Rutgers Strategic Planning Fact book

April 2013

About this information

Rutgers has made significant strides in its strategic planning process since the last strategic planning retreat on March 6

- On April 25, ~200 leaders from across the university community will come together again to continue to move the strategic plan forward
- The day will be focused on two key topics: defining the role of each campus and discussing strategic goals and initiatives

These materials are intended to lay out a base of facts to enable constructive conversations about Rutgers' campuses and proposed strategic initiatives

- These materials were prepared with assistance of The Boston Consulting Group (BCG), Rutgers' partner in this strategic planning process
- BCG has conducted more than 130 interviews and 30 focus groups, and surveyed more than 78,000 individuals, including Board members, students, faculty, academic administrators/staff, alumni, and UMDNJ faculty[1]
- The following materials were informed by these interactions with stakeholders, as well as through research and analysis and BCG's broader experience working in higher education

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1. Retired faculty and staff survey still open. Retired faculty and staff survey has been released to 418 people

Contents

Goals for this retreat

Update you on progress since last retreat

Improve alignment on the role and identity of each campus, including clear strengths and differentiators

- Clarify our views on One Rutgers and how the campuses contribute to the mission
- Gain a better understanding of how Rutgers can strengthen each campus and leverage the strengths of each campus to advance the university's aspiration
- Generate more ideas to foster greater cohesion and collaboration across the campuses

Refine the core elements of the strategic plan

- Refine list and prioritization of goals and initiatives

**We appreciate your continued involvement
in shaping Rutgers' strategic plan**

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The upcoming retreat will play an important role in refining the strategy

Dec '12	Jan '13	Feb	Mar	Apr	May	Jun	Fall '13	Spring '14

Information-gathering
- Engage stakeholders and conduct data analyses

Strategy development and testing
- Translate insights from previous phase into preliminary strategy

Strategy refinement

Finalize strategic plan

Facilities master plan in the context of new strategy

School-specific plans

▲ *First team retreat*

▲ *Second team retreat*

▲ *Interim report presented to the Boards*

▲ *Final strategic plan presented to the Boards*

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Retreat agenda

1	**8:00-8:15 am**	**Opening remarks and progress update**
2	**8:15-8:30 am**	**Introduction to campus discussion**
3	**8:30-10:00 am**	**Campus discussion (I): Campus roles and identities**
4	**10:00-10:30 am**	**Campus discussion (II):** **Fostering greater cohesion and collaboration across campuses**
	10:30-10:45 am	**Break**
5	**10:45 am-12:15 pm**	**Strategic initiatives**
6	**12:15-12:30 pm**	**Closing remarks**

Further details on retreat agenda

1 **Opening remarks**
8:00 – 8:15 am

Frame the day
- Progress update since last retreat
- Goals and plan for the day

2 **Intro to campus discussion**
8:15 – 8:30 am

Agenda and approach for campus discussion
- Vision for One Rutgers
- Views on our system and how the campuses contribute to the mission

3 **Campus discussion (I)**
8:30 – 10:00 am

Chancellors Pritchett, Yeagle, and Edwards will lead discussions on their respective campuses
- Review current state and goals for each campus, with focus on identifying distinct strengths, assets and capabilities

4 **Campus discussion (II)**
10:00-10:30am

Ideas for improved cohesion/collaboration across campuses
- Focus on how to leverage strengths of each campus

Break

5 **Strategic initiatives**
10:45 am-12:15 pm

Proposed goals and initiatives for each pillar and enabler, with goal of refining list of initiatives and prioritization
- Will leverage input from pre-retreat survey

6 **Closing remarks**
12:15 – 12:30 pm

Synthesis the day and next steps

Things you need to know about this retreat

Logistical details

Will be held on Douglass Campus

- At Douglass Campus Center (Trayes Hall)
- Parking is available on the Douglass parking deck, located next to lot 70

Breakfast will be served at 7:15am, program will start promptly at 8 am

Latest RSVPs

Group	Invited	Accepted[1]	%
Board members	14	6	43%
Faculty	56	35	63%
Staff	27	23	85%
Students	34	11	32%
Admin Council	67	48	72%
UMDNJ	13	11	85%
TOTAL	**211**	**134**	**64%**

Please fill out your pre-retreat survey today! This will provide critical data to frame key conversations

1. As of April 18th 2013

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How this retreat will compare to the last one

What is the same?

