

RUTGERS UNIVERSITY-NEW BRUNSWICK



*Revolutionary Past ...
Revolutionary Future*

RUTGERS-NEW BRUNSWICK STRATEGIC PLAN STATUS REPORT

On December 9, 2014, Chancellor Richard L. Edwards presented the Rutgers University-New Brunswick (RU-NB) Strategic Plan, entitled *Revolutionary Past ... Revolutionary Future*, to the Academic and Student Affairs Committee of the Rutgers University Board of Governors. Following approval, the document was shared with the Rutgers community. Beginning in January of 2015, the plan's 60+ initiatives were reviewed, and individuals with relevant expertise were charged with overseeing implementation. Meetings with initiators of selected proposals began soon after to review and agree upon budget and next steps. Work began on 32 initiatives during the Spring of 2015; seven more initiatives were begun during the summer; and more than 20 initiatives will launch in the Fall. This report provides status updates on the initiatives selected to guide Rutgers-New Brunswick as it solidifies its position among the nation's leading public research universities--preeminent in research, excellent in teaching, and committed to community.

STRENGTHENING OUR ACADEMIC CORE

CHANCELLOR'S EXCELLENCE FUND

An initiative emanating from the Chancellor's Excellence Fund is the designation of a select group of faculty members at the associate professor level as "Chancellor's Scholars." The faculty members nominated by their deans and selected by the Chancellor will carry this designation for up to five years and will receive a modest addition to their respective research accounts.

The individuals who were selected as the initial group of Chancellor's Scholars include:

- Dan Battey, Department of Learning & Teaching, Graduate School of Education
- Stephanie Curenton, Edward J. Bloustein School of Planning & Public Policy
- Christopher Doll, Department of Music, Mason Gross School of the Arts
- Joseph Freeman, Department of Biomedical Engineering, School of Engineering
- Shantenu Jha, Department of Electrical & Computer Engineering, School of Engineering
- Toby Jones, Department of History, School of Arts & Sciences
- Josh Kohut, Department of Marine & Coastal Sciences, School of Environmental & Biological Sciences
- Robert Kopp, Department of Earth & Planetary Science, School of Arts & Sciences
- Mona Lena Krook, Department of Political Science, School of Arts & Sciences
- Mingwei Liu, Department of Labor Studies & Employment Relations, School of Management & Labor Relations
- Michael MacKenzie, School of Social Work
- Pamela McElwee, Department of Human Ecology, School of Environmental & Biological Sciences
- Bryce Nickels, Department of Genetics, School of Arts & Sciences

- Dario Pompili, Department of Electrical & Computer Engineering, School of Engineering
- Jennifer Theiss, Department of Communication, School of Communication & Information
- Jami Young, Clinical Psychology Program, Graduate School of Applied & Professional Psychology

CHANCELLOR'S PROFESSORSHIP IN THE ARTS AND HUMANITIES

The Chancellor's Professorship in the Arts and Humanities is a one-year honorary title given to a preeminent faculty member from an arts and humanities discipline at Rutgers-New Brunswick. This year, Cheryl A. Wall, Board of Governors Zora Neale Hurston Professor of English in the Department of English, School of Arts and Sciences, was nominated and chosen to receive this honor.

Professor Wall has been a faculty member at Rutgers-New Brunswick since 1972, having begun her career as an instructor in the Douglass College Department of English. She has authored or edited nine books and numerous essays which have established her as one of the nation's preeminent scholars of twentieth-century African American literature, with a particular focus on the work of Zora Neale Hurston.

As the Chancellor's Professor in the Arts and Humanities, Dr. Wall will give a public lecture during the Spring 2016 term.

CYBERLEARNING INNOVATION & RESEARCH CENTER

Over the past two years, the Cyberlearning Innovation & Research Center (CIRC), previously referred to in the New Brunswick Strategic Plan as the Rutgers University Teaching Technology Enhancement Center, has brought the physical classroom into the virtual space through an innovative approach to students with an online synchronous class environment. The Center has also created an eLearning system for general chemistry that forms a new academic social network for instructors and students. This has resulted in the ability to release 60 classrooms for other use, to provide more students with the opportunity to take general chemistry without waiting due to lack of space in a physical classroom, to reduce scheduling difficulties, and to give students the ability to attend class anywhere. CIRC has multiple objectives moving forward including: hiring additional programmers, content developers, and personnel with experience in instructional design; providing tools to instructors and students in the SAS Department of Mathematics and Department of Philosophy which will enable them to add synchronous online components to their classes, office hours, and student groups; and providing instructors from any department access to tools that have been developed for the online education space.

IMAGING CORE FACILITY

The School of Arts and Sciences Department of Cell Biology is providing access to its new fee-based facility featuring the IN Cell Analyzer 6000 -- a laser-based confocal imaging microscope which conducts automated measurements of cell structure and function. The department has been building up a user-base of researchers to train to use the equipment.

BUILDING FACULTY AND STAFF EXCELLENCE

FACULTY EXCELLENCE PROJECT: EVALUATING FACULTY EXCELLENCE

The Rutgers University-New Brunswick Strategic Plan supports five programs aimed at building faculty excellence. The programs include: Faculty Learning Community expanded to all disciplines; Leadership for Senior Women in Engineering and Science; OASIS Leadership and Professional Development Program expanded to all disciplines; Preparation for Research Excellence Program; and Rutgers Connections Network Mentoring Program. A Principal Investigator has been assigned to each program and work plans have been developed for major milestones. During the Fall, each program will refine its goals for evaluation efforts.

PREPARATION FOR RESEARCH EXCELLENCE PROGRAM (PREP)

The Research Development Team of the Office of Research and Economic Development will introduce a program to develop and retain early-stage faculty. The program will focus on developing the skills to communicate research concepts; obtaining funding through grant proposal preparation; and creating an environment of collaboration. The program will be developed, following a brief survey of perceived faculty needs, into a coordinated 40-contact-hour program over four to six months in Academic Year 2016 for a cohort of identified junior faculty. A collaborative peer group will also be developed for each participant. Concurrently, a state-of-the-art website will be developed to maintain resources for easy access to skills, knowledge and external funding resources. Over the next several weeks, the survey will be completed, analyzed and used to outline the curriculum for the program starting in mid-Fall 2015. The curriculum team will be established and the process for participation outlined. The website process will be completed through engagement of consultants for the site's design and content development.

