Industrial Interactions and Technology Translation in Neuro-Engineering**

A critical area for improvement across Rutgers is the development of strong partnerships with private industry to maximize the potential of our research to support economic development. In the spring of 2014, the Rutgers University Neuro-Engineering Group (RUNEG), an initiative of 12 senior faculty members, was launched to create enhanced opportunities for collaboration with industry. RUNEG will facilitate scientific collaborations and translational research in developing devices that support central and peripheral nerve regeneration, restoration of motor and sensory function, and the transmission of neural signals by brain-computer interfaces. RUNEG will bring together researchers from a range of disciplines to enhance understanding of neural engineering and enable the translation of technology from bench to bedside. Just as important, the group will work closely with the pharmaceutical and biomedical device industries to accelerate the transfer and commercialization of Rutgers inventions and technologies into clinically useful products and therapies. We will support RUNEG in its efforts to showcase Rutgers capabilities for industry leaders, provide seed funding to create “proof of concept” data for possible future research interactions, and develop a matching program for industry-sponsored research, modeled on the New Jersey Center for Biomaterials.

#### **Health, Wellness, and Science in the Community Summit**

The establishment of RBHS creates innumerable opportunities for interdisciplinary partnerships related to health and wellness. The size of the Rutgers faculty and units related to this topic presents a challenge, however, and there are few mechanisms to promote networking and exploration of cross-disciplinary collaborations. We will, therefore, plan an annual two-day summit of faculty engaged in basic, clinical, and translational health and wellness research and practice to learn about existing initiatives and programs and to network with each other. In concert with the summit, we will launch an online “partnership incubator” to facilitate, track, and publicize the formation of partnerships for funded research, teaching, and service projects.

#### **Conference on Computational Cognitive Neuroscience**

Rutgers–New Brunswick will hold a multiday conference on Computational Cognitive Neuroscience. We will bring together nationally recognized figures who work at the intersection of biological, psychological, and computational approaches to



understanding how the brain combines sensory input with prior experience and ongoing goals to choose adaptive behaviors. The conference will expose Rutgers faculty to potential models for what can be developed in this emerging field at Rutgers, and can help us recruit potential new faculty members.

## Creating a Sustainable World through Innovation, Engineering, and Technology

The global urgency of sustainability demands the development of economic, social, political, scientific, and technological systems that can mitigate threats to the health of our fragile planet and concomitant threats to human well-being. Rutgers University–New Brunswick’s growing academic strengths related to sustainability will help us to address these challenges at both the local and global levels. The Livingston Campus has already become a model for sustainable design and management, including its low-water maintenance landscaping, LEED-certified buildings, and a solar farm and solar parking canopy that places Rutgers–New Brunswick second in the nation for total solar energy capacity. These assets are in line with the University Strategic Plan’s integrating theme of creating a sustainable world through innovation, engineering, and technology.

More than 200 faculty members (including six National Academy members) and many more graduate students across Rutgers–New Brunswick are engaged in sustainability research, e.g., in the schools of Environmental and Biological Sciences, Arts and Sciences, and Engineering; at Rutgers Business School and the Edward J. Bloustein School of Planning and Public Policy; and at centers including the Alan Voorhees Transportation Center; the Center for Advanced Infrastructure and Transportation; the Institute for Advanced Materials, Devices, and Nanotechnology; the Rutgers Climate Institute; and the Rutgers Energy Institute. Rutgers brings to this effort particular strengths in climate studies, marine science, environmental studies, energy research, applied physics, transportation planning, urban and regional planning, and sustainable campus practices. Thomson Reuters’s most recent poll ranked Rutgers–New Brunswick fourth in the world among oceanographic research institutions; our Bloustein School is ranked sixth in the nation by Planetizen Guide to Graduate Urban Planning Programs; and our atmospheric science graduate program was ranked fifth nationally for scholarly productivity by the *Chronicle of Higher Education*.

*We are uniquely positioned to take a leadership role in addressing changes in the earth’s interior, continents, oceans, atmosphere, and biosphere.*

Embracing this integrating theme, Rutgers–New Brunswick will expand its research on climate change, encourage the use of alternative-fuel vehicles, establish a center for unmanned aircraft systems, and host an annual symposium on sustainability. We will also expand use of our campus (including the Raritan River) as a living laboratory for sustainability, providing experiential learning opportunities in disciplines such as environmental engineering, marine sciences, economics, landscape architecture, and urban planning, and encouraging faculty to develop courses and research that capitalize on this resource.

### Initiatives

#### Institute of Earth, Ocean, and Atmospheric Sciences

Rutgers–New Brunswick is uniquely positioned to take a highly visible leadership role in addressing past and future changes in



the earth's interior, continents, oceans, atmosphere, and biosphere. Bringing together Rutgers' broad strengths and expertise in these fields, a new Institute of Earth, Ocean, and Atmospheric Sciences (IEOAS) will foster interdisciplinary research, graduate education, and public outreach.

### Strengthening Environmental Initiatives

Rutgers–New Brunswick sits in a state that—as we were reminded by Superstorm Sandy—is highly exposed to the coastal impacts of climate change. A new Coastal Climate Resilience (CCR) initiative will be a joint effort of IEOAS, the Edward J. Bloustein School of Planning and Public Policy, the School of Environmental and Biological Sciences, and the Rutgers Climate Institute to link basic climate change research to its application in planning for resilient coastal communities, ecosystems, and economies. Joining together perspectives from natural and social sciences, engineering, public health, and planning and public policy, CCR's activities will facilitate collaboration among sea level and coastal impacts researchers, assist the creation of transdisciplinary educational opportunities in coastal climate change resilience, and provide public policy advice and scientific information about coastal climate change impacts to governments, businesses, and communities.

To support these efforts, we will also seek to construct a state-of-the-art technical facility: a Coastal Resource Center that



will house faculty, students, and staff from the marine sciences, engineering, computer science, ecology and evolution, Mason Gross School of the Arts Film Bureau, and 4-H Rutgers communities. The center will facilitate public-private partnerships, fostering the development of sensors, robots, numerical models, and data visualization approaches in an open flexible workspace that helps corporate, state, and federal partners to work with Rutgers faculty. The center will also provide an immersive learning environment that will give our students marketable skills working side-by-side with future employers and will offer K–12 students an exciting opportunity to see science in action. Together, IEOAS, CCR, and the Coastal Resource Center will advance the research, education, and service missions that promote the development of new industries supporting the economic and environmental vitality of New Jersey.

### A Living Laboratory for Sustainability

Furthering our leadership in sustainability, we will gather a working group of faculty and administrators to investigate how to turn portions of the New Brunswick residential campuses into living laboratories that allow Rutgers faculty, staff, and students to engage in learning and research on built-environment topics. We will pursue sources of external grant funding to develop a pilot program in which faculty in sustainability-related fields will work with Facilities staff to incorporate sensors and data retrieval equipment in a selected building or buildings, in order to collect data on occupant behavior, thermal comfort, and the effectiveness of various smart building technologies and green building practices. This initiative will yield rich opportunities for faculty and student research and enhance Rutgers–New Brunswick's reputation for environmental stewardship and energy conservation.

### Sustaining and Exploring the Raritan River

Rutgers–New Brunswick straddles the Raritan River, a waterway that is part of our lore, but is—for most students—now just a physical barrier between our New Brunswick and Piscataway residential campuses. Some members of the Rutgers community, however, have been actively involved in the protection and restoration of the river through the Sustainable Raritan River Collaborative and the Sustainable Raritan River Initiative, programs shared between the Edward J. Bloustein School of Planning and Public Policy and the School of Environmental and Biological Sciences. We will continue to contribute to these projects and to give our graduate and undergraduate students

opportunities to apply relevant knowledge and expertise in support of the river’s restoration. We will also draw upon Rutgers’ involvement in these efforts as we transform this precious natural resource into an academic resource—an integrated field laboratory that links science, engineering, and humanities programs through interdisciplinary classes as well as projects and activities. In carrying out this initiative, we will leverage partnerships between Rutgers Athletics, Rutgers Recreation, and marine sciences, among many other academic disciplines and student initiatives. We will develop a physical, cyber, and social infrastructure that puts students and faculty on the river to collect and analyze data about the river basin using open access instruments and share this information with others. A key role in the Raritan initiative will be played by the recently endowed Johnson Family Chair in Water Resources and Watershed Ecology.

### **Rutgers Alternative-Fueled Vehicle Ecosystem**

Over the past decade, the University has made noteworthy investments in sustainability, including aggressive and award-winning recycling programs, a solar farm, and LEED-certified buildings. To further strengthen our leadership in this area—and spark new research and economic development—we will develop and implement a New Brunswick-wide strategy for installing electric-vehicle charging infrastructure and encouraging its use by Rutgers students, staff, and faculty members. In addition to the administrative aspects of planning, installing, and maintaining the needed equipment (concentrating initially on active or planned parking construction projects), the Rutgers Alternative-Fueled Vehicle Ecosystem (RAVE) will have an academic component. A team of faculty and administrators will encourage research and scholarship based on the usage data the infrastructure will produce, seek partnerships with business to promote and expand our efforts, and reach out to share our results and inspire energy-saving efforts in local communities.