Same group of invited participants, with a few additions
- As of today, 134 confirmed participants
- Board members, deans, faculty, staff, students, academic administrators and UMDNJ representatives will attend

Heavily interactive, discussion-based
- We are eager for your candid input

Will utilize voting system to allow for real-time input on key questions

What is different?

Half day instead of full day
- Will require extra focus and efficiency

No breakout sessions
- While incredibly valuable at last retreat, not possible due to time constraints

Douglass Campus instead of Livingston

Will leverage input from pre-retreat survey

> **We took your feedback from last retreat and have adjusted plan accordingly**

Key data sources

The following sources were used to gather data on universities

- *U.S. News & World Report*: http://colleges.usnews.rankingsandreviews.com/best-colleges
- The Integrated Postsecondary Education Data System (IPEDS): http://nces.ed.gov/ipeds/
- University of Illinois website: http://www.uillinois.edu/
- University of Michigan website: http://www.umich.edu/
- University of Missouri website: http://www.umsystem.edu/
- University of Virginia website: http://www.virginia.edu/
- Arizona State University website: http://www.asu.edu/
- University of Minnesota website: http://www1.umn.edu/twincities/index.html
- University of Colorado website: https://www.cu.edu/
- University of Washington website: http://www.washington.edu/

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Latest framework

To be broadly recognized as among the best public universities: preeminent in research, excellent in teaching, and committed to community

Themes for academic differentiation	Attracting and developing the best students and faculty	Transforming the student experience	Collaborations and partnerships	Enhancing our visibility
• Select themes	• Research facilities & infrastructure • Recruitment strategy • Honors colleges • Faculty career development	• Learning environment • Culture/social environment • Student support services • Faculty interactions	• State (NJ) • Business • Alumni • Universitywide	• Brand • Public spaces • Public image

Robust core of Arts and Sciences

Cohesive, vibrant, diverse, and inclusive *culture*

Efficient and responsive *processes, infrastructure, supporting staff, and leadership*

***Financial resources* sufficient to fund the aspiration**

Input from the community has yielded 29 potential goals and 147 potential initiatives across pillars and enablers

		Goals	Initiatives
Pillars	Attracting and developing the best students and faculty	6	18
	Transforming the student experience	3	19
	Collaborations and partnerships	4	28
	Enhancing our visibility	3	19
Enablers	Robust core of arts and sciences	2	16
	Cohesive, vibrant, diverse, and inclusive culture	3	16
	Efficient and responsive processes, infrastructure, staff, and leadership	4	14
	Generating sufficient financial resources	4	17
TOTAL		29	147

Key to to prioritize and phase initiatives – retreat discussion an important step in refining prioritization

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Goals and initiatives related to attracting and developing the best faculty

Pillar	Proposed goals	Potential initiatives
Attracting and developing the best faculty	1. **Attract and retain higher number of high-caliber faculty** 2. **Better develop all faculty to increase overall productivity** 3. **Create a more cohesive and better-supported faculty community**	A. Improve infrastructure and facilities for research B. Increase administrative and staff support for faculty research (e.g., grants /contracts) C. Devote more resources for endowed chairs D. Offer more attractive startup packages E. Create more common spaces for faculty social and intellectual exchange F. Create opportunities for more top visiting faculty G. Offer greater flexibility in hiring for top talent who may not fit into narrow discipline/departmental priorities H. Offer bonuses for innovative teaching and improved learning outcomes I. Create "faculty honors college" (e.g., Institute for Advanced Study) J. Undertake more opportunistic searches K. Hire with intent to train and retain – create leadership pipeline for high-performing graduate students L. Strengthen Center for Teaching Advancement and Assessment Research M. Provide more institutional support to ensure that all faculty are excellent teachers (e.g. ongoing professional development and accountability) N. Create more support for innovation management/tech transfer O. Reform tenure system to give greater weight to teaching P. Offer early retirement buyouts to faculty