FACULTY MENTORING NETWORK

The Rutgers Connection Network Mentoring Program is designed to complement departmental mentoring. It is based on the philosophy that faculty benefit from a mosaic of mentors within the department/school as well as those with an outside perspective. From May through July, the SciWomen staff have designed the pilot program, solicited nominations for a Mentoring Executive Committee, issued the Call for Applications, and created a program website. Over the next three months, they will be working on forming the Mentoring Executive Committee, recruiting participants, assigning mentoring pairs, preparing for a program orientation, and launching the program in October.

LEADERSHIP FOR MID-CAREER WOMEN IN ENGINEERING AND SCIENCE

This initiative is a collaborative effort by the School of Engineering (SOE), the School of Arts and Sciences (SAS), the School of Environmental and Biological Sciences (SEBS), the Ernest Mario School of Pharmacy, the Institute for Women's Leadership (IWL), and the Office for the Promotion of Women in Science, Engineering, and Mathematics (SciWomen). It seeks to establish a leadership development program that will address the particular needs of senior academic women in science and engineering at Rutgers-New Brunswick. The initiative is in the program development stage. On May 15, a focus group with 11 women met. They identified leadership issues and priorities to incorporate in the customized six-month leadership program developed and delivered by The Next Level Inc. firm.

Nominations for program participants have been solicited from the deans and recruitment is well underway for the program launch on October 21.

OASIS LEADERSHIP & PROFESSIONAL DEVELOPMENT PROGRAM

The Objective Analysis of Self and Institution Seminar (OASIS) is a leadership development program designed to accelerate the career development and advancement of women through a combination of workshops, networking, mentoring and individual coaching. To date, OASIS has had 300 faculty members participate, primarily from STEM disciplines. The SciWomen staff have opened the program's Call for Applications, adapted the program to include non-STEM examples, and updated the program website. They are working on hosting OASIS introduction sessions for faculty in departments which have not participated in OASIS in the past. They will communicate and widely distribute the Call for Applications to recruit a diverse participant base.

THE FACULTY LEARNING COMMUNITY

The Faculty Learning Community is a year-long program promoting trans-disciplinary peer learning of faculty and staff. It provides an opportunity for facilitated discussions on curriculum and activities related to student success and faculty excellence. The new group for 2015-2016 will consider the needs of incoming faculty at Rutgers-New Brunswick and make recommendations for implementing best practices to meet those needs. During the summer months, program goals, topic and curriculum were developed; sessions were scheduled; and the Call for Applications was issued. In August and September, SciWomen staff are meeting with deans to raise awareness of the program, continue to solicit participants, and finalize curricula.

RUTGERS LEADERSHIP ACADEMY

The Rutgers Leadership Academy (RLA), run by the Center for Organizational Development and Leadership, is a two-year program for mid-career faculty and staff who aspire to broader leadership roles within their departments or units. The Academy focuses on implementing academic and administrative leadership concepts to enhance personal and field-based professional skills. It aims to increase understanding of various aspects of higher education administration, such as organizational structure and mission, governance, finance and budgeting, legal and regulatory issues, diversity, and ethics. RLA staff have completed the selection of 2015-2017 Fellows, generated a curriculum to go along with the program, and recruited an assistant director of leadership programs. The program will begin in the Fall of 2015.

ADVISORY COUNCIL FOR BUSINESS AND ADMINISTRATIVE SERVICES

The Advisory Council for Business and Administrative Services was created for individuals from various central administrative offices to share expertise and coordinate services with close attention to operational assurances. The council participants will provide constructive advice as the University improves practices, formulates policy, implements systems, and more. Due to the many changes within Rutgers-New Brunswick and the central administrative units that are still being implemented, the Vice Chancellor for Finance will continue to convene key business staff from the New Brunswick responsibility centers to discuss administrative issues and concerns over the next few months. The formal council will be developed later in the academic year once units are oriented to the new system of RCM.

ADVANCED TECHNOLOGY ORGANIZATION MANAGEMENT GROUP

The Rutgers Advanced Technology Organization Management Group (RU ATOM) will provide a forum for bringing together professional technology managers across New Brunswick to share experiences and best practices in technology management and communications to increase operational effectiveness. Individuals have been solicited to participate in a steering committee, which will consider logistics, communications, meeting management, member recruitment, group culture and other activities related to the working group. The formal RU ATOM steering committee will be established and the agenda and venues for the inaugural event will be determined within the next few months.

FACULTY AND STAFF INTERNATIONAL ENGAGEMENT

In continued support for faculty engaged in global and international research and collaborative projects, three subcommittees of the Rutgers Centers for Global Advancement and International Affairs International Advisory Committee (IAC) have submitted reports and recommendations touching on faculty and staff international engagement. One of the recommendations was that Rutgers-New Brunswick host two research conferences -- an Association of Public & Land-Grant Universities Commission Conference geared toward international decision-makers and leaders at land-grant universities, and an international research conference geared toward international decision-makers and leaders at higher education institutions and faculty/researchers. At this time, GAIA has developed a budget for the conferences and is seeking partnerships.

RETIRED FACULTY AND STAFF ENGAGEMENT

The University's Retired Faculty and Staff Engagement strategic initiative derives from the belief that Rutgers-New Brunswick's retired faculty and staff represent an incredibly significant University resource -- a resource that will be enhanced by the perception of retirees that they are valued. The ultimate goal of this initiative is to create synergies by focusing simultaneously on what the University can do for retirees and what the retirees can do for the University. The initiative began with a study led by the Center for Organizational Development and Leadership that focused on two issues: What do comparable universities provide their retirees and what do Rutgers-New Brunswick retirees want their University to provide them? This study resulted in a presidentially-appointed Advisory Council on Retired Faculty and Staff issues.

