

(Back cover)

RUTGERS

Office of the President
Old Queens Building
Rutgers, The State University of New Jersey
New Brunswick, NJ 08901-1281

rutgers.edu

RUTGERS

THE NEW RUTGERS...



...IN A TIME OF
TRANSFORMATIONAL CHANGE

FEBRUARY 2014

(Inside front cover)

The New Rutgers In a Time of Transformational Change

UNIVERSITY STRATEGIC PLAN



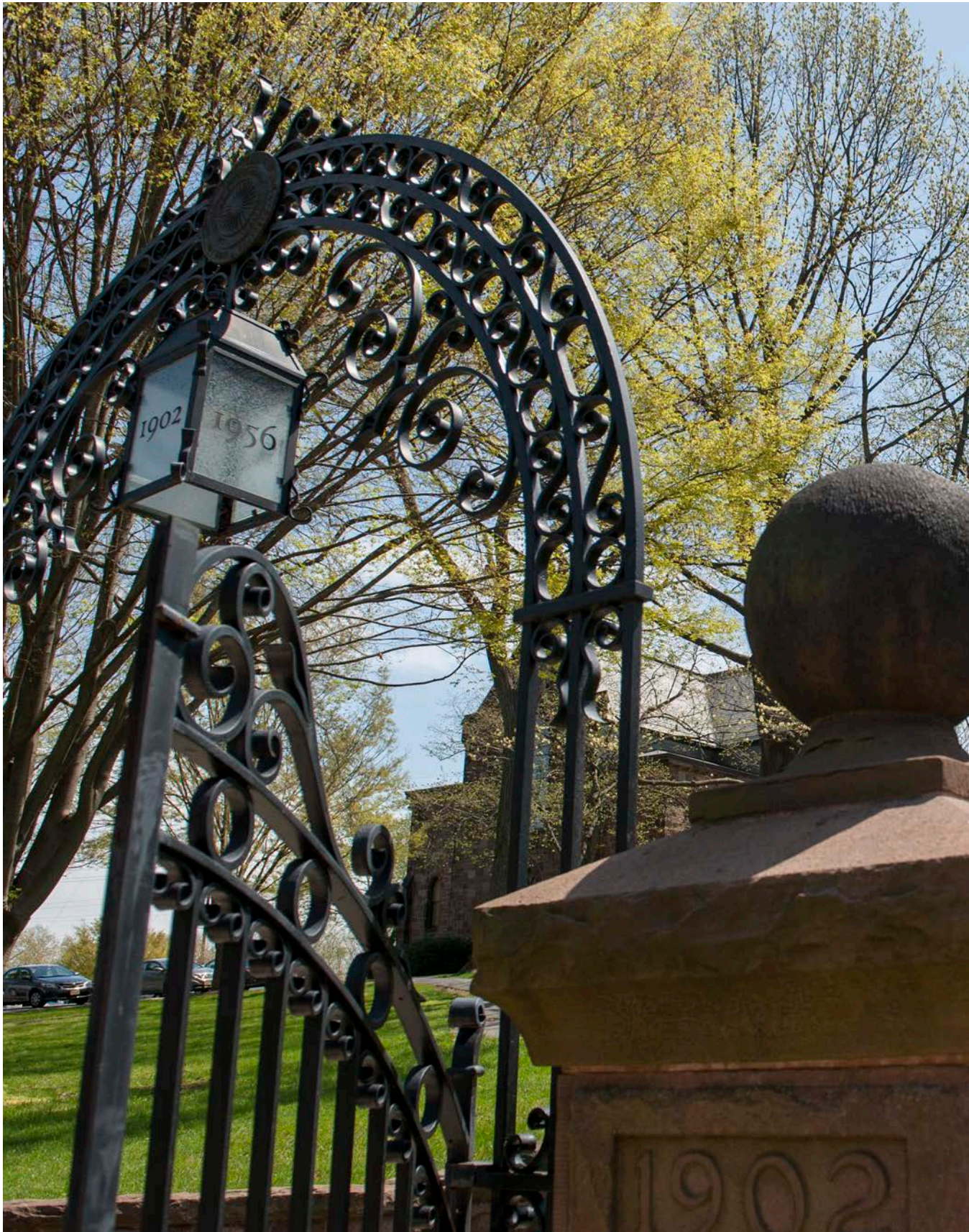


Table of Contents

Executive Summary 5

The Strategic Planning Process 9

A Call to Action 13

 Transformative Forces in Higher Education 13

 Assessing Rutgers’ Position 16

 Comparing Rutgers with Our Peers and Aspirational Peers 17

A Framework for Our Future 28

 Rutgers across the State 29

 Organization of the Plan 32

 Strategic Priorities 35

Envision Tomorrow’s University 35

Build Faculty Excellence 37

Transform the Student Experience 39

Enhance Our Public Prominence 41

 Foundational Elements 43

Strong Core of Sciences and Humanities 43

Inclusive, Diverse, and Cohesive Culture 43

Effective and Efficient Infrastructure and Staff 44

Financial Resources Sufficient to Fund Our Aspirations 46

Robust Shared Governance, Academic Freedom, and Effective Communication 47

 Integrating Themes 49

Cultures, Diversity, and Inequality—Local and Global 49

Improving the Health and Wellness of Individuals and Populations 49

Creating a Sustainable World through Innovation, Engineering, and Technology 50

Educating Involved Citizens and Effective Leaders for a Dynamic World 50

Creative Expression and the Human Experience 51

The Built Environment 52

Measuring Progress and Defining Success 56

 Financial Plan 57

The Path Forward 58

 Campus, RBHS, and Central Administration Roadmaps 58

 Conclusion 58

Endnotes 60



EXECUTIVE SUMMARY

A Strategic Plan...Why Now?

Rutgers, The State University of New Jersey, has reached a defining moment in its 250-year history, balancing tremendous growth against the need to adapt and innovate. Over the past year, our institution has experienced remarkable change. Legislation enacted in 2012 created new organizational leadership structures at the University. Rutgers University–New Brunswick joined the Big Ten athletic conference and its academic counterpart, the Committee on Institutional Cooperation (CIC)—an academic consortium of 15 top-tier universities. The integration of Rutgers and most of the academic, research, and patient care units of the former University of Medicine and Dentistry of New Jersey (UMDNJ) created Rutgers Biomedical and Health Sciences (RBHS), an entirely new academic entity at the University. Finally, we are in the midst of a comprehensive capital construction program, funded in large part by the Building Our Future Bond Act approved by New Jersey voters in 2012.

At the same time, forces larger than Rutgers are reshaping higher education, putting pressure on the very models by which most universities—including Rutgers—operate. While institutional costs have continued to climb, state and local funding has declined dramatically over the past decade, driving increases in tuition and fees and creating the need for universities to pursue alternative sources of support and revenue. New entrants into the higher education sector have generated increasing demand among students for distance and virtual learning. Changes in job market demographics, career opportunities, and areas of student interest are redefining core disciplines. Our ability to continue educating future leaders and attracting world-class faculty requires a proactive, collaborative, and Rutgers-wide response to the changing shape of higher education.

Our strategic plan sets out a straightforward yet important goal:

Rutgers aspires to be broadly recognized as among the nation's leading public universities: preeminent in research, excellent in teaching, and committed to community.

Our process for identifying how to achieve that fundamental goal relied on input from students, faculty, staff, and alumni across our community to assess, identify, and articulate the areas where Rutgers must grow and where we must continue to excel. To reach our goal, we need to leverage the unique identity we already possess—world-class humanities and key natural science departments, a diverse student body, proximity to metropolitan hubs, and a celebrated history. We also will need to address areas where we are vulnerable—declining standing in national rankings; scholarly output that trails our peers; outdated technology systems; the bureaucratic inability to respond in a timely manner to economic, disciplinary, and educational changes; and our chronically low level of philanthropic support relative to peer institutions.

To close the gap between Rutgers' current position and the university we aspire to be, our plan articulates specific areas of focus and initiatives. We must strengthen key large disciplines, while maintaining the quality we already possess in the core humanities and sciences. We will recruit and retain world-class faculty in strategically identified areas. To improve our campus environment, we will focus on supporting student social and academic needs to encourage tighter bonds to our community. Finally, we must underpin all aspects of our community with outstanding academic and administrative systems supported by updated technology.

Rutgers is one university with four discrete units

Rutgers, The State University of New Jersey, is a single university with locations in three geographically separate cities: Camden, Newark, and New Brunswick. This definition of Rutgers was articulated in the Rutgers Act of 1956, State legislation that formally designated Rutgers as the State University, and has been reinforced by our University-wide deliberations over the last year. The integration of the legacy elements of UMDNJ into Rutgers has created a fourth unit, Rutgers Biomedical and Health Sciences, which consists of a number of schools and units located on various sites but closely aligned with the campus in New Brunswick. From extensive debate and deliberation, a core concept of the roles of each of the three geographic campuses and RBHS emerged, and this understanding forms the basis for the University-wide strategic plan. As one Rutgers, all of our campuses and units share common values, features, resources, and administrative and other centralized services. As distinct entities, however, the campuses and RBHS each have differentiated missions and future visions that emanate from this unified core. An important outcome of our planning process has been each campus’s and RBHS’s articulation of its own sense of self, each with unique elements of mission and future direction. While the initiatives in this document should be considered for Rutgers as a single institution, there will be varying application of them across our campuses according to their individual strategic plans and institutional identities. Our strategic planning process also has helped clarify the growth potential of our distinct campuses. While Rutgers University–New Brunswick has largely maximized its capacity for undergraduate enrollment, both Rutgers University–Camden and Rutgers University–Newark have opportunities to grow in ways that create a variety of strengths distributed across those campuses.

Strategic Priorities, Foundational Elements, and Integrating Themes

Our plan identifies four **strategic priorities**. Each priority represents an area that currently limits our success and demands our institutional attention over the next five years. For each area, our strategic plan identifies major initiatives that would

improve our performance and foster a broader environment of change:

- **Envision Tomorrow’s University:** As higher education changes, Rutgers must identify its key areas of opportunity and risk, specifically around the capacity to form both internal and external partnerships, the capacity to embrace technology-driven changes across our University, and the capacity to understand how our academic structures can best be organized to meet dramatic shifts in student expectations and needs.
- **Build Faculty Excellence:** Broadly speaking, a university’s overall strength corresponds to the strength of its faculty. While many members of the Rutgers faculty are preeminent in their disciplines, our faculty trails in a number of key measures of academic achievement when compared to peer universities. Rutgers must renew its commitment to cultivating exceptional scholarship through aggressive recruitment, faculty support and development, and the appropriate alignment of incentives. In addition, we must provide substantial infrastructure improvements, including constructing the physical spaces that will support tomorrow’s research and education.
- **Transform the Student Experience:** Our current students and our alumni tell us that, while they attach great value to their Rutgers education, their experience at Rutgers is or was often not as positive as it could be. Student experience today is largely defined by the University’s immense size and unwieldy bureaucracy, creating needless challenges for students navigating University systems and processes or trying to access educational and financial resources. Rutgers has to offer a more personalized and institutionally streamlined student experience through innovative living and learning communities, improved advising services, access to hands-on learning, and more direct interaction between students and faculty. In addition, Rutgers needs to reduce or eliminate ineffective or unresponsive elements within our student support systems.
- **Enhance Our Public Prominence:** While Camden and Newark have shown mixed or rising rankings over recent years, New Brunswick has experienced a downward trend across the most widely read and broadly cited university rankings. The University has to address the specific weaknesses contributing to that decline while continuing to bolster the reputations of Camden and Newark. It must also target specific, prioritized audiences with a disciplined, consistent, and ongoing commu-



nications program that promotes faculty, student, and alumni achievement. At the same time, we need to identify, mitigate, and carefully monitor institutional shortcomings and risks that might negatively affect our reputation.

In its deliberations, the Rutgers community has also identified five critical **foundational elements** that must be in place across the University in order to make our strategic priorities possible. These are the prerequisites and core strengths of our future success:

- **Strong Core of Sciences and Humanities:** Many of our science and humanities programs are recognized as being among the best in the nation. To ensure its reputation as a leading university, Rutgers must sustain these disciplinary strengths and renew its commitment to a strong core of research, scholarship, and undergraduate and graduate teaching in other disciplines in the arts and sciences.
- **Inclusive, Diverse, and Cohesive Culture:** Diversity is central to our culture, and the University will work to remove obstacles and to create the conditions needed for all individuals and groups to enjoy full participation and inclusion in our community.
- **Effective and Efficient Infrastructure and Staff:** At Rutgers, administrative processes are often inefficient and time-consuming. The University must facilitate agile responses to administrative needs and inculcate, support, and reward a

culture of excellence, collaboration, responsiveness, and accountability among its staff. We need to create and maintain an environment oriented toward student service and satisfaction.

- **Financial Resources Sufficient to Fund Our Aspirations:** In order to compete for the best students and faculty, Rutgers must address its financial position. At a time of steady decline in State revenues, Rutgers has to augment revenues by expanding nontraditional academic offerings, developing innovative fundraising paradigms, and rethinking delivery of academic, student, and auxiliary services. At the same time, we must recover resources internally that are associated with inefficient, ineffective, or outmoded programs and redeploy these resources toward our new strategic goals.
- **Robust Shared Governance, Academic Freedom, and Effective Communication:** Rutgers strongly believes that its faculty is best positioned to add to the body of human knowledge when its members enjoy the security of academic freedom. In addition, the University must maintain its ongoing commitment to shared governance and a responsive, transparent, and communicative leadership.

The varied initiatives contained in this plan have to be linked to the academic strengths that allow Rutgers to stand out among its peers in higher education. The strategic plan uses five institutionwide **integrating themes** to coordinate and integrate our varied initiatives within interdisciplinary and topically relevant areas. Each area, in turn, highlights unique

aspects of Rutgers’ current strength or future potential. All Rutgers students should gain academic and social literacy in each of these themes, and our faculty will be encouraged and challenged to incorporate them into their curricula and classrooms. These themes—which have helped unify our University-wide conversations and deliberations in the process of devising this plan—will continue to serve as a framework for the interdisciplinary work that our institution values and embodies, while also informing individual campus and school strategic plans as they operationalize this larger plan at the local level:

- **Cultures, Diversity, and Inequality—Local and Global:** Rutgers possesses both remarkable diversity in its communities and outstanding programs and scholarship centered on diversity, equality, and migration. The University will leverage these strengths, as well as its unique location, to direct academic investments, inform scholarship, and connect research to community needs.
- **Improving the Health and Wellness of Individuals and Populations:** Rutgers is now poised to build on its success in addressing a wide array of health challenges, locally and globally. Through our broad reach and interdisciplinary work, we have the resources to support initiatives to maintain and manage wellness, while moving beyond the case-by-case treatment of the individual to address challenges facing populations both in our own communities and in nations around the globe.

■ **Creating a Sustainable World through Innovation, Engineering, and Technology:** Leveraging our existing prowess across critically relevant—and nationally growing—disciplines, Rutgers aspires to be a world leader in addressing these challenges by conducting interdisciplinary research, educating tomorrow’s leaders, and reaching out to state, national, and global public institutions.

■ **Educating Involved Citizens and Effective Leaders for a Dynamic World:** Given its location and the diversity of its student body, Rutgers is uniquely equipped to integrate disciplinary research and teaching with its real-world application in our local communities, helping students experience how ideas are tested in practice and how the work of the university has immediate, tangible, and far-reaching applicability.

■ **Creative Expression and the Human Experience:** With our renowned school of the arts and our immediate proximity to

one of the greatest cultural centers in the world, Rutgers is well positioned to integrate the creative arts into the social and intellectual life of our academic community and establish the University as an international leader in the study, practice, and performance of creative expression and in understanding its place within the human experience.

When accomplished, these strategic priorities, foundational elements, and integrating themes will make Rutgers synonymous with preeminence in research, excellence in teaching, and commitment to community.

Measuring Our Progress

In order to become a living document that drives change, a strategic plan must define the metrics used to measure progress and, ultimately, success. Our strategic plan includes a framework of assessment tools and metrics that will evaluate our progress both qualitatively and quantitatively. We have selected measurements that emphasize transparency, ease of use, and accessibility, while facilitating our ability to gather only the most relevant data. In conjunction with our Board of Governors, Rutgers will set specific targets and completion dates, and will assign accountability for improvement in each area of our plan.

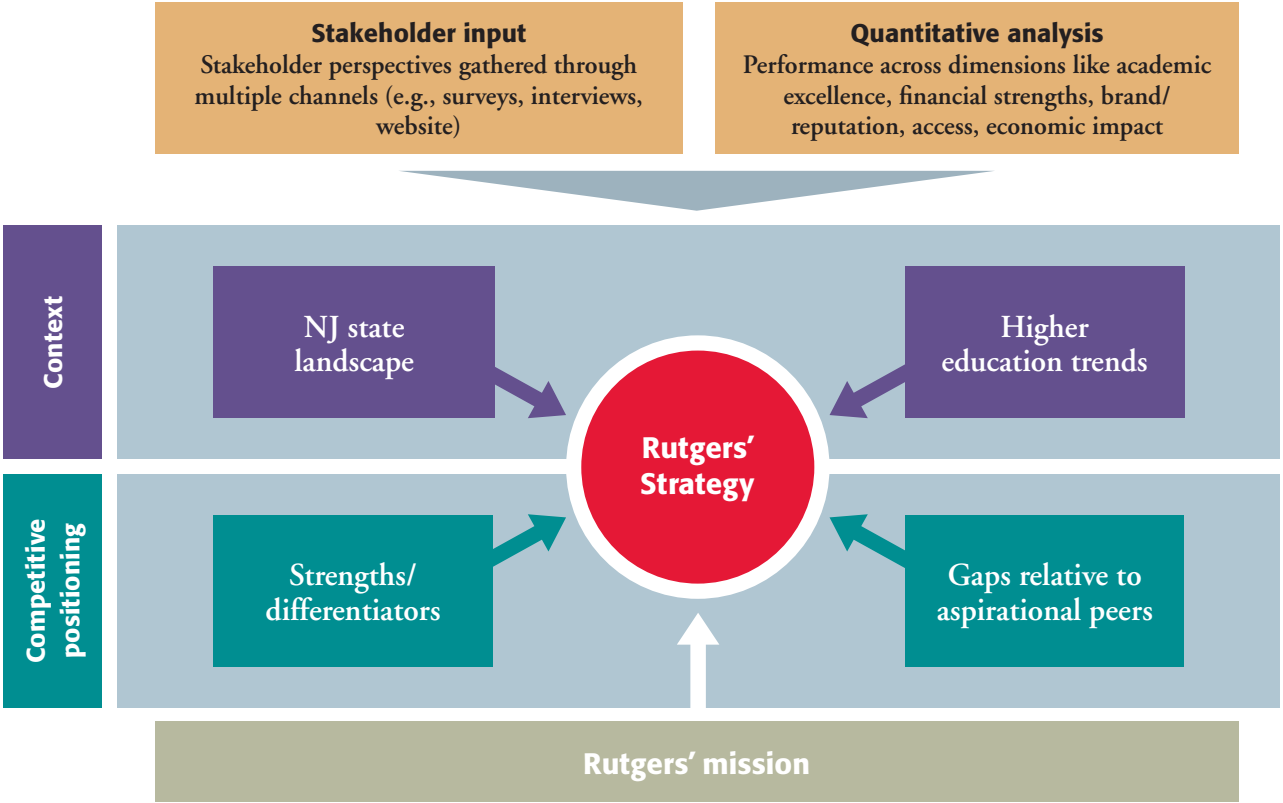
Next Steps

Using the University Strategic Plan as a guiding framework, each campus and RBHS will now develop its own strategic plan that will elaborate on the themes already touched on in this document, and each will refine its priorities in order to develop concrete initiatives and identify the resources necessary to pursue them. The chancellors will be responsible for periodically measuring progress and adhering to timelines set by the central administration and the Board of Governors. The campus-level strategic planning will be supported by the extensive data and analysis that has been compiled during the yearlong planning process, much of which is provided on the strategic plan website. Campus plans will be completed by the end of the 2013–2014 academic year and will rely on community collaboration, discussion, and input throughout the planning process.

THE STRATEGIC PLANNING PROCESS

Rutgers’ Board of Governors last commissioned a strategic plan in 1993 and later approved it in 1995. At the time the last plan was written, the consolidation of the college system at Rutgers University–New Brunswick was more than 10 years in the future. State appropriations to the University represented a substantially larger percentage of our operating budget. And the information technology revolution was just gaining traction at colleges and universities. Since that time, the national landscape of higher education has been radically reshaped.