Evaluation matrix: attracting and developing the best faculty
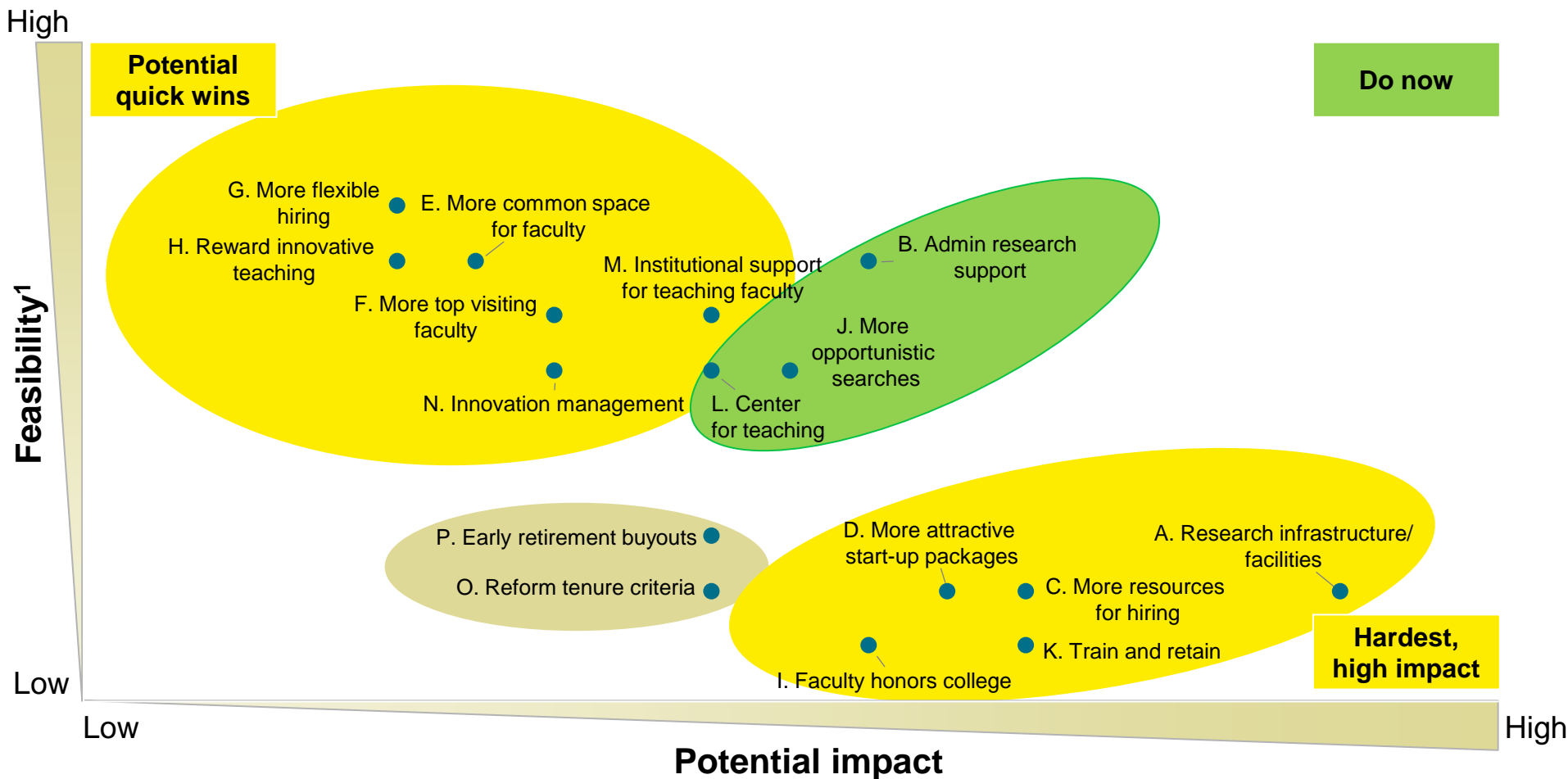
Potential quick wins

