

RUTGERS UNIVERSITY-NEW BRUNSWICK STRATEGIC PLAN

TABLE OF CONTENTS

Executive Summary – Page 2

Developing a Strategic Plan for New Brunswick – Page 6

Focusing on Critical Campus Priorities – Page 12

Strengthening Our Academic Core – Page 15
Theme: Health and Wellness – Page 21

Building Faculty and Staff Excellence – Page 22
Theme: Creative Expression – Page 25

Transforming the Student Experience – Page 26
Theme: Citizenship and Leadership – Page 33

Advancing Our Inclusive, Diverse, and Cohesive Culture – Page 34
Theme: Cultures and Diversity – Page 37

Enhancing Our Public Prominence – Page 38
Theme: Sustainability and Innovation – Page 41

Measuring and Reporting Our Effectiveness – Page 42

Implementing the Plan – Page 46

Appendices

Appendix A: Tables and Graphs

Appendix B: Rutgers-New Brunswick Schools

Appendix C: AAU Peers, Aspirant Peers, and Big Ten

EXECUTIVE SUMMARY

Rutgers University–New Brunswick is the university’s oldest and largest campus. As the flagship campus 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, and its diverse and vibrant undergraduate and graduate student population are among New Brunswick’s greatest strengths. The richness of the institution’s programs of education, research, and outreach provide the elements necessary for Rutgers 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–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. 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. 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. Our campus is home to a stunning array of highly regarded academic disciplines and centers; to give a sense of their breadth, these include the Waksman Institute of Microbiology, the Center for Latino Arts and Culture, the Equine Science Center, the Medieval Studies Program, the Institute for Women’s Leadership, the Institute of Marine and Coastal Science, the Zimmerli Art Museum, the Center for Integrative Proteomics Research, Writers House, the Center for African Studies, the world’s largest university-based biorepository, one of the top two Philosophy departments in the nation, and one of the nation’s top three graduate urban planning programs.

Rutgers–New Brunswick is truly world-renowned, ranking 33rd among the world’s top 1,000 universities in 2014 by the Center for World University Rankings, and 24th among all public and private U.S. universities on that list. 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 astrophysics, 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, and Soros and have won more Fulbrights than nearly every other university in the country. As a hub of research, Rutgers–New Brunswick ranks first among the nation’s universities in research and development expenditures in chemistry, fourth in the social sciences, and sixth in mathematics.

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; new capital construction transforming our 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-wide 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. As the university’s AAU campus, Rutgers–New Brunswick acknowledges these as our own peers and aspirant peers.

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 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 Campus 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 comment before final editing and adoption in September 2014.

OUR ASPIRATION

Rutgers-New Brunswick recognizes its primary 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 campus seeks to provide (and to be widely recognized for providing) both a research-rich academic environment marked by faculty excellence as well as a meaningful and satisfying student experience facilitated by high-quality support services. As we address academic and administrative areas of need and outline several 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.

CRITICAL CAMPUS PRIORITIES

Through the strategic planning process, Rutgers–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 the campus. In pursuit of our campus priorities, we will also carry out several new initiatives to advance the integrating academic themes identified in the University Strategic Plan. New Brunswick's critical campus priorities are:

- ❖ ***Strengthening Our Academic Core***: Supporting promising science and humanities projects that underpin our academic excellence and integrate research and/or teaching across units, while leveraging our campus's alignment with Rutgers Biomedical and Health Sciences. Major research programs will include a Coastal Climate Resilience initiative, the Rutgers One Nutrition initiative, the Brain Health Institute, and a consortium on autism.
- ❖ ***Building Faculty and Staff Excellence***: Attracting, retaining, and supporting top faculty and providing crosscutting 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 nonacademic, to ensure student success and enduring satisfaction. Campuswide projects will bolster student advising, improve the first year experience, support transfer students, and create a first-rate Honors College.
- ❖ ***Advancing Our Inclusive, Diverse, and Cohesive Culture***: Capitalizing on our intrinsic diversity by conducting innovative research 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 and the creation of an Inclusion and Diversity Research Portal.
- ❖ ***Enhancing Our Public Prominence***: Increasing public engagement, differentiating our uniqueness, and promoting strengths that bring renown to Rutgers. Key initiatives will assist

faculty in becoming engaged as scholars in public issues and will conduct 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: health and wellness, sustainability and innovation, cultures and diversity, citizenship and leadership, and creative expression. These themes hold great promise for developing crosscutting interdisciplinary, intercampus synergies through partnerships among and between university units and with external entities, and Rutgers-New Brunswick will build upon and strengthen these in the years ahead.