Rutgers University launched the strategic planning process in December 2012 with the goal of outlining the University’s agenda for the next five years. The New Jersey Medical and Health Sciences Education Restructuring Act, signed into law just months earlier, made it a crucial time for comprehensive assessment and planning. Rutgers’ impending integration with the University of Medicine and Dentistry of New Jersey (UMDNJ) intensified the need to develop a University-wide strategic vision for this newly reinvented institution.



The strategic planning process relied on the extensive participation of students, faculty, and staff—in Camden, Newark, and New Brunswick—and alumni around the world.

We designed the planning process to engage the entire University community in discussions about the future of higher education more broadly and to create a University-wide plan that would be both practical and actionable to ensure that Rutgers itself shapes that future. Our objectives were to forecast a broad vision that was ambitious but realistic; establish a strategy for achieving our aspiration to be a top-tier public research institution; identify key areas of excellence and differentiation; and provide a blueprint for raising Rutgers’ visibility as one of the nation’s leading public universities. The strategic planning process relied on the extensive participation of students, faculty, and staff—in Camden, Newark, and New Brunswick—and alumni around the world. To broaden participation and to ensure the process’s transparency, we created a dedicated strategic plan website that provides a portal for information collection, organizes participant responses, and reports data to the University communities.

The first phase of the planning process began with a thorough University self-assessment. We distributed surveys to members of the Rutgers governing boards; conducted interviews with board members, senior administrators, and department chairs; and organized meetings with deans across Camden, Newark, New Brunswick, and the RBHS units. We engaged students, faculty, staff, and alumni through surveys to develop a better understanding of how the University community views itself, and to determine not only what makes Rutgers distinctive when compared to other colleges and universities, but also what differentiates the Rutgers communities in Camden, Newark, and New Brunswick. In addition to examining

Rutgers’ strengths, points of distinction, and weaknesses relative to the nation’s leading public universities, we conducted an extensive analysis of higher education data and trends, both nationally and in New Jersey, and we did so in relation to a study of national and state economic trends.

Our analysis helped identify peer and aspirational peer groups of institutions against which to compare ourselves. For both Rutgers and our peer and aspirational peer institutions, we examined key institutional measures, such as changes in degrees conferred over time, shifts in research expenditures, areas of growth and decline across institutions, trends in graduation and retention rates, demographic changes in student, faculty, and staff populations, and discipline-specific shifts in market demand. The collective material gathered during the first phase of the process provided a robust fact base on which to organize our strategic framework and analyze the gaps between Rutgers and our peer and aspirational peer groups. We made all of this information available to the entire community through University-wide listservs and on the strategic planning website.

During the second phase, the planning groups gathered community feedback: we distributed 75,000 surveys; hundreds of members from the University community participated in 46 focus group discussions; and thousands more attended six town hall meetings, faculty forums, and 27 interdepartmental discussions that included representation from more than 100 departments and schools. At each of two spring 2013 retreats, more than 150 deans, faculty, students, and staff members from Camden, Newark, and New Brunswick expanded the common themes that our communities identified during this phase. We incorporated the feedback from the retreats into a strategic plan framework that was posted to our website for additional community discussion. We further refined the framework through stakeholder feedback, and President Robert Barchi presented it in an interim report to the Board of Governors in July 2013.

Rutgers University–New Brunswick’s peers and aspirational peers

University of Arizona*	Indiana University**	University of Oregon
University of California–Berkeley	Iowa State University	Pennsylvania State University**
University of California–Davis*	University of Iowa*	University of Pittsburgh*
University of California–Irvine*	University of Kansas**	Purdue University
University of California–Los Angeles*	University of Maryland**	SUNY at Buffalo*
University of California–San Diego*	University of Michigan*	Stony Brook University*
University of California–Santa Barbara	Michigan State University*	Texas A&M University
University of Colorado**	University of Minnesota*	The University of Texas–Austin**
University of Florida*	University of Missouri*	University of Virginia*
Georgia Institute of Technology†	University of North Carolina*	University of Washington*
University of Illinois*	Ohio State University*	University of Wisconsin*

Peers: We define our peer institutions as the public universities that are members of the Association of American Universities (AAU). These institutions are broadly similar to Rutgers in size, stature, sources of funding, and level of excellence in academic research and in undergraduate, graduate, and professional education.

Aspirational peers: Our aspirational peer institutions represent the top quarter of public AAU universities. The aspirational peer group was chosen based on selected benchmarking criteria, including academic reputation, size and organizational structure, geographic mix, and academic offerings.

Note: Given Rutgers’ recent integration with the former University of Medicine and Dentistry of New Jersey (UMDNJ), some of the analyses in the strategic plan focused on public AAU institutions with medical schools. For some trend analysis, data from the previously independent UMDNJ was amalgamated with Rutgers to provide preintegration time points.

Note: Universities in **red** denote aspirational peers

*Denotes university with a medical school

**Denotes university determined by Rutgers to have a medical school that is not counted as part of the AAU campus

†Some longitudinal analysis predates Georgia Tech’s 2010 AAU membership

Source: Association of American Universities

At the beginning of the fall 2013 semester, we began the final phase of the planning process with a third retreat that analyzed the accumulated data related to Rutgers’ academic reputation and our position with respect to our peers. During the fall, we worked collectively to finalize the strategic plan through the efforts of 13 committees—composed of more than 400 faculty, staff, and students—each charged with discussing one strategic area in depth. Each committee considered specific initiatives that could be undertaken in support of their priority, element, or theme, highlighting that the final plan is designed to deliver

tangible, actionable proposals to help Rutgers achieve its aspiration. Faculty, staff, and students considered these committee reports at a fourth retreat, and participants also reviewed remaining aspects of the plan’s organization. Finally, led by President Barchi, the Strategic Planning Executive Steering Committee compiled the plan in draft form and presented it to the Rutgers Board of Governors for their comment on December 3, 2013, and to the Rutgers Board of Trustees on December 19, 2013. This plan now reflects the input received from both of those boards.



A CALL TO ACTION

The integration of Rutgers and the former University of Medicine and Dentistry of New Jersey (UMDNJ) on July 1, 2013, transformed Rutgers into a truly comprehensive public research university. We undertook this historic integration on the heels of the consolidation of the college system at Rutgers University–New Brunswick in 2006, which itself had dramatically reorganized the structure of the University. Now, with the addition of seven of the legacy UMDNJ schools—including two medical schools and a dental school—Rutgers has acquired an institutional foundation that allows it to compete with the top public research universities we have defined as our aspirational peers. Yet, just as Rutgers is undergoing tremendous change, so too is the world of higher education. To be successful, our strategic plan must both address the challenges and opportunities provided by the recent restructuring and confront the rapidly shifting nature of higher education nationally. The shifts in higher education identified below have provided context for our plan and, in some instances, have prodded us into moving the strategy in key directions.

As with any assessment of a university the size of Rutgers, certain components of the assessment process apply more directly to some campuses than others. Much of the data available at the national level offers comparison mainly to Rutgers University–New Brunswick because of its Association of American Universities (AAU) membership. In many cases, benchmarks for Camden, Newark, and RBHS were less available or lacked peer information. Collecting and assessing pertinent data for the individual campuses will be central to the campus-level strategic plans that will be developed in spring 2014. Accordingly, our overall assessment of Rutgers focuses on the areas where we know we are strong or can improve, while bearing in mind the nuance and distinctions within our unique campus structure.

Transformative Forces in Higher Education

Pressure on Revenue

Higher education costs have risen dramatically over the past decade, driven by technology infrastructure demands, government and federal regulatory and compliance demands, rising employee compensation, the race to attract top students and faculty by offering new services and facilities, and the need to renovate and upgrade aging facilities. Public institutions have incurred these rising costs in the face of dwindling state support, forcing them to balance shortfalls through tuition increases and a growing reliance on alternative funding sources. Between 2000 and 2011, instate tuition and fees nearly doubled (98 percent) at four-year public colleges and universities in the United States (not adjusted for inflation).¹ Yet, the percentage of revenues at these institutions generated by tuition and fees increased only marginally between 2000 and 2011, from 17.8 percent to 19.2 percent,² while state and local appropriations have declined substantially, dropping from 34.3 percent in 2000 to 18.6 percent in 2011.³ The shortfall between rising tuition and shrinking state appropriations for higher education has been buffered by an increased reliance on alternative funding sources, which is itself a continuing challenge. For instance, funding from the National Institutes of Health—the most significant federal funding source for university research and development—has declined more than 14 percent from its peak in 2005.⁴



The Challenge of Value for Higher Education

The increasing cost of education demands a clear demonstration of the value of an undergraduate degree. From an employment and income perspective, undergraduate degrees show a strong return on investment. The median income for college graduates is 65 percent higher than that of high school graduates.⁵ The unemployment rate for those holding an undergraduate degree is significantly lower than for individuals with only a high school diploma.⁶ Yet, earning a degree comes with a price tag. When calculated as a percentage of median annual earnings, for instance, the cost of tuition, fees, and room and board at four-year public universities rose from 17.4 percent in 2001 to 28.1 percent in 2010.⁷ As the cost of tuition as a percentage of median income continues to climb, students find themselves in a relatively new position: while a degree enhances earning potential and improves employment prospects, it can create significant debt.

Transparency and Accountability

In response to continual increases in tuition costs and student debt, state and federal legislatures and agencies have called for greater transparency and accountability at public institutions. The federal government is working to empower students to make well-informed decisions about their education by offering clearer comparisons of affordability, completion rates, time to degree, and graduate earnings across colleges and universities.⁸

Among other federal measures is a 2013 proposal to tie all federal financial aid programs to affordability and key student outcomes.⁹ If this proposal is enacted, the quality of a university's outcomes—and its data—will become a powerful factor in students' enrollment decisions. At the same time, states are increasingly tying a portion of their higher education funding to measurable performance outcomes. As of early 2013, 15 states had already implemented or were in the process of implementing performance-based funding, while another 20 states were considering doing so through the legislative process.¹⁰

Prioritizing and Integrating Technology

As with all sectors of our economy, information technology is transforming higher education. Colleges and universities have to keep pace with emerging technology, as much for its educational potential and operational efficiencies as for its role in providing graduates with technological literacies necessary for the educated labor force of the 21st century. Yet, technological innovation is not a panacea for public education. The distance learning enabled through technology has given rise to fully online degree-granting institutions that offer students an alternative to the traditional residential public university. And while these online institutions have had a mixed record of success when measured by learning outcomes and degree completion, traditional universities have also begun implementing

distance-learning models. Many colleges and universities are testing fully online or blended models of education as part of their academic offerings.¹¹ Against the backdrop of rising tuition, potential university students have already begun to take advantage of new learning technologies that bypass traditional campus-based, four-year programs and dramatically reduce their educational costs.¹²

Distance education and online tools also will play a role in serving the changing demographics of undergraduate students. The percentage of traditional college-age students is expected to continue to decline in the coming decade, while the percentage of nontraditional students is expected to grow.¹³ For both practical and pedagogical reasons, higher education might best serve these adult learners with blended and fully online classes. The technological tools of distance learning have been increasingly used to deliver portions of educational material to residential students in the on-campus setting. Like other institutions, Rutgers has been evaluating synchronous multisite and hybrid course approaches. These new directions will undoubtedly form a major component in our vision of tomorrow's university.

Changing Student Interests and Workforce Needs

As universities continually reevaluate how and where to best direct their finite resources, they need to balance support for the traditional core disciplines and educational missions with a more flexible and timely response to trends in the workforce and student demand. Regardless of short-term job market demands, universities need to produce well-rounded graduates who are scientifically and culturally literate, capable of analytical problem solving and career retooling with market shifts, and trained to play their role in a larger self-governing citizenry. But institutions also have an obligation to gauge long-term industry trends—which, in turn, influence student demand in particular disciplines—to ensure that their curricula will meet the needs of a changing workforce.

Employment statistics provide one of the central indicators for industry demand. Although the 2012 average unemployment rate in New Jersey was considerably higher than the national

Colleges and universities have to keep pace with emerging technology, as much for its education potential and operational efficiencies as for its role in providing graduates with technological literacies.

average (9.7 percent for New Jersey versus 7.1 percent nationally), unemployment was much lower for certain professions: health care (4.4 percent); the life, physical, and social sciences (6.7 percent); architecture and engineering (7.9 percent); and business and finance (5.3 percent). The trends within these fields were mirrored at the national level.¹⁴

Student interests closely mirror employment trends. Between 2007 and 2012, undergraduate degrees granted in health professions grew at a rate three times the national average.¹⁵ Accounting for trends in degrees conferred, the statistics on employment rates—both nationally and in New Jersey—bring this into greater relief: while the health professions account for the highest growth rates of degrees conferred, they also compete among those fields with the lowest unemployment rates, demonstrating an ever-increasing demand in this growing sector and the relative ease with which well-prepared graduates are likely to find employment.¹⁶

Most universities in our comparison set offered strong core programs in the traditional arts and sciences that link to more specific areas of emphasis related to professions and disciplines enjoying greater market demand. In addition to having highly ranked arts and sciences programs, the best peer institutions had more specialized undergraduate programs in areas such as business and engineering that also ranked among the strongest nationally.

Among these leading Carnegie I universities, only 60, including Rutgers, are members of the prestigious Association of American Universities.

Assessing Rutgers’ Position

Given the dramatic changes in higher education, Rutgers’ strategic plan needs to address the new challenges facing large public universities. At the same time, because Rutgers is unique among public universities in size, scope, and history, the plan must reflect a vision that responds to the University’s specific strengths and weaknesses. Our plan has to steel us for real change, while plotting an achievable route forward that is distinctly our own. We have to assess and benchmark ourselves against aspirational peer institutions, while also defining our own unique mission as a prominent national public university.

That uniqueness begins with our history. Rutgers had already enjoyed a long relationship with New Jersey by the time we formally became the State University of New Jersey in 1956 and established the governance structure we have today. As with many public universities, our official ties to the State began in 1864 with the legislation that accorded Rutgers Scientific School—later the State College of Agriculture—land-grant status. In 1945, the State legislature extended that relationship by designating all Rutgers units part of the State University under the provisions of the State University Act. The College of Arts and Sciences, the School of Business Administration, and the School of Law of the former University of Newark were combined to form Rutgers University–Newark in 1946, and in 1950 the University assumed control of a law school and the two-year College of South Jersey in Camden, giving Rutgers the statewide footprint that defines it today.

Rutgers and New Jersey are inextricably linked. Rutgers both serves and is served by New Jersey, and is both autonomous from and intimately connected to the State. Yet, the financial environment is a particularly concerning and complicated challenge for Rutgers and New Jersey’s other public universities. As a percentage of direct expenditures, New Jersey spends more on K–12 education than any other state,¹⁷ yet is among the lowest in state appropriations for higher education as a percentage of household income.¹⁸ It is the most densely populated state in the nation,¹⁹ yet has the lowest higher education capacity to meet student demand.²⁰ New Jersey has the nation’s highest “outmigration” of high school graduates to other state four-year institutions,²¹ yet by 2018, New Jersey will be second only to Massachusetts in the proportion of jobs requiring a bachelor’s degree.²²

The 2010 Report of the Governor’s Task Force on Higher Education strongly recommended ways to address some of the structural issues, practices, and policies that have long hampered higher education in New Jersey. As part of those recommendations, the task force urged the State to pursue a bond initiative for capital projects that led to the 2012 passage of the \$750 million Building Our Future Bond Act.²³ This act supports long-deferred construction at the State’s colleges and universities, a vital first step on the path to repairing New Jersey’s higher education infrastructure.

The 2010 task force report emphasized that “for a state to be great, it must have a great state university.”²⁴ A second major recommendation of that report was the integration of legacy UMDNJ schools and units into Rutgers.²⁵ This recommendation led to the New Jersey Medical and Health Sciences Education Restructuring Act of 2012, and Rutgers effected the integration July 1, 2013. With the integration, Rutgers now has the full range and breadth of academic disciplines, clinical operations, institutes, services, and faculty from which to assemble a first-rate public university and demonstrate why it is the State’s most important financial, social, and political investment.

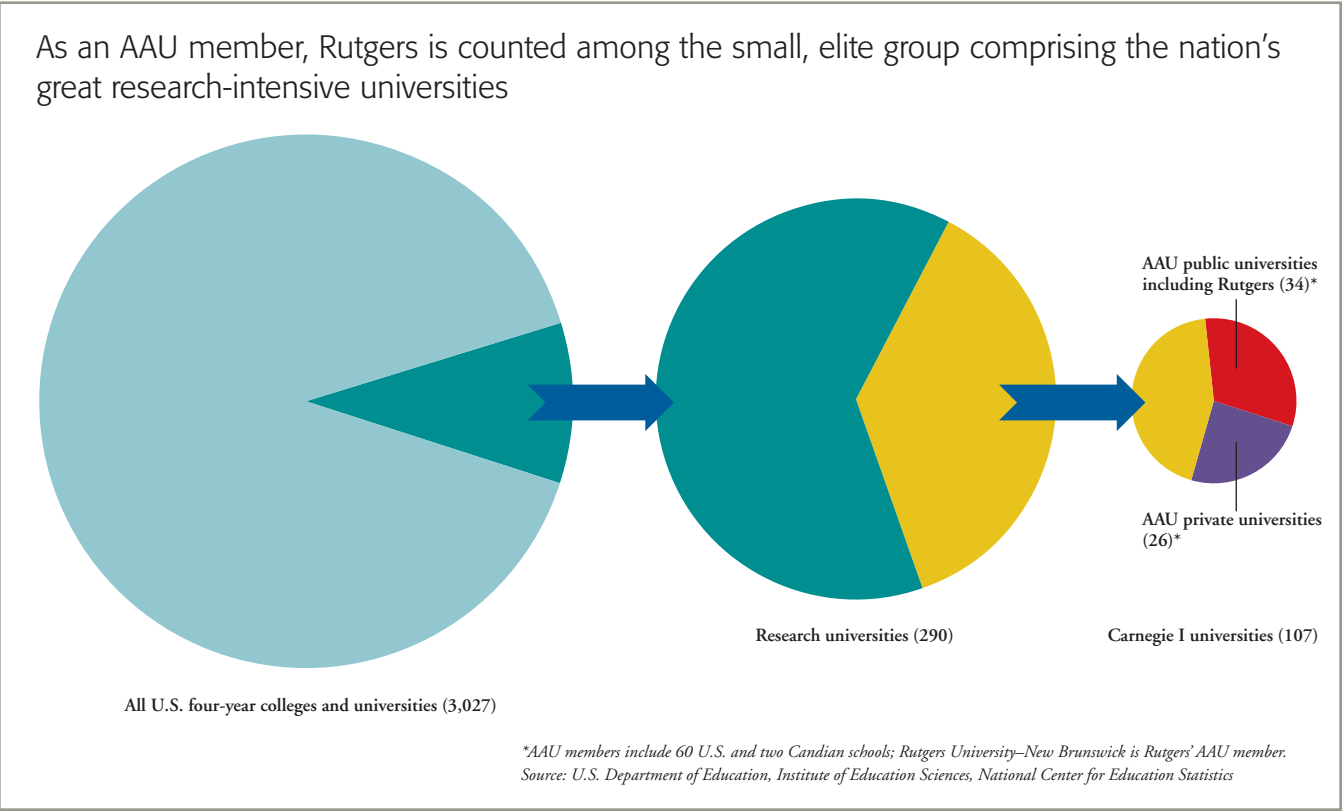
Comparing Rutgers with Our Peers and Aspirational Peers

Given the transformative forces reshaping higher education, the strategic planning process began with an objective assessment of Rutgers’ strengths and weaknesses relative to our peer groups. During this self-assessment process, a number of academic and service-related areas consistently emerged in which Rutgers must act with urgency either to improve an identified weakness or to bolster existing strengths that are at risk.

Prior to reviewing our self-assessment and peer comparisons, let us make one point absolutely clear: Rutgers is already counted among the nation’s great research-intensive universities. There are 3,027 four-year colleges and universities in the United States today. Of these, 290 identify research as a significant part of their mission. Within this group, 107 (73 public and 34 private) are categorized by the Carnegie Foundation for the Advancement of Teaching as having “very high research activity,”

the organization’s highest designation for research universities (Carnegie I). Among these leading Carnegie I universities, only 60, including Rutgers, are members of the prestigious Association of American Universities (AAU)—34 public and 26 private.²⁶

Rutgers University–New Brunswick was invited to join the AAU in 1989. Membership in the AAU is by invitation only, and the association continually evaluates member institutions and potential new members using data drawn from reports the individual institutions submit to the federal government each year, data that measures primarily overall research and scholarship and strength of graduate education.²⁷ In benchmarking ourselves against our AAU peers and our aspirational peers, our goal is to objectively assess how we stand within this elite group of public universities and to accurately measure what is required to reach our aspiration to be broadly recognized as being among the nation’s very best.