Do now

Hardest, high impact

High — Feasibility[1] — Low

Low — Potential impact — High

- G. More flexible hiring
- E. More common space for faculty
- H. Reward innovative teaching
- F. More top visiting faculty
- M. Institutional support for teaching faculty
- N. Innovation management
- B. Admin research support
- J. More opportunistic searches
- L. Center for teaching
- P. Early retirement buyouts
- O. Reform tenure criteria
- D. More attractive start-up packages
- A. Research infrastructure/facilities
- C. More resources for hiring
- K. Train and retain
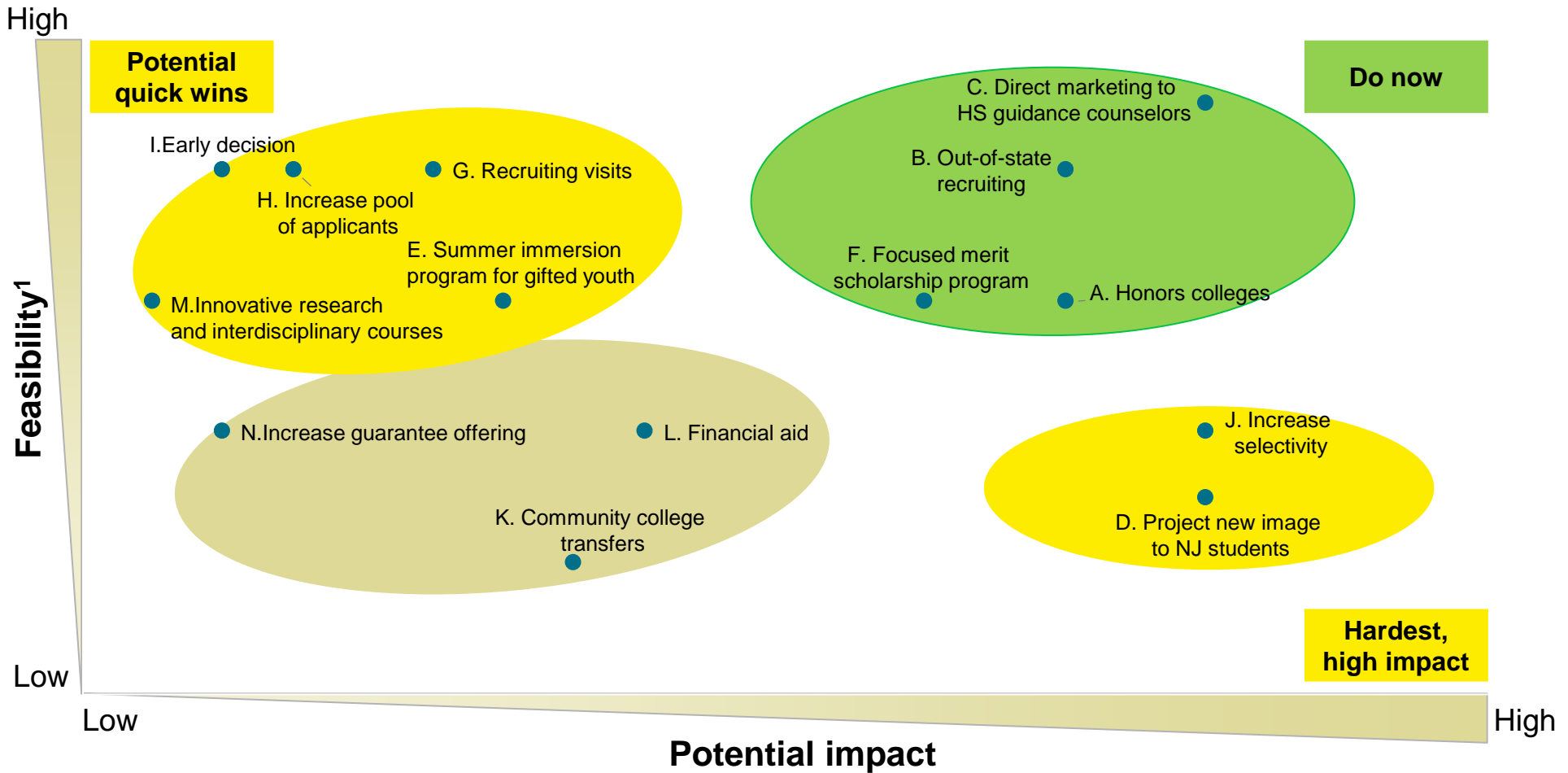- I. Faculty honors college