Featured throughout this document are five one-page summaries describing the strengths that Rutgers-New Brunswick brings to each integrating theme. Each summary concludes by highlighting a particular initiative—chosen from among several that we will pursue—to illustrate how New Brunswick will advance each integrate theme.

In each critical campus priority area, we will enhance existing strengths by creating more cohesive collaboration across boundaries and communicating more effectively with all constituent groups, both within and outside of the university. Looking 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.

5

SUMMARY

The strategic planning process has brought into focus important insights about Rutgers-New Brunswick. We are the university's oldest, largest, and flagship campus, 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 and many initiatives 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, and increase 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 NEW BRUNSWICK

The strategic planning process for Rutgers University initiated by President Robert Barchi calls 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 the campus’s reputation, history, and current profile.

Rutgers-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. Its distinguished faculty, the breadth and depth of its academic programs, and the diverse array of its centers of excellence are among 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 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.

6

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.” 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 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, save money on common purchases, 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 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, ranking 33rd among the world’s top 1,000 universities this year by the Center for World University Rankings, and 24th among all public and private U.S. universities on that list. 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 astrophysics, engineering, and women in the arts. Students at Rutgers–New Brunswick have earned prestigious scholarships such as Gates, Truman, Churchill, and Soros and have won more Fulbrights than nearly every other university in the country. As a hub of research, Rutgers–New Brunswick ranks first among the nation’s universities in research and development expenditures in chemistry, fourth in the social sciences, and sixth in mathematics.

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 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-New Brunswick is a very large, complex institution with 18 schools, more than 100 undergraduate 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 the appendix offers detail on key metrics.

Enrollment: From 1992 to 2012, undergraduate enrollment grew by 25 percent (to 31,500) and graduate enrollment by 6 percent (to 8,800). [see Graph 1, page x]

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 underrepresented 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 2, page x]

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 Table 1, page x]

Degrees Conferred: Rutgers-New Brunswick conferred a total of 9,616 degrees in 2012, 39 percent more than it did twenty years earlier (a 33 percent growth in undergraduate degrees and a 56% 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 seven to nine percent more post-baccalaureate degrees than Rutgers-New Brunswick. [see Table 3, page x, and Graph 4, page x]

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, 71.1 percent in public AAUs, and 65.1 percent in AAU aspirants, compared to 81.3 percent on the New Brunswick campus. 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 4, page x]

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 fund raising than our peer public research institutions. [see Graph 5, page x] Between 1992 and 2012 total research and development 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 research and development 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 Table 5, page x, and Graph 6, page x]

Rutgers-New Brunswick now exceeds peer institutions, including public AAU aspirants, in the percentage of research dollars spent each year that come from federal agencies. The largest federal agency supporting Rutgers-New Brunswick is the U.S. Department of Health and Human Services (37 percent), followed by the National Science Foundation (21 percent), and the U.S. Department of Agriculture (14.5 percent). [see Table 6, page x]

Rutgers-New Brunswick also exceeds peer institutions in the percentage of state research and development expenditures, though that share has declined almost 40 percent since 1992. Peer institutions expend more institutional and industry dollars as a share of total research and development expenditures than does Rutgers-New Brunswick. [see Table 6, page x].

A PIVOTAL MOMENT

Rutgers University–New Brunswick is at a pivotal moment, with new capital construction transforming its 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 with membership in the Big Ten’s academic counterpart, the Committee on Institutional Cooperation.

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

Equally critical to Rutgers-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 RBHS. 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.

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" noted 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, in- and out-of-state, traditional and nontraditional.

OUR ASPIRATION

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

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 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 the New Brunswick Campus and Rutgers.
- Leverage existing strengths or resources.
- 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 halls; the work of eight cross-campus subcommittees; and proposal submissions by groups and individuals. In three major New Brunswick-wide meetings during the spring of 2014, the Strategic Planning Coordinating Committee identified several Critical Campus Priorities to be included in the plan and provided assessments of the proposals submitted by members of 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 comment before final editing and adoption in September 2014.

In this document we will identify those proposal areas selected for initial implementation, along with the task forces and working groups of faculty, students, and staff across New Brunswick that we will be creating to assist us in carrying out the ambitious initiatives outlined below.

10

Rutgers-New Brunswick recognizes the critical importance of helping to address 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 of administrative services and ensuring that these services are delivered in the most efficient and effective manner possible. 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 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

This New Brunswick Strategic Plan is based on the following principles:

To serve as guide for enhancing excellence on the New Brunswick campus in its role as the flagship campus of the university through

- The nurturing of campus strengths to ensure continued high performance in those academic areas;
- The development of mechanisms for improving areas of weakness;
- The creation of innovative strategies for meeting the challenges facing higher education institutions in the 21st century.