Areas of Strength

Our assessment process confirmed that Rutgers has great strengths on which we will continue to build. These strengths are found in a range of areas:

Highly Ranked Core Departments: Many of our core humanities and science departments are ranked at or near the top in their fields. In the humanities, English, philosophy, history, fine arts, and library and information studies are nationally recognized as among the very best. These programs are ranked at or above the mean of our aspirational peer group and well above the mean of our AAU peers. In the core sciences, physics and mathematics also rank with our aspirational peers.²⁸

Student Diversity: A key area where Rutgers distinguishes itself from other institutions is in the diversity of its student body, a defining attribute in the overall Rutgers student experience. In

2011, for example, total minority enrollment at Rutgers was 44 percent, compared to the public AAU average of 27 percent.²⁹ Not only is the diversity of Rutgers’ student body greater than our aspirational peers, but it is also growing as rapidly or more rapidly.³⁰ Looking specifically at underrepresented groups in higher education, Rutgers again demonstrates a uniquely inclusive community, as these groups constitute over 20 percent of students at Rutgers compared to just over 12 percent at peer and aspirational peer institutions.³¹

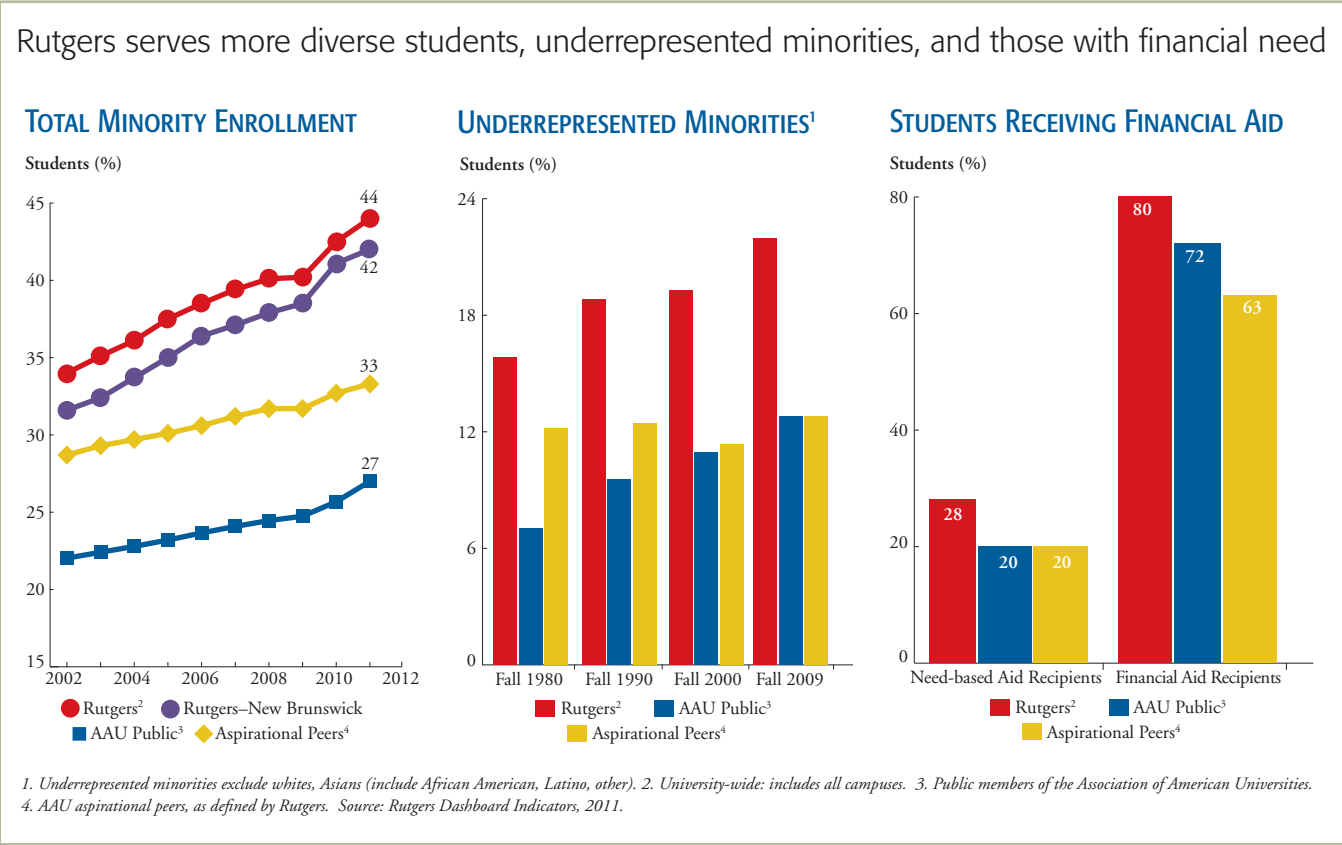
Resource-Rich Location: Rutgers’ location offers an unparalleled range of resources: major metropolitan areas, cultural institutions, corporate headquarters, shorelines, farmlands, and natural preserves, all within close range, enrich classroom instruction, offer hands-on experience in the field, and create educational and vocational opportunities for our students beyond the University. The proximity of New York City, Philadelphia, and Washington, D.C., raises the visibility of and edu-



cational opportunities for a number of our programs, from the performing arts, history, and cultural studies to business, law, the natural sciences, and engineering, providing outstanding resources from which to create opportunities for work-related experiences and for world-renowned experts to visit or teach in our classrooms. Access to a range of ecosystems distinguishes many of our science programs, turning New Jersey into a living laboratory for research and teaching.

Graduation Rates: At Rutgers University–New Brunswick, four-, five-, and six-year graduation rates have been steadily improving in recent years. For example, the six-year graduation rate for students entering Rutgers University–New Brunswick in 2001 was 73.1 percent. For the latest cohort for which a six-year graduation rate can be determined—students who entered as first-time, full-time students in 2006—the six-year graduation rate improved to 79 percent. This is double the improvement rate of our aspirational peers and almost two full percentage points better than our peers (71.3 percent to 75.4 percent). Four-year and five-year rates at New Brunswick have also improved substantially for these same cohorts, with four-year graduation rates climbing from 47.6 percent to 56.9 percent and five-year graduation rates improving from 67.1 percent to 75.7 percent. At our peer institutions, four- and five-year graduation rates are lower than New Brunswick and are improving at a slower rate. When compared with our aspirational peers, New Brunswick’s overall graduation rate is still somewhat lower, but we are closing the gap. Our aspirational peers have seen some improvement in four-year graduation (62.9 percent to 67.9 percent) and five-year graduation (82 percent to 84.9 percent), but, as with six-year graduation rates, New Brunswick is improving at twice the rate of our aspirational peers.

Our History and Growing Prestige: As our state’s largest, most comprehensive public research university and only land-grant institution, Rutgers boasts a storied tradition of serving New Jersey. In recent years that prestige has grown. Joining the Committee on Institutional Cooperation—the CIC is the academic counterpart of the Big Ten athletic conference and includes 15 top-tier universities—solidified our status as a powerful research university. The integration of many former UMDNJ units with Rutgers created an entirely new academic entity in Rutgers Biomedical and Health Sciences, adding critical mass and new name recognition to Rutgers’ legacy health-related units. Finally, in the midst of a three-year comprehensive capital construction program, funded in large part by the 2012 Building Our Future Bond Act, Rutgers is undergoing its most significant physical change in several decades.



Areas of Relative Weakness

Through our strategic planning process, we have also identified several areas where Rutgers must strengthen its performance if we are to be ranked among the nation’s top public research universities. The most important areas of relative weakness that we have documented include:

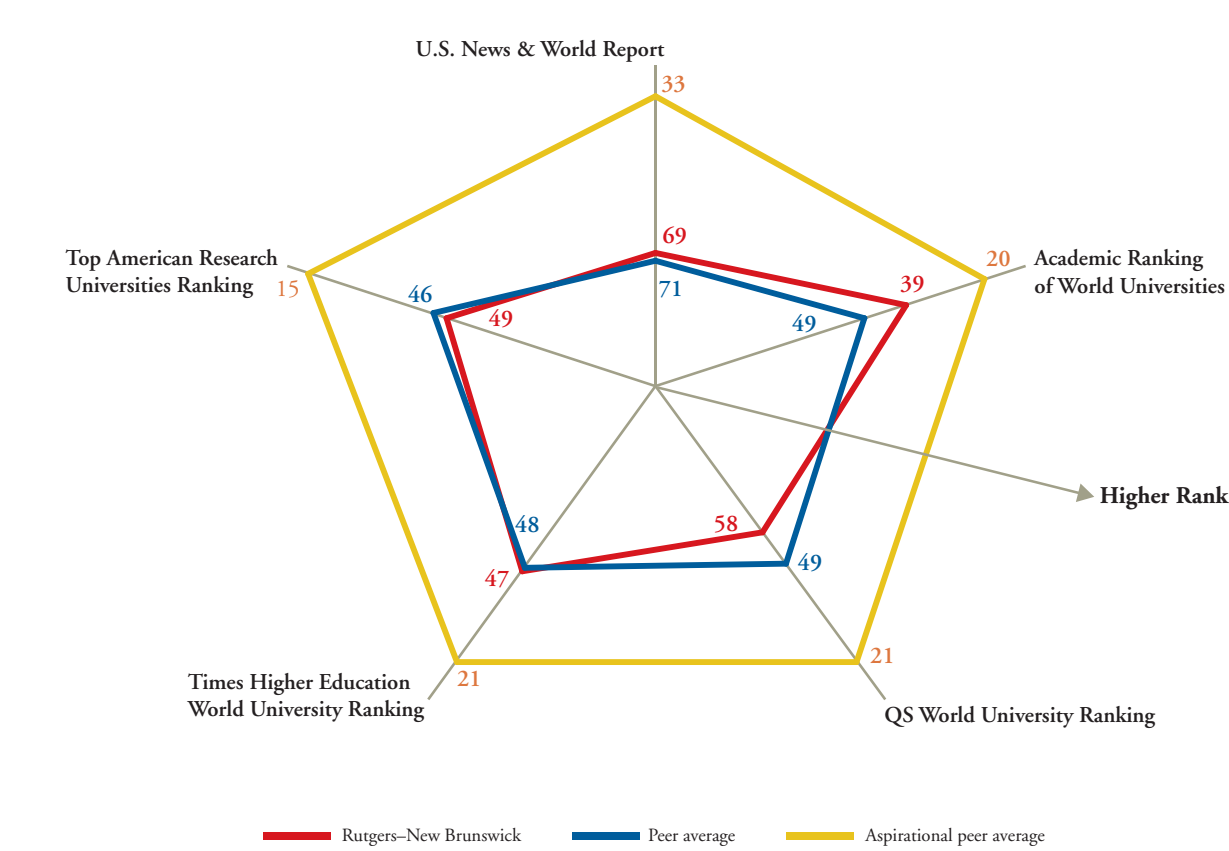
Rankings and Reputation: Academics routinely criticize higher education ranking systems, but such systems have a remarkable influence on how potel students, donors, partners, and faculty

appraise Rutgers’ value and its position relative to similar public institutions. While Rutgers University–New Brunswick’s overall rank among national research universities is near the average of our AAU peer institutions, we were concerned to find that this ranking has been consistently declining in recent years in four of the five most prominent rating systems.³² At the same time, in a more limited number of publications, Rutgers University–Camden and Rutgers University–Newark have earned either mixed or rising rankings. Rutgers University–Camden, for example, rose from 34 to 24 in *U.S. News*

& *World Report’s* Regional Universities (North) between 2011 and 2014.³⁴ While Rutgers University–Newark declined in one survey, it gained one position in *U.S. News & World Report’s* National Universities (from 143 to 142 between 2011 and 2014). In 2009, Rutgers University–Newark was added to the QS World University Ranking and has since advanced from the category of institutions ranked 601 or below worldwide to those ranked between 551 and 600 in 2013.³⁵ Yet, a further fall in rankings by New Brunswick risks reversing the recent trends of the other campuses.

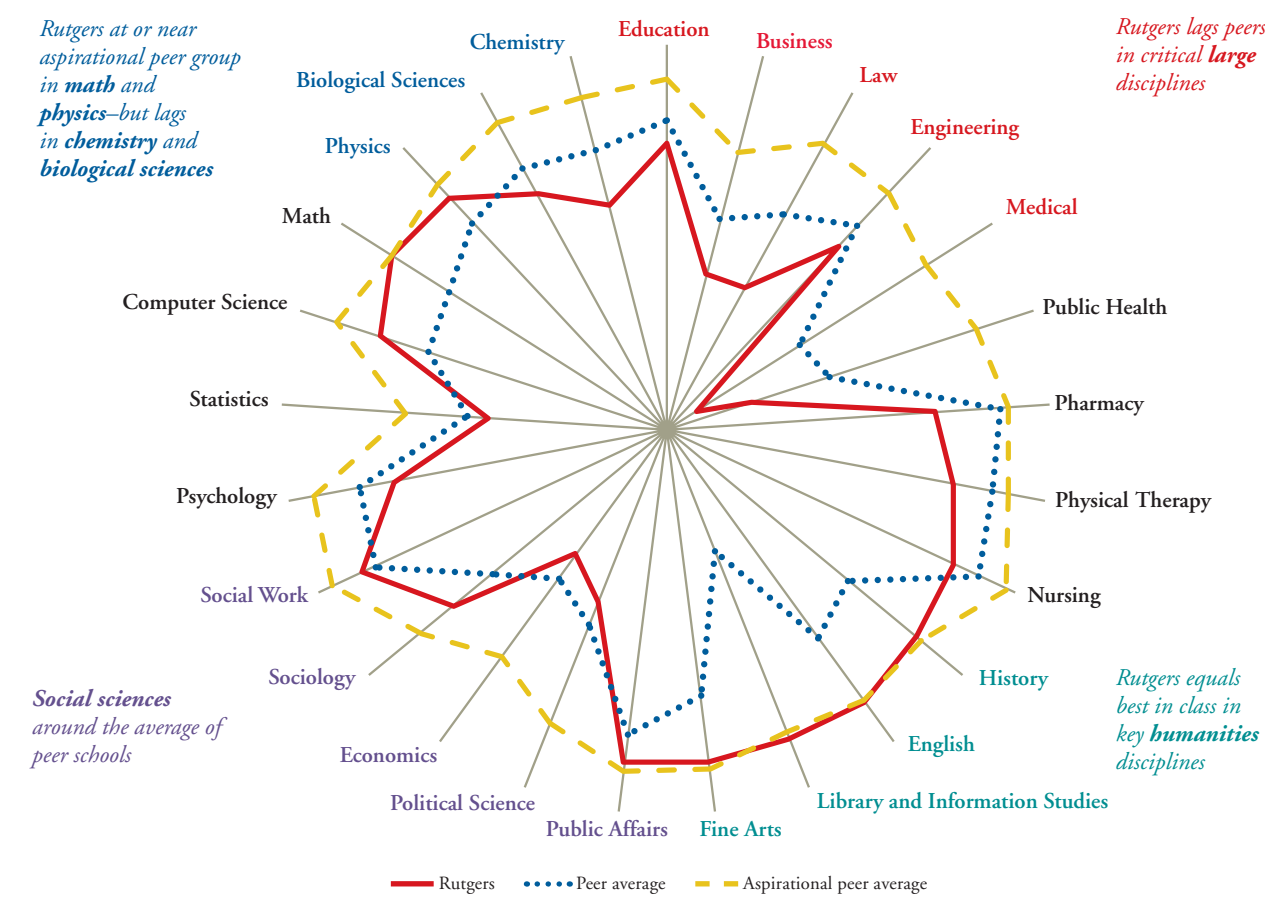
Some of Rutgers University–New Brunswick’s key undergraduate disciplines are also lagging: for example, in 2013, *U.S. News & World Report* ranked our undergraduate engineering program and undergraduate business programs in the bottom quartile of public AAU members.³⁶ At the graduate level, national rankings of individual disciplines register considerable variability. For example, core humanities programs and several of our science programs rank among the best nationally.³⁷ Yet, among the largest graduate disciplines—such as education, business, public health, law, and engineering—Rutgers ranks lower than

Among U.S. institutions, Rutgers University–New Brunswick largely matches peers, but trails aspirational peers across five ranking methodologies³³



Source: Academic Ranking of World Universities website, U.S. News & World Report website, Times Higher Education World University Rankings website, QS World University Rankings website, The Top American Research Universities: 2011 Annual Report (Center for Measuring University Performance) by Lombardi, et al.

Among nationally ranked programs, Rutgers is very strong in some areas, but lags AAU peers and aspirational peers in key largest disciplines³⁸



Source: U.S. News & World Report; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics

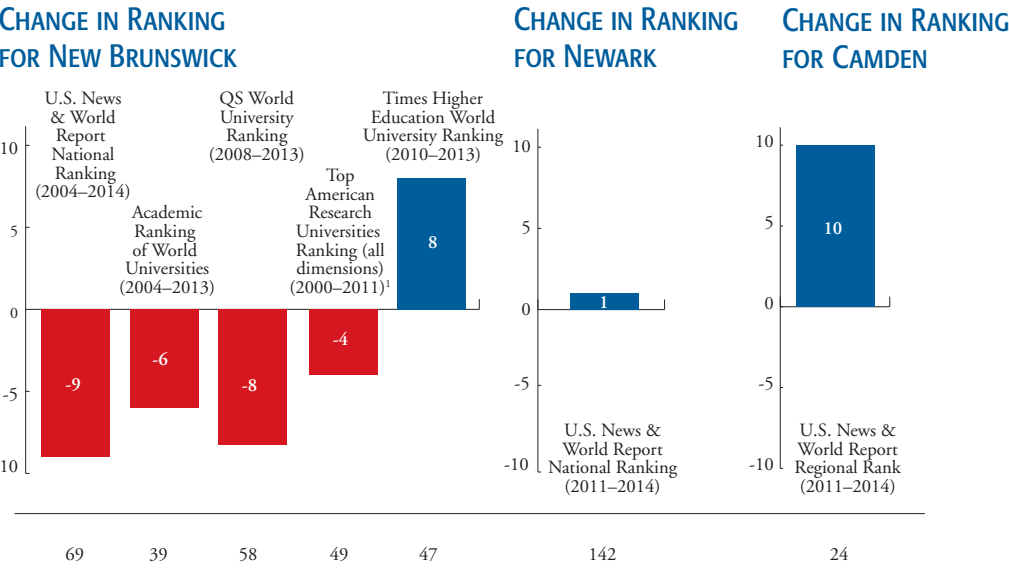
All aspirational peers have strong reputation in at least one of the top five graduate disciplines; top 25 in many others



Aspirational Peer	National Rank	DISCIPLINE RANK				
		Education	Business	Medicine	Law	Engineering
UC Berkeley	20			n/a ¹		
UVA	23					
UCLA	23					
Michigan	28					
UNC	30					
UCSD	39	n/a ²			n/a ³	
Wisconsin	41					
Illinois	41			n/r ⁴		
Washington	52					
Rutgers ⁵	69					

1. The medical school for UC Berkeley is UCSF (ranked #4 in the nation). 2. There is a Department of Education at UCSD that sits in the Division of Social Sciences; education may not be separately ranked because there is no school of education. 3. UCSD does not have a law school. 4. The College of Medicine at the University of Illinois, Urbana-Champaign (the AAU campus) is not ranked. 5. National rank is for New Brunswick. Education rank is for Graduate School of Education (New Brunswick). Business rank is for Rutgers Business School (Newark and New Brunswick). Medicine rank is for Robert Wood Johnson Medical School (New Brunswick). Law rank applies to the Rutgers law schools in Newark and Camden. Engineering rank is for School of Engineering (New Brunswick). Note: Data is current as of December 2013. Source: U.S. News & World Report