1. Feasibility includes affordability (Net cost to Rutgers, or Total cost * fundability), operational risk/ease of execution, political risk, time horizon to impact, reputational risk

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Goals and initiatives related to attracting the best students

Pillar	Proposed goals	Potential initiatives
Attracting the best students	1. **Attract and retain more of NJ's best students** 2. **Attract more highly qualified out-of-state students** 3. **Ensure access to high-potential talent from all backgrounds**	A. Create stronger residential honors colleges B. Build stronger support structure for out-of-state recruiting (e.g., more staff in regions, "virtual" campus visits, expanded social media) C. Undertake direct marketing to NJ guidance counselors D. More students, faculty and alumni as brand ambassadors E. Provide summer immersion program for gifted youth F. Develop a stronger and differentiated merit scholarship program (e.g., UVA Jefferson Scholars) G. Enhance recruiting experiences for prospective students (e.g., tours, on-campus experiences, sell days) H. Increase applicant pool (e.g., waive application fees, accept Common Application) I. Consider offering early decision (vs. early action), which can free up admissions' time to focus on spring yield management J. Increase admissions standards and selectivity K. Institute higher standards for community college transfers L. Leverage financial aid to attract best students M. Innovative research and interdisciplinary courses N. Increase guarantee offering (i.e., admitting top students who meet predetermined academic standards)