To reaffirm the New Brunswick campus mission and goals within the broader vision of the University Strategic Plan.

To align the mission and goals of the constituent academic units of the campus with the New Brunswick campus strategic plan.

To outline areas of coordination and collaboration with the university's newest academic division: Rutgers Biomedical and Health Sciences.

FOCUSING ON CRITICAL CAMPUS 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 the campus.

Strengthening Our Academic Core supports promising science and humanities projects 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, retaining, and developing top faculty throughout their careers, and offering robust leadership development tools that faculty and staff can apply in the context of disciplines and organizations.

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, part-time, or nontraditional.

Advancing Our Inclusive, Diverse Culture capitalizes on our diversity of all kinds for maximum educational impact and calls for better coordinating our many services that support faculty, staff, and student diversity goals.

Enhancing Our Public Prominence speaks to ramping up public engagement and raising awareness of New Brunswick’s unique strengths that contribute to society.

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 universitywide **integrating themes**: improving the health and wellness of individuals and populations; creative expression and the human experience; educating involved citizens and effective leaders for a dynamic world; cultures, diversity, and inequality – local and global; and creating a sustainable world through innovation, engineering, and technology. These themes hold great promise for developing crosscutting interdisciplinary, intercampus synergies through partnerships among and between university units and with external entities, and Rutgers–New Brunswick will build upon and strengthen these in the years ahead.

Featured throughout this section of our plan are five one-page summaries describing the strengths that Rutgers–New Brunswick brings to each integrating theme. Each summary concludes by highlighting a particular initiative—chosen from among several that we will pursue—to illustrate how New Brunswick will advance each integrate theme.

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 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.

Task Force on the Future of Rutgers-New Brunswick

Since the post-World War II era, Rutgers-New Brunswick, like our peers, has been building more buildings; 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 fund raising has become a central job of every college or university president, 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, non-tenure track faculty and adjuncts, who are often paid on a different scale than are tenured 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, making academic departments increasingly anachronistic. Increasing numbers of bachelor’s degree recipients have taken paths other than moving straight from high school to 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 increasing numbers of 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 MOOCs and for-profit competitors, are all part of the higher education scene today. 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 once they leave us. Public officials, meanwhile, are demanding increased accountability for institutional efficiency, affordability, faculty effectiveness, and demonstrable learning outcomes.

13

It seems unlikely, therefore, that the Rutgers we know today will be the Rutgers that exists 20 years from now. The governance 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 next century?

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 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.

New Brunswick Academic Portal

Because of its unique history, geography, and traditions of decentralization, Rutgers University–New Brunswick, in each of the five Critical Campus 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. Common to addressing our critical priorities, therefore, is the 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 in envisioning tomorrow’s university, an overarching

priority should be developing new and creative virtual structures that hold great promise for improving understanding of and access to the university.

In envisioning tomorrow's university as a more cohesive whole, we will launch an overarching, cross-priorities initiative: a New Brunswick Academic Portal. This website will be a topically oriented, academic "table of contents" for Rutgers University–New Brunswick organized around broad disciplinary areas. Within those virtual thematic areas, instructional programs, research activities, service and outreach, and faculty expertise will be showcased. 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

The 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 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.

Cross-department and cross-school initiatives support the core and the intertwined projects of faculty recruitment and retention and the development and support of 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 specialized fields or in the development of cross-disciplinary and interdisciplinary programs, will be critical to furthering the excellence of the sciences and humanities, and 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.

Collaborative ways of thinking about the way we do research and the ways we provide instruction are a challenge, since faculty themselves were typically trained in one discipline. Faculty need to develop multidisciplinary and interdisciplinary 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 need to learn significantly more about related fields and they need to experience work with professionals in other disciplines. This is true for the students/faculty in professional fields—whose scope of practice is of necessity, interprofessional—and for scholars in traditional arts 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. 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 eliminate disincentives to collaborate that demoralize faculty and students and undercut meaningful progress in program development. 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, they will also make many research programs more responsive to national trends in external funding and will make our educational programs more attractive to the best and brightest students.

INITIATIVES

Chancellor's Funds in the Sciences and Humanities

To address the key issues identified for the support of a strong academic core, Rutgers-New Brunswick will establish Chancellor's 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/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 and/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 Science and Humanities in the Professions will provide financial incentives for the development of closer ties between the humanities/social sciences and professional education—in the core curriculum, in the major, in advising, and in the transition from undergraduate programs to professional programs.