For the immediate future, the Advisory Council is focused on building on past successes by increasing the visibility and use of the recently constructed Retired Faculty and Staff Center in the Administrative Services Building II; creating bylaws for the newly created Retired Faculty and Staff Association (RFSA), an association representing all Rutgers-New Brunswick retired faculty and staff; maintaining the RFSA website established to describe benefits, programs, and opportunities for retirees; and initiating a series of programs that are attractive to retired faculty and staff, beginning with a talk by former President McCormick on his recent book, *Raised at Rutgers*.

TRANSFORMING THE STUDENT EXPERIENCE

ENHANCING STUDENT ADVISING

In order to enhance undergraduate advising, Rutgers-New Brunswick is piloting the Educational

Advisory Board's (EAB) Student Success Collaborative (SSC), a web-based advising system that employs advanced informatics. The SSC is being piloted in select Rutgers-New Brunswick units this Fall, and will be introduced more broadly later in the academic year. The SSC platform leverages a "predictive analytics" engine that relies on 10 years of secure, historic student information to help advisors look at current students in relation to former students with similar academic profiles, in order to help students make more informed academic choices. Following the success of the pilot project, the initiative will be augmented with capabilities of "case management", which will allow student-serving offices throughout the University to share appropriate information. In addition to the advising and case management tools that will help support staff better assist our students, SSC will provide an institutional analytics component of the platform, which will help senior leadership look closely at academic trends on an institutional level. Isolating the specific junctures where students would most benefit from targeted academic support will help ensure their academic success and improve their overall educational experience.

FIRST-YEAR EXPERIENCE REVIEW

A taskforce of faculty and staff has been formed to assess the current state of the first-year experience of students at Rutgers-New Brunswick. The taskforce will convene in the Fall to evaluate and make recommendations on orientation activities, placement testing, academic advising, course registration, and academic support systems, among other critical areas that will ease the transition to a successful first year.

GRADUATE STUDENT ORIENTATION

Faculty and staff have been invited to serve on a taskforce that will make recommendations on an orientation process that is specific to the needs and circumstances of master's and doctoral students. This taskforce will begin meeting in the Fall.

TRANSFER STUDENT EXPERIENCE REVIEW

A Rutgers-New Brunswick-wide taskforce has been assembled to address the complex issues transfer students experience. The taskforce will create an orientation model that meets the unique needs of this student population. The taskforce will begin meeting this Fall.

INTERNATIONAL STUDENT EXPERIENCE REVIEW

Rutgers-New Brunswick provides a range of services to assist international students in adjusting to the unfamiliarity of American higher education. In order to continue to enhance services, the Center for Global Services examined the current system through a comprehensive survey of incoming and returning international students. Survey results have been received from i-Graduate and are being summarized. An executive summary of the results will be distributed, and detailed findings will be reviewed by the International Student Committee in Fall 2015 for implementation of further service improvements.

REMODELING STUDENT SCHEDULING

In order to improve course scheduling for students, a taskforce with representatives from facilities, transportation, information technology, space management, student affairs and other offices has been assembled. Meeting every two weeks, the taskforce has been assessing scheduling, registration, and transportation. Some of the recommendations for improvements

will be launched in Fall 2015. A presentation of additional recommendations and lessons learned will be developed and shared.

RETAINING STUDENTS FROM ADMISSION TO GRADUATION

In order to retain students from admission to graduation, Rutgers-New Brunswick is seeking ways to improve the amount of aid available to students. This year under the First 100 Days Initiatives, the Rutgers-New Brunswick Chancellor allocated seven graduate students Presidential Graduate Fellowships and 117 undergraduate students Henry Rutgers Scholarships. Moving forward, the Chancellor will work with the Rutgers University Foundation to solicit private support for additional scholarships and fellowships.

CAREER SUCCESS

While attention to academic progress is essential, career counseling is key to helping students and alumni meet their goals beyond Rutgers-New Brunswick. The University provides a variety of opportunities for students and employers to connect, but its complexity can be a deterrent to both students and employers as they attempt to navigate the career services landscape of Rutgers-New Brunswick's University Career Services (UCS). To ensure that the career development needs and aspirations of Rutgers-New Brunswick's student population are comprehensively addressed, UCS is pursuing improvements to services by providing a single point of entry for recruiters; developing a cohesive career development infrastructure for students; and creating a single New Brunswick-wide post-graduation database. To date, UCS has assembled an informal coordinating group of career office personnel that meets quarterly to discuss issues of interest and concern; it has formed relationships with academic partners at the school and departmental levels throughout New Brunswick to work towards academic interventions that weave field-related experience into the curriculum; and it has formally surveyed 2013, 2014, and 2015 graduates on their "placement" status and other key measures of their respective academic experiences. Moving forward, UCS will continue to work with campus partners to continue progression in creating a single point of entry for recruiters and designing a cohesive career development infrastructure for students; work towards forming school-based "study groups" comprised of faculty, advising staff, executive deans staff, students, and UCS staff to vet means of integrating academic and developmental best practices into "the student experience"; and work with schools and departments on eliminating duplicative post-graduation surveys.

HONORS COLLEGE

Rutgers-New Brunswick will be welcoming the inaugural class of 500 students to the Honors College this Fall. In preparation, key personnel were hired or appointed. These included an Academic Dean, an Administrative Dean, an Associate Dean of Academic Affairs, an Associate Dean of Student Affairs, and a Director of Academic Advising; a new facility was built that will provide a personalized on-campus learning environment; and specific curricula were developed to provide students with research and experiential learning opportunities alongside their core classes. The Honors College will continue to expand in order to recruit and retain the most promising undergraduates.

STRENGTHENING STUDENT PREPARATION IN THE SCIENCES

The Office for Diversity and Academic Success in the Sciences (ODASIS) aims to prepare newly matriculated first-year students from underrepresented backgrounds for careers in the STEM fields through the Summer Preparatory & Academic Support Program. This five-week

program offers courses to expose students to the rigor of undergraduate collegiate-level work. This year, the Summer Preparatory & Academic Support Program selected 37 students out of the 109 applicants to participate in the program's academic and professional development courses. The program concluded on July 31, 2015 and students' performance in courses will be used to evaluate the success of the program and recommendations will be made to improve the program for next year to ensure growth and maximum student success. Students will be given the opportunity to continue participation in the Summer Preparatory & Academic Support Program in the Fall 2015 semester and receive supplemental instruction for science and mathematics courses, as well as academic advising and career guidance throughout their undergraduate careers.