### **Center for Unmanned Aircraft Systems**

Rutgers–New Brunswick has a special opportunity to stake a national reputation in an emerging field—the deployment of unmanned aircraft systems (UAS) for civil and commercial uses. We have already teamed with the University of Maryland and Virginia Tech to become a Federal Aviation Administration (FAA) test site for UAS, and we can take advantage of New Jersey’s 5,000-acre FAA technology center, colocated with the



Atlantic City International Airport. Rutgers–New Brunswick faculty members are now working with our test site partners to seek federal designation as a competitively selected UAS Center of Excellence. Building on these efforts, we will create a Rutgers University Center for Unmanned Aircraft Systems that will provide seed funding for interdisciplinary projects using this technology for research in areas such as agriculture; develop other applications for UAS such as coordination with our underwater gliders to strengthen our ocean data collection; and incorporate UAS into our undergraduate teaching.

### **Sustainability Symposium Series**

Our university’s reputation for excellence in sustainability research and practice will benefit tremendously if we are able to secure major research grants for related projects. We will establish an annual, international Sustainability Symposium Series to bring together cross-disciplinary teams for building new sustainability initiatives and demonstrating how well we partner with industry, other institutions, local governments, and the public. In addition to increasing participants’ expertise in key areas of sustainability research—such as sustainable manufacturing—expanding our presence in this multidisciplinary field will position Rutgers–New Brunswick well for attracting external financial support for our critical activities in sustainability.



## Educating Involved Citizens and Effective Leaders for a Dynamic World

As an institution of higher education with a public mission, Rutgers University–New Brunswick recognizes a mandate to provide opportunities for research, coursework, and community-based field service that offer our students both theoretical and real-world experience in problem-solving and citizenship. Rutgers–New Brunswick will embrace the task of educating involved and active citizens and effective leaders with the support of faculty, staff, schools, and student organizations that have a long-established commitment to civic education and engagement.

Preparing students to lead and to exercise their rights and responsibilities as citizens in a democracy is a well-established tradition at Rutgers–New Brunswick. Students and faculty are currently active on every continent studying and working to improve economies, environments, health, natural and social sciences, transportation, and more. The Eagleton Institute of Politics and its nationally acclaimed centers conduct robust political research and engage students and the public in the day-to-day practice of politics. Rutgers–New Brunswick schools have been developing service-learning programs that are intellectually rigorous and have real-world applicability. For instance, signature courses in the School of Arts and Sciences challenge students to apply knowledge to address local and global issues. Rutgers University–New Brunswick is one of

only seven AAU schools to have earned the Carnegie Foundation Community Engagement Classification for its collaboration with the community in exchanging knowledge and resources. We take pride in the student-run Rutgers University Dance Marathon, which raised \$622,533 in 2014 for the Embrace Kids Foundation. Rutgers Day—another example of the school’s engagement with the community—welcomes more than 80,000 visitors to Rutgers–New Brunswick each year for free performances, tours, health screenings, academic and research exhibits, and hands-on activities. Rutgers–New Brunswick’s most longstanding and extensive outreach effort is the New Jersey Agricultural Experiment Station, whose agents, students, and volunteers work in every county to bring residents information and programming in agriculture, fisheries, nutrition, and health.

In building upon this integrating theme, Rutgers–New Brunswick has committed to initiatives that will develop a cocurricular transcript, new service-learning courses, and a clearinghouse of service-learning opportunities.

### Initiatives

#### The Cocurricular Transcript

Students at Rutgers–New Brunswick are gaining invaluable experience through their participation in cocurricular programs, such as the Rutgers University Alternative Breaks program sponsored by the Division of Student Affairs. This program,

which includes a seminar class and service-learning excursions, allows students to cultivate social responsibility, leadership, and a commitment to life-long learning—fostering a generation of leaders committed to positive social change. In recognition of the immense value of service learning in developing leadership, Student Affairs will explore creation of a cocurricular transcript that graduates can present along with their present academic transcripts to recognize the full range of their commitments in terms of service and cocurricular experiences.

### Service-Learning Clearinghouse

Rutgers takes pride in an ethos of service among our students that takes many forms, including philanthropic efforts such as Dance Marathon, service programs such as Engineers Without Borders, and leadership in student government and other organizations. While the process of service learning is best handled at the academic department level, Rutgers–New Brunswick can support its effectiveness in engaging students with a commitment of central resources. Rutgers–New Brunswick will work to establish a clearinghouse for service-learning options. The clearinghouse will draw upon the well-established community placement efforts already established at the School of Environmental and Biological Sciences, particularly through Cooperative Extension and 4-H, and at professional schools such as the School of Social Work and the Edward J. Bloustein School of Planning and Public Policy. We will also promote and support the ongoing efforts of The Collaborative—Rutgers’ Center for Community-Based Research and Service within Rutgers’ Office of Institutional Diversity and Inclusion—which features courses, community-based action research, partnerships among students, faculty, and community organizations, and varied creative forums for civic engagement and public scholarship.

### International Service Learning

Students seeking service-learning opportunities can also opt to learn and serve in communities around the world. This commitment often takes on an academic form. Dozens of Rutgers–New Brunswick students from the School of Arts and Sciences, the School of Environmental and Biological Sciences, and other New Brunswick schools participate each summer in credit-bearing service-learning courses. These are dynamic experiential and intercultural learning opportunities led by seasoned Rutgers faculty. These programs, which saw a 40 percent jump in student participation last year, give students hands-on experience in their field of study while contributing to community-driven

*Preparing students to lead and to exercise their rights and responsibilities in a democracy is a well-established tradition at Rutgers–New Brunswick.*

solutions to real-world challenges—particularly in underprivileged communities. The Center for Global Education coordinated 11 service-learning programs last year, including new programs in Brazil, Cuba, the Dominican Republic, Greece, and Thailand. We will continue to expand opportunities by adding programs in Mexico and Senegal in 2015.

### Creative Expression and the Human Experience

Integrating creative arts into learning and living builds a community that values and respects individual expression—expression that can transcend national borders and differences in politics, religion, culture, language, and area of study. In striving to provide students with a well-rounded educational experience that prepares them to be successful citizens, Rutgers–New Brunswick employs valued assets such as a renowned arts conservatory, outstanding humanities departments, and one of the largest and most distinguished university-based art museums in the country. From this strong position, Rutgers–New Brunswick will build programming that educates and exposes students, faculty, and the community to a culture of artistic expression and acceptance.

Centers, institutes, and programs dedicated to providing opportunities to study and participate in creative arts and human expression are hallmarks of Rutgers–New Brunswick. Our campus is home to the Zimmerli Art Museum, renowned for its collection of American, European, and Soviet nonconformist art; the Brodsky Center at Rutgers, where groundbreaking artists create new work in reproductive media; *Raritan: A Quarterly Review*, an influential literary journal; the School of Arts and Sciences, offering courses in the humanities such as creative writing, digital composition, film, literature, philosophy, and art history; and the Mason Gross School of the Arts, running distinguished programs in performance and fine arts including dance, theater, and digital filmmaking.

*Integrating creative arts into learning and living builds a community that values and respects individual expression.*

Rutgers–New Brunswick has a number of faculty and alumni who are distinguished writers, poets, and artists who have been nominated for or won Pulitzer Prizes, National Book Awards, Emmys, Tonys, and Golden Globes, and who serve as models of success in art and expression.

Through programs, events, and initiatives, including new collaborations between humanities and sciences and support for digital filmmaking, Rutgers–New Brunswick will advance the integrating theme of creative expression and the human experience.

## Initiatives

### Bringing the Humanities into Medicine and Science

Rutgers University–New Brunswick will expand opportunities for collaborations between humanities, social science, and natural science and technology fields to develop cross-disciplinary curricula, workshops, and professional development programs



in areas such as medical humanities. Medical humanities is a growing field that examines health, medicine, and healing in relation to history, culture, politics, and the arts. It can enhance medical education as well as prehealth and premedical education by promoting a deeper understanding of narrative—of the way patients, doctors, nurses, medical students, and family members of patients tell their stories. We will investigate the possibility of developing a new medical humanities minor for undergraduates and consider expanding the humanities electives taught by School of Arts and Sciences faculty at Robert Wood Johnson Medical School.

The humanities can also inform and enhance other science fields; one already successful collaboration has engaged the School of Environmental and Biological Sciences, the Department of English, and Mason Gross School of the Arts in digital storytelling. We will explore other promising collaborations such as landscape architecture overlapping with art history and environmental sciences, and dance, music, and visual arts shaping therapeutic modalities in the health professions.

### Digital Filmmaking

In the digital age, film has become a powerful academic tool, expanding our ability to explain complex topics and to bring the results of our research to a wide audience. Rutgers has developed an exceptionally strong film production program through the Film Bureau of the Center for Digital Filmmaking, which has produced striking documentaries on Rutgers projects, including our underwater glider's Atlantic crossing, the Engineers Without Borders' work in Thailand, and ecological research in Antarctica. These film projects give our students extraordinary exposure to the filmmaking process and to original research as it is being conducted. Through national outlets such as PBS and the National Science Foundation website, the documentaries enhance the prominence of our faculty and the University. We will support the continued excellence of the Film Bureau as Mason Gross works toward launch of a self-sustaining B.F.A. in digital filmmaking.

# MEASURING AND REPORTING OUR EFFECTIVENESS

The Rutgers University–New Brunswick community recognizes the value of responding thoughtfully to public perceptions about higher education, including concerns about the growing cost, questions about the return on investment that students receive from pursuing postsecondary degrees, and demands for more accountability and documentation about success.

The development of a robust core of data metrics is critical to measuring and reporting our effectiveness and gauging our success. Rutgers–New Brunswick’s plans for measuring progress embrace the same principles identified in the University Strategic Plan: “...our metrics must be transparent and clear; ... diverse in their qualitative and quantitative perspective; ...[and] easy to use, accessible, and actionable.”