Trend in ranking for Rutgers among U.S. institutions



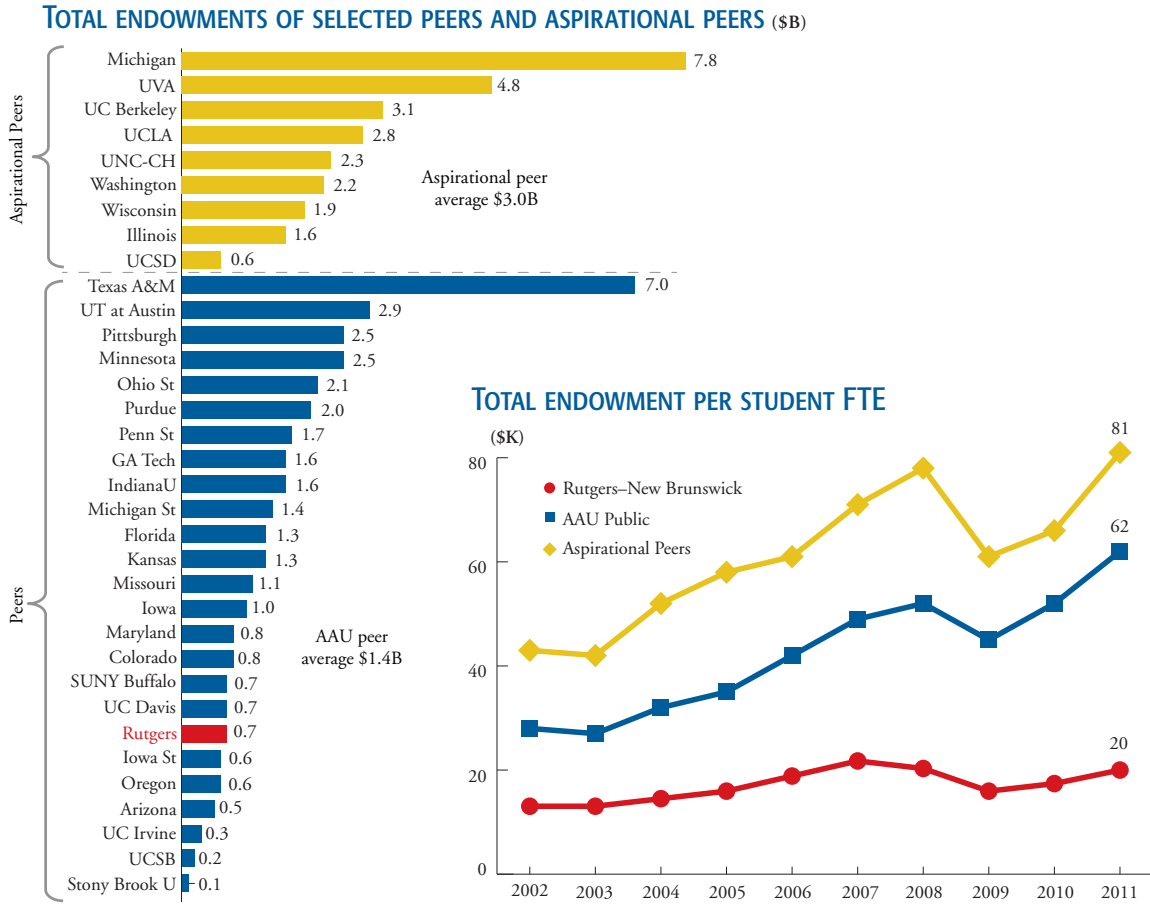
1. The Top American Research Universities rankings, published by the Center for Measuring University Performance (Lombardi et al.), examines ~740 institutions across nine dimensions. There is a one- to two-year lag between the year of the report and the data used depending on the dimension. Since this methodology does not provide a definitive rank, ranks were assigned by weighting each dimension equally and ordering from lowest to highest. As SAT scores were not added until the 2006 report, that dimension has been excluded from this analysis. Note: Data is current as of October 2013. Source: U.S. News & World Report website, Academic Ranking of World Universities website, QS World University Rankings website, Times Higher Education World University Rankings website, The Top American Research Universities: 2011 Annual Report (Center for Measuring University Performance) by Lombardi, et al.

our AAU peers.³⁹ Of more concern, five of our aspirational peer schools rank in the top 10 in at least one of the five largest graduate disciplines, and almost without exception in the top 25 in most of the other four. Rutgers University–New Brunswick, however, only breaks into the top 50 in one of these disciplines—ranking 47th in education.⁴⁰

Financial Resources: In terms of public funding, Rutgers has fallen behind its peers and aspirational peers, almost entirely due to declining state support. In 2003, the State provided

33 percent of Rutgers’ revenues through direct appropriations and state-paid fringe benefits. By 2013, the State’s share accounted for slightly less than 21 percent. Over the same period, direct State operating support (without fringe benefits) decreased by nearly 19 percent while Rutgers enrollments grew by 21 percent.⁴¹ While these patterns reflect national trends, State appropriations per student at Rutgers declined an average of 6.1 percent per year between 2008 and 2011, a steeper reduction than the 4.5 percent average annual decline experienced by public institutions in the AAU over the same period.⁴²

Rutgers endowment lags AAU peers and aspirational peers



Source: Rutgers Dashboard Indicators, 2011; Reports from individual universities; University of California annual endowment report—fiscal year 2011



Students shoulder an increasing share of the cost of education as state allocations decline. In 2013, Rutgers students paid for 67 percent of their education, compared with 30 percent in 1989.⁴³ We receive significantly less per student from the State than our public peers and aspirational peers, requiring us to generate a greater proportion of our revenue from tuition and fees.⁴⁴ The combined in-state tuition and fees at Rutgers University–New Brunswick in 2012–2013 was \$13,073—higher than the public AAU average of \$11,010⁴⁵—highlighting the need to develop alternative funding sources in order to generate additional revenue for initiatives that will either sustain or increase our national standing, while not further burdening our students with more loan debt.

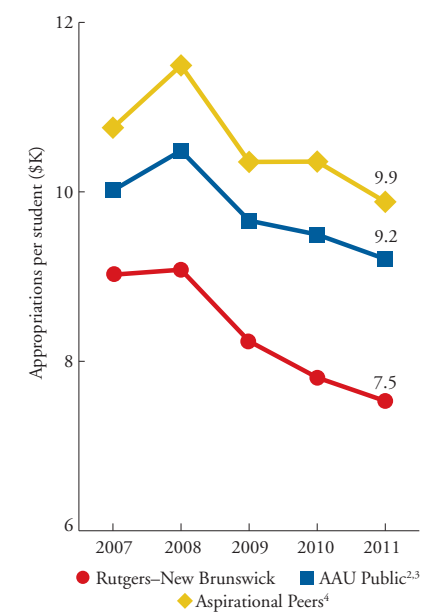
Rutgers also lags its peers in key financial metrics: our fund-raising per student is 44 percent of the AAU public average;⁴⁶ our endowment per student is \$20,000 compared with the AAU public average of \$62,000 and the AAU aspirational peer average of \$81,000.⁴⁷ In 2011, Rutgers’ endowment totaled less

Students shoulder an increasing share of the cost of education as state allocations decline.

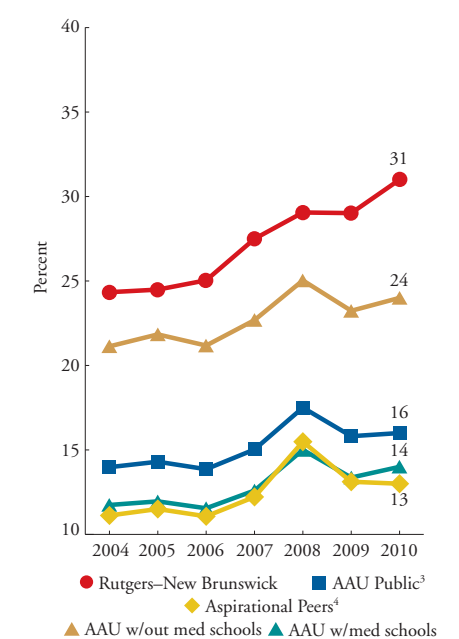
than half of the average endowment of our AAU peers, and less than one-quarter of the average endowment of our AAU aspirational peers.⁴⁸ Our alumni giving rate is 9 percent compared with an average of 14 percent among both public AAU institutions and aspirational peers.⁴⁹ With more than 450,000 living alumni,⁵⁰ Rutgers alumni comprise a substantial donor base, and the University could dramatically increase its endowment if trends in alumni support could be reversed.

Rutgers receives lower state appropriations than peers and is more dependent on revenues from tuition

STATE APPROPRIATIONS PER STUDENT



TUITION & FEES: PERCENT OF TOTAL REVENUE¹



1. Tuition and fees after deducting discounts and allowances. 2. Excludes Penn State Univ. and Univ. of Pittsburgh (data not available). 3. Public members of the Association of American Universities. 4. AAU aspirational peers, as defined by Rutgers.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics

In 2011, out-of-state students accounted for only 9 percent of Rutgers’ enrollment.

Undergraduate Enrollment: Rutgers faces two key challenges related to enrollment. New Jersey exports roughly 30,000 students each year to colleges and universities in other states, the largest number for any state in the nation.⁵¹ Moreover, Rutgers historically has attracted a markedly lower percentage of out-of-state students than our public AAU peers and aspirational peers. In 2011, out-of-state students accounted for only 9 percent of Rutgers’ enrollment compared to the 23 percent average for AAU public members.⁵² Our AAU aspirational peers not only accept significantly more out-of-state students than Rutgers, but their out-of-state student standardized-test-score averages are also significantly higher than the

average of their in-state students, elevating the overall profile of their student bodies.⁵³ The same cannot be said of Rutgers. Virtually no difference exists between the median SAT scores of our in-state and out-of-state students.⁵⁴ The best high school students leaving New Jersey for out-of-state universities and the strongest out-of-state students considering national options are searching for the same thing: an outstanding and unique educational experience at an affordable price. Rutgers has to do more to create exceptional educational opportunities that will attract these students.

Faculty Scholarship: Rutgers has an impressive tradition of broadening educational opportunity and integrating the arts and sciences with professional training. The University takes great pride in its talented and dedicated faculty across all disciplines. Yet, collectively, Rutgers’ faculty trail our AAU peers in a number of scholarly metrics, including membership in the national academies, references to their published work, and research expenditures per capita.⁵⁵

Student Experience: Rutgers’ large size and unwieldy bureaucracy inform much of our student experience, creating unnec-

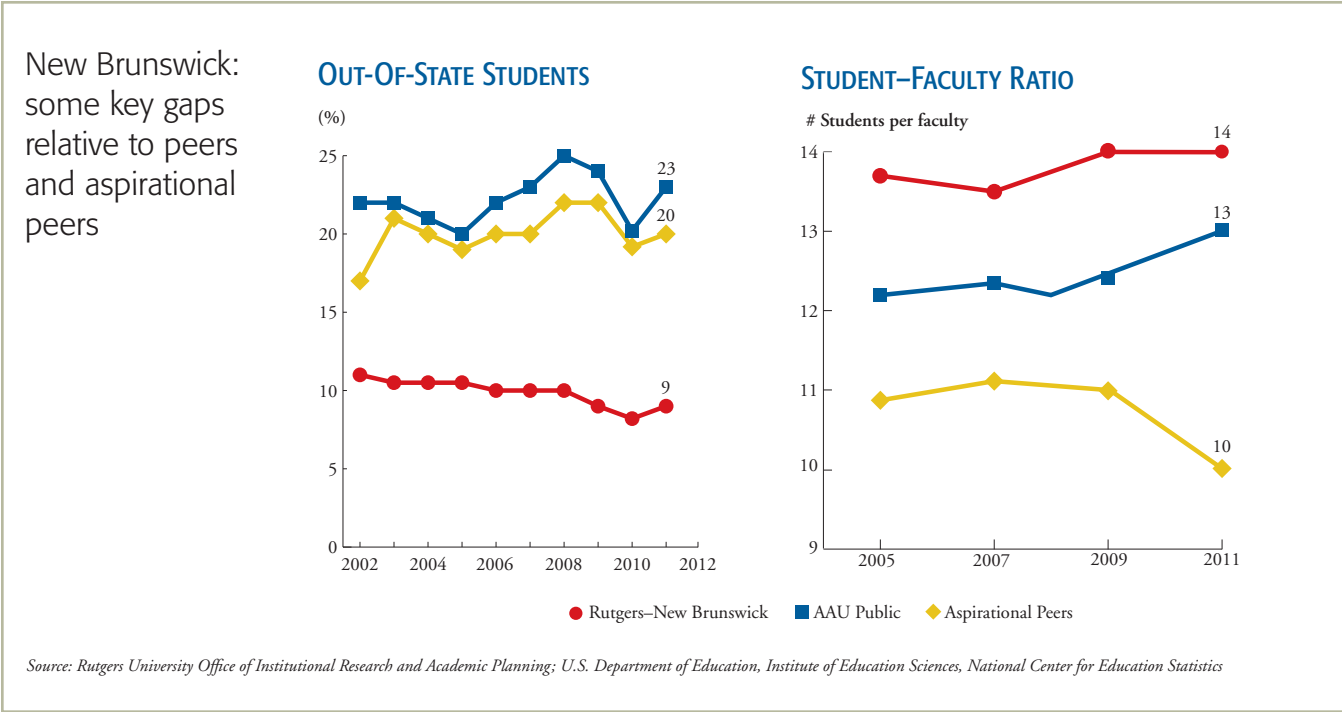
essary challenges as students navigate the institution’s academic and financial units. Students also are often impeded by inflexible processes or procedural gaps between schools when changing majors. Two of our three geographic campuses (Camden and Newark) have a high percentage of commuter students, while our largest campus (New Brunswick) is predominantly residential. Rutgers University–New Brunswick’s average student-to-faculty ratio is over 14:1, higher than the roughly 13:1 of our peers and 10:1 of our aspirational peers.⁵⁶ This high student-to-faculty ratio has a direct negative impact on the average class size experienced by our students and on the accessibility of our faculty to them. Moving to the AAU median student-to-faculty ratio at Rutgers University–New Brunswick over the next five years would require adding approximately 300 new faculty members over and above the usual annual replacements for retirement and turnover.

Although the six-year graduation rate at Rutgers University–New Brunswick is slightly higher than that of our peers, improvement is needed to achieve the graduation rate of our aspirational peer group.⁵⁷ A recent internal Rutgers survey

This high student-to-faculty ratio has a direct negative impact on the average class size.

revealed that chief among undergraduate student concerns were the needs for greater institutional recognition, an improved infrastructure, and increased affordability.⁵⁸ More troublesome are surveys of current and past students, which indicate that our students, while highly valuing their Rutgers education and degree, felt that their overall experience as a Rutgers student was less than ideal.⁵⁹ Surveys also point to specific areas where the student experience could improve, particularly in the quality of academic advising and career services, academic support services and systems, the quality of graduate student teaching, course loads, and class sizes.⁶⁰

Comparison with our AAU peer and aspirational peer groups



Strengths	Weaknesses
<ul style="list-style-type: none">■ 250-year colonial history, now included among the nation’s prestigious AAU research universities■ Key humanities and natural science programs rank among the nation’s very best■ Small but highly ranked performing and visual arts programs■ Newark and Camden campuses improving in national/regional ranking■ Student body among the country’s most diverse, with valued and differentiating focus on access■ Large body of living alumni and strong potential local corporate partners■ Access to resources of nearby major metropolitan areas (NYC, Philadelphia, Washington)	<ul style="list-style-type: none">■ National ranking for AAU campus declining recently in four of five national ranking systems■ Rated below AAU peers in five major disciplines that heavily affect reputation■ Student body metrics lag aspirational peers and some AAU peers■ Per capita faculty recognition and productivity average nationally but below AAU peers and aspirational peers■ Student satisfaction with the Rutgers experience is disappointingly weak■ Bottom quartile of AAU peers in financial support, endowment, fundraising, alumni participation■ Weak IT and administrative infrastructure on all campuses

A FRAMEWORK FOR OUR FUTURE

In addressing the many challenges that Rutgers will face in the next five years, our strategic plan will build on our strong institutional legacy and our vibrant intellectual community. As The State University of New Jersey, we remain committed to our threefold **mission**:

- Providing for the educational needs of New Jersey through our undergraduate, graduate, and continuing education programs;
- Conducting cutting-edge research that contributes to the health and the environmental, social, and cultural well-being of the State, nation, and world, as well as strengthening the economy and supporting businesses and industries;
- Performing public service in response to the needs of the people of the State and their local, county, and State governments.

The Rutgers community developed this University Strategic Plan after carefully deliberating how to deploy the University’s collective resources around its existing strengths, in an effort to build more efficiently toward the institution we want to become. As expected in a university of our size and complexity, the yearlong strategic planning process led to spirited discussions in Camden, Newark, and New Brunswick about how best to identify and articulate a set of overarching common goals and aspirations, while also preserving the historic integrity, autonomy, and distinguishing characteristics that define each

geographic campus and RBHS. Early in our planning process, the University community agreed on our highest institutional **aspiration**:

To be broadly recognized as among the nation’s leading public universities: preeminent in research, excellent in teaching, and committed to community.

In addition, through the critical self-assessment that took place early in the planning process, consensus emerged around what we consider to be our **core values**:

- At Rutgers, we celebrate the **diversity** exemplified in our University community.
- We promote **innovation** to advance the frontiers of knowledge through creative endeavors that change the world.
- We rely on our **integrity** to uphold the highest standards of ethics and responsible citizenship in all aspects of University life.
- We strive to meet the needs of the local and global community through **service**.
- We affirm our commitment to **access** as the keystone to providing an exceptional, affordable educational experience for students who have the potential to succeed.
- We promote a culture of **respect, trust, and transparency**.
- We engage in **collaboration** and encourage partnerships across all disciplines, both within the University and with public, private, and academic institutions throughout the State and around the world.
- And we use our academic vitality to cultivate a community distinguished by its **intellectual rigor** and committed to the pursuit of knowledge.



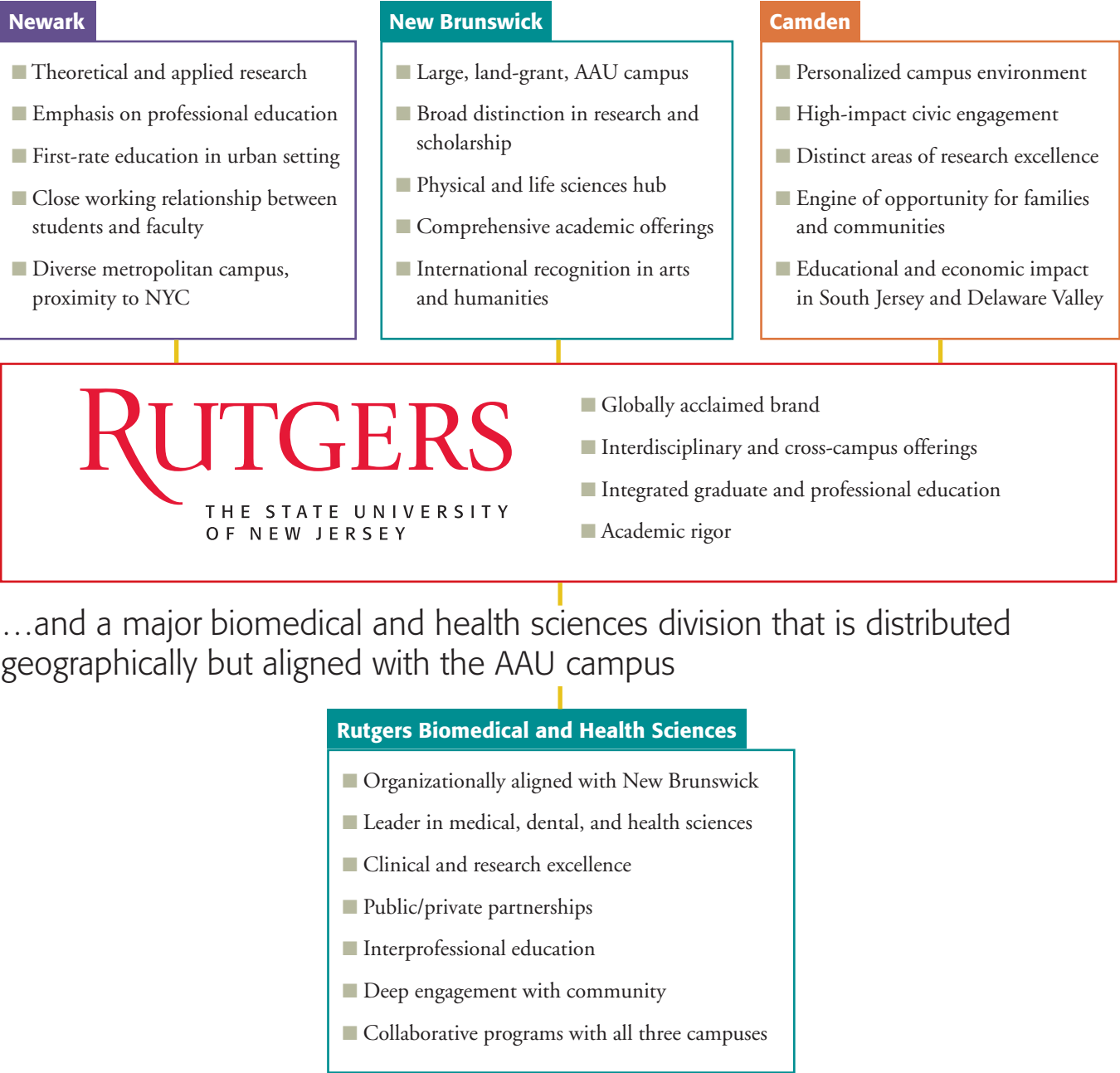
Our mission, aspiration, and values informed every aspect of the strategic planning process. Together, they served as a compass for identifying the initiatives we will undertake as a community. With these as our guide, the sections that follow identify the crucial areas that will drive our University forward, as we strive to be recognized as among the nation’s leading public universities.