ALUMNI SHADOWING PROGRAM

Gaining clinical experience is paramount in creating a competitive application to medical, dental, and other health professions schools. The Rutgers-New Brunswick Health Professions Office (HPO) seeks to offer clinical experiences to students by establishing an alumni shadowing program through a network of physicians, dentists, and other health professional alums. The alumni will provide access to their professional lives in both academic year and summer programs. Additionally, alumni will be invited to participate in on-campus forums. HPO is focusing on recruiting health professionals in the Fall. The office will begin with a small cohort of ten placements. All current students at Rutgers-New Brunswick will have the opportunity to apply. The program will be expanded with 10 additional students in the next year.

GRADUATE WRITING PROGRAM

To help prepare graduate students to write grant proposals, scientific journal articles, and academic papers, a Graduate Writing Program will be developed to offer small-enrollment writing courses. The Dean of the Graduate School-New Brunswick has been working with the Rutgers Writing Center to formulate a plan. A second meeting is scheduled to work on the specific details to get the program up and running during the Fall semester.

PROFESSIONAL DEVELOPMENT FOR GRADUATE STUDENTS

Advancing Graduate Education at Rutgers (AGER) has established itself as a major component of the Graduate School, offering programs that are well-received and of broad impact to the graduate community. AGER was initially established and funded through a five-year grant from the National Science Foundation's (NSF) *Innovation Through Institutional Integration* program. That grant expires in November of 2015. One of the major graduate education efforts that was initiated under sponsorship of the NSF grant focused on professional development for graduate students, specifically related to mentoring, communications skills, and career choices. These programs have received enthusiastic support from graduate students and faculty alike; therefore, these initiatives will continue under the umbrella of RU Fit: GRAD.

RU Fit: GRAD will offer courses, workshops and online tools in 5 areas: 1) training in effective communications skills; 2) responsible and ethical conduct of research; 3) periodic workshops on mentoring in partnership with Research in Science and Engineering (RiSE), National Science Foundation's Research Experience for Undergraduates (REUs), Aresty Undergraduate Research Fellowship, and undergraduate honors programs; 4) forums with Rutgers-New Brunswick alumni on identifying and preparing for new career opportunities; and 5) outreach opportunities

for graduate students. The search for a coordinator of RU Fit: GRAD will begin in September with the goal of rolling out some of the initial programs in January 2016.

OFF CAMPUS AND COMMUNITY RELATIONS

Rutgers-New Brunswick is considered a residential campus, with more than 16,000 graduate and undergraduate students living in on-campus residence halls and apartments. However, more than 54% of undergraduate students and more than 89% of graduate students live off campus. A large number of these students live in rental homes and apartments adjacent to campus in New Brunswick, Piscataway, and Highland Park. To create a cohesive, off-campus community for these students, the Off-Campus Student Services Office was established in the Spring of 2015 to coordinate services currently provided through multiple departments as well as to address urgent matters facing the off-campus student population. The Office has been staffed, space has been identified, and Student Ambassadors have been chosen and trained. The Office is operational with the Fall 2015 semester.

PEDESTRIAN AND BICYCLE SAFETY IMPROVEMENTS

The Rutgers University Department of Public Safety is focusing on improving crosswalks at six locations on the College Avenue and Cook/Douglass campuses. This will reduce speeding but, more importantly, enhance pedestrian and bicyclist safety with the installation of push button-activated flashing crosswalk signage. The project team has gained approval from the City of New Brunswick to move forward with the signage installation on the city-owned streets near the campuses and they have developed a draft Request for Proposals (RFP) announcement for the redesign of the Sutphen & Campus Road intersection, which is currently under internal review.

ADVANCING OUR INCLUSIVE, DIVERSE, AND COHESIVE CULTURE

OFFICE OF INSTITUTIONAL DIVERSITY AND INCLUSION

Rutgers University-New Brunswick has a long history of serving individuals with disabilities and advocating for inclusiveness, diversity, and equity. The Office of Institutional Diversity and Inclusion will carry out a dynamic agenda with help from localized diversity coordinating councils to address key areas of facility accessibility, information and technology accessibility, and compliance/training/outreach initiatives.

COORDINATING COUNCILS

The development of coordinating councils is a community-driven plan that encourages new synergies across disciplines, departments and schools.

- The Disability Coordinating Council will be an advisory council for identifying, implementing and supporting strategies to increase full inclusion of people with disabilities at Rutgers-New Brunswick. The Disability Coordinating Council will have three themed sub-councils focusing on facilities, information and technology accessibility, and compliance/training/outcome assessment.
- The three sub-councils will work in conjunction with practice groups or working groups comprised of members from the New Brunswick community who share an interest in a

particular area of focus.

- Additionally, the Disability Administrative Council will be comprised of key RU-NB administrators who will meet twice each year to provide administrative support, leadership, and advice. This council will ensure that administrators are aware of the initiatives of the Disabilities Coordinating Council.

CENTER FOR ADVANCED ENGLISH LANGUAGE LEARNING

Rutgers-New Brunswick will establish an International Gateway Program (IGP) to assist in developing English language skills for first- and second- year international students by offering small introductory classes that integrate language coaching into the structure of the course. Additionally, the Center for Advanced English Learning will be created to focus on international students in their third, fourth, and fifth years at Rutgers who need continued support in English language acquisition. In order to launch the programs, GAIA has been working on plans for renovations to the Writing Center facilities to ensure appropriate space is available to accommodate the increase in students served.

ENHANCING DIVERSITY, INCLUSION, AND EXCELLENCE IN STEM GRADUATE PROGRAM

Rutgers-New Brunswick's summer undergraduate research programs in the science, technology, engineering, and mathematics fields have served as an excellent recruitment tool for our doctoral programs. In order to be competitive with other programs and to offset the decreasing number of first-year fellowships, the Office of Diversity and Inclusion will launch the Summer Undergraduate Pipeline to Excellence at Rutgers (SUPER Grad) Graduate Fellowships to provide opportunities for Rutgers-New Brunswick to recruit top summer students to the University's programs. SUPER Grad welcomed its first cohort of five fellows in August.