Rutgers–New Brunswick will address the challenges of measuring progress and defining success by taking the following concrete steps:

- Build on ongoing work to develop an evidence-based culture through assessment activities. The Executive Council on Assessment, which reports to the executive vice president for academic affairs, will continue to coordinate learning-outcome assessment and expand to include student affairs assessment.
- Improve data analytics to better understand and enhance student learning; redesign our information and learning infrastructure to support large, complex data sets that can be used for assessing and improving learning outcomes in courses and programs, and student success in general. Benchmark with CIC partners, some of which have made great strides in this area (e.g., Purdue’s Signals program and the projects built upon and around it).
- Continue to meet external reporting requirements of federal and state governments as well as our regional accrediting body, the Middle States Commission on Higher Education. Inform campus constituencies of ongoing developments in areas of

federal, state, and accrediting reporting requirements, including the new proposed federal ranking procedures, and their implications for the University.

- Continue to build a set of metrics that will enable Rutgers–New Brunswick to evaluate and benchmark its progress in the area of student achievement and success, and to demonstrate its contribution to meeting the goals of the University-wide strategic plan. Elements of this effort will involve:
  - ◆ continued participation in the AAU effort to collect comparative data from our peer institutions in order to benchmark Rutgers–New Brunswick’s success in the delivery of undergraduate and graduate education;
  - ◆ continued use of data from extant data sources to support studies and evaluate programs designed to improve student success at Rutgers University–New Brunswick;
  - ◆ continued evaluation of the Institute of International Education’s annual Open Doors reports to determine Rutgers–New Brunswick’s standing as an internationally engaged and culturally diverse campus; and
  - ◆ continued active participation in and analysis of national student surveys, especially the Student Experience in the Research University (SERU) and National Survey of Student Engagement (NSSE) surveys, and the International Student Barometer (i-graduate), as well as in efforts to continuously improve such surveys.
- Investigate the proliferation of survey instruments at Rutgers–New Brunswick to ensure that high-priority surveys that Rutgers must conduct are not adversely affected by other types of surveys.
- Consider changes to the present system for student ratings and assessment of faculty in the classroom.
- Address new Middle States standards with more emphasis on evidence and direct assessments and further development of



key indicators of success, such as retention, graduation rates, transfer success, and placement rates.

■ Extend the definition of success beyond graduation to demonstrate the value of a Rutgers–New Brunswick education, whether it is an undergraduate or graduate degree. Specific steps include:

- ◆ tracking our students after graduation as they either move on to further educational opportunities or enter the labor force;
- ◆ development and administration of a series of alumni surveys in conjunction with AAU peer institutions (including metrics for domestic and international alumni satisfaction and participation); and
- ◆ obtaining feedback from employers of Rutgers–New Brunswick alumni about the skills and abilities of our graduates.

■ Improve existing data systems and develop new systems to evaluate student success, faculty scholarly productivity, and the quality of academic programs. These include:

- ◆ development and distribution of a desktop delivery system for the improvement of student advising;
- ◆ development of faculty metrics and their inclusion in a redesigned academic program review process for evaluating faculty performance;

- ◆ use of externally provided databases on faculty performance for benchmarking across peer institutions—and evaluation of the usefulness of these data sources in the promotion and tenure process; and

- ◆ improvement of existing faculty data sources including instructional, scholarly, and other activities.

■ Develop new data systems for student satisfaction with Student Affairs activities, and assess the value of Student Affairs participation in academic performance and student success.

■ Develop methods and metrics for assessing the effectiveness of and satisfaction with University services for students, faculty, and staff.

■ Develop an assessment of community engagement efforts in support of Rutgers–New Brunswick’s Carnegie Community Engagement Classification, surveying New Brunswick residents, community agencies, and Rutgers–New Brunswick faculty.

### **Benchmarks for Measuring Progress**

Metrics are increasingly important across all sectors; they are increasingly recognized as critical to the accountability process—defining, monitoring, and mobilizing resources and achieving excellence, innovation, and continuous improvement. Measurement is necessary for external reporting to regional and professional accrediting agencies, state and national education



<b>Area of Focus</b>	<b>Selected Metrics</b>
<b>Maintain/Increase Diversity</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Gender and racial/ethnic composition</li> <li>• Socioeconomic status as measured by Pell recipients and other available SES indicators</li> <li>• Internationalization as measured by ratio of international to domestic students and diversity of countries represented</li> </ul> <p>Faculty/Staff:</p> <ul style="list-style-type: none"> <li>• Gender and racial/ethnic composition</li> </ul>
<b>Improve/Enhance Student Experience</b>	<p>Improve quality of student services:</p> <ul style="list-style-type: none"> <li>• Satisfaction levels and other indicators of student experience from student surveys</li> <li>• SERU, NSSE, Ph.D. Exit</li> </ul> <p>Improve student academic success:</p> <ul style="list-style-type: none"> <li>• Retention and graduation rates</li> <li>• Time-to-degree</li> <li>• Credits taken</li> <li>• Rates of student participation in international learning opportunities</li> </ul>
<b>Maintain/Improve Faculty Productivity and Excellence</b>	<ul style="list-style-type: none"> <li>• Scholarly productivity data from external and internal data sources</li> <li>• Degree of faculty engagement in international research, publications with international coauthors, and international teaching</li> </ul>
<b>Improve Research/Economic Development</b>	<ul style="list-style-type: none"> <li>• Extramural awards</li> <li>• R&amp;D expenditures – NSF – by source and type – per capita</li> <li>• Tech transfer indicators – AUTM</li> <li>• Number and value of grant awards to faculty for international projects</li> </ul>
<b>Maintain/Improve Organizational Effectiveness and Efficiency</b>	<ul style="list-style-type: none"> <li>• Diversification of revenues – expanding revenue streams</li> <li>• Faculty and staff ratios</li> <li>• Leadership and organizational measures</li> </ul>
<b>Maintain/Increase Educational Services</b>	<ul style="list-style-type: none"> <li>• Degrees conferred</li> <li>• Continuing education and extension statistics</li> </ul>

offices, and higher education consortia. It is equally important internally, for monitoring, evaluating, and tracking our accomplishments and for enhancing the impact of our higher education mission. We recognize that some metrics are the basis for institutional rankings by *U.S. News & World Report*, Reuters, and others, and we are committed to following them closely.

Accountability requires us to bring clarity to our long-term aspirations and more immediate goals, develop systematic methods for data collection to track our progress, and create mechanisms to support the collection, dissemination, and use of data for continuous improvement relative to our aspirations and goals.

### **Faculty Information System for Measuring and Documenting Faculty Work**

It is critical that we gather accurate, timely, and comprehensive information on faculty work, both for accountability to governmental and accrediting bodies and for internal use in managing resources more effectively. Faculty have a critical and complex role in large comprehensive research universities like ours, but such institutions continue to struggle to tell the story of faculty work.

To supplement traditional methods, we must develop additional metrics to measure faculty excellence in areas where



significant effort is expended, such as pedagogy, leadership, and community and international engagement—and then use those metrics effectively in recruitment and promotion of tenure-track, tenured, nontenure-track (including clinical), and part-time faculty.

In order to provide a holistic view of faculty work that transcends simplistic depictions of how and what faculty do in the classroom, in the research lab, and outside the academy, we need to develop a robust faculty information system. At Rutgers, existing data sources are not well coordinated and are not maximally efficient. To meliorate this, we will create a fully interrelated faculty information system in which existing sources, such as the Faculty Survey, the Course Analysis System, and the Student Instructional Ratings System, along with data from Human Resources, Academic Affairs, the GAIA Centers, etc., will share data in an integrated system. This will provide the basis of greater accountability for information and analyses both internally and in response to increasing external demands for information.

Rutgers–New Brunswick will benefit from the University’s engagement with third-party sources that are measuring and benchmarking scholarly productivity worldwide. We have already begun work to evaluate and assess how our faculty fare in relation to their peers at other institutions. Nevertheless, we must remain cautious about the appropriate application of externally generated data and relationships between databases generated externally and internally. The Office of Institutional Research and Academic Planning, the Center for Teaching Advancement and Assessment Research, and the Office of Academic Affairs have been working toward better coordination and use of these data. To be effective, we will need wider participation and greater buy-in by both faculty and the administration.

The wise combination of internal and external data into more robust information systems will enhance internal planning and assessment in areas such as academic program review, the allocation of scarce resources, and labor development and management. The data will also enhance our ability to respond to demands by government leaders, accrediting organizations, and the general public to explain the broad range of faculty work in research, teaching, and service.

## IMPLEMENTING THE PLAN

With the review and approval of President Barchi and the Board of Governors, the Rutgers–New Brunswick community will begin to implement the initiatives put forth in this plan. While all aspects of the plan work toward our aspiration for New Brunswick, the pace at which these initiatives take shape will be determined by a number of factors, including the availability of funding and the state of readiness of each piece of the plan.

In addition, because funds for implementation are limited, in many cases the funding level requested in the original proposal will have to be reduced. The Chancellor’s Office will work with proposal developers to refine the scope of their projects and assign a funding level over one, two, or three years.

Within the next several weeks, Chancellor Edwards will announce the membership of the task forces that will be created to make recommendations on the future of Rutgers–New Brunswick, the remodeling of academic advising and the first-year experience, and other areas related to our students. The Office of Institutional Research and Academic Planning has already begun to act on the plans outlined here for strengthening the measurement and reporting of our effectiveness, and in particular the development of a robust faculty information system.

The initiatives related to faculty development will be led—and announced—by the New Brunswick Provost.