16

Rutgers University Teaching Technology Enhancement Center

A group of Rutgers-New Brunswick faculty have been developing ways to maximize the use of technology to complement classroom instruction and provide their 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 campus-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.

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 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 or the Sustainable Raritan River Initiative of the Edward J. Bloustein School of Planning and Public Policy. 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. 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.

Strengthening Environmental Initiatives

Rutgers-New Brunswick is uniquely positioned to take a highly visible, leadership role in addressing climate change and related issues. The Institute of Marine and Coastal Sciences, one of nation's leading oceanographic institutions, forms the core of the new Institute of Earth, Ocean, and Atmospheric Sciences (IEOAS), a unit that will draw strength from biological, physical, social and mathematical sciences across the campus. A new Coastal Climate Resilience (CCR) initiative will be a joint effort of IEOAS, the Bloustein School, and the Rutgers Climate Institute to support trans-disciplinary research, education, and outreach, building on our broad expertise in earth sciences, oceanography, and atmospheric sciences. CCR activities will facilitate collaboration among sea level and coastal impacts researchers, assist the creation of trans-disciplinary educational opportunities in coastal climate change resilience, serve as a public point of contact for policy advice and science communication around coastal climate change impacts from local to global scales; and bring together the marine science, engineering, computer science, ecology and evolution, Mason Gross School of the Arts, and 4-H Rutgers communities. The initiative has a business element, too: creation of a state-of-the-art technical facility at which the development of sensors, robots, numerical models, and data visualization approaches in an open flexible workspace will enable companies, state, and federal partners to work with Rutgers faculty. CCR will 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. Both the IEOAS and the CCR will bring together critical research, education, and service missions to promote development of new industries supporting the economic vitality of New Jersey.

Rutgers Alternative-fueled Vehicle Ecosystem (RAVE)

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 campuswide 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 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.

One Nutrition Initiative

Nutritional science has a strong historical legacy at Rutgers-New Brunswick, but research and education in this area has not been well integrated across departments and programs. The recent establishment of Rutgers Biomedical and Health Sciences, which brings its own expertise in nutritional science, marks 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 Rutgers Biomedical and Health Sciences 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 healthcare professionals; and reaching out to inform the public at large and government officials 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 scientific 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 in Autism

Autism and autism spectrum disorders are the fastest growing developmental disabilities in the United States. Rutgers-New Brunswick has significant expertise on autism across its departments and schools, but better coordination can increase our impact. Resources from RBHS and Rutgers University–Newark can also contribute to the development of a world-class autism institute. The Graduate School of Applied and Professional Psychology (GSAPP) will oversee development of the Rutgers University Consortium in Autism to form 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 contains the world’s largest collection of autism biomaterials; these samples have provided a tremendous advantage to Rutgers researchers in competing for national research funding on autism. GSAPP’s pioneering Douglass Development Disabilities Center; the Rutgers University Center for Cognitive Sciences; and the College Support Center for Rutgers Students with Autism, ASD, and Asperger’s 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 should become a successful national model for education, research, and clinical services.

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. Earlier this year, 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.

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. 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.

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 test site for UAS, and we can take advantage of New Jersey's 5,000-acre FAA technology center, co-located 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.

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.

Collaboration with Rutgers Biomedical and Health Sciences

As made clear in this plan's description of the Brain Health Institute, Rutgers One Nutrition, and other projects, Rutgers-New Brunswick is eager to join our faculty expertise with that of our colleagues in Rutgers Biomedical and Health Sciences 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 a 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 and informatics. We will 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.

Health, Wellness, and Science in the Community Campus 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.

As these initiatives demonstrate, Rutgers-New Brunswick is committed to strengthening research and scholarship through innovation and interdisciplinary collaboration. A combination of academic partnerships, the creative use of new technology for instruction, and the development of vibrant research centers in critically important areas will help Rutgers-New Brunswick elevate its reputation of excellence in the arts and sciences.

INTEGRATING THEME: IMPROVING THE HEALTH AND WELLNESS OF INDIVIDUALS AND POPULATIONS

Addressing health issues and striving for wellness for 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, and social work. Some undergraduates are engaged in pre-professional programs such as pre-med, pre-dentistry, and pre-pharmacy, 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 certificate program in Women's Global Health Leadership within the School of Arts and Sciences. And we point with pride to nationally recognized research entities such as the Protein Data Bank, RUCDR Infinite Biologics, New Jersey Center for Biomaterials, Waksman Institute of Microbiology, and the W.M. Keck Center for Collaborative Neuroscience.