ENHANCING OUR PUBLIC PROMINENCE

PUBLIC ENGAGEMENT PROJECT

The Public Engagement Project (PEP) will be a clearinghouse at Rutgers-New Brunswick for scholarly engagement in public issues. It will offer hands-on skills training for University social science and humanities faculty and graduate students who wish to write for broader audiences (blogging, op-eds, magazine articles, general interest books), to share their work on television and radio, or to communicate directly with policy makers. Participants will be recruited from School of Arts & Sciences (SAS), Bloustein, School of Environmental & Biological Sciences (SEBS), Social Work, School of Communication & Information (SCI), the School of Education (GSE), and other units actively engaged in studying cutting-edge social and political issues. In September, an initial planning meeting of all affiliated faculty and staff will determine the structure of the program, finalize the list of topics for the skills-training workshops, and form subcommittees to research and invite potential speakers and panelists for each of the sessions. A Call for Applicants announcement will be issued for individuals to apply online in October for the first session in November. Sessions will be held once a month until April.

IMPROVING RELATIONS THROUGHOUT THE STATE AND WITH TRENTON

More than ever before, Rutgers-New Brunswick is becoming well known throughout the halls of the State House and Legislature in Trenton as a go-to resource and treasure trove of data,

information and useful knowledge on issues affecting New Jersey. In the last year, a concerted effort to maintain and build relationships with key officials and expand the University's influence with New Jersey policy makers and elected officials has taken root. By providing important perspective and hard data, the University is participating in meaningful public discussions of the State's intractable problems and pressing issues. Whether at legislative committee meetings and legislators' district offices, or in focused on-campus events held on behalf of policymakers and elected officials to address specific issues, these discussions reflect the depth of knowledge and insight Rutgers-New Brunswick has as a prominent public research university. This effort is highlighting RU-NB's prominence and is redefining the relationship Rutgers-New Brunswick has with the State – a relationship that matters a great deal to the University's present and future. At the same time, the University continues to develop new ways to bring Rutgers-New Brunswick's many subject matter experts to policymakers' aid and attention, whether on campus, in Trenton or anywhere expert analysis and perspective is required. As the State University of New Jersey, Rutgers is asserting its proper prominence and becoming what New Jersey needs: The resource for policymakers and elected officials considering the State's most important issues.

ENHANCING INTERNATIONAL ALUMNI RELATIONS

The Rutgers Centers for Global Advancement and International Affairs (GAIA) will utilize the University's strong and active alumni presence around the world to identify international alumni, cultivate local alumni associations, and encourage alums to build Rutgers-New Brunswick's reputation worldwide. In support of this effort, a Director of International Development and Alumni Relations has been hired to initiate active network development in target countries and across University units, establish a close working relationship with the GAIA Centers, and provide feedback and guidance on international alumni-related dimensions of *Rutgers 250* anniversary programming. In connection with this, GAIA is producing a six-episode television show that will air in September of 2016 highlighting the University's international relations and showcasing its international alumni. Additional programming for international alumni, such as the Faculty and Staff Ambassadors Program, will be expanded in concert with the activities of the new Director of International Development and Alumni Relations.

TEDx PROGRAM AND RUTGERS-NEW BRUNSWICK

TEDx is a global network that promotes the mission of "ideas worth spreading" through lectures, online media, and local events in the fields of technology, entertainment, and design. During the 2014-2015 academic year, proposal initiator Professor Thomas Pappathomas recruited 21 students to participate in a TEDx-RU Student Group. This dedicated undergraduate student organization was charged with planning and organizing an annual Rutgers University TEDx event. On March 28, 2015, TEDxRutgers Club held its first successful event themed, "Ideas In Action," with approximately 400 attendees. In 2015-2016, TEDx-RU will have 21 members focusing on planning and organizing a public speaking contest in the Fall as well as the annual conference in April 2016 in coordination with the *Rutgers 250* celebration.

INTEGRATING THEMES

CULTURES, DIVERSITY, AND INEQUALITY- LOCAL AND GLOBAL

RUTGERS INCLUSION AND DIVERSITY RESEARCH PORTAL

The Rutgers University Libraries have launched an initiative to collect articles on diversity and inclusion-related research published by Rutgers-New Brunswick faculty. The Rutgers Inclusion and Diversity Research Portal is a thematic, searchable portal in RUcore providing full-text open access to the contributions of Rutgers faculty statewide. The portal can be displayed on any website, allowing departments and centers around the University to showcase the research collection on their own websites. This service by the libraries will help connect faculty University-wide who are working on the same diversity and inclusion issues, in a way that has not been done before. It will also help connect students to those faculty members working on areas of interest to them. The portal is now in beta testing and a preliminary website design has been created. Moving forward, designated staff will work on identifying published research, clearing permissions and uploading articles onto the portal.

CONSIDERING A LANGUAGE REQUIREMENT

While both our student body and our faculty are internationally heterogeneous, and we emphasize the global interconnectedness of our world and our work, Rutgers-New Brunswick has not had an undergraduate language requirement for many years. This sets us apart from our Committee on Institutional Cooperation (CIC) colleagues, and also reduces the eligibility of our students for certain honorary societies, such as Phi Beta Kappa. School of Arts and Sciences Executive Dean Peter March will convene a group of Rutgers-New Brunswick faculty during the Fall 2015 term, to consider the question of whether or not we should reinstitute a language requirement at Rutgers-New Brunswick, and if so, how it might be implemented.

COMPARATIVE RACE, GENDER, AND SEXUALITIES

Faculty from the School of Social Work, Rutgers Biomedical and Health Sciences, and the School of Arts and Sciences are seeking to collaborate and create an institute to explore the issues related to the study of migration, comparative racial studies, and gender and sexuality experiences presented in the contemporary world. An Institute for Comparative Race, Gender and Sexuality could forge relationships among faculty across professional schools and the School of Arts and Sciences, and could coordinate research, create new curricula, and develop new certificates and academic programs. Further progress on the initiative awaits the identification of a faculty line with which to attract a scholar to Rutgers-New Brunswick whose research focuses on the three areas of study. This new faculty member would lead the efforts to organize the Institute.