*Our community has contributed many thoughtful, ambitious, and promising ideas.*

Implementation of the Rutgers University–New Brunswick Strategic Plan will coincide with continued activity surrounding the implementation of the University Strategic Plan, including the creation of courses and symposia tied to the integrating themes, continued development of a new fundraising model, the revamping of our enterprise resource planning platform, transition to a Responsibility Center Management budgeting model, and other University-wide initiatives that will have enormous implications for Rutgers–New Brunswick.

Our community has contributed many thoughtful, ambitious, and promising ideas to the strategic planning process over the past six months. We are eager to move forward in addressing areas of weakness and building upon areas of strength and potential across the five critical priorities for Rutgers–New Brunswick. We embrace the priorities of the University Strategic Plan, especially those related most directly to our campus. We believe that this plan and its particular focus on building academic strengths and a rewarding student experience aligns well with and further refines our collective efforts to achieve our aspiration for Rutgers to be widely recognized as among the nation’s leading public research universities—premier in research, excellent in teaching, and committed to community.

# APPENDICES

## APPENDIX A: TABLES AND GRAPHS

**Table 1: Enrollment by Selected Student Characteristics (Fall 2012)**

	<b>RUTGERS UNIVERSITY- NEW BRUNSWICK</b>	<b>PUBLIC AAU (AVERAGE)</b>	<b>PUBLIC AAU ASPIRANTS (AVERAGE)</b>	<b>PUBLIC AAU NON-ASPIRANTS (AVERAGE)</b>	<b>BIG TEN (AVERAGE)</b>
	%	%	%	%	%
<b>Undergraduate</b>					
In-State	86.8	69.8	69.5	70.0	60.4
Out-of-State	13.2	30.2	30.5	30.0	39.6
International	3.2	7.5	8.7	7.1	9.2
Male	51.3	49.9	48.3	50.6	52.2
Female	48.7	50.1	51.7	49.4	47.8
Minority	48.3	31.2	37.8	28.7	19.3
Underrepresented Minority	19.8	14.4	13.7	14.7	9.3
Pell (1st year)	29.5	23.4	21.0	24.3	18.8
Pell	31.1	25.2	24.4	25.4	19.5
<b>Graduate</b>					
International	24.5	22.5	20.2	23.4	25.4
Male	39.4	51.5	51.2	51.5	51.6
Female	60.6	48.5	48.8	48.5	48.4
Minority	25.8	18.0	22.7	16.2	14.3
Underrepresented Minority	14.8	9.1	9.8	8.8	7.3
<b>Total</b>					
International	7.9	11.4	12.1	11.1	13.5
Male	48.7	50.0	49.1	50.4	52.3
Female	51.3	50.0	50.9	49.6	47.7
Minority	43.4	27.9	33.6	25.7	17.6
Underrepresented Minority	18.7	13.1	12.6	13.3	8.7

Source: Integrated Postsecondary Education Data System

**Table 2: Full-time Instructional Faculty by Tenure, Gender, and Race/Ethnicity (Fall 2012)**

Faculty Characteristic	RUTGERS UNIVERSITY– NEW BRUNSWICK		PUBLIC AAU (AVERAGE)		PUBLIC AAU ASPIRANTS (AVERAGE)		PUBLIC AAU NON-ASPIRANTS (AVERAGE)		BIG TEN (AVERAGE)	
	Number	%	Number	%	Number	%	Number	%	Number	%
<b>Tenure Status</b>										
Tenure Track	1,394	81.3	1,458	71.7	1,599	65.1	1,405	74.2	1,665	75.3
Non-Tenure Track	320	18.7	694	28.3	1,073	34.9	552	25.8	576	24.7
<b>Gender</b>										
Male	1,050	61.3	1,393	64.1	1,741	64.4	1,278	64.0	1,720	63.5
Female	664	38.7	790	35.9	973	35.6	729	36.0	999	36.5
<b>Race/Ethnicity</b>										
Minority	293	17.1	429	20.0	557	20.9	387	19.7	498	19.2
Underrepresented Minority	105	6.1	154	7.3	198	7.8	140	7.2	179	7.0

Source: Integrated Postsecondary Education Data System

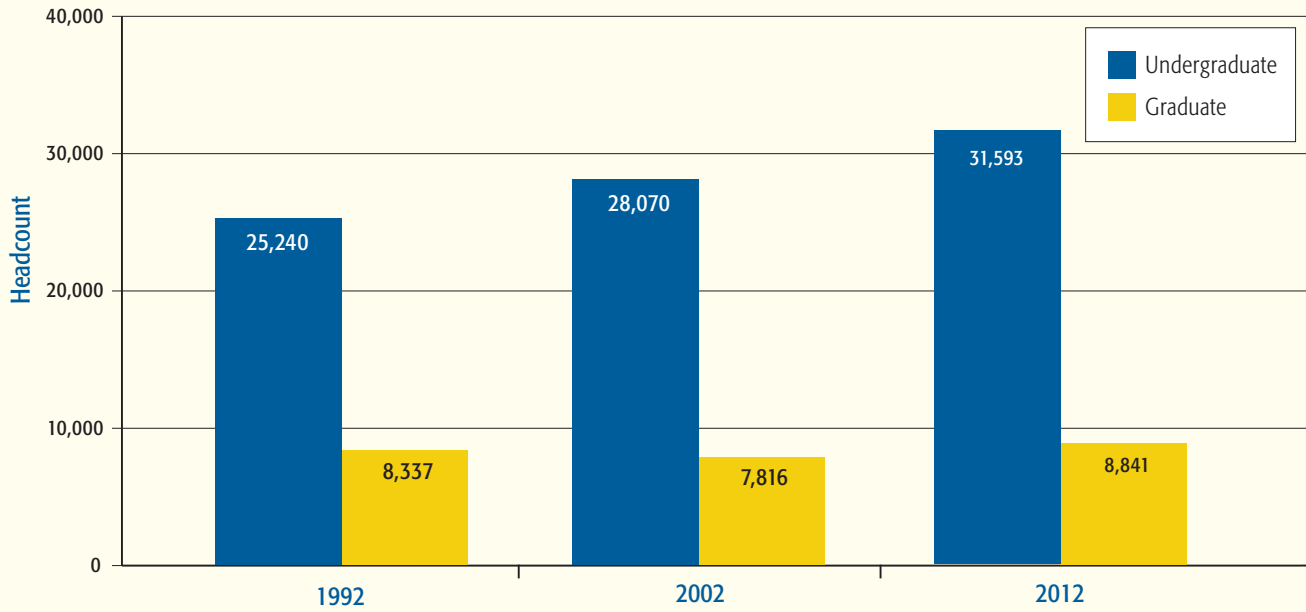
Note: University of Washington not included in minority/underrepresented minority count. Race/Ethnicity data was not required by IPEDS for the Fall 2012 Human Resources Survey.

**Table 3: Research and Development Expenditures by Source (FY2011–2012)**

Source	RUTGERS UNIVERSITY– NEW BRUNSWICK		PUBLIC AAU (AVERAGE)		PUBLIC AAU ASPIRANTS (AVERAGE)		PUBLIC AAU NON-ASPIRANTS (AVERAGE)		BIG TEN (AVERAGE)	
	\$(000s)	%	\$(000s)	%	\$(000s)	%	\$(000s)	%	\$(000s)	%
Federal Government	279,161	64.19	367,398	58.7	558,681	60.59	295,667	57.97	397,239	55.37
Institution Funds	68,621	15.78	143,220	23.9	183,878	20.11	127,974	25.24	193,173	29.06
State and Local Government	40,555	9.33	31,817	5.0	32,326	3.60	31,627	5.47	33,164	4.64
Nonprofit Organization	26,927	6.19	39,297	5.9	77,606	8.32	24,931	5.08	40,222	5.19
Industry	15,972	3.67	30,208	4.8	42,453	4.99	25,616	4.79	30,918	4.44
All Other Sources	3,665	0.84	14,340	1.8	27,331	2.38	9,392	1.52	10,029	1.30
<b>Total \$(000s)</b>	<b>434,901</b>		<b>624,543</b>		<b>919,237</b>		<b>514,032</b>		<b>703,908</b>	