Rutgers across the State

Rutgers, The State University of New Jersey, is a single university with locations on three geographically separate campuses. The Rutgers Act of 1956 defined the University when it formally designated it The State University. Recent restructuring legislation has strengthened the concept of autonomy on the three campuses even as we remain part of the same unifying entity. The integration of the legacy elements of the University of Medicine and Dentistry of New Jersey (UMDNJ) into Rutgers has created a fourth unit, Rutgers Biomedical and Health Sciences (RBHS). This large entity consists of a number of schools and units located on various sites but closely aligned with the AAU campus in New Brunswick.

Our strategic planning constituencies discussed the roles of the three geographic campuses and RBHS at length, both in our collective retreats and committee meetings, and in a number of open forums at each location. A core concept of this organization emerged from our communitywide discussions in spring 2013, and forms the basis of our strategic plan. As one Rutgers, all of our campuses and units share common features, resources, corporate and central services, and educational and social values. As distinct entities, however, the campuses and RBHS also have differentiated missions and visions for the future that we have conceptualized in our discussions as radiating outward from this core.

Rutgers is one University with three geographic campuses...



Each campus's and RBHS's articulation of its own sense of self, with unique elements of mission and future direction, has proven a vital outcome of the planning process:

Rutgers University–New Brunswick: As Rutgers' largest campus and New Jersey's land-grant institution, Rutgers University–New Brunswick offers comprehensive academic programs and serves as a hub for cutting-edge research, scholarship, and teaching. It serves students from around the State, the nation, and the world and offers more than 100 undergraduate majors and 200 graduate degree programs in nationally ranked departments, including philosophy, history, English, planning and public policy, and social work, among others.⁶¹ Designated by the AAU and the CIC as the flagship campus, Rutgers University–New Brunswick focuses on broadening its global leadership in the arts, humanities, and sciences, 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.

Rutgers University–Newark: As one of the top-ranked public research institutions in the New York metropolitan area, Rutgers University–Newark has achieved national recognition as a leader in diversity and in social mobility for undergraduate students.⁶² Taking advantage of its urban location and its high concentration of graduate and professional programs, the campus excels in impact-oriented scholarship that complements strengths in the traditional arts and sciences. The campus offers traditionally underserved populations access to scholars in a research environment, with opportunities for one-on-one interactions between students and faculty and, thus, increased opportunities for experiential learning at both the undergraduate and graduate levels. Serving as an anchor institution for the city and the region, Rutgers University–Newark is focused on advancing the impact of its research and public scholarship, while building strong public-private partnerships in one of the nation's most densely populated urban regions.

Rutgers University–Camden: Bringing research and education to South Jersey and the Delaware Valley, Rutgers University–Camden excels at engaging its student body and the surrounding community. Through its interdisciplinary, innovative, and important research, its exceptional teaching, and its solution-oriented service that changes communities, Rutgers University–Camden stands as a national model of an engaged urban research campus. Rutgers University–Camden continues to build on its core strengths by creating distinct areas of research excellence, strengthening select interdisciplinary graduate programs, and improving student outcomes through excellence in teaching and student support, while serving as a national model for civic engagement.

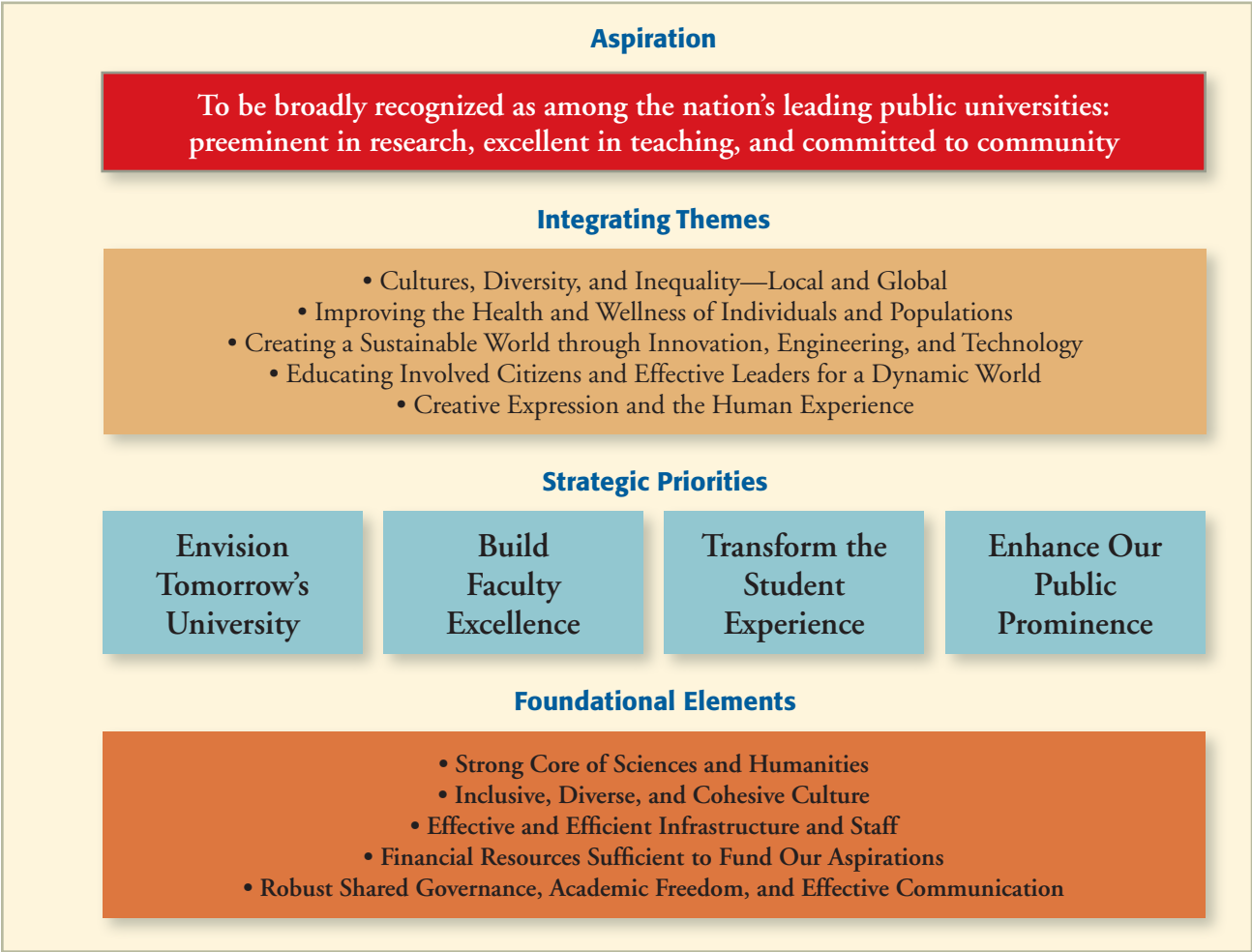
Rutgers Biomedical and Health Sciences (RBHS): In RBHS, the University has the institutional foundation to become a national leader in the medical, dental, and health sciences. By leveraging its many outstanding programs, research units, and clinical practices, RBHS will strengthen biomedical education and research and foster new public-private partnerships with industries that are critical to New Jersey's and the nation's economic prosperity. Rutgers now educates students in the two oldest and most well-regarded medical schools and the only dental school in New Jersey, and it boasts the only National Cancer Institute-designated Comprehensive Cancer Center in New Jersey. Collectively, the units in RBHS log more than 1.7 million patient visits annually in the State's largest and most comprehensive faculty practices, and RBHS is New Jersey's leader in making clinical trials available to the public.⁶³

Organization of the Plan

The University Strategic Plan combines an assessment of our institutional strengths today with a vision of the opportunities for improvement in the coming months and years to create a five-year roadmap for excellence. We begin with a straight-forward goal. Our community aspires to be **broadly recognized as among the nation’s leading public universities: preeminent in research, excellent in teaching, and committed to community**. With this aspiration in mind, our plan organizes specific initiatives along three dimensions:

- **Strategic Priorities**—Areas in which we must better meet the needs of our community, alumni, and stakeholders, and where focused attention can lead to excellence.
- **Foundational Elements**—Characteristics of our University that must flourish if we are to continue fulfilling our research and educational missions. For that reason these elements form the basis of future growth. These are the prerequisites of our continued and future success.
- **Integrating Themes**—These speak to our unique academic strength and potential, provide an integrating context for the initiatives outlined in our strategic priorities, and give us a pedagogical direction for our general education programs.

The plan in overview



Steps needed to close the “quality gap” with our aspirational peers

Academic programs

- Focus selectively on **strengthening** key large ranked disciplines, including engineering, health and biological sciences, and business ...
- ... while **sustaining quality** in the humanities and the core sciences.

Faculty

- Target academic excellence in our faculty by **recruiting and retaining the best** individuals in strategically identified areas, **supporting** them for success, and **creating a culture** that rewards faculty productivity and faculty recognition.

Students

- Construct a **campus environment** that supports student social needs and improves student satisfaction while encouraging academic growth and engagement.
- Enhance the **academic profile** of the student body and **improve retention, graduation rates, and placement**.

Infrastructure

- Provide **best-practice academic and administrative systems** and organizations, backed by updated technology.

Some aspects of our plan specify areas where Rutgers will need to grow or retain its preeminence at the current size to support our long-term goals. Other aspects address critical areas where Rutgers has not kept pace with its peer institutions. The plan speaks to initiatives that will enable the University to assign more resources to elevate weaker units or areas. This substantive strategic plan nowhere defends the status quo. We approached the planning process as a University community that recognizes the need for change. We are fully committed to a plan that builds on our history and our strengths toward a goal that will see Rutgers’ mission and national reputation thrive and its rankings increase in the new landscape of higher education. Our plan aspires to a collective success defined by Rutgers achieving its rightful place among the nation’s leading universities.

Collectively, the elements articulated in our strategic plan will enable Rutgers to close the gap with our aspirational peers by addressing four key areas: strengthening our academic programs by focusing selectively on key large disciplines while sustaining the quality of our humanities and core sciences; recruiting and retaining the best faculty and supporting them for success; enhancing the academic profile of our student body and improving the social and academic experience of our students; and implementing cutting-edge academic and administrative systems.



Strategic Priorities

Through the following strategic priorities, the strategic plan targets central areas that currently limit our success and demand our immediate attention. In the midst of transformative changes to the stability and time-honored traditions of higher education in the United States, our strategic planning has had to conceptualize tomorrow's university in an effort to envision how we can become more competitive and innovative. There is one thing we are certain will not change and this served as a point of unifying agreement: great universities are and will be defined by the strength of their faculty. We must, therefore, promote faculty excellence by continuing to improve the quality and volume of our research and scholarship as we continue to build a diverse, world-class faculty. Changes in the higher education model also demand renewed attention on the student experience for those who choose an education on our residential campuses. The student experience can be significantly transformed by the quality of technological support and personal guidance available to our students. As we address our strategic priorities, Rutgers must showcase the strength of our students, faculty, and resources, while simultaneously identifying, improving, and monitoring institutional weaknesses and potential risks to our operation and reputation.

Envision Tomorrow's University

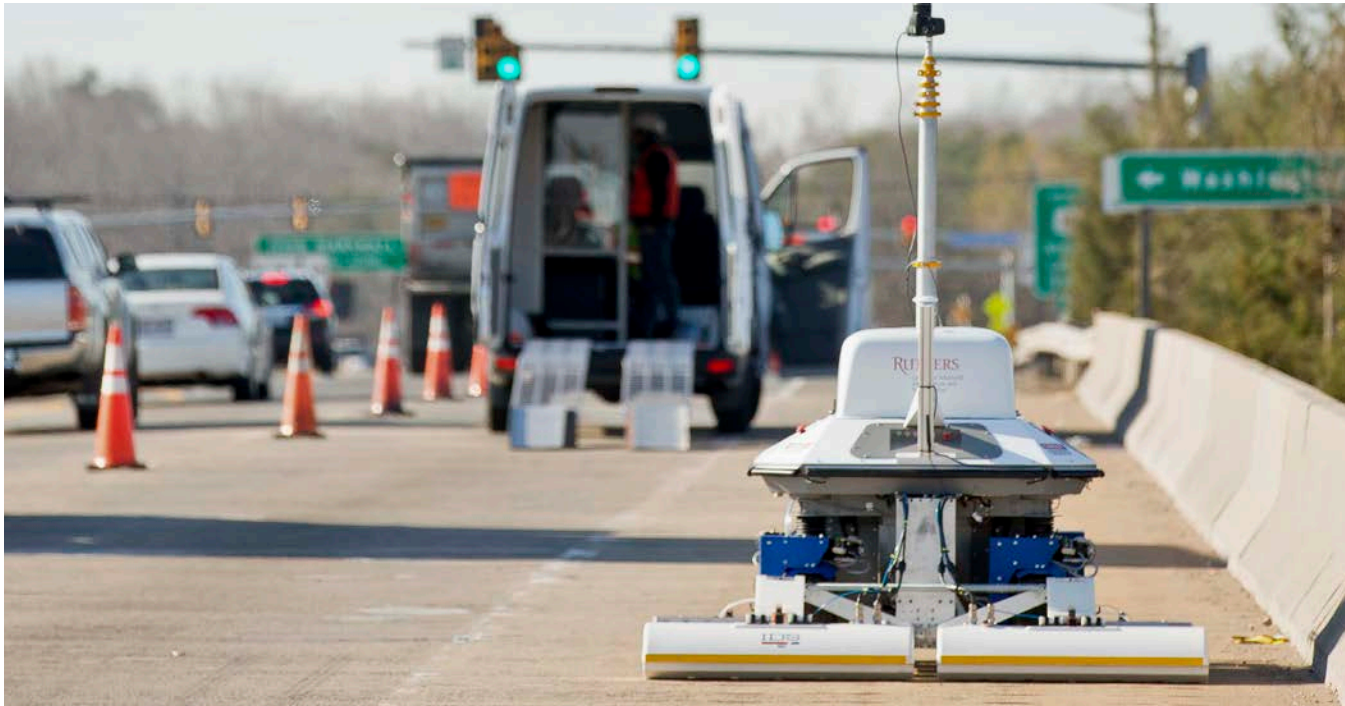
As Rutgers envisions the university of tomorrow, we will assess institutional opportunities and weaknesses in the face of three major challenges facing higher education: (1) the impact of new communication, research, and teaching technologies on the residential university; (2) the need to remodel the traditional structure of academic units to create an environment that is more responsive to the needs of tomorrow's faculty, students, and staff; and (3) the imperative to seek adaptive and flexible connections between the academy and the economy.

Information technology continues to transform teaching, making it possible to implement new pedagogical tools on a broad scale, including interactive online courses, "flipped classrooms," learning technologies inspired by the video game industry, and simulation technology in which students practice

skills virtually. At Rutgers, technology can enable professors to move to students, rather than students moving to professors as they currently do. These changes can enhance the educational experience and reduce the strain on our physical infrastructure. The University will assist its faculty in adopting new teaching and research technologies, while continuing to support hands-on learning; student-faculty interactions; experiential learning in the field, lab, or archives; student-student interactions; and mentoring, which will set the Rutgers residential experience apart from its online competitors.

In envisioning tomorrow's university, the forces reshaping higher education will require an assessment of the relationship between our traditional academic structures and the demands of tomorrow's scholarship and pedagogy. Academic structures occasionally perpetuate the past rather than facilitate the future. Although universities need to evaluate their economic models and cultivate a broad range of partnerships to pool resources and collaborate more effectively with stakeholders, they also need to look closely at their academic structures and reconsider whether the increasingly interdisciplinary scholarship being practiced at universities is consistent with the traditional models of schools and units. Rutgers will consider more flexible academic structures that can withstand the disruptive drivers changing higher education. New approaches might include structures allowing graduate students to enroll in more than one department or program, permitting faculty to move more freely between departments and schools, integrating existing units into new collaborative partnerships that are more responsive to today's research and educational needs, or reevaluating the very structures of some of the schools and departments themselves. Tomorrow's educational needs at Rutgers might require new schools in such areas as veterinary medicine or architecture, or schools that span multiple campuses.

Rutgers' future success depends on how well we serve the needs of all of our stakeholders, particularly our students. This challenges us to consider, "Who are Rutgers' future students?" Trends in higher education forecast that our future student



body will be more diverse, not only in terms of race and ethnicity, but also in terms of age and educational objectives. Students will require educations that can prepare them to adapt to multiple careers over the course of their working lives. Like all universities, Rutgers has to be institutionally responsive to long-term shifts in the job market, while serving students with a broad range of professional aspirations. Critical thinking, excellent communication skills, and technological proficiency remain the key predictors of student success, but our current academic structures may not be ideal for ensuring these competencies in a rapidly changing global environment.

The Rutgers of tomorrow will not be an ivory tower. Success will demand active outreach to, and cooperation with, the business communities that will employ our students and translate the products of our research into practice. The new Rutgers will work with the State and with our corporate partners to facilitate the flow of knowledge between the academy and these local, national, and global business communities. The density of worldwide corporate offices and financial centers within miles of our campuses can make this a differentiating strength of considerable significance for the University.

Initiatives

- Create a high-level, University-wide task force to consider the near-term and long-range impact of technology on the Rutgers residential educational model and to develop a tactical institutional plan for exploring, testing, and implementing changes in this critical area. An interim report with immediate action items will be anticipated within eight months, and a full report to the University community will be expected within 18 months.
- Establish a senior faculty working group to develop recommendations to their colleagues and the administration regarding the optimal organization, or reorganization, of academic units within the University that will best position it for progress in the coming years. Included in this review are the possible creation of new schools and the organization of schools that span multiple campuses. This is a complex and difficult task, and we anticipate an interim report in one year and a final set of recommendations within two years.
- Challenge the campuses and schools to direct the resources and initiatives in this University plan toward strengthening and emphasizing the major disciplinary areas that are key to Rutgers' future growth and academic reputation, including engineering, health and biological sciences, and business. This should happen directly and through partnerships that

strengthen major disciplines, like partnerships between Rutgers University–Camden and Rowan University and between Rutgers University–Newark and the New Jersey Institute of Technology.

- Enhance corporate partnerships and relationships through a variety of avenues that include: creating a single, business-friendly portal of entry to Rutgers, developing efficient and timely contracting and legal review processes, and enhancing technology transfer and platform development.
- Engage with the State and with higher education partners to develop a shared location for business and technology innovation. Consider innovative ways in which public-private partnerships can build and support the interface between the University and economic entities.

Build Faculty Excellence

Rutgers has a long tradition both of broadening educational access and opportunity, and of integrating the arts and sciences with professional training. The University's dedicated faculty drive excellence across the disciplines and make this tradition possible. Our University-wide discussions recognized that the quality of our faculty enables excellence, and Rutgers will emphasize attracting, recruiting, and supporting a talented and productive faculty as we implement our strategic plan.