Since the integration of the former UMDNJ into Rutgers University, Rutgers-New Brunswick and Rutgers Biological and Health Sciences (RBHS) have collaborated to expand opportunities for new areas of study for students and faculty in health sciences. Research studying genetic disorders including autism, schizophrenia, drug abuse, alcoholism, diabetes, and others alike 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 the Healthcare City, Rutgers-New Brunswick provides students with relevant opportunities for internships and service learning. 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.

NEW BRUNSWICK INITIATIVE EMBRACING THE THEME

The Rutgers-New Brunswick campus will hold a multi-day 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 development here, and can help us recruit potential new members of the faculty in this emerging field.

BUILDING FACULTY AND STAFF EXCELLENCE

Rutgers University–New Brunswick faculty have a passion for discovery, produce excellent scholarship, and care deeply about the undergraduate and graduate students they teach, mentor, and advise. Their work, their research, their teaching, their publications, and their scholarly influence make Rutgers-New Brunswick an academic powerhouse. Administrators and staff in New Brunswick also 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, productive, and exhibit leadership in their primary academic or administrative emphasis.

The New Brunswick plan aligns with the University’s strategic priorities for faculty excellence through recruitment, support, appropriate incentives, and infrastructure improvements. This support requires policies to hire and retain high-quality faculty who are world leaders, especially those in academic areas of strategic or interdisciplinary importance to the University; providing appropriate reward and recognition for current outstanding faculty; and ensuring faculty have adequate infrastructure and other support to advance their endeavors. With this foundation, faculty will reach new heights. 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 Universitywide commitment will augment efforts within the Rutgers-New Brunswick to build faculty excellence.

The New Brunswick 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. Our campus plan recommends new opportunities for staff development.

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

To increase productivity and faculty retention, we need to foster a culture that is positive and exciting intellectually, a framework that provides opportunity for collaboration and exchange of ideas. We also need to increase the diversity of faculty to reflect the changing democratic landscape in student and societal populations. And all faculty must have appropriate mentoring, evaluation, and access to clear career paths.

We also need to enhance faculty development and recognition opportunities in the areas of teaching, disciplinary and institutional leadership, and community engagement. We have substantial strengths throughout the campus in these areas, but we need to foster opportunities for more effectively leveraging and better coordinating these to increase their influence.

INITIATIVES

Office of Faculty Development and Excellence

The Office of the Provost of Rutgers University–New Brunswick will provide campus 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 inter-institutional research collaborations.
- Establishing a program to strengthen early-stage faculty members' leadership skills, professional development, and research portfolios.
- Identifying sources of grant funding and supporting the preparation of successful proposals for 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.

23

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 campus 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, health sciences 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 (CIC), 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 that change 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 on the New Brunswick Campus.

Advanced Technology Organization Management Group

Effective 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 in 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.

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 the number and value of retiree pre- and post-retirement programs, counseling, and information; and, where possible, 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 a strategic plan for continued engagement opportunities for faculty and staff retirees, and identify and develop strategies to standardize, clarify, and more effectively communicate faculty and staff retiree benefits and privileges.

24

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. With 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.

INTEGRATING THEME: CREATIVE EXPRESSION AND THE HUMAN EXPERIENCE

Integrating creative arts in learning and living builds a community that values and respects individual expression—expression that can transcend differences in politics, religion, culture, 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 museums in the country. From this strong position, our campus 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 and European art; the Brodsky Center at Rutgers, where groundbreaking artists create new work in reproductive media; the Institute for Women and Art, devoted to gaining visibility for women artists; the *Raritan: A Quarterly Review*, an influential literary journal; the School of Arts and Sciences, offering courses in the fields of humanities including creative writing, digital composition, film, literature, and art history; and the Mason Gross School of the Arts, running distinguished programs in performance and fine arts including dance and theatre. 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 these and other programs, events, and initiatives, Rutgers-New Brunswick will continue to support the integrating theme of creative expression and the human experience.

NEW BRUNSWICK INITIATIVE EMBRACING THE THEME

Rutgers University-New Brunswick will expand opportunities for collaborations between the humanities and science and technology fields to develop cross-disciplinary curricula, workshops, and professional development programs in areas such as medical humanities. **Medical Humanities** can enhance medical training by promoting a deeper understanding of narrative—of the way patients tell their stories. 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.

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, pre-professional, and professional degree programs alongside a multitude of co-curricular opportunities. 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 that welcomes and supports undergraduate and graduate students, traditional and adult learners, residents and commuters, as well as transfer and international students, first-generation students, LGBTQ students, and students of color. Transforming the Rutgers-New Brunswick experience will entail developing a more personalized learning environment for all students. We must collectively attend to the needs of the whole student—social, cultural, physical, and emotional as well as intellectual. Creating a cohesive and supportive learning community is paramount in transforming the student experience.