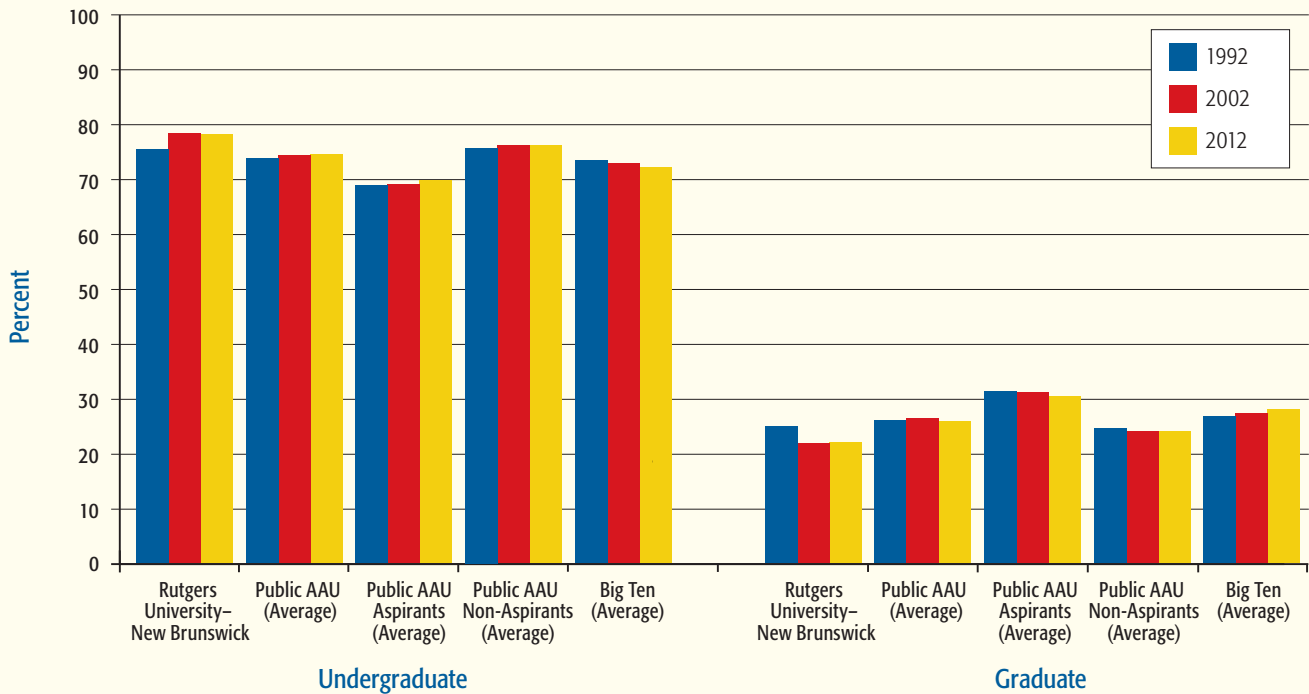
Source: National Science Foundation (NSF), R&D Expenditures by Source

**Graph 1: Rutgers University–New Brunswick Enrollment by Academic Level**



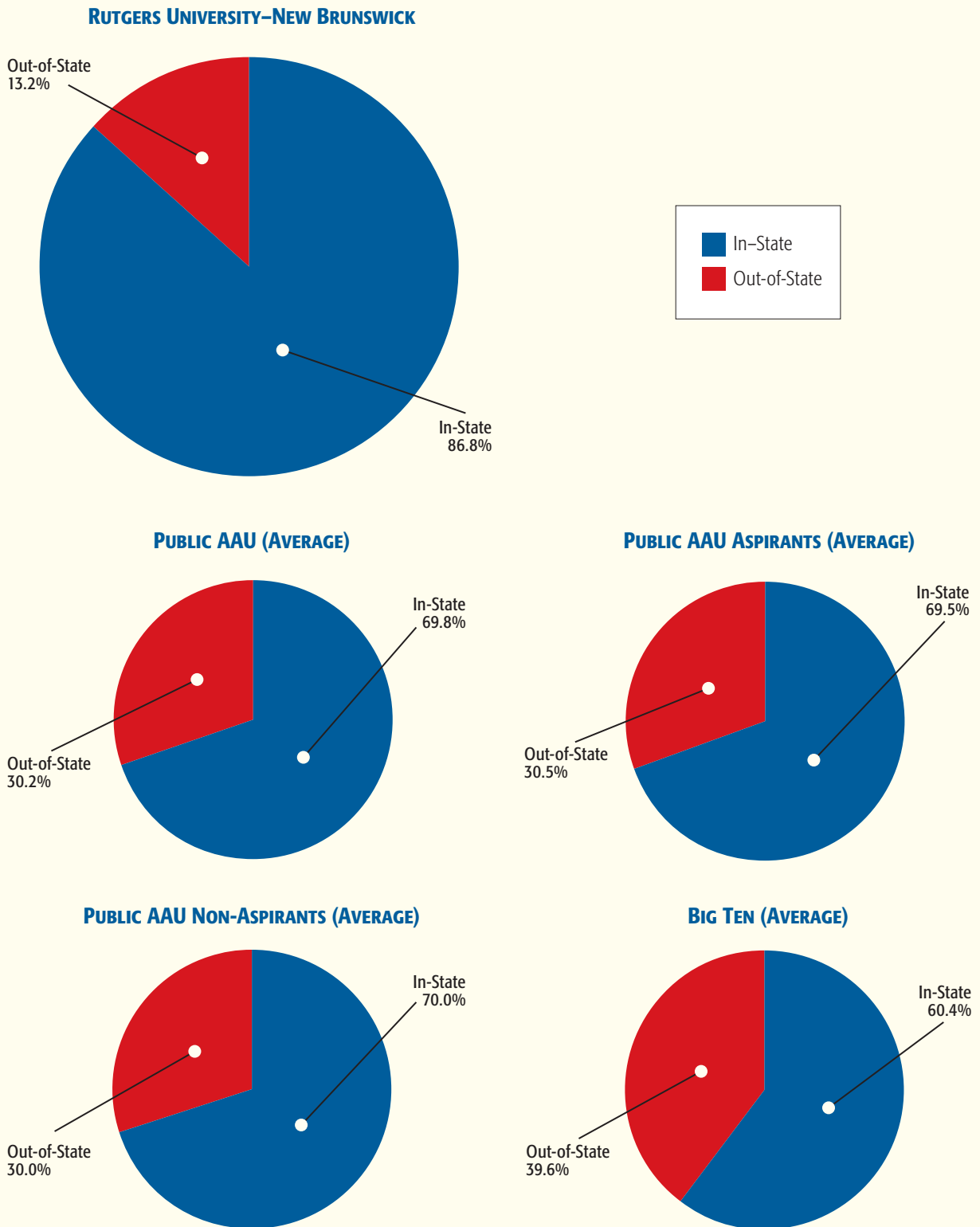
Source: Integrated Postsecondary Education Data System

**Graph 2: Enrollment by Academic Level Compared with Fellow Institutions**



Source: Integrated Postsecondary Education Data System

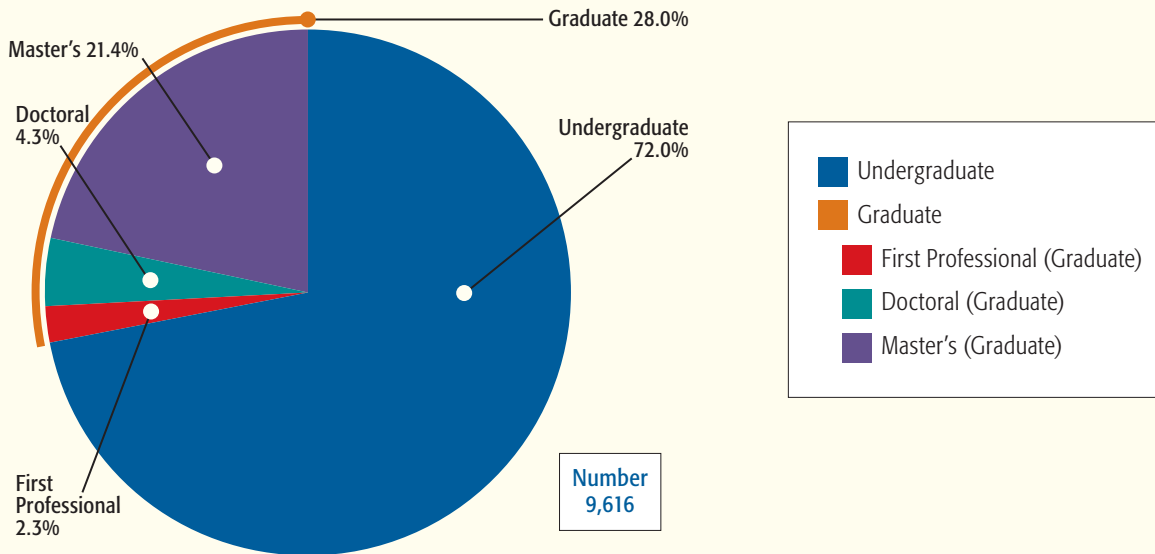
**Graph 3: Undergraduate Enrollment by Residency (Fall 2012)**



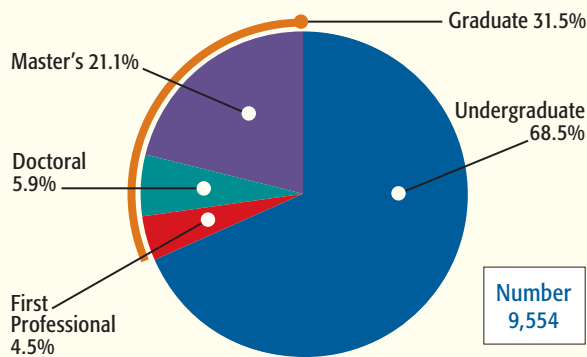
Source: Integrated Postsecondary Education Data System