Honoring its traditional strengths while adapting to changing institutional demands, Rutgers will promote faculty excellence by developing new initiatives that emphasize disciplinary distinction as well as interdisciplinary scholarship across departments, schools, and the various University sites using the academic themes discussed later in this plan; by attracting funding for endowed professorships, term chairs for assistant and associate professors, graduate fellowships, and research support essential to retaining a nationally recognized faculty; and by encouraging creativity through the provision of responsive infrastructure and human resources.

To build on our faculty excellence requires that we continue to grow our faculty. The student-to-faculty ratio at Rutgers (14:1) compares unfavorably to the average of our AAU peer institu-

Rutgers will create an environment that facilitates research and teaching of the highest quality, and it will allocate resources to support and reward research excellence and innovative teaching.

tions (13:1) and of our aspirational peers (10:1). For example, to reach the AAU median student-to-faculty ratio at Rutgers University–New Brunswick over the next five years would require recruiting approximately 300 additional tenure-track faculty members at our current undergraduate enrollment. Lowering the student-to-faculty ratio will, of course, enhance the learning experience of our students. Equally important, however, attracting new faculty members—from promising junior faculty to distinguished National Academy-level faculty—will strengthen Rutgers as a whole, because universities can only be as exceptional as their faculty. Our plan calls for closing the gap with our peer median by half over the next five years by recruiting top tenure-track faculty over and above the number needed to offset retirements and academic turnover. Moreover, we must adapt our hiring plans to address areas of institutional need identified in our strategic plan to ensure we are being responsive to disciplinary trends. New fundraising initiatives will be directed toward creating new endowed and term chairs to support these recruitment efforts.

An engaged, distinguished, diverse, and empowered faculty lies at the core of the University's aspiration. Toward this aspiration, Rutgers will create an environment that facilitates research and teaching of the highest quality, and it will allocate resources to support and reward research excellence and innovative teaching. Rutgers will support extramural funding for faculty priorities, including center grants and project-based philanthropy. The University will hire stellar

For incoming students, success at Rutgers often depends on identifying personal pathways through their undergraduate experience.

faculty into targeted areas of need and will actively seek ways to support dual-career families and work-life balance in order to recruit and retain the best faculty scholars. It will foster a rich intellectual and collegial environment in which collaboration and interdisciplinary discovery flourish, and it will harness the synergies between exceptional scholarship, transformative teaching, and meaningful service in local, national, and global arenas. Building on faculty excellence in these ways will make it possible to nourish the undergraduate, graduate, and professional programs that will produce the next generation of leading scholars, scientists, professionals, entrepreneurs, artists, and public servants.

Initiatives

- Focus on building a world-class faculty by retaining pre-eminent professors and researchers and by adapting University recruiting processes to attract National Academy-level faculty from across the nation. Rutgers will seek to expand its tenure-track faculty in selected disciplines by 150 new appointments over the next five years. This will require the development of at least 30 new endowed professorships for senior faculty recruitment and the creation of at least 20 new Presidential term chairs specifically designated for the recruitment, recognition, and retention of exceptional mid-career faculty. We will consider additional innovative approaches tailored to the recruitment of exceptional faculty or groups of faculty in areas of particular academic interest or need.
- Build and support state-of-the-art infrastructure to advance faculty achievement and innovation, and create an environment that fosters collaborative and interdisciplinary discovery.

- Develop a faculty mentoring program that allows talented young faculty to mature into leaders in their disciplines. In an environment where overall growth of tenure-track faculty will be modest, additional attention must be given to early career mentoring of junior faculty and to the rigorous assessment of our promotion decisions.
- For senior faculty nearing the end of their careers, we should, in conjunction with faculty leadership, consider creative and supportive opportunities for stepping down from full-time teaching and research.
- Strengthen the graduate education programs that are integral to the work of our faculty. These programs are critical in recruiting outstanding new faculty, and they provide the most important mechanism for faculty to educate their successors. At the same time, we will commit to a rigorous and ongoing review of graduate programs on the assumption that some will be, and should be, time-limited. In an environment of constrained resources we cannot simply add new programs on top of existing ones. In addition, we cannot continue to produce graduate students in discipline-specific markets where there is little hope of finding a meaningful career. Through an ongoing faculty-led evaluation process, we will strengthen the most effective and relevant programs, and invest in new areas of graduate education with our strongest faculty, areas that are evolving in response to global needs and national trends.
- Enhance synergies between research accomplishments and outstanding teaching and service, and increase the use of merit pay to reward faculty excellence.
- Begin immediately to construct the physical spaces that will enable tomorrow’s research and education.



Transform the Student Experience

According to the 2009 Student Experience in the Research University (SERU) survey, a smaller proportion of Rutgers students expressed satisfaction with their academic experience as compared with students at other public AAU institutions.⁶⁴ Students tell us that to enhance the student experience at Rutgers, the University will need to deliver efficient, student-centered academic and career services and counseling, and improve the infrastructure that has the greatest impact on their daily lives.⁶⁵ We must also create and continue to cultivate more personalized student communities, such as the honors colleges, research units and societies, and academic groups that make the University a more intimate learning environment.

New Jersey has the dubious distinction of being the top exporter of college students in the nation. More than 30,000 high school students—many of them among the nation’s top achievers—leave New Jersey each year to pursue higher education elsewhere.⁶⁶ Meanwhile, Rutgers attracts significantly fewer top out-of-state applicants than its peers and aspirational peers.⁶⁷ Rutgers needs to balance its commitment to maintaining access for all qualified students with enhancing its ability to attract and retain the highest-achieving students from New Jersey and across the nation. Ultimately, improving the experience for all

students once they enroll at the University is critical for retaining students and enhancing their progress through graduation as well as for improving alumni engagement.

As an example of the balance needed in the new Rutgers, we will create and promote additional unique living and learning environments that engage the most qualified students in primary scholarship and enhance their intellectual development. At the same time, we will track and provide support to qualified students whose specific educational backgrounds and personal challenges present obstacles to their academic success.

Today, much of the student experience at Rutgers is defined by the University’s size: the Rutgers University–New Brunswick campus is both geographically dispersed and immense in its resources. For incoming students, success at Rutgers often depends on identifying personal pathways through their undergraduate experience. Toward that end, Rutgers must ensure that students have early and ongoing interaction with faculty, as well as structured access to opportunities for engaging in research and professional development. At Rutgers University–Camden and Rutgers University–Newark, this defining



characteristic should be protected and nourished. Finally, the University will enable students to take a leading role in transforming their own experience through opportunities for fostering friendships, personal and intellectual growth, civility, and community pride.

Initiatives

- Create additional personalized learning environments, such as living and learning communities, honors colleges, and interdisciplinary learning environments, which reduce the effective scale of Rutgers and increase interactions among students and between students and faculty, while also providing unique educational opportunities.
- As an immediate extension of the above, create new, or cultivate existing, signature first-year honors colleges on each campus, tailored to the specific strengths and vision of that campus, which will provide a unique and attractive living and learning environment for the most qualified students in the potential applicant pool for that campus.
- Develop additional programs and mechanisms for the early and direct interaction of undergraduate students with our faculty, leading to active participation in research and in the scholarly process.

- Use these new, and similar existing, programs to recruit New Jersey’s and the nation’s top-performing students, who will make Rutgers their first choice for their undergraduate education.
- In New Brunswick, implement methods to coordinate first-year housing assignments, first-year course locations, and all classroom assignments in real-time, using logistics software, to reduce student travel time and dependence on the bus transportation system during peak academic hours.
- Revamp academic support services, instructional support, academic advising, and career counseling services to establish a platform that best supports our students and best positions them for professional success. These services should include enhancing the personal support our staff provides students, and using technology to unify and simplify student data systems and to create efficient student services through integrative technology.
- Develop programs to capitalize on our proximity to New York City, Philadelphia, and Washington, D.C., to enhance cultural, educational, and recreational opportunities for students.

Enhance Our Public Prominence

Rutgers has a historic legacy of strength and excellence: we are the nation’s eighth-oldest institution of higher education and the only one that is a colonial college, a land-grant institution, and a leading public research university. Yet, in recent years, public perception of Rutgers has not reflected the University’s true strength, and our academic position has drifted downward in a number of widely read university rankings.⁶⁸ As New Jersey’s premier educational, research, and health care asset, and as an internationally recognized university, we must more broadly promote our unique history, our diversity and academic excellence, and our educational breadth and research depth.

Strengthening our identity as a world-class research institution requires better management of our reputation and of risk factors that may harm that reputation. Using accepted risk management techniques, we will identify, mitigate, and track institutional risks across all of our campuses. At the same time, we will focus on institutional improvements that will enable students, faculty, and staff to embrace the Rutgers brand and serve as ambassadors for the University.

To manage our reputation, Rutgers must convey its message clearly by targeting specific, prioritized audiences with a disciplined, consistent, and ongoing communications program. By promoting achievements from across our communities, Rutgers’ reputation and stature will improve regionally, nationally, and internationally. Rutgers University–New Brunswick’s entrance into the Big Ten will improve the visibility of our athletic programs, and our membership in the Big Ten’s academic counterpart, the Committee on Institutional Cooperation—a consortium of 15 top-tier universities—will enhance our research and educational opportunities, further increasing the University’s prominence.

Initiatives

- Execute marketing campaigns that measure current attitudes and impressions regarding Rutgers in our local, regional, and national markets, and that direct specific and targeted messages at each key market segment. Take maximum advantage of key events and milestones (such as Rutgers’ 250th Anniversary in 2016) to create unique marketing opportunities.

By promoting achievements from across our communities, Rutgers’ reputation and stature will improve regionally, nationally, and internationally.

- Complete a University Physical Master Plan that assesses the current state of all three campuses and develops a vision of the future land use and space planning on each. This plan will be driven by, and reflective of, the goals and initiatives articulated in this strategic plan and by the plans of the individual campuses that will follow.
- Establish a list of high-impact, short-term projects that will enhance the physical appearance of our campuses, and prepare a timeline for Board of Governors approval for implementation of this prioritized list based on the availability of capital funding.
- Create an enterprise risk management system to identify, manage, and monitor areas, issues, and factors that might present reputational risks for Rutgers. Elements of this system, including discrete enterprise risk management councils, will be established for each Rutgers site.
- Improve and innovate around the use of technology in showcasing Rutgers’ excellence.
- Transition Division 1 Intercollegiate Athletics into the Big Ten Conference. Intercollegiate athletics form a significant component of the Rutgers undergraduate experience on all of our campuses. Rutgers will remain committed to ethical athletic programs that sustain academic progress alongside competitive athletic performance for student-athletes. Based on a multiyear financial plan, Athletics will move toward financial independence from the University’s general fund.
- Foster pride for Rutgers both within the university community and across New Jersey through improved communication.



Foundational Elements

Each of the five foundational elements identified by the Rutgers community represents a core component of the University, upon which the institutional priorities and the integrating themes that shape the strategic plan will stand. Each foundational element is essential to Rutgers. As a group, they span many areas relating to our governance, to our academic and administrative departments, to our institutional culture, and to the financial commitments we must make.

Strong Core of Sciences and Humanities

Historically, Rutgers has emphasized excellence in the sciences and humanities. As a result, many of the University’s programs in the humanities and the natural and social sciences are recognized today as being among the very best in the country.⁶⁹ The sciences and humanities underpin the undergraduate learning experience at Rutgers, and we must maintain these significant strengths and underscore our commitment to strong research, scholarship, and undergraduate and graduate education in our core disciplines.

Rutgers scholars at the forefront of their fields in the arts and sciences contribute to the knowledge that fosters understanding, discovery, and innovation. Their research serves as the foundation of a healthy, prosperous, and vibrant society. Graduate programs in these core disciplines train the scholars of tomorrow. Through core curricula, Rutgers arts and sciences faculty provide all undergraduates—including those in the professional schools—with the fundamental skills and knowledge they need to make meaningful contributions to society and achieve personal fulfillment. In our strategic plan, Rutgers is committed to maintaining and strengthening the human and physical infrastructure that supports scholarship and education in the sciences and humanities. The forthcoming strategic plans for Camden, Newark, New Brunswick, and RBHS will provide specific initiatives for individual schools and departments.

Initiatives

■ Maintain excellence in the sciences and humanities through strategic investments and faculty recruitments that target academic quality rather than expanding size. Replace retiring faculty and support current faculty by attracting the strongest possible colleagues from peer programs around the nation and world. While identifying junior faculty with outstanding potential is an important component of this process, we must also recruit senior thought leaders in key fields. For this, named professorships and additional resources are required.

■ Ensure that primary research and scholarship receive the necessary investment to fully support their strength and growth, particularly with respect to the infrastructure and technology needed to modernize the educational and research environment. In the natural sciences, success in today’s environment of complex technology often requires special facilities and equipment that support the work of multiple individuals, yet cannot be provided by the funding of any single laboratory. Further, the best potential faculty fully expect such facilities to be available at any institution they might consider for a home.

■ Reinforce the centrality of an arts and sciences core as the foundation for undergraduate education programs. By envisioning the curricula that tomorrow’s Rutgers students will need to succeed in their fields, our faculty will develop new courses and approaches, cutting across traditional disciplines and using new technologies.

■ Reward best practices in teaching and evaluation of learning in performance evaluations and promotion decisions.

Inclusive, Diverse, and Cohesive Culture

The diversity of our people, ideas, and experiences contributes to making Rutgers great. Without inclusiveness, we cannot achieve diversity; without diversity, we cannot achieve excellence. Rutgers is renowned for the diversity of its student body, which has long outpaced that of its peers. But diversity alone is not enough. The University strives to create a culture of inclusiveness. Our classrooms and communities must be places in which all members, regardless of culture, race, and socioeconomic background, can exchange ideas freely and safely.



At Rutgers, diversity is not passive: it is the act of reaching out and creating conditions and spaces for inclusion, respect, acceptance, opportunity, equity, and fairness. Our inclusiveness is intentional because excellence requires a diverse community based on mutual respect, accountability, fairness, equity, and justice—a community in which ideas can be shared openly.

Rutgers is also committed to diversity beyond the student body. We will improve our ability to recruit, retain, and support a diverse faculty and staff. The strategic planning process has demonstrated the need to upgrade our Human Resources practices and protocols for hiring and retaining underrepresented faculty and staff. Human Resources will implement procedures to help ensure the diversity of hiring committees, applicant pools, selected interviewees, and final candidates. These procedures must be informed by data on national trends in each field or discipline to ensure that applicant pools, interviewees, and final candidates correspond with the picture within the field as a whole.

Initiatives

- Establish a University-level office for diversity, equity, and inclusion, and create representative councils on each campus to monitor and advise this office on matters of diversity and inclusion. This office will be led by a University-wide vice president reporting directly to the executive vice president for academic affairs. Vice chancellors for diversity and inclusion

will be identified on each campus and in RBHS who report directly to this office and to their respective chancellor.

- Develop a system to monitor the proportion of faculty and staff from underrepresented groups at each stage of the talent pipeline, including recruitment and retention; using this system, provide regular reports on a “diversity scorecard” to shared governance and University leadership.
- Provide directed peer mentoring for underrepresented faculty and staff to promote effective career development.
- Recognize that successful programs to enhance diversity and inclusion start with the right “tone at the top.” Model and communicate core values through participation from high-level administrators, engagement with student organizations, and diversity-focused events.

Effective and Efficient Infrastructure and Staff

Preeminent public research universities are built on a foundation of effective administrative processes, systems, and physical infrastructure. These administrative processes must value university workforce contributions and support the educational, research, service, and clinical missions. At Rutgers, administrative processes are too often difficult and time-consuming for the end-user, information systems are insufficiently linked, and data management systems are outdated. These conditions lower

our collective productivity and erode our sense of pride. They have a negative impact on how we value our institution and how we imagine our institution values us and the work we do.

To achieve our aspiration of becoming a preeminent public research institution, Rutgers will restructure its central administrative service organization to ensure that these services are being delivered in the most efficient and effective manner possible. We will undertake a comprehensive review of our administrative organizations in light of industry standards and current best practices. In some instances, this might result in outsourcing service activities that are not core to our mission.

Administrative inefficiency extends beyond the central administration. Rutgers will ensure efficient and responsive operations at all organizational levels—departmental, school, and campus, as well as University-wide. This requires identifying and removing bureaucratic obstacles and creating clearer lines of authority to facilitate more flexible, timely, and accountable decision making, and to improve focus on end-user satisfaction. Information technology should provide reliable access to relevant, real-time information from authoritative sources. Facilities should meet the research, instructional, service, and clinical needs of the Rutgers community.

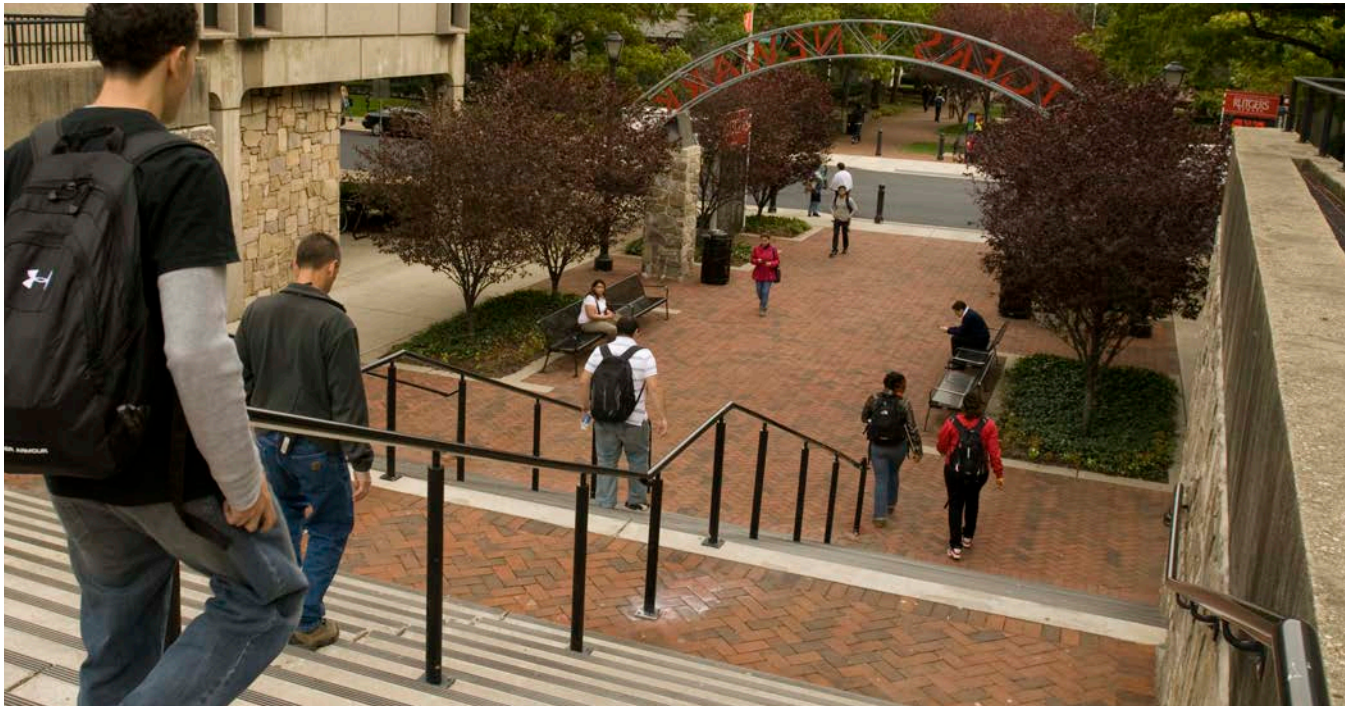
In support of these goals, Rutgers must inculcate and reward a culture of excellence, collaboration, responsiveness, and accountability among the University staff. As part of this effort, Rutgers will support employees in developing area expertise and advancing their careers. Under the auspices of the senior vice presidents for finance and for facilities and administration, a five-year institutional roadmap for infrastructure, information, human resources, and systems upgrades will be developed and presented to the Board of Governors, and progress and outcomes will be assessed annually.

Initiatives

- Conduct a detailed and immediate analysis, through the offices of the senior vice presidents for finance and for facilities and administration, of our administrative information technology platform in the postintegration environment, and generate the financial and business analysis needed for Board of Governors approval to implement a full refresh of our enterprise resource planning platform.

Rutgers will restructure its central administrative service organization to ensure that these services are being delivered in the most efficient and effective manner possible.