26

Toward this end, the New Brunswick campus already provides a range of distinct residential options and student-centered communities that allow students to build a personalized learning niche. 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 RU-tv and weather 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 that will provide unique opportunities for students to engage with faculty in a dynamic living-learning center.

Opportunities for student engagement with faculty are available in small seminars (including the Byrne seminars for first-year students), and similar programs exist to connect first-years with talented upperclassmen who have found success at Rutgers (the First-Year Interest Group Seminars, or FIGS, program). Opportunities for hands-on research exist through the Aresty Center; internships can be found on and off campus; and local and global service initiatives help teach students the value of community service. Students engage and learn outside of 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. The campus community also benefits from our exceptionally diverse student population.

Just as we take pride in these considerable positive attributes of our campus, 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 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 make 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 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 degree (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, 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 support. Campus pride and alumni support influence our institutional rankings, which depend in part on rates of alumni giving.

INITIATIVES

27

"Whole Student" Advising

Given the complexity of the institution, Rutgers-New Brunswick needs to develop and maintain an outstanding, comprehensive system of undergraduate advising. 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. A commitment to evidence-based decision making should guide our shared efforts to ensure students have the most effective, affordable, enriching, and satisfying experience possible at the New Brunswick campus.

Recognizing that academic advising should be an extension of whole-person learning, Rutgers-New Brunswick aspires to develop a central hub for one-stop-shopping, admission-to-post-graduation advising, and guidance that serves the needs of the whole student across all schools. We seek to provide staffing at levels sufficient to serve students with timeliness and efficiency, employing highly trained professionals who are armed with a student-centered service ethos and backed by 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 advisors with student assessments that enable them to offer individualized recommendations based on academic strengths and interests. With the information gathered through assessments, advisors 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 will participate in the pilot program, which is being implemented in fall 2014. The pilot will be evaluated at the end of the fall semester, and if the platform is successful in improving undergraduate advising, the SSC project will be expanded in the 2015-16 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 campus to provide new students across all demographics (traditional, nontraditional, international, 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 bring together a cross-organizational task force to examine the integration of pre-orientation activities, placement testing, academic advising, and course registration as part of a multi-faceted, integrated New Student Orientation model. The model will be designed with clear-cut outcomes and rubrics for measuring our success.

Graduate Student Orientation

Incoming graduate students 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 are often overlooked on the New Brunswick campus. Transfer students have completed college courses and have some familiarity with college. However, those transferring from community colleges and smaller colleges may not be prepared for the complexity of a school like Rutgers-New Brunswick. Our articulation agreement plans are often unclear, and students transferring from both two- and four-year colleges struggle to determine which courses will transfer to Rutgers. 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 campuswide 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.

Remodeling Student Scheduling

Because of many factors, including the geography of our campus and the decisions of individual departments, students frequently complain that they cannot take all the courses required for a

undergraduate degree in four academic years. There is a 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. 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.

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% 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.

Career Success

While attention to academic progress is essential, career counseling is key to helping students and alumni meet their goals beyond Rutgers. Our campus provides a variety of opportunities for students and employers to connect, but its complexity can be a deterrent to some students and employers alike 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 uniquely 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 campuswide post-graduation 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 co-curricular learning, with expectations for expansion and more immersive programming in the future. The Rutgers-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 scholars, regardless of discipline, will be housed there. This model is designed to establish a sense of identity and cohesion among the Honors 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 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, math) 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.

Service Learning Clearinghouse

Our campus 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. This commitment often takes on an academic aspect in the form of service learning. While the process of service learning might best be handled at the academic department level, we 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 and creative forums for civic engagement and public scholarship.

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 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.

Off-Campus and Community Relations

Rutgers students are Rutgers students, no matter where they reside. Over 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 New Brunswick campus community *are* safe and *feel* safe, on and near campus.

31

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 students living in New Brunswick and conduct outreach activities that promote community engagement, safe and healthy living, independent living skills, and positive citizenship behavior. 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 off-campus 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 been given 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 help get students and community members engaged in these activities.

Pedestrian Safety Improvements

Ensuring the safety and comfort of Rutgers students as they move around our campus is an important part of our plan to transform the student experience. Most immediate is the need for better pedestrian 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.

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.

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INTEGRATING THEME: 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 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.

Preparation for citizenship and leadership is a well-established tradition on this campus. Students and faculty are currently active on every continent studying and working to improve economies, environments, health, sciences and social sciences, transportation, and more. 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 New Brunswick campuses 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 new service learning courses and create a clearinghouse of service learning opportunities.