CRITICAL CARIBBEAN STUDIES

The recently established Rutgers Advanced Institute in Critical Caribbean Studies aims to foster multidisciplinary research about the Caribbean to allow a better understanding of the region and its people from a variety of perspectives. This academic center has grown out of a diversity cluster hiring process from 2009-12 which focused on Caribbean studies. Through this initiative, a mass of scholars who specialize in multiple dimensions and areas of study concerning the

Caribbean and its diasporas has assembled to collaborate on developing new forms of knowledge in the following cluster areas: Critical Caribbean Studies, Theory, and the Disciplines; Archipelagic Studies and Creolization; Caribbean Aesthetics, Poetics and Politics; and Caribbean Colonialities.

CONSORTIUM FOR THE STUDY OF DIVERSITY AND CULTURE IN THE AMERICAS

The goal of this initiative is to create a shared doctoral program that incorporates American Studies, Africana Studies, and Latino and Hispanic Caribbean Studies and that allows both faculty and graduate students to further their research and teaching agendas within an intellectual framework that acknowledges three components: the Americas as a simultaneous hemispheric, global, and theoretical concept that calls attention to the first massive form of globalization in modern times; the role of the American continent in the formation of Western modernity; and the connections and power differentials existing among the multiplicity of peoples, cultures, practices, institutions, and forms of knowledge in the Americas. During the Fall 2015 semester, the core leadership of the initiative will work with other key faculty members to plan a Town Hall meeting to gather ideas about the curricular, programmatic, and organizational structure of the program. This Town Hall will take place during Spring 2016 and will lay the groundwork for a major conference on the topic of race and inequality in the Americas planned for Fall 2016.

RETHINKING AREA STUDIES

A group of area studies faculty, under the leadership of School of Arts & Sciences Executive Vice Dean James Masschaele, will be convened in the Fall to begin developing a yearlong program of symposia, conferences, colloquia, and strategic planning workshops to build dialogue among and between faculty and students affiliated with area studies programs, in order to explore opportunities for further collaboration and to define optimal organizational structures to support area studies programs.

RUTGERS ENGLISH DIVERSITY INSTITUTE

The Rutgers English Diversity Institute (REDI) is a one-week summer program designed to encourage outstanding English majors from underrepresented backgrounds to consider pursuing an advanced degree in English. Since its inception in 2009, the English Department has welcomed 15 students a year from a national pool of applicants. With a funding commitment through the New Brunswick Strategic Plan, REDI welcomed a new cohort of 15 students from May 30 through June 5 who attended seminars and workshops on topics such as poetry, digital humanities, Renaissance drama, sound and literature, and 19th Century American fiction. REDI faculty and graduate students remain in contact with participants to offer guidance and assistance as they apply to graduate programs. Planning for next year's program will begin in January.

IMPROVING HEALTH AND WELLNESS OF INDIVIDUALS AND POPULATIONS

ONE NUTRITION

One Nutrition aims to increase visibility of nutritional science at Rutgers-New Brunswick through interdisciplinary programs and projects. The School of Environmental and Biological Sciences' Department of Nutritional Sciences and the Robert Wood Johnson Medical School

collaborated to create a “Culinary Medicine” course for senior undergraduate dietetics students who were paired with medical students to learn how to cook meals for patients with specific diseases and disorders. The success of the Spring 2015 course led to expanding its offerings in the Fall and Spring semesters of this academic year. This collaborative effort exemplifies the type of cross-disciplinary, inter-school goals of One Nutrition. Another example of progress is the development of the Rutgers One Nutrition online library of videos that promotes the work of faculty and staff, students, and alumni of the University. For the 2015-16 academic year, One Nutrition will establish its website, host a planning retreat, plan and convene two nutrition summits, and review and fund proposals for interdisciplinary research teams.

BRAIN HEALTH INSTITUTE

The goal of the Brain Health Institute (BHI) is to develop neuroscience at Rutgers-New Brunswick in order to become a highly translational and internationally preeminent research enterprise. The Brain Health Institute is composed of Core Investigators and Affiliated Members conducting basic and clinical neuroscience-related research. The initial focus of the Institute is on four areas and associated disorders: neurodevelopment (autism spectrum disorder and schizophrenia), neurodegeneration and injury (multiple sclerosis, Parkinson’s disease, spinal cord and traumatic brain injury), cognitive and sensory neuroscience (aging and Alzheimer’s disease), and motivational neuroscience (addiction, obesity). The program will have three major goals: (i) to create research programs focused on the biological underpinnings of healthy central nervous system function as well as dysfunctions associated with the above disorders, (ii) to develop treatments for these disorders using new neuroscience tools, and (iii) to establish a rich neuroscience resource in New Jersey that educates the public, clinicians, faculty, and students, as well as state, national, and international health officials. In addition to the current Director, Gary Aston-Jones, BHI has welcomed Robin Davis as Associate Director, Eldo Kuzhikandathil as Managing Director, and an advisory board has been established. BHI has been planning for its First Annual BHI Symposium that is scheduled for October 26, 2015. Most recently, BHI received funding for the Klein Endowed Chair in Neurodegeneration Research.

RUTGERS INSTITUTE FOR EMERGENCY PREPAREDNESS AND HOMELAND SECURITY

The Rutgers Institute for Emergency Preparedness and Homeland Security (IEPHS) was established to play a national and international leadership role in developing and implementing initiatives to protect the lives, health, and well-being of individuals and populations of our state, our nation, and the world. IEPHS was formally introduced by an inaugural conference on June 6, 2014, which featured the former Pennsylvania Governor and Homeland Security Secretary, Tom Ridge, New Jersey Governor’s Cabinet members, and Rutgers faculty from across the University as speakers. IEPHS experts have spoken at national and international meetings and conferences and have provided testimony to Congress on U.S. preparedness and response. The Institute was recently designated by the federal government as an Intelligence Community Center of Academic Excellence. In conjunction with this designation, Rutgers received a \$1.95 million grant to support the design and delivery of intelligence-related curricula and related programs at Rutgers-New Brunswick. IEPHS continues to collaborate with public and private national and international partners in research, education, and preparedness/response initiatives.