- Evaluate our current capability for storage and handling of mission-critical data and repository information. Seek approval for and implement a plan to provide cost-effective, level-three data center support for all critical IT functions. In the setting of this initiative, develop appropriate and robust backup and disaster recovery systems and plans for core University IT systems. Explore cost-effective options for outsourcing selective IT services, such as email, that have become commodities and can be more efficiently provided by others.
- Working with the senior vice president for research and economic development and the executive vice president for academic affairs, evaluate and strengthen core facilities required to support both research and education while creating the necessary management structures to ensure their efficient and effective operation. In this regard, recognize the unique importance of, and need for, action in the area of academic computing.
- Through the leadership of all of our administrative units, establish an ethos of service and support, and nurture a culture of faculty and staff development.
- Identify and remove administrative obstacles, including both processes and organizational structures, that currently impede efficient and responsive operations or fail to optimize resources. Establish clear lines of authority to facilitate nimble, transparent, and accountable decision making.
- Systematically evaluate each major division of our administrative services organization for fit to current best practices, identify cost-savings opportunities, and redesign business practices and management structures to maximize efficiency and effectiveness.



Financial Resources Sufficient to Fund Our Aspirations

To achieve the University’s strategic vision of being recognized as among the nation’s top public research universities, Rutgers must increase its financial resources by expanding traditional revenue opportunities; augmenting innovative fundraising models; rethinking delivery of academic, student, and auxiliary services; and improving the efficiency of administrative services. In particular, Rutgers will augment fundraising through more aggressive measures, improved management, and strengthened connections with faculty, students, and alumni. The Rutgers University Foundation will grow the endowment by promoting a culture of philanthropy among faculty, staff, students, alumni, and external stakeholders.

Rutgers will consider expanding enrollments in a carefully targeted and campus-specific manner, including increasing summer and winter enrollments. The University will seek to develop new sources of corporate, commercial, and patent income through more innovative and business-friendly practices, advocate for enhanced State funding, and expand grant revenues. The University will pursue nontraditional revenue sources, for example, by expanding high-quality online instruction and degree programs, petitioning the State to sponsor a deferred capital maintenance plan, and introducing new revenue-sharing partnerships with the State.

Alongside revenue growth from traditional and new sources, Rutgers will analyze expenditures systemwide to assess each unit’s contribution to the University’s mission. The University will examine incentives for our full-time and part-time faculty by exploring models that differentiate among teaching loads and scholarly production, increasing merit pay for faculty and staff, and, for administrators, tying “at risk” pay to performance outcomes. To increase efficiency and reduce costs, the University will, where appropriate, consolidate services or use shared-service models, and consider outsourcing services that do not tie directly back to the University’s core missions. Furthermore, Rutgers will review all programs in terms of effectiveness, quality, and centrality to mission and examine opportunities to reduce overlap of services.

Initiatives

- Transition the University budgeting system from the current All-Funds system to a Responsibility Center Management model in order to align financial incentives more closely with outcomes, increase financial transparency, improve budgeting accuracy and efficiency, and increase regional and local financial accountability.
- Reexamine and redefine the reporting structure for financial managers throughout the University in order to improve the efficiency and operational effectiveness of our business offices and business practices.

- Assist the academic administration through the office of the executive vice president for academic affairs in establishing and carrying out a process of periodic reviews for all centers, institutes, and centrally funded programs to assess ongoing relevance, progress and productivity, and need and justification for continued institutional support.
- In conjunction with the senior vice president for research and economic development, develop a streamlined contracting process for research interactions with the corporate environment, particularly relating to clinical trials research and sponsored research agreements, that will increase volume and productivity in these critical areas.
- Augment fundraising through improved measures, management, and relationships; cultivate stronger philanthropic relationships with alumni, current students, and faculty; enlarge endowment and interest revenues through strategic investment of funds; and promote a culture of philanthropy among faculty, staff, students, alumni, and external stakeholders.
- Work with academic unit leaders to explore expanding enrollments in targeted areas, including summer and winter sessions, with particular attention to expansion of overall student enrollment at Rutgers University–Camden and Rutgers University–Newark.
- Create new revenue opportunities through nontraditional sources like online instruction and partnerships.

Robust Shared Governance, Academic Freedom, and Effective Communication

The faculty must maintain the right to pursue academic research, scholarship, and inquiry in an environment of full academic freedom. Moreover, achieving our University’s goals and realizing our aspiration will require leadership and governance that can build a cohesive community in which everyone works together toward common goals, in which there is a strong sense of community, and in which all members of the community have the opportunity to contribute their talents and expertise for the common good. Building such a community requires leaders at all administrative levels who are collegial, responsive, and open; who lead efficiently and transparently; and who communicate effectively. Building this community also

The University will seek to develop new sources of corporate, commercial, and patent income through more innovative and business-friendly practices, advocate for enhanced State funding, and expand grant revenues.

requires strong and effective shared governance organizations with appropriate authority and responsibilities that can gather community input, propose initiatives based on that input, and provide advice to the administration.

Rutgers will continue to leverage expertise within the University community and its duly constituted representative bodies to help formulate University policies. The University will also promote measures to increase participation rates in faculty governance in order to ensure that governing bodies strive to include as many diverse voices and points of view as possible.

Initiatives

- Reiterate Rutgers’ commitment to upholding academic freedom for our faculty.
- Continue to engage with existing shared governance structures in matters that affect the University community.
- Take advantage of the expertise in our faculty for guidance on formulating University policies related to academic governance and communication.
- Expand the breadth of faculty participation in, and input into, governance organizations.



Integrating Themes

The five integrating themes identified by our University community are designed not simply to build on our foundational elements and institutional priorities, but also to coordinate our strengths and our efforts to create areas of differentiating excellence, which will enable Rutgers to further distinguish itself among its peers. Perhaps of equal importance, these themes will create bridges between our campuses and schools, providing a mechanism to integrate currently isolated pockets of excellence. These unifying themes will inform individual school and campus planning efforts, while serving to coordinate the interdisciplinary work that Rutgers seeks to promote. By supplying resources to develop these thematic areas, the University will seek to create a critical mass of scholars devoted to addressing some of the most pressing issues and problems of the 21st century, positioning Rutgers faculty and students at the vanguard of research in these critical areas. At the same time, resources invested in these areas will be weighed in terms of their impact on closing the basic gaps identified earlier in our plan. In essence, these themes cut across the various strategic initiatives, helping to coordinate these efforts and magnifying their impact on Rutgers' academic reputation.

The five academic themes that we have identified also represent areas where our students must become socially and academically literate. Each represents an area of intellectual pursuit that is critically important to the future of our society, seen through the unique lens of Rutgers scholarship. By successfully integrating these themes across our campuses, they will become aspects of our education that all students will engage and wrestle with throughout their academic careers—regardless of their field of study. By integrating them into our core curricula, our first-year seminars, and our general education programs, we can instill their centrality to our community. With that goal in mind, our faculty will be challenged and encouraged to make these themes part of their classrooms and courses.

Cultures, Diversity, and Inequality—Local and Global

Given New Jersey's diversity, the nation's shifting demographics, and society's increasingly global nature, it is critically important that both students and scholars are conversant with and

competent in the study of cultures, diversity, and inequality. Today, Rutgers faculty and students are engaged in inquiries regarding ethnicity, race, class, gender, sexuality, religion, language, coloniality, migration, and their intersections. Such academic inquiry takes many forms that range from studying the movements of people, ideas, and resources to exploring the global health burdens that are shaped by cultural diversity and social inequities.

As a public university, Rutgers maintains a long-standing tradition of linking its academic mission to its surrounding communities through scholarship, civic engagement, and service-learning courses. Rutgers will continue to use the diversity of our community, as well as its locations in New Jersey, to inform scholarship and connect research to community needs. Rutgers will remain at the forefront of incorporating diverse views into our academics to meet the competencies, knowledge, and values that our civic life and workplaces demand.

Interdisciplinary scholarship flowing from this theme might focus on comparative histories—local and global—and legacies of gender, class, race, religion, ethnicity, sexuality, and the constitution of human difference. Or it might consider global health burdens as shaped by cultural diversity and social inequities, which would work across the boundaries of public health policy, history, and social justice.

Improving the Health and Wellness of Individuals and Populations

With the formation of Rutgers Biomedical and Health Sciences, Rutgers is poised to build on its success in addressing a wide array of health challenges, locally and globally. As an institution, we must support both health and wellness: we must help communities learn to stay healthy—to prevent disease—and help our communities recover from and manage the health challenges they already face. At the same time, we must address issues affecting both individuals and populations. Our students, faculty, and clinics will offer world-class support to individual patients, while also considering entire populations, communities, and even countries, that our expertise can support.

Doing so will require a holistic approach to education, discovery, and translation across the entire biomedical, social, behavioral, and public health research continuum. RBHS will promote a transdisciplinary scientific approach to the health and wellness of individuals and populations by encouraging interactions among institutional units both internally and beyond the University’s confines.

Our faculty and students will work hand-in-hand with local agencies and communities to address critical health and wellness challenges. By fostering information sharing among a broad range of research, practice, policy, and community voices and by leveraging our presence in one of the most densely populated and diverse states in the nation, Rutgers will lead the conversation on emerging community health needs. From our position of strength in the biological and behavioral sciences, RBHS will bridge the gap between knowledge and implementation and broaden its efforts in the discovery and implementation of evidence-based treatments, prevention, and wellness strategies.

Creating a Sustainable World through Innovation, Engineering, and Technology

Located near hundreds of miles of coastline, two dense metropolitan centers, industrial and manufacturing sites, extensive commuter and commercial transportation networks, and unspoiled natural environments, Rutgers is uniquely positioned to address sustainability challenges at both the local and global levels. As New Jersey faces a growing need for sustainability, Rutgers has the opportunity to increase government and industry grants, generate new revenues from strategic alliances with businesses and communities, and attract students who will become leaders of sustainability in their lives and careers. We will draw on our academic resources in the School of Arts and Sciences, the School of Environmental and Biological Sciences, and the School of Engineering, among others, to develop programs that probe new ideas that will lead to a more sustainable world.

To address these challenges, Rutgers will create living laboratories for sustainability by performing discovery and applied research, and by implementing models of sustainable practices on our campuses and in New Jersey. The University will seek to provide students with opportunities to live and work in a

sustainable environment, leverage the University’s field stations and extension services in support of both discovery and community outreach, and become a national center for measuring sustainability outcomes for industries, businesses, and communities. Furthermore, Rutgers will form strategic alliances with business and government to address sustainability challenges. Facing these challenges will require internal collaboration among the natural sciences, social sciences, and humanities, and externally with communities and industries. Together, we will remove administrative obstacles and expand structures such as intellectual-property management, flexible contracts, and smart incorporation to facilitate partnerships with business and government.

Educating Involved Citizens and Effective Leaders for a Dynamic World

Public land-grant universities and urban research universities—and Rutgers is both—are rooted in the understanding that the boundaries of the academy must extend beyond its walls and that the work of the university should address real-world problems and issues to benefit citizens locally, regionally, nationally, and, now, globally. Rutgers has a long history of community engagement on each of our campuses; the University was recently recognized by the Carnegie Foundation for the Advancement of Teaching for its exceptional commitment to community service, educational outreach, and service-learning.

To confront contemporary issues and problems like health care, poverty, education, and sustainability, universities must certainly provide students with the disciplinary knowledge to understand the depth of these issues; but they must also provide opportunities for students to appreciate their complexity through learning how disciplines and fields overlap. To pursue solutions to the challenges facing health care, students must develop the ability to engage with conflicting information and points of view, make informed judgments, and analyze new material in order to develop constructive responses. In addition, if they are to become involved citizens who truly contribute to society, our students must appreciate how all of this abstract knowledge plays out in the public domain. Understanding the ongoing discussions and debates surrounding health care, for example, requires students to appreciate the influence of economics, public policy, education, social work, and, of course, medicine, all while considering issues of class, race, gender, and ethnicity.



Though the specialization that defines the contemporary research university often seems to impede such efforts, putting students into contact with problems in their local communities brings them to understand the applicability and value of their chosen field, and how that field intersects by necessity with other fields when finding solutions, providing local examples of global issues. Given its statewide footprint and the diversity of its student body, Rutgers is positioned to innovate and integrate rigorous disciplinary instruction with real-world experience, enabling students to test ideas in practice and see how they are applied in a social context. Rutgers can claim a singular kind of academic distinction—not only for contributing to the advancement of knowledge but also for preparing students to be effective, thoughtful citizens and leaders throughout a lifetime of engagement with the world.

Creative Expression and the Human Experience

All aspects of our educational mission are enhanced by the sociocultural literacy and cognitive flexibility that the arts and humanities teach. With our renowned humanities departments, our arts conservatory, and our proximity to one of the greatest cultural centers in the world, Rutgers is positioned to integrate the creative arts into the social and intellectual life of our academic community and establish itself as an international leader in the study and practice of creative expression and its place within the human experience.

Rutgers, with its arts conservatory, offers a rare educational opportunity: a highly regarded school of the arts supported by the immense resources of a top-tier, public research university, just 30 miles from New York City. With many of our arts programs enjoying national and international recognition, Rutgers is well positioned to draw the artistic culture of New York to our campus, while giving our students access to the opportunities the city offers for artistic education, career growth, and cultural experience. In New York City, our students find apprenticeships and internships with leading galleries, orchestras, and playhouses. Its museums serve as the texts for many of our classes. The city also offers perhaps the densest population of arts-focused philanthropy, collectors, and patrons in the world—and represents a tremendous opportunity for Rutgers to engage with the world of fine art.

Our arts programs can also infuse our community more broadly with vibrant artistic culture, and help us to enhance how we express and visualize our research across disciplines. We can use our strengths in arts education to support all disciplines and imbue our scientific research with our knowledge of the human experience. Furthermore, Rutgers will emphasize participation in dance, music, theater, poetry, writing, and the visual arts, cultivating a civil, artistically literate community able to articulate the value of creativity and what it means to be human, across our many fields of study.

THE BUILT ENVIRONMENT

To become a leading public university, Rutgers must create a physical environment commensurate with preeminence in research, excellence in teaching, and commitment to community. Over the coming years, the Rutgers campuses will be transformed by projects consistent with the core principles and priorities of our strategic plan. While buildings alone cannot realize our aspiration, they can create the environments that enable the initiatives outlined in our strategic plan. To create this environment, the University is developing a physical master plan—to be completed by fall 2014—designed to work hand-in-hand with the strategic plan. Like the strategic planning process, the physical master planning process is engaging the entire Rutgers community in envisioning the future of the University.

While our physical master plan will provide guidance and vision for capital projects in the 3- to 10-year timeframe, many projects are now underway that will dramatically improve the student experience on our campuses, support our strengths in arts and sciences, and grow critical disciplines. These projects have been made possible by the generosity of our private donors, by creative partnerships with the public sector, and by funds made available this year through the historic Building Our Future Bond Act approved by New Jersey voters in November 2012. Each of these projects directly supports one or more specific initiatives contained in this strategic plan. These projects will be initiated and largely completed within the next three years.

Supporting Strengths in Arts and Sciences

Wright Rieman Chemistry and Chemical Biology Building



Chemistry is a core science field at Rutgers but faces outdated facilities and limited lab space. Our ability to attract top-tier faculty, graduate students, and undergraduates will be enhanced by our commitment to build the Wright Rieman Chemistry and Chemical Biology Building. The new building at the campus in New Brunswick will feature 145,000 square feet of flexible research space and classrooms designed to facilitate collaborative research and learning, providing a state-of-the-art facility to train the next generation of globally engaged scientists and support the needs of the chemical industry in New Jersey and beyond.

Rutgers Academic Building



The first new academic building constructed on College Avenue in more than 50 years, the 200,000-square-foot Rutgers Academic Building will combine the classic look of College Avenue's buildings with next-generation teaching and learning technology. With classroom space for 2,500 students, the new building will help alleviate the capacity problems New Brunswick faces, while creating an ideal learning environment for our students. The new academic building will also allow for improved interdisciplinary teaching and research collaboration by bringing departments and faculty into a shared academic space.



Growing Critical Disciplines

William Levine Hall



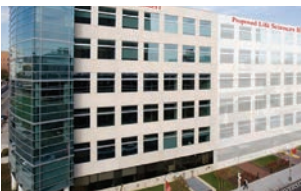
The proposed three-story, 57,000-square-foot addition to the School of Pharmacy is designed to integrate fully into the existing William Levine Hall and add critically needed instructional, laboratory, and support spaces. The \$37.5 improvement will provide modern academic spaces for the advancement of the School of Pharmacy’s reputation as a national leader in pharmacy education. The addition would include new classrooms, a mock hospital lab, and approximately 8,000 square feet of state-of-the-art wet laboratory space at the campus in New Brunswick. The new research space would support both undergraduate and graduate programs.

Nursing and Science Building at Camden



This new facility at Camden will have state-of-the-art teaching spaces that are consistent with the current pedagogical trends in nursing and science education. It will feature specialized simulation spaces for advanced teaching and Scale-Up “Discovery Labs.” Shared student areas between nursing and science will include student lounges, a food service area, group study rooms, and collaboration spaces. The new building will connect Camden’s University District with Cooper University Hospital, and will be designed to serve 1,000 undergraduate and graduate-level nursing students.

Life Sciences Center



This project creates a Life Sciences Center that physically links existing facilities and provides opportunities for synergy among all life science departments on the campus at Newark by creating shared cored functions, flexible research space for both existing and potential future programs, and

academic support spaces for all disciplines. The facility, which will provide space for the departments of biology, chemistry, and neuroscience, will expand the imaging suite and vivarium facilities and will provide an open laboratory configuration for collaborative and investigative teamwork to increase opportunities for traditional life science and medical researchers.

Sustainable Systems Engineering Building



As a gateway to the School of Engineering at the campus at New Brunswick, this 112,500-square-foot interdisciplinary facility will support the school’s three major research thrusts: sustainability, which will drive programmatic advancements in civil and environmental engineering; wireless communication technologies, which are the focus of research efforts for faculty in electrical and computer engineering and an associated center, WINLAB; and advanced manufacturing research, which will capitalize on the strengths and industry ties of chemical and biomedical, mechanical and aerospace, and industrial and systems engineering.

Transforming the Student Experience

Honors College



In New Brunswick, the addition of a 500-bed residential Honors College will play a vital role in recruiting high-achieving students and building a strong living environment. For the best academic and social experience, undergraduates at Rutgers need stronger ties to personalized communities and resources. The Honors College will create an environment for our brightest students to share space with faculty and deans in order to foster mentorships, cultural exchanges, and academic engagement. In addition to the residential facility, the building will house administrative offices, dedicated programming space—including seminar, breakout, and study areas—and student common areas.



College Avenue Apartments



This project will create a 125-unit, 500-bed apartment-style housing complex at Hamilton Street and College Avenue in New Brunswick, an appealing on-campus living experience designed to meet the needs of our students by providing easy access to both academic and retail spaces. The complex will feature single bedroom apartments, welcoming common areas, universal Wi-Fi, first-class retailers, and concession stands to encourage an active social and academic environment. In addition, a large public green space—a cohesive and welcoming urban park—will feature a state-of-the-art outdoor video board for movie nights, sporting events, and other entertainment.

15 Washington Street



Improved graduate student residences in Newark will significantly enhance student life and our students’ sense of community. A 1920s high-rise building just one block from the Broad Street train station, 15 Washington Street will house 350 students on the same block as the Rutgers Business School. Features include apartment-style living units, common and study areas, as well as a number of seminar rooms. By creating living space for students in the heart of Newark, Rutgers will raise its profile while contributing to the economic revitalization of the city itself.

While this list enumerates some of the major projects already under way across Rutgers, it is not exhaustive. Numerous other infrastructure projects, spanning our campuses and schools, will result from our strategic and physical planning processes. The projects promise to dramatically improve our ability to recruit top students and faculty, collaborate across our disciplines, and build the ties to our community that will be necessary for the future of Rutgers.