**Graph 4: Degrees Conferred by Academic Level (2012)**

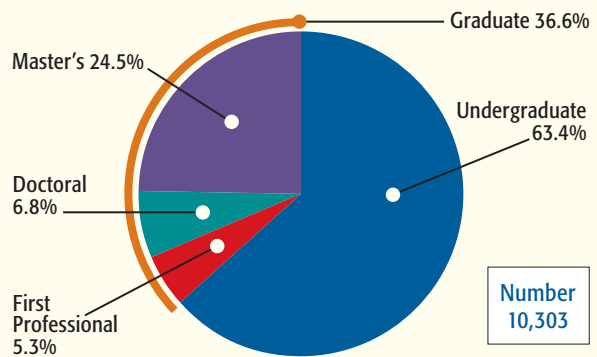
**RUTGERS UNIVERSITY–NEW BRUNSWICK**



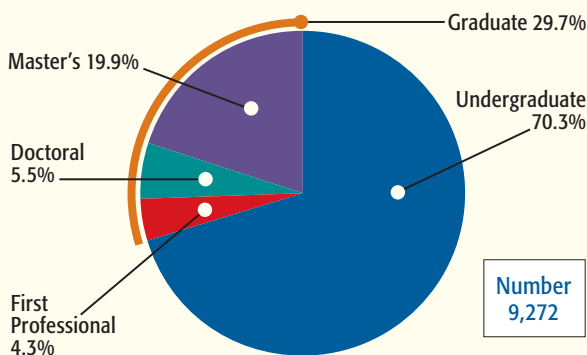
**PUBLIC AAU (AVERAGE)**



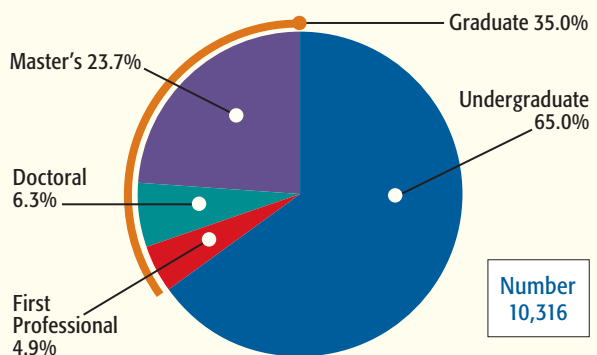
**PUBLIC AAU ASPIRANTS (AVERAGE)**



**PUBLIC AAU NON-ASPIRANTS (AVERAGE)**



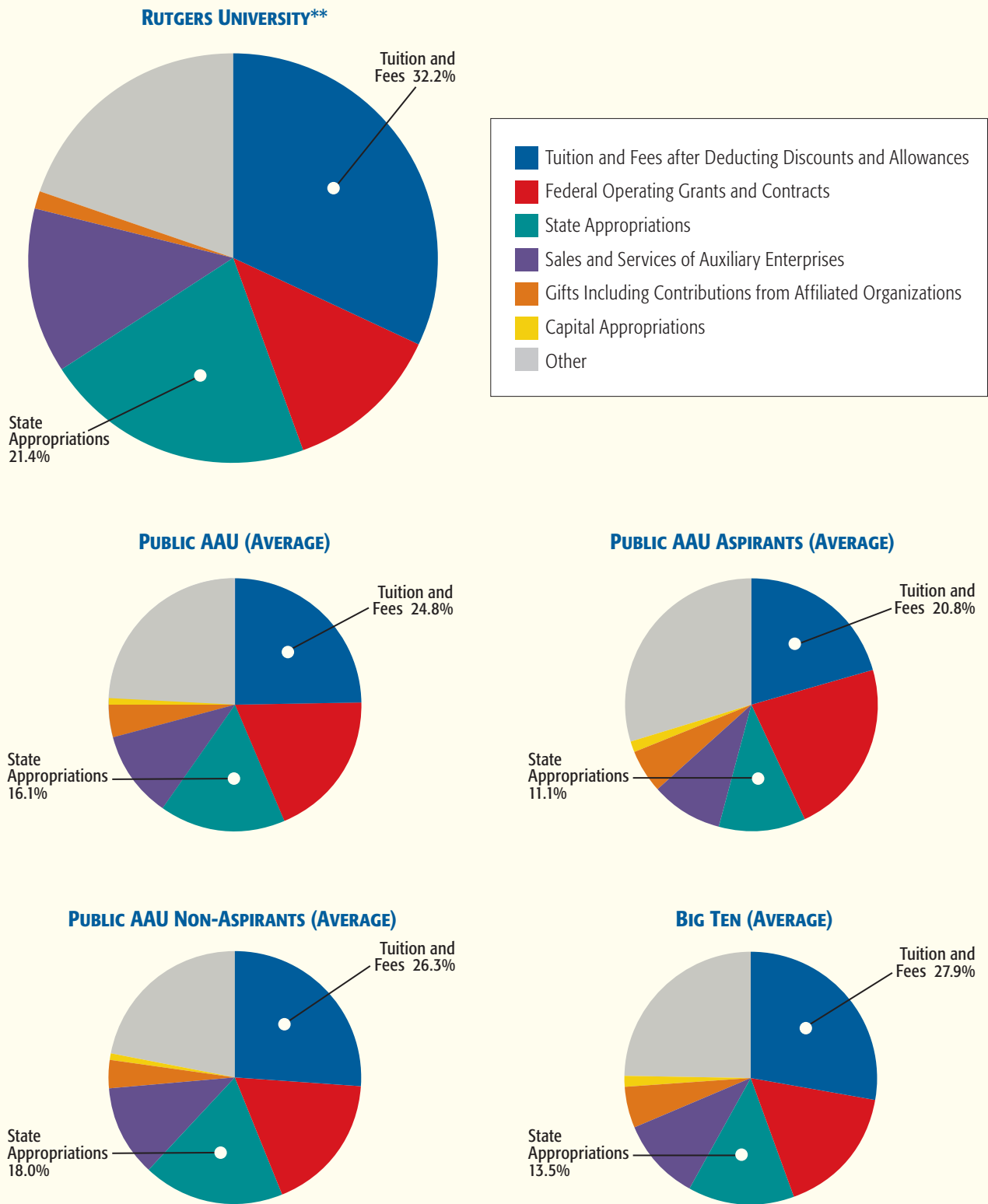
**BIG TEN (AVERAGE)**



Source: Integrated Postsecondary Education Data System



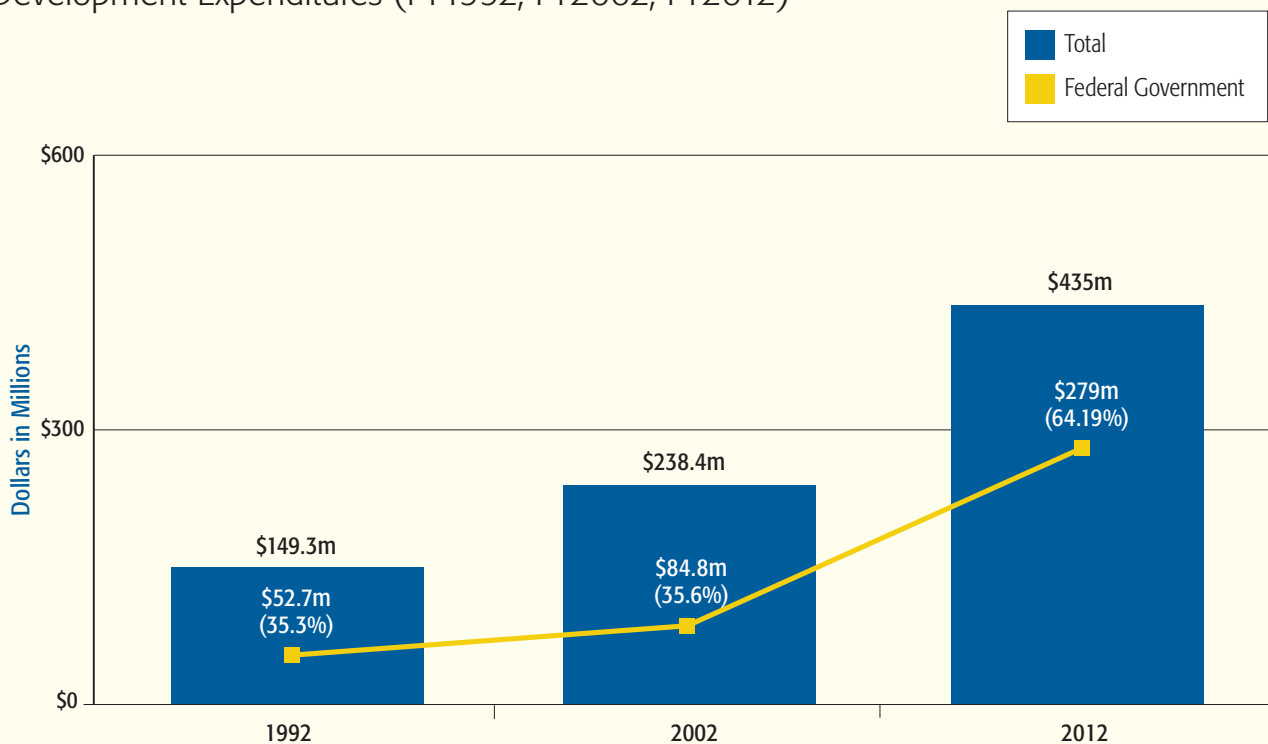
**Graph 5: Largest Revenue Streams by Percentage (FY 2011–2012)\***



\* Excludes hospital revenues \*\* Finance data is reported on a universitywide level and not by campus

Source: Integrated Postsecondary Education Data System Finance Survey, FY 2011–2012. Pennsylvania State University and the University of Pittsburgh file finance surveys using Financial Accounting Standards Board (FASB) standards; all other schools use Governmental Accounting Standards Board (GASB) standards 34 and 35.