NEW BRUNSWICK INITIATIVE EMBRACING THE THEME

Students at Rutgers-New Brunswick are gaining invaluable experience through their participation in co-curricular programs such as the Rutgers University Alternative Breaks program sponsored by the Department of Student Life. 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 Life will explore creation of a **co-curricular transcript** that graduates can present along with their present academic transcripts to recognize the full range of their commitments in terms of service and co-curricular experiences.

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, campus and University committees and 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.

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;
- 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;
- produce in-depth programming on challenges faced by diverse communities;
- support collaborations with community, state, national, and international stakeholders; 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 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 the effectiveness of individual programs and reduce duplication. Another coordinating council will focus on “disability as difference” to raise awareness that individuals with disabilities face greater challenges accessing social, educational, economic, and other realms of society relative to those without disabilities. By stimulating inclusion, education about disability, and diversity efforts, this coordinating council will increase awareness of access issues and support the formation of workable solutions.

Rutgers Inclusion and Diversity Research Portal

The Rutgers University Libraries’ Committee on Universal Inclusion has launched an initiative to collect the published 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, 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 on 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.

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 take a proactive approach to standardizing 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 not only will open new opportunities for individuals with disabilities, it will also ensure that we meet our legal and ethical responsibilities to provide such access. With an emphasis on universal design in all aspects of campus and community life, Rutgers will become a progressive leader in this field.

Integrated International Language Program

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 because of their language difficulties, it is very hard to, at the same time, complete other courses whose language demands 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 in the largest majors but 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 establish a Center for International Language Learning that will be focused on IGP students in their third, fourth, and possibly fifth years at Rutgers.

Comparative Race, Gender, and Sexualities

Faculty across 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 Gender and Sexuality that will forge relationships across New Brunswick schools to coordinate seminars, new curricula, and collaboration across applied fields (e.g., nursing, social work, and management) to develop new knowledge related to sexuality with a transnational perspective.

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 proven 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 makes the transition from summer scholar to graduate student at Rutgers very difficult or impossible. 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 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 celebrates this diversity and embraces it as an educational advantage for our students, faculty, staff, and the people of New Jersey.

INTEGRATING THEME: 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 the nation'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 challenges and possibilities of cultures, 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. New Brunswick is home to dozens of centers and institutes, academic programs and departments, administrative offices, and programs dedicated to encouraging equity and inclusiveness. Areas of scholarship in culture, diversity, and inequality at Rutgers-New Brunswick range from the study of international migration of people, ideas, and resources to the exploration of global health, cultural diversity, and social justice. Research and coursework is reinforced by co-curricular 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.

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 opportunities, foster diverse academic programming through centers and institutes, promote arts and cultural programming, and encourage and support ongoing collaborations. To enhance public knowledge on this theme, Rutgers-New Brunswick will publicly disseminate Rutgers' diversity agenda, which includes facilitating multidisciplinary research, hiring faculty in specialty areas, supporting annual diversity forums and speaker's series, inking research of faculty to community needs, and creating minors, certificates, and courses in diversity and cultural competency.

NEW BRUNSWICK INITIATIVE EMBRACING THE THEME

Since 2009, the School of Arts and Science's English department has run **the Rutgers English Diversity Institute**, 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 multi-year commitment to funding this program, which has already seen its graduates accepted into Ph.D. programs at Columbia, University of Chicago, UCLA, Virginia, Northwestern, Vanderbilt, and Rutgers.

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 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 both carrying out our mission as a public research university and 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-New Brunswick's strengths include:

- A nearly 250-year history of achievement
- Membership in the AAU, a prestigious group of 62 leading North American 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 studies, 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, Gates, Churchill, Luce, Mitchell, and Goldwater
- A richly diverse student body, topped only by University of California schools among all AAU public flagship institutions
- 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 historic outmigration 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 these factors that are reflected in national measures of excellence will strengthen the institution while helping boost our rankings. However, we must be vigilant not to 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 universitywide, long-term challenges that affect rankings—among them the need for improving 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 New

Brunswick will play a prominent role but that may be beyond the more focused scope of this campus strategic plan.

In addition to these challenges, however, our campus community recognizes an obligation and opportunity to strengthen public perceptions. In doing so, Rutgers-New Brunswick must become comfortable with developing and promoting its unique identity. A confident institution, given sufficient resources, will produce the most effective communications. 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 should cultivate faculty and staff as its best public ambassadors and become more attuned to and prepared to address Rutgers-New Brunswick's reputation within the Rutgers community and with the general public.