MEASURING PROGRESS AND DEFINING SUCCESS

Our strategic plan outlines the motivation for change and the initiatives we will undertake. But successful initiatives must be actionable and accountable, with clear, objective metrics that can be followed to measure our progress and gauge our success. In tracking our initiatives, we will follow three key principles of assessment. First, our metrics must be transparent and clear, giving us the ability to measure ourselves both internally and against peers. Second, our metrics must be diverse in their qualitative and quantitative perspective, allowing us to draw a holistic picture of our progress. Finally, our approach to assessment and our actual metrics must be easy to use, accessible, and actionable. The metrics listed below—developed in response to both the contextual analysis conducted and the campus discussions held over the past 12 months—will provide the academic community, the administration, and the Boards with direct feedback on our progress. These metrics will be combined into a comprehensive “dashboard” that will be tracked by management and presented regularly to the Boards:

Financial indicators

- Primary reserve, viability ratio, return on net assets, net operating revenues ratio, and operating margin
- New revenue sources as a percentage of total revenues

Operational indices

- Operational cost savings identified and achieved to date
- Advisory Board survey on satisfaction with administrative services
- Diversity profile for faculty and staff hiring

Faculty performance measures

- Grant revenue (direct and indirect) per square foot of research space, and per full-time tenure-track (FTTT) faculty
- Faculty awards and election to national academies and honorary societies (total and per FTTT faculty)

National position and prominence indicators

- Trend in national university rankings in each of the five major rating systems (*U.S. News & World Report*, etc.)
- Trend in annual rankings for key targeted disciplines
- Performance in longitudinal brand survey: specifically tracking awareness, relative reputation, and likelihood to recommend
- Trend in media exposure index

Student satisfaction, performance, and demographics measures

- Student Experience in the Research University (SERU) longitudinal survey
- Student awards and competitive scholarships
- Four- and six-year graduation rates
- First- and second-year retention rates
- Demographic and academic profile of incoming class:
 - SAT, rank in class, acceptance and conversion rates
 - Percentage of out-of-state and international students
 - Diversity profile for underrepresented minorities

For each of these metrics, reasonable but ambitious targets will be set and accountability will be assigned to University administrators. Internally, the University will closely monitor implementation of strategic initiatives, as well as a wider set of operational measures. However, this set of metrics is that deemed most critical and will be regularly reported to the Boards.



Financial Plan

A critical component of the strategic plan is developing a detailed view of the funding requirements and potential sources of funding that will be needed for its implementation. This University-wide strategic plan provides the high-level vision and direction that will guide Rutgers during the next five years, but many of the specific actions will be detailed in the campus and school plans that will develop from and follow this University-wide plan during the next six months. As these campus strategic plans, and the parallel document for RBHS, are completed during the spring, a more complete analysis of costs and potential funding sources will be compiled for Board review.

As we consider the costs and funding sources for the plan, we are committed to the underlying principle that increased tuition cannot be a major source of new funds. Rutgers will seek to identify marginal operating funds that result from increased efficiency and cost reduction in its administrative services, and new revenue streams from nontraditional education,

public-private partnerships, clinical care enterprises, and other similar avenues. Increasing grants and contracts, even in this difficult economic environment, must be a component of our funding plan. We will work with our State legislators and the governor to seek additional ways by which the State can participate in supporting this plan. And finally, we will work actively to increase philanthropy to generate both endowment and term funds in support of the plan.

Finally, Rutgers will need to be prudent in the sequence and scope of our initiatives—balancing the need to drive progress with the financial realities of the University. We will prioritize initiatives based on impact and availability of funds, and together with the Board of Governors, we may need to make hard choices if all funding is not available.

THE PATH FORWARD

This plan for achieving greatness for Rutgers is not intended to be a static document. It lives to the extent by which it fosters conversation, inspires our commitment, and provokes our action. This document, produced by our University community, will be used to guide the next stages of the process—the campus plans and the University Physical Master Plan—where more specific initiatives will be defined and implemented.

The yearlong effort to develop the University Strategic Plan created a remarkable forum in which all members of our Rutgers community had the opportunity to participate in ongoing discussions about the future of higher education and the role that Rutgers intends to play. It also provided the chance for our entire community to engage in a frank evaluation of where Rutgers stands now and how the University has been transformed over time. While institutional self-studies can uncover areas of unresolved conflict, it is only by meeting these issues head-on and working through them together that we can lay a solid, cohesive foundation for genuine planning and progress. We believe that we have accomplished this during the past year. Perhaps most important, the thoughtful, energetic, and civil discourse that accompanied the strategic planning process has further strengthened our sense of community and our ability to work collaboratively, which will greatly benefit our ongoing planning efforts in the coming months. While the University has accomplished a great deal over the past year, our real work is just beginning. The next step is to establish campus-level priorities, with tangible initiatives rolling out at Camden, Newark, New Brunswick, and RBHS.

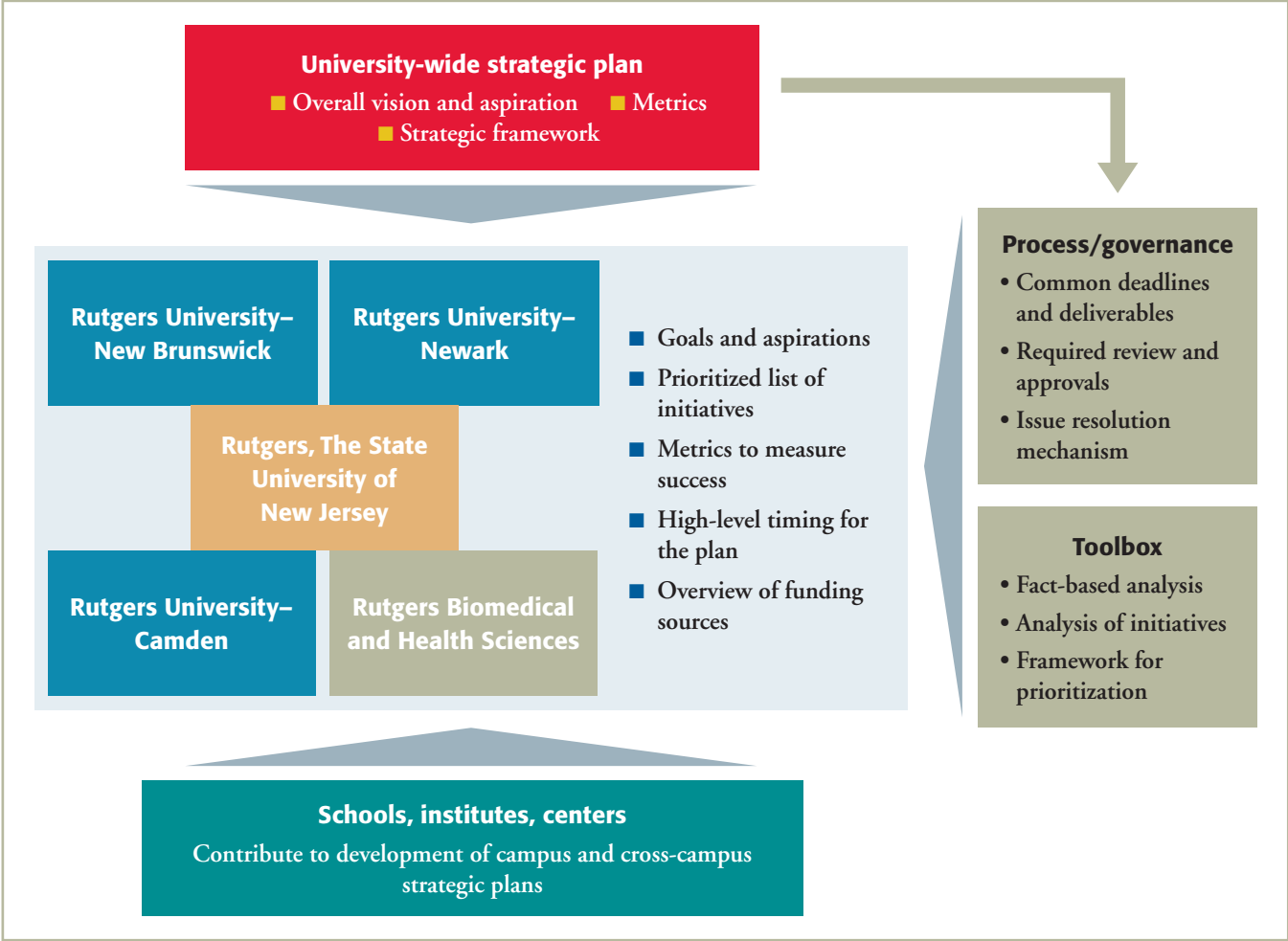
Campus, RBHS, and Central Administration Roadmaps

Using the University-wide strategic plan as a guide, Rutgers University–Camden, Rutgers University–Newark, Rutgers University–New Brunswick, and RBHS will develop their own strategic plans, enabling them to leverage their distinctive attributes as they develop their own unique priorities within the larger framework provided by the University Strategic Plan. Rutgers’ central administration will work with the chancellors during this process to ensure that there is broad alignment between the campus plans and the University-wide plan. In addition, each individual plan will begin with the fact base produced over the past year and, of course, the stated needs of the schools that make up each campus. Summaries of all committee discussions, and of the many suggestions for detailed initiatives and subthemes, will also become part of a “toolbox” for these subsequent planning exercises. Individual schools’ strategic plans are currently at various stages of development, with initiatives and targets that will align with campus plans.

Conclusion

The University Strategic Plan’s Executive Steering Committee would like to thank the members of the entire Rutgers community for their manifold contributions to this document. You created this plan by developing ambitious goals and defining the steps necessary to achieve them, and you will be its ultimate beneficiaries. Thanks to our world-class faculty, high-achieving students, and dedicated staff, there are many reasons to be proud of Rutgers, The State University of New Jersey. Through your continued efforts, we will build on our

Next step—campus plans



historic roots and seize the opportunities now before us to attain even greater heights. Our aspiration is simple yet powerful: to be broadly recognized as among the nation’s leading public universities: preeminent in research, excellent in teaching, and committed to community. The framework provided by our University Strategic Plan articulates a strategy to achieve our aspiration that is bold, yet practical and actionable. As the landscape of higher education continues to be transformed, Rutgers

strives to lead the way toward a more sustainable and effective educational system, while preserving the core of our academic mission and educational values. With the commitment of our entire University community, we can meet the challenges facing the modern university, ensuring Rutgers provides a leading voice and an exemplary model for higher education’s future.

ENDNOTES

¹ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

² U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

³ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

⁴ National Institutes of Health, Research Portfolio Online Reporting Tools (RePORT).

⁵ Sandy Baum, Jennifer Ma, and Kathleen Payea, “Education Pays 2010 - The Benefits of Higher Education for Individuals and Society,” The College Board Advocacy and Policy Center (2010): 11.

⁶ Sandy Baum, Jennifer Ma, and Kathleen Payea, “Education Pays 2010 - The Benefits of Higher Education for Individuals and Society,” The College Board Advocacy and Policy Center (2010): 20.

⁷ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

⁸ “College Affordability and Transparency Center College Scorecard,” The White House, accessed on November 26, 2013, <http://www.whitehouse.gov/issues/education/higher-education/college-score-card>.

⁹ “FACT SHEET on the President’s Plan to Make College More Affordable: A Better Bargain for the Middle Class,” The White House, last updated on August 22, 2013, <http://www.whitehouse.gov/the-press-office/2013/08/22/fact-sheet-president-s-plan-make-college-more-affordable-better-bargain->.

¹⁰ “Performance-Based Funding for Higher Education,” National Conference of State Legislatures, accessed on November 26, 2013, <http://www.ncsl.org/research/education/performance-funding.aspx>.

¹¹ Marc Perry, “Tomorrow’s College,” *Chronicle of Higher Education*, October 31, 2010, accessed November 26, 2013, <http://chronicle.com/article/Tomorrows-College/125120/>.

¹² Daniel J. Hurley and Thomas L. Harnisch, “The Three-Year Bachelor’s Degree: Reform Measure or Red Herring?” American Association of State Colleges and Universities, September 2012, accessed on November 26, 2013, <http://www.aascu.org/policy/publications/policy-matters/2012/threeyeardegrees.pdf>.

¹³ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

¹⁴ “Demand Occupations List,” New Jersey Department of Labor, accessed on November 26, 2013, http://lwd.dol.state.nj.us/labor/lpa/lbrdmand/Demand%20list%202011_Final.xls.

¹⁵ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

¹⁶ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

¹⁷ U.S. Census Bureau, 2010 Annual Surveys of State and Local Government Finances.

¹⁸ “Summary Tables, Fiscal Year (FY) 2012-13, Table 4,” Grapevine, Center for the Study of Education Policy at Illinois State University, accessed on November 26, 2013, <http://grapevine.illinoisstate.edu/tables/index.htm>.

¹⁹ “Resident Population Data, Population Density,” U.S. Census Bureau, accessed on November 26, 2013, <https://www.census.gov/2010census/data/apportionment-dens-text.php>.

²⁰ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

²¹ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.



²² Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, “Help Wanted - Projections of Jobs and Education Requirements Through 2018,” Georgetown University Center on Education and the Workforce (2010): 53, 71.

²³ The Report of the Governor’s Task Force on Higher Education, The New Jersey Higher Education Task Force (2010)

²⁴ The Report of the Governor’s Task Force on Higher Education, The New Jersey Higher Education Task Force (2010): 57.

²⁵ The Report of the Governor’s Task Force on Higher Education, The New Jersey Higher Education Task Force (2010): 11.

²⁶ “Classification Description,” Carnegie Foundation for the Advancement of Teaching, accessed on December 13, 2013, <http://classifications.carnegiefoundation.org/descriptions/basic.php>.

²⁷ “AAU Membership,” Association of American Universities, accessed on December 13, 2013, <http://www.aau.edu/about/default.aspx?id=4020>.

²⁸ “Grad School Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools>.

²⁹ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

³⁰ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

³¹ Rutgers University Office of Institutional Research and Academic Planning.

³² “National University Rankings,” *U.S. News & World Report*, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>. “Academic Rankings of World Universities 2013,” Academic Ranking of World Universities, <http://www.shanghairanking.com/ARWU2013.html>. “The Top American Research Universities - 2011 Annual Report,” Center for Measuring University Performance, <http://mup.asu.edu/research2011.pdf>. “University Rankings,” QS Top Universities, <http://www.topuniversities.com/university-rankings>. “World University Rankings 2013–2014,” *Times Higher Education*, <http://www.topuniversities.com/university-rankings>. All accessed on November 26, 2013.

³³ *The Top American Research Universities* ranking, published by the Center for Measuring University Performance (Lombardi, et al.), examines ~740 institutions across nine dimensions. There is a one- to two-year lag between the year of the report and the data used depending on the dimension. Since this methodology does not provide a definitive rank, ranks were assigned by weighting each dimension equally and ordering from lowest to highest. As SAT scores were not added until the 2006 report, that dimension has been excluded from this analysis. Note: Non-U.S. institutions have been removed from ARWU, QSWU, and THE, and the remaining U.S. institutions have been reordered. The ARWU and THE peer averages do not include University of Oregon. Data is current as of October 2013.

³⁴ “Regional University North Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/regional-universities-norths>.

³⁵ “National University Rankings,” *U.S. News & World Report*, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>. “The Top American Research Universities - 2011 Annual Report,” Center for Measuring University Performance, <http://mup.asu.edu/research2011.pdf>. “University Rankings,” QS Top Universities, <http://www.topuniversities.com/university-rankings>. All accessed on November 26, 2013.

³⁶ “Best Undergraduate Business Programs Rankings,” *U.S. News & World Report*, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/business-overall>. “Best Undergraduate Engineering Programs Rankings,” *U.S. News & World Report*, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/engineering-doctorate>. Both accessed on November 26, 2013.

³⁷ “Grad School Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools>.

³⁸ The Rutgers law school ranking shown is for the Rutgers School of Law–Newark (#86). The Rutgers School of Law–Camden (not shown) ranked #91. The Rutgers medical school ranking shown is for Robert Wood Johnson Medical School (#80). New Jersey Medical School (not shown) is unranked. The Rutgers physical therapy ranking shown is for Rutgers Health Sciences at Newark (#44). The Rutgers physical therapy program at Rutgers Health Sciences at Stratford (not shown) is ranked #86. Note: All rankings based on graduate-level programs at Rutgers University–New Brunswick except where noted. Disciplines were selected for display based on the largest number of graduate degrees conferred nationwide in 2011–2012. The ranking for each discipline is normalized to account for total number of programs ranked and published in that given discipline.

³⁹ “Grad School Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools>.

⁴⁰ “Grad School Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools>.

⁴¹ Rutgers University Office of Institutional Research and Academic Planning.

⁴² U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

⁴³ Rutgers University Office of Institutional Research and Academic Planning.

⁴⁴ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

⁴⁵ “2012–13 Fact Book - Tuition and Fees at Public AAUs,” The University of Arizona Fact Book, accessed November 26, 2013, http://factbook.arizona.edu/2012-13/students/tuition_aau.

⁴⁶ Rutgers University Office of Institutional Research and Academic Planning. U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

⁴⁷ Rutgers University Office of Institutional Research and Academic Planning.

⁴⁸ “U.S. and Canadian Institutions Listed by Fiscal Year 2011 Endowment Market Value and Percentage Change in Endowment Market Value from FY 2010 to FY 2011,” National Association of College and University Business Officers and Commonfund Institute (2012), accessed on November 26, 2013, http://www.nacubo.org/Documents/research/2011_NCSE_Public_Tables_Endowment_Market_Values_Final_January_17_2012.pdf.

⁴⁹ “National University Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>.

⁵⁰ Rutgers University Alumni Association.

⁵¹ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

⁵² Rutgers University Office of Institutional Research and Academic Planning.

⁵³ Rutgers University Office of Institutional Research and Academic Planning.

⁵⁴ Rutgers University Office of Institutional Research and Academic Planning.

⁵⁵ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. “The Top American Research Universities - 2011 Annual Report,” Center for Measuring University Performance, <http://mup.asu.edu/research2011.pdf>. “Web of Science,” Thomson Reuters InCites, report generated September 24, 2012, <http://thomsonreuters.com/web-of-science>. “TABLE 13. Higher education R&D expenditures, ranked by FY 2011 R&D expenditures: FY 2004–11,” National Science Foundation Higher Education Research and Development: Fiscal Year 2011, <http://www.nsf.gov/statistics/nsf13325/tables/tab13.xls>. All accessed on November 26, 2013.

⁵⁶ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

⁵⁷ “National University Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>.

⁵⁸ Internal Rutgers University Survey, conducted April 2013.

⁵⁹ Student Experience in the Research University, 2009.

⁶⁰ Student Experience in the Research University, 2009.

⁶¹ “National Rankings,” Rutgers University, accessed on November 26, 2013, <http://www.rutgers.edu/about-rutgers/national-rankings>.

⁶² “National University Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>.

⁶³ “Patient Care,” Rutgers University, accessed November 26, 2013, <http://www.rutgers.edu/health-sciences/patient-care>.

⁶⁴ Student Experience in the Research University, 2009.

⁶⁵ Internal Rutgers University Survey, conducted April 2013.

⁶⁶ “Enrollment in Postsecondary Institutions,” Fall 2010; Financial Statistics, Fiscal Year 2010; and Graduation Rates, Selected Cohorts, 2002–07, National Center for Educational Statistics, accessed November 26, 2013, <http://nces.ed.gov/pubs2012/2012280.pdf>, p. 10.

⁶⁷ Rutgers University Office of Institutional Research and Academic Planning.

⁶⁸ “National University Rankings,” *U.S. News & World Report*, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>. “Academic Rankings of World Universities 2013,” Academic Ranking of World Universities, <http://www.shanghairanking.com/ARWU2013.html>. “The Top American Research Universities - 2011 Annual Report,” Center for Measuring University Performance, <http://mup.asu.edu/research2011.pdf>. “University Rankings,” QS Top Universities, <http://www.topuniversities.com/university-rankings>. “World University Rankings 2013–2014,” *Times Higher Education*, <http://www.topuniversities.com/university-rankings>. All accessed on November 26, 2013.

⁶⁹ “Grad School Rankings,” *U.S. News & World Report*, accessed November 26, 2013, <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools>.

(inside back cover)

Rutgers, The State University of New Jersey, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, age, or any other category covered by law in its programs, activities, or employment matters. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Jackie Moran, Title IX Coordinator for Students and ADA/Section 504 Compliance Officer, Student Affairs (848-932-8576, moran@oldqueens.rutgers.edu); Jayne M. Grandes, Director, Office of Employment Equity, University Human Resources (848-932-3980, grandes@rutgers.edu). For further information on the notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the Office for Civil Rights that serves your area, or call 1-800-421-3481.

Produced by the Rutgers Department of University Communications and Marketing

PDF version available online for download at universitystrategy.rutgers.edu

Photography: Nick Romanenko, Don Hamerman, Roy Groething, Alan Goldsmith, Jodie Somers, Center for Advanced Infrastructure and Technology, Rutgers Athletics Communications

Printed on recycled paper
RU-1314-0099/XM
© Rutgers, The State University of New Jersey, 2014