**Graph 6:** Rutgers University–New Brunswick Growth in Research and Development Expenditures (FY1992, FY2002, FY2012)

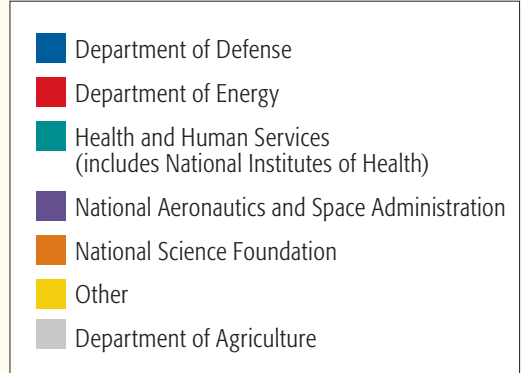
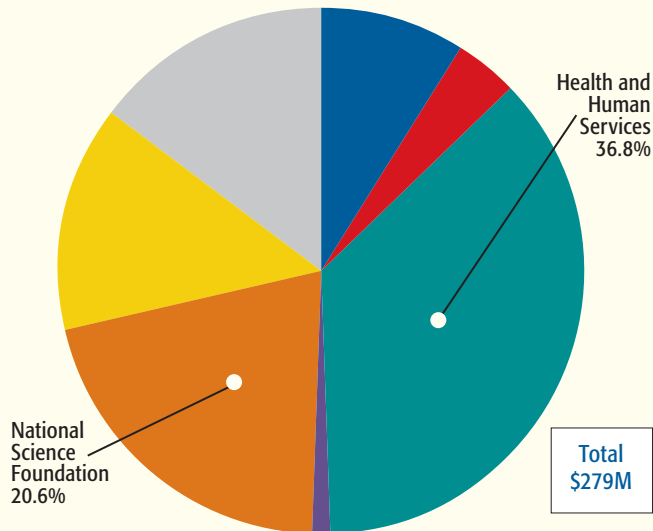


Source: Integrated Postsecondary Education Data System

**Graph 7: Research and Development Expenditures by Federal Agency (FY2011–2012)**

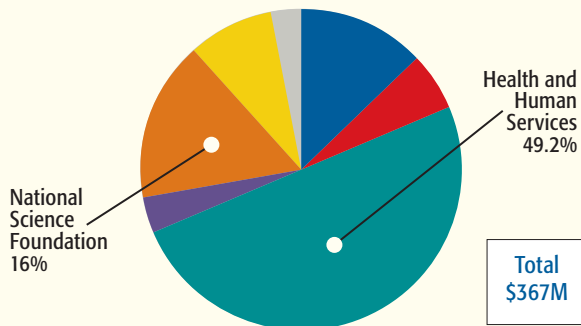
**RUTGERS UNIVERSITY–NEW BRUNSWICK**

Percentage of Total Federal Expenditures



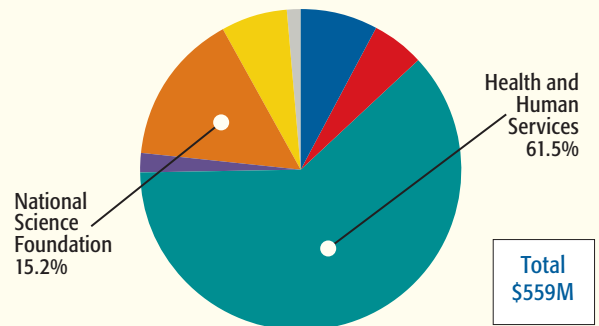
**PUBLIC AAU (AVERAGE)**

Percentage of Total Federal Expenditures



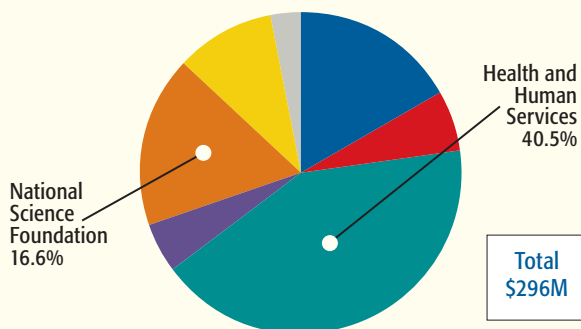
**PUBLIC AAU ASPIRANTS (AVERAGE)**

Percentage of Total Federal Expenditures



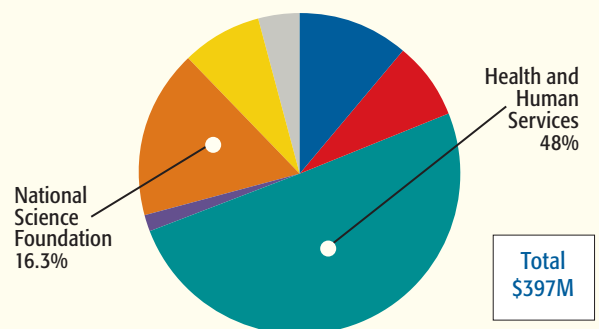
**PUBLIC AAU NON-ASPIRANTS (AVERAGE)**

Percentage of Total Federal Expenditures



**BIG TEN (AVERAGE)**

Percentage of Total Federal Expenditures



Source: National Science Foundation Higher Education Research and Development (HERD) Survey

## APPENDIX B: RUTGERS UNIVERSITY—NEW BRUNSWICK ACADEMIC SCHOOLS

### Edward J. Bloustein School of Planning and Public Policy

■ The Bloustein School educates professionals in urban planning, public policy, and public health, and it houses an energetic applied research enterprise. Both the academic programs and the research groups have attained high national rankings and impact, especially in the areas of risk/environment/energy planning, transportation planning, community development, health policy, workforce development, and social policy. The faculty and research staff are leaders in multidisciplinary collaborations that often span units at Rutgers and beyond, and the administrative staff members are exemplars of best practice in student services and business support. The Bloustein School seeks to improve our increasingly urbanized and interconnected world by exploring planning approaches and public policy solutions that are healthier, greener, fairer, and generate greater prosperity than do current practices. It pursues equitable and efficient solutions to public problems at multiple levels from the global to the local and emphasizes social engagement through the professional perspectives of urban planning, public policy, and public health.

Website: [policy.rutgers.edu](http://policy.rutgers.edu)

### Graduate School of Applied and Professional Psychology

■ The Graduate School of Applied and Professional Psychology (GSAPP) has a three-fold mission of scholarship, education, and public service. GSAPP provides doctoral (Psy.D.) education and training in clinical and school psychology, which develops outstanding practitioners and fosters personal leadership to advance the practice and field of professional psychology. Students in the five-year program of academic study combine coursework, practicum experience, research, internship training, and a dissertation to learn evidence-based practices as applied in schools, clinics, and communities. The faculty at GSAPP receives significant grant funds and contracts to provide innovative training opportunities for students and leading-edge service to the community. The school aims to provide psychological services to children, adolescents, adults, and families who are at risk for a variety of mental health problems.

Website: [gsappweb.rutgers.edu](http://gsappweb.rutgers.edu)

### Graduate School of Education

■ The Graduate School of Education (GSE) is a nationally ranked, leading professional school dedicated to the study and improvement of education. Our faculty and students engage in research, teaching, and service activities aimed at improving practice in three pressing areas: 1) meeting the needs of diverse learners, 2) using emerging digital pedagogical tools effectively, and 3) addressing the equity and adequacy of financial, human, and social resources for pre-K–12 and higher education. The GSE offers more than 70 academic programs and certifications and produces more than 300 graduates annually who become effective educational practitioners, transformative educational leaders, and accomplished educational researchers. The many centers and institutes located in the GSE conduct research on educational policy and practice as well as provide technical assistance and development programming for educators and leaders. The work of the school is geared toward ensuring all children and adults have access to high-quality educational programs in New Jersey and beyond. Its partnership and service contributions focus on New Jersey but extend to both national and global communities.

Website: [gse.rutgers.edu](http://gse.rutgers.edu)

### Graduate School—New Brunswick

■ The Graduate School—New Brunswick strives to provide high-quality instruction and research opportunities for students and to ensure the integrity of the graduate degree, as well as the graduate experience at Rutgers University—New Brunswick. The school provides master's and doctoral studies to students in their chosen fields. The school enrolls nearly 4,000 students in 59 doctoral programs and 57 master's programs. Drawn from academic divisions across Rutgers University—New Brunswick, faculty are grounded in the arts and sciences as well as several professional fields. Following graduation, students go into careers in the professions, industry, business, museums, research institutions, and college or university teaching.

Website: [gsnb.rutgers.edu](http://gsnb.rutgers.edu)

### Mason Gross School of the Arts

■ The Mason Gross School of the Arts is the flagship public arts conservatory of New Jersey. It is a community of artists—dancers, filmmakers, musicians, theater artists, and visual artists—who study, teach, create, perform, and exhibit. The mission of the school is to nurture creative talent and instill the

insights and skills that future generations of arts professionals need to contribute to the creative and scholarly world. The school offers undergraduate and graduate degrees in dance, filmmaking, music, theater, and visual arts. In addition to its professional arts training programs, Mason Gross provides the larger community the opportunity to embrace the creative arts through the activities of its four divisions: Arts Online, Brodsky Center, Extension Division, and Rutgers Center for Digital Filmmaking.

Website: [www.masongross.rutgers.edu](http://www.masongross.rutgers.edu)

### **School of Arts and Sciences**

■ The School of Arts and Sciences combines excellent teaching with world-class research in an environment of cultural diversity. Its mission is to extend the boundaries of human knowledge, to educate future leaders of the State of New Jersey and the nation, and to improve the quality of life. The school has 40 departments, more than 50 centers and institutes supporting interdisciplinary scholarship, and more than 800 internationally distinguished faculty committed to the integration of research and education. Students are offered more than 70 majors and minors in life sciences, mathematical and physical sciences, humanities, social and behavioral sciences, and international studies. The school provides students with opportunities for one-on-one research with faculty as well as internships and service learning both locally and abroad.