INITIATIVES

Public Engagement Project

One avenue to raise our visibility and reputation is to cultivate faculty as ambassadors, tapping the expertise of scientists, including social scientists, scholars in the arts and humanities, 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 students, and staff who wish to communicate social knowledge 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 public as well as professional audiences and 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 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 in 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 Universitywide 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, and Communication Chairs Benchmarking Project. 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.

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 BFA in digital filmmaking.

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 benefitting 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.

INTEGRATING THEME: CREATING A SUSTAINABLE WORLD THROUGH INNOVATION, ENGINEERING, AND TECHNOLOGY

The global urgency of sustainability demands 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 Rutgers Energy Institute, the Institute for Materials, Devices and Nanotechnology, the Center for Advanced Infrastructure and Transportation, and the Alan Voorhees Transportation Center. Rutgers brings to this effort particular strengths in climate studies, the environmental sciences, applied physics, transportation planning, urban and regional planning, and sustainable campus practices. Thomson Reuters’ most recent poll ranked Rutgers-New Brunswick fourth in the world among oceanographic research institutions; our Bloustein School is ranked third in the nation by Planetizen Guide to Graduate Urban Planning Programs; and our atmospheric science graduate program is ranked fifth nationally for scholarly productivity.

Embracing this integrating theme, Rutgers-New Brunswick will expand use of its campus (including the Raritan River) as a living laboratory for sustainability, providing experiential learning opportunities in a host of 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.

NEW BRUNSWICK INITIATIVE EMBRACING THE THEME

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 **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.

MEASURING AND REPORTING OUR EFFECTIVENESS

The Rutgers-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. 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."

At Rutgers–New Brunswick, we 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 whom 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 the New Brunswick campus 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 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 active participation in and analysis of national student surveys, especially the Student Engagement in the Research University (SERU) and National Survey of Student Engagement (NSSE) surveys, as well as in efforts to continuously improve such surveys

- Investigate the proliferation of survey instruments on the New Brunswick campus to ensure that high-priority surveys that Rutgers must conduct are not adversely affected by other types of surveys.
- Consider improvements 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:
 - Tracing our students after graduation as they move on to either 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 alumni satisfaction and participation)
 - Obtaining feedback from employers of Rutgers graduates about the skills and abilities of Rutgers 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 data bases on faculty performance for benchmarking across peer institutions; evaluation of the usefulness of these data sources in the promotion and tenure process
 - Improvement of existing faculty data sources including instructional, scholarly, and other activities
 - Enhancement of the Student Instructional Rating System (SIRS)
- Develop new data systems for student satisfaction with student affairs activities, and 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 faculty

Benchmarks for Measuring Progress

Metrics are increasingly important across all sectors; they are increasingly recognized as critical to the accountability process – defining, monitoring, 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 offices, and higher education consortia. It is equally important internally, for monitoring, evaluating and continuously tracking our accomplishments and enhancing our impact on our higher education mission.

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 mechanisms to support collection, dissemination, and use of data for continuous improvement relative to our aspirations and goals.

Area of Focus	Suggested Metrics
<u>Maintain (Increase) Diversity</u>	Students: Gender and racial/ethnic composition Socioeconomic status as measured by Pell recipients and other available SES indicators Internationalization Faculty: Gender and racial/ethnic composition
<u>Improve/Enhance Student Experience</u>	Improve quality of student services: Satisfaction levels and other indicators of student experience from student surveys SERU, NSSE, Ph.D. Exit Improve student academic success: Retention and graduation rates Time-to-Degree Credits Taken
<u>Maintain/Improve Faculty Productivity and Excellence</u>	Scholarly productivity data from external and internal data sources
<u>Improve Research/Economic Development</u>	Extramural awards R&D expenditures – NSF - by source and type – per capita Tech Transfer Indicators – AUTM
<u>Maintain/Improve Organizational Effectiveness and Efficiency of Operations</u>	Diversification of revenues – expanding revenue streams Faculty and staff ratios Leadership and organizational measures
<u>Service</u>	Degrees Conferred Continuous Education and Extension Statistics

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 engagement—and then use those metrics effectively in recruitment and promotion of tenure-track, tenured, non-tenure 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 of 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 at Rutgers 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, 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 Offices 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 the campus, the remodeling of academic advising and the first-year experience, and other areas related to our students. The Office of Institutional Research and 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.

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

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 systemic initiatives that will have enormous implications for Rutgers-New Brunswick.

Our campus 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 campus 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 strength 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—preeminent in research, excellent in teaching, and committed to community.