INSTITUTE FOR QUANTITATIVE BIOMEDICINE

The Institute for Quantitative Biomedicine at Rutgers University-New Brunswick was officially

launched on July 1, 2015 to engage scientists from across the entire Rutgers system and to foster creation of the biomedical research university of the future. This new initiative occurs in the midst of an unprecedented period of growth in access to patient genome sequences and complementary data coming from high-throughput measurements of biological systems. During the first few months of operation, the Institute has focused its attention on launching a website, forming Research Working Groups in Cancer Genomics and Proteomics and Antimicrobial Resistance, purchasing an instrument for the Rutgers New Jersey Core Facility for Cryo-Electron Microscopy and Tomography, and developing curriculum for the 3rd Annual Interdisciplinary Quantitative Biology Boot Camp scheduled for January 2016.

INDUSTRIAL INTERACTIONS AND TECHNOLOGY TRANSLATION IN NEURO-ENGINEERING

The Rutgers University Neuro-Engineering Group (RUNEG) was created to facilitate translational research in the development of devices that enhance central and peripheral nerve regeneration, restoration of motor and sensory function, and transmission of neural signals by brain-computer interfaces. RUNEG fosters collaborative and interdisciplinary research efforts among its faculty and seeks active participation from members in biomedical and pharmaceutical industries. Since its inception in March 2014, RUNEG has established a team of 17 Rutgers-New Brunswick faculty members, increased its presence throughout the University and industries, held two interactive showcases, published research, and acquired external funding. Subsequently, the Group hopes to establish a more formal administrative structure, create a widespread presence on social media, and build more industry collaborations to further support funding.

HEALTH, WELLNESS, AND SCIENCE IN THE COMMUNITY SUMMIT

The establishment of Rutgers Biomedical and Health Sciences (RBHS) has created many opportunities for partnerships related to health and wellness for faculty and units at Rutgers-New Brunswick. Unfortunately, it can be difficult to promote networking and exploration of cross-disciplinary collaborations with the number of faculty and units related to this topic. Therefore, staff at the School of Communication and Information are planning an annual two-day summit for 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, RBHS will launch an online “partnership incubator” to facilitate, track, and publicize the formation of partnerships for funded research, teaching, and service projects. At this time, individuals from various units and programs are being invited to participate in a “listening” group to begin planning the two-day summit for Spring 2016.

CONFERENCE ON COMPUTATIONAL COGNITIVE NEUROSCIENCE

Recent advances in modern neurobiology and computer science provide opportunities to understand the fundamental question of how the brain combines sensory input from prior experience in order to choose and shape adaptive behaviors. As a result, neural processing is now considered to be cognitive, computational and contextual; therefore, this initiative aspires to build interdisciplinary faculty excellence through a multi-day conference that brings together nationally recognized figures already engaged in collaborative research with this synthetic approach. Following the conference, an internal assessment of current strengths, weaknesses and potential collaborations will produce proposals for research infrastructure and recruitment of new faculty leadership. The conference will be held in late winter/early spring.

CREATING A SUSTAINABLE WORLD THROUGH INNOVATION, ENGINEERING, AND TECHNOLOGY

INSTITUTE OF EARTH, OCEAN AND ATMOSPHERIC SCIENCES

Rutgers University's Institute of Earth, Ocean and Atmospheric Sciences (EOAS) was created in September 2014 to strengthen the links between the academic programs related to earth system science across the University. The institute is an interdisciplinary community that fosters research, education, and outreach. In its first year, the institute has been highly productive with more than 50 faculty members participating in its activities, and graduate students and graduate student organizations showing strong interest. Governance structures have been created and are operating efficiently, bylaws have been written and are being refined, and research coordination and administration has been established. Five new EOAS Graduate Fellows have been admitted as part of the new Earth Systems Science Certificate program which was formulated by institute members and approved during the spring. A new one-credit course titled, "New Frontiers of Earth System Science," has been created as part of the new certificate program with the intent of introducing graduate students to transdisciplinary research in the Earth, Ocean, and Atmospheric Sciences. The graduate directors from several departments involved in EOAS have increased coordination of their curricula and recruiting activities through the institute, therein invoking many systematic synergies and increasing overall efficiency. In May, the institute coordinated the submission of a five-year, \$5 million Coastal Resilience National Traineeship which was submitted to the National Science Foundation. If funded, this proposal will finance 25 graduate-student-years through its five-year life cycle and will promote connected EOAS research across the University. In addition, the institute currently supports coastal research through its recent agreement to become a member of the Mid-Atlantic Coastal Resilience Initiative (MACRI), which is a NASA-sponsored organization that includes a number of federal agencies and the universities of Virginia, Maryland, and Delaware among others, and through its active participation in the Jamaica Bay Science and Resilience Institute (JBSRI).

STRENGTHENING ENVIRONMENTAL INITIATIVES

Coastal Climate Resilience is a joint initiative of the Institute for Earth, Ocean, and Atmospheric Sciences, the Edward J. Bloustein School of Planning and Public Policy, the School of Environmental and Biological Sciences, and the Rutgers Climate Institute that links climate change research to its applications in planning for resilient coastal communities, ecosystems, and economies. The team submitted a National Science Foundation (NSF) traineeship proposal in May of 2015 that would prepare the workforce needed to build national coastal resilience in the face of coastal climate risks. The training would be geared towards individuals at the Master's and Ph.D. graduate level who conduct research that cuts across all the elements of coastal systems, communicate effectively with coastal stakeholders, and are able to engage coastal stakeholders in problem definition, as well as the integration and application of knowledge. The team is currently waiting on a decision from NSF.

A second initiative related to this area is the development of a Coastal Resource Center (CRC) that brings together the Marine Science, Engineering, Computer Science, Ecology and Evolution, Mason Gross, and 4H Rutgers-New Brunswick communities. The CRC would provide an open, flexible workspace for research, education, and service missions that will promote corporate, state, and federal partners to work with University faculty in a state-of-the-art technical facility

on the New Brunswick campus. In order to move forward in establishing the CRC, space must be secured. At this time, the Center of Ocean Observing Leadership (COOL) is leading a formal feasibility study on the best means of securing new space, by either renovating current space or adding space to an existing building. The study will be completed in September and will include proposed drawings.