Website: [sas.rutgers.edu](http://sas.rutgers.edu)

### **School of Communication and Information**

■ The School of Communication and Information (SC&I) seeks to understand communication, information, and media processes, organizations, and technologies as they affect individuals, societies, and the relationships among them. The solutions to many of society's critical problems are rooted in interaction, participation in information networks, and processes of civic engagement. Societal challenges include the achievement of healthy people and communities; maintaining a thriving democracy and useful public policy; preparation of new generations of leaders; creation of humane, productive, and empowering organizations; and development of individual skills, self-understanding, and personal fulfillment. The school plays a central role in the understanding and advancement of solutions for these challenges. SC&I offers three undergraduate majors, two minors, two master's programs, an interdisciplinary

doctoral program, and nondegree graduate-study programs. The school has several centers and institutes focusing on areas such as school libraries, organizational development and leadership, and communication related to health issues, among others. Faculty members consist of scholars recognized nationally and internationally for excellence and innovation in contemporary communication, information, and media-related research. SC&I prepares individuals for careers in journalism, media, public relations, information science, librarianship, government, organizational communication, and health communication.

Website: [comminfo.rutgers.edu](http://comminfo.rutgers.edu)

### **School of Engineering**

■ Established in 1864, the School of Engineering is home to educational opportunity and innovation, pursuing work of enormous relevance to society and the economy through world-class research and important industry partnerships. With seven academic departments representing key engineering disciplines, renowned faculty, and groundbreaking research centers, the School of Engineering currently enrolls approximately 4,500 undergraduate and graduate students, including doctoral students, and generates more than \$62 million in research expenditures annually. With a degree that is recognized around the world as comprehensive and leading-edge, the School of Engineering is training the next generation of innovators across a broad spectrum of professions.

Website: [soe.rutgers.edu](http://soe.rutgers.edu)

### **School of Environmental and Biological Sciences**

■ The School of Environmental and Biological Sciences pursues excellence in research, teaching, and outreach in areas of study that address the biological spectrum from organisms to ecosystems. Its emphasis is on both the fundamental sciences and social and human dimensions. The school offers 20 undergraduate majors, including plant and animal sciences, microbiology, biotechnology, agriculture and food systems, landscape architecture, food and nutritional sciences, ecology and evolution, marine science and oceanography, environmental sciences and meteorology, human ecology, and environmental economics. In addition to instruction in the classroom, field, and laboratory, students have opportunities for experiential learning on and off campus, including a growing emphasis on international experiences through short- and long-term study abroad. Students also have access to a robust program of applied

research and outreach hosted by the New Jersey Agricultural Experiment Station's laboratories, farms, business incubators, and marine stations throughout the state.

Website: [sebs.rutgers.edu](https://sebs.rutgers.edu)

### **School of Management and Labor Relations**

■ The School of Management and Labor Relations (SMLR) aims to create and disseminate knowledge to better understand work conditions and employment in a changing global economy. The school is composed of two departments, one focused on strategic human resource management and the other dedicated to the social science specialties related to labor studies and employment relations. The school offers three undergraduate programs in human resource management, labor studies, and employment relations; two master's programs in human resource management and labor and employment relations; a Ph.D. program in industrial relations and human resources; and continuing professional and executive education programs. SMLR has several centers and programs that focus on leading research in the field. The school has become a leading source of expertise on managing and representing employees, designing effective organizations, and building strong employment relationships.

Website: [smlr.rutgers.edu](https://smlr.rutgers.edu)

### **School of Social Work**

■ The School of Social Work's mission is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being. The school offers an undergraduate program; graduate professional degree programs including master's, doctorate, and Ph.D. programs; and nondegree courses at Rutgers University–New Brunswick, Rutgers University–Newark, and Rutgers University–Camden for professionals in the field. It has five centers that focus on subjects including violence, management, and international research. Graduates of the School of Social Work go on to work in government, the nonprofit sector, and the corporate world, doing everything from counseling victims of abuse to leading human resources departments at private corporations.

Website: [socialwork.rutgers.edu](https://socialwork.rutgers.edu)

### **Rutgers Business School–Newark and New Brunswick**

■ Rutgers Business School serves New Jersey and the world by cultivating business knowledge, ethical judgment, and global perspective in students, scholarship, and society through innovative research and teaching and robust partnerships with businesses across diverse communities. The business school offers comprehensive undergraduate majors and minors; highly ranked M.B.A. and Executive M.B.A. programs; specialty master's programs in accounting, finance, supply chain management, and information technology; plus robust executive education courses and one of the largest Ph.D. programs in the country. Through working closely with faculty who produce innovative research and have a passion for teaching, students find their Rutgers Business School education is a life-changing experience that gives them the skills and knowledge to compete globally while broadening their appreciation for how the world functions. Spanning Rutgers University–Newark and Rutgers University–New Brunswick, the business school's locations and strong corporate partnerships provide access to career opportunities for our students at top global companies in the New York and New Jersey area. This connection to the area's businesses ensures that the curriculum meets the needs of employers, helps companies meet challenges by utilizing faculty research, and provides small businesses and aspiring entrepreneurs the training to grow their enterprises, enriching the economy.

Website: [business.rutgers.edu](https://business.rutgers.edu)

## APPENDIX C: AAU PEERS, ASPIRANT PEERS, AND BIG TEN SCHOOLS

### AAU Public Universities (34)

Georgia Institute of Technology  
Indiana University–Bloomington  
Iowa State University  
Michigan State University  
Ohio State University–Columbus  
Pennsylvania State University–University Park  
Purdue University–West Lafayette  
Rutgers University–New Brunswick  
Stony Brook University  
Texas A&M University–College Station  
University at Buffalo  
University of Arizona  
University of California–Berkeley  
University of California–Davis  
University of California–Irvine  
University of California–Los Angeles  
University of California–San Diego  
University of California–Santa Barbara  
University of Colorado–Boulder  
University of Florida  
University of Illinois–Urbana-Champaign  
University of Iowa  
University of Kansas  
University of Maryland–College Park  
University of Michigan–Ann Arbor  
University of Minnesota–Twin Cities  
University of Missouri–Columbia  
University of North Carolina–Chapel Hill  
University of Oregon  
University of Pittsburgh–Pittsburgh  
University of Texas–Austin  
University of Virginia–Charlottesville  
University of Washington–Seattle  
University of Wisconsin–Madison

### AAU Public Aspirants (9)

University of California–Berkeley  
University of California–Los Angeles  
University of California–San Diego  
University of Illinois–Urbana-Champaign  
University of Michigan–Ann Arbor  
University of North Carolina–Chapel Hill  
University of Virginia–Charlottesville  
University of Washington–Seattle  
University of Wisconsin–Madison

### Big Ten Schools (14)

Indiana University–Bloomington  
Michigan State University  
Northwestern University\*  
Ohio State University–Columbus  
Pennsylvania State University–University Park  
Purdue University–West Lafayette  
Rutgers University–New Brunswick  
University of Illinois–Urbana-Champaign  
University of Iowa  
University of Maryland–College Park  
University of Michigan–Ann Arbor  
University of Minnesota–Twin Cities  
University of Nebraska–Lincoln\*\*  
University of Wisconsin–Madison

\*Northwestern is an AAU private university and is not included in the peer averages.

\*\*University of Nebraska–Lincoln is not an AAU university.

Note: The Committee on Institutional Cooperation includes all Big Ten institutions and the University of Chicago.

## APPENDIX D: RUTGERS UNIVERSITY–NEW BRUNSWICK STRATEGIC PLANNING COORDINATING COMMITTEE – SPRING 2014

### **Scott Barnard**

Graduate Student, Graduate School–New Brunswick–Classics

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Edward J. Bloustein School of Planning and Public Policy

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Biology  
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Dean, Graduate School of Education

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Chair, Labor Studies and Employment Relations

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Chancellor, Rutgers University–New Brunswick

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and Biological Sciences

### **Paul Falkowski**

Professor, School of Arts and Sciences–Geological Sciences  
School of Environmental and Biological Sciences–Marine and  
Coastal Sciences

### **Marianne Gaunt**

Vice President for Information Services and University Librarian

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Executive Director, Institute for Families

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Assessment Research

### **Carol Goldin**

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Ernest Mario School of Pharmacy

### **Christine Goldthwaite**

Graduate Student, School of Communication and Information

### **Ann Gould**

Professor, School of Environmental and Biological Sciences–Plant  
Biology and Pathology  
Chair, University Senate

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Professor, School of Arts and Sciences–History

### **Peter Guarnaccia**

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Human Ecology  
Investigator, Institute for Health, Health Care Policy and Aging  
Research

### **Robert Heffernan**

Executive Director, Institutional Research and Academic Planning

### **Michael Hewson**

Senior Executive Director, Undergraduate Academic Affairs

### **Mark Killingsworth**

Professor, School of Arts and Sciences–Economics

### **Joachim Kohn**

Professor, School of Arts and Sciences–Chemistry and Chemical  
Biology  
Director, New Jersey Center for Biomaterials

### **Anna Krymchanskaya**

Undergraduate Student, School of Arts and Sciences, Class of 2015  
Off-Campus Senator, RUSA School of Arts and Sciences

### **Jerome Kukor**

Dean, Graduate School–New Brunswick

### **Susan Lawrence**

Professor, School of Arts and Sciences–Political Science  
Dean, Educational Initiatives and Core Curriculum

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Chair, Supply Chain Management and Marketing Sciences

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Director, Tyler Clementi Center

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Office of the Chancellor – New Brunswick  
Rutgers, The State University of New Jersey  
Old Queens Building  
83 Somerset Street  
New Brunswick, NJ 08901-1281

[nbchancellor.rutgers.edu](http://nbchancellor.rutgers.edu)