A LIVING LABORATORY OF SUSTAINABILITY

The ongoing investments in physical plant on the Rutgers-New Brunswick campuses create opportunities for learning and research on built-environment topics at a low cost. Since receiving support, the team has been working with Rutgers Facilities to incorporate some elements of sensors and data retrieval equipment in selected buildings for collection of big data on both behavioral and engineering topics. The team received support from Bloustein School leadership to host a living lab in the Civic Square Building, where renovations are occurring on multiple floors. Preliminary design documents have been prepared and the team will be working on acquiring person-based and place-based instrumentation for installation. The team will seek sponsors for future research projects using the living lab setup by continuing to participate in workshops, conferences and other events that put them in touch with industry players.

SUSTAINING AND EXPLORING THE RARITAN RIVER

The Raritan River serves as the primary barrier between the New Brunswick and Piscataway campuses of Rutgers-New Brunswick. Dr. Oscar Schofield and his colleagues from the Department of Marine and Coastal Sciences propose to transform the river into an interactive field laboratory that links science, engineering, and the humanities through student projects and activities. Access to the Raritan Basin through a small passenger vessel will allow students and faculty to collect and analyze scientific data or explore its social history. At this time, Munson Inc. is designing a vessel to meet the specifications required. The goal is for the vessel to be delivered and ready for use by late 2015/early 2016. In the meantime, faculty and staff are collecting existing curricula on the Raritan River to be collated and organized. An on-campus symposium will be convened bringing together faculty to develop an open-access suite to curricula that could use the new capabilities of the teaching vessel. These materials will be made available through an open-access web portal. The Department of Marine and Coastal Sciences looks forward to the delivery of the vessel and the many teaching opportunities that will be made available through this initiative.

RUTGERS ALTERNATIVE-FUELED VEHICLE ECOSYSTEM

The Rutgers Alternative-fueled-Vehicle EcoSystem (RAVE) initiative aims to establish an ecosystem promoting green transportation. RAVE provides a platform for new technology development, social and policy studies, business development, lowering environmental pollution and educating citizens. Over the past few months, the project manager has attended a vehicle technology conference where he presented a paper on this initiative and made new contacts in the smart transportation community; supervised student projects focusing on vehicle energy; began working on installing five electric vehicle (EV) charging stations on campus; and submitted a funding request to PSEG to build a solar parking canopy with EV charging stations. As the RAVE initiative moves forward, meetings with faculty and administrators interested in research and scholarship on this topic will be scheduled regularly.

CENTER FOR UNMANNED AIRCRAFT SYSTEMS

The Rutgers University-New Brunswick Center for Unmanned Aircraft Systems (UAS) is a campus-wide initiative that brings together multiple disciplines for synergistic and complementary efforts. The Unmanned Aircraft Systems Center proposes the following activities to gain external visibility and leadership in this emerging area: host national symposia on key aspects of current and future UAS agenda; curricular development across New Brunswick academic units; development of industry internships; and hosting of a two-week summer program for high school students to gain knowledge and hands-on experience with leaders at the Center. These efforts will begin in the Fall of 2015.

SUSTAINABILITY SYMPOSIUM SERIES

“Sustainability” is a large, complex concept that has drawn interest from people around the world who want to understand its numerous facets. Rutgers-New Brunswick has an extensive number of faculty and staff from various departments and fields who can build partnerships with industry, other institutions, local governments and the public. The establishment of an annual international Sustainability Symposium Series would provide a platform to highlight our strengths and build external connections. The first symposium will focus on sustainable manufacturing. Participation by individuals from the New Jersey manufacturing sector will be critical in making connections for innovative projects and potential future funding initiatives. Subcommittees to manage event operations began meeting in August.

EDUCATING INVOLVED CITIZENS AND EFFECTIVE LEADERS FOR A DYNAMIC WORLD

SERVICE-LEARNING CLEARINGHOUSE

Rutgers-New Brunswick takes pride in the philanthropic efforts of students through programs such as Dance Marathon and Engineers Without Borders. In order to centralize opportunities for service learning, a clearinghouse will be created detailing courses, community-based research and partnerships with organizations in which students can participate. At this time, resources for services and service learning are being assessed.

THE CO-CURRICULAR TRANSCRIPT

Students at Rutgers-New Brunswick are gaining invaluable experience through participation in co-curricular activities including service learning programs, intramural sports, and clubs and organizations. To recognize these efforts, the Office of Student Affairs has purchased a license with Collegiate Link to identify ways in which transcripts detailing these activities can be created and shared with students.

INTERNATIONAL SERVICE LEARNING

Many students have taken advantage of the opportunities to learn and serve in communities around the world through international service learning (ISL) programs. This year, ISL was able to provide scholarships to 53 students participating in 10 ISL programs. Additional funds were dedicated to faculty professional development and site visits for new program development. ISL will continue to focus on expanding the number of students engaged, deepening the culture of service learning at Rutgers, and encouraging professional development of faculty and staff.

CREATIVE EXPRESSION AND THE HUMAN EXPERIENCE

BRINGING THE HUMANITIES INTO MEDICINE AND SCIENCE

The biomedical fields, including medicine itself, are increasingly employing the work of the humanities in order to improve both medical education and patient care. Medical history, for instance, has been of significant use for many years in enhancing understanding of and controlling epidemic outbreaks of such illnesses as Ebola and influenza, and the emerging literary field of illness narratives assists both medical students and practicing physicians in better understanding the psyche of their patients. Individuals in the Rutgers-New Brunswick Chancellor's Office will interface with the RBHS Chancellor's Office to facilitate and promote intellectual and academic partnerships in this area.

DIGITAL FILMMAKING

The Film Bureau of the Rutgers Center for Digital Filmmaking seeks to expand its image of the University with the use of film and other digital production in connection with the fields of art, the sciences, and humanities. Mason Gross School of the Arts has hired distinguished Mexican filmmaker Nicolás Pereda, through the Henry Rutgers Term Chair initiative, to serve as the next director of the Center. The Bureau has also taken a two-year lease on a six-room complex on Church Street – two blocks from the Filmmaking Center – which will allow the program to significantly expand.



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

nbchancellor.rutgers.edu