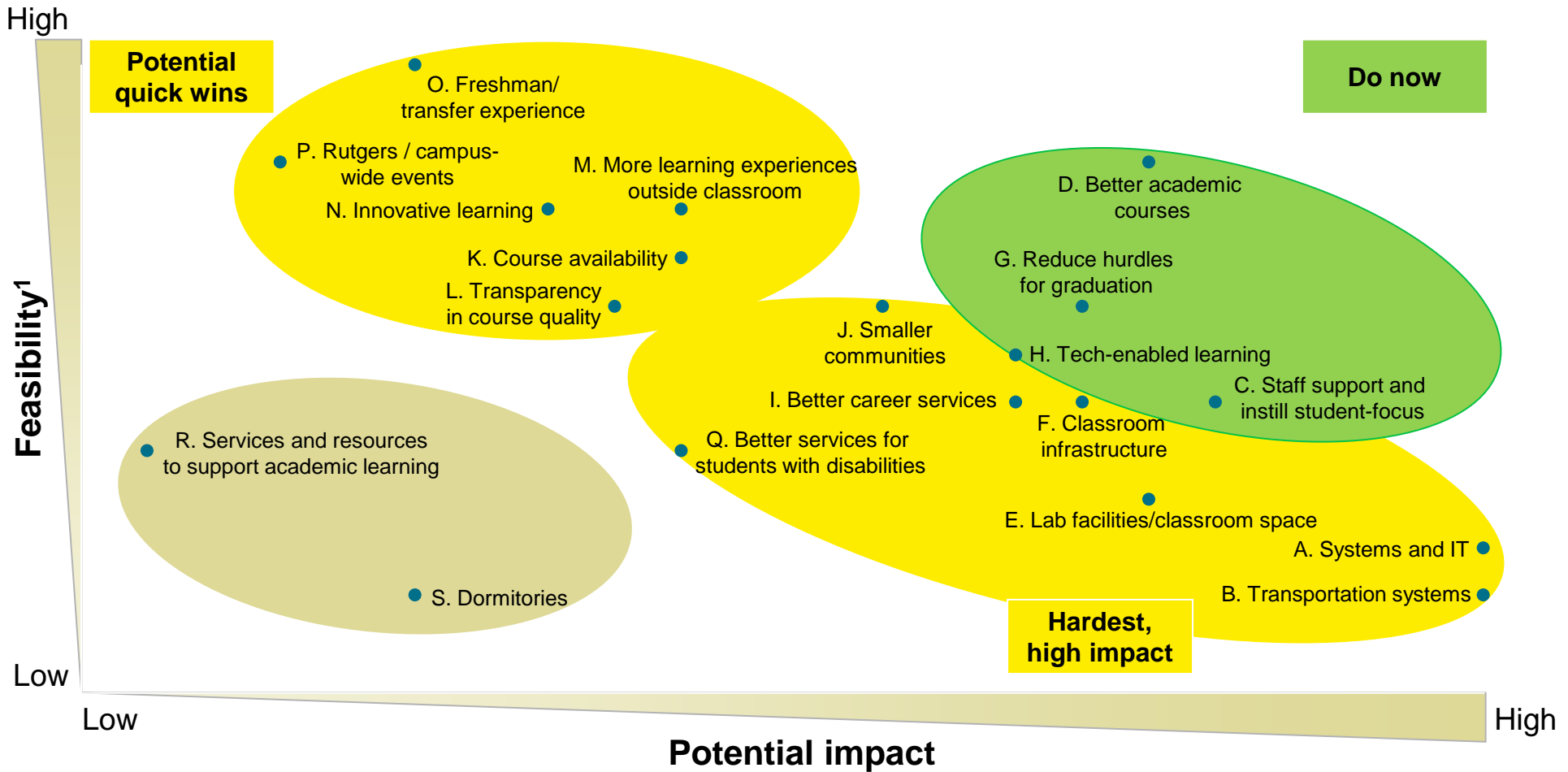# Evaluation matrix: attracting the best students

1. Feasibility includes affordability (Net cost to Rutgers, or Total cost * fundability), operational risk/ease of execution, political risk, time horizon to impact, reputational risk

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Goals and initiatives related to transforming the student experience

Pillar	Proposed goals	Potential initiatives
Transform-ing the student experience	1. **Enhance the quality and relevance of the learning experience** 2. **Create a more personalized student experience with simplified processes and efficient services** 3. **Create a cohesive student community**	A. Unify and simplify systems and IT B. Improve transportation system within and across campuses C. Expand staff support and instill student-focus D. Develop more challenging and relevant academic courses E. Improve lab facilities and classroom space F. Improve classroom infrastructure (e.g., 'smart' classrooms) G. Reduce hurdles for graduation: personalized academic advising and more flexible course credit (e.g., cross-listing) and transfer system H. Expand use of technology-enabled learning (e.g., online/blended courses) I. Develop more effective career services with formal career system connecting students to alumni and advisors J. Create more living and learning communities K. Increase course availability L. Increase transparency of course quality M. Expand learning opportunities outside the classroom (e.g., research, service learning, study abroad) N. Expand innovative learning with cutting-edge course topics O. Enhance freshman/transfer experience P. Establish and enhance Rutgers/campus-wide events Q. Expand services and infrastructure to support students with disabilities R. Update services/resources available to support academics S. Expand and improve dormitories

Evaluation matrix: transforming the student experience

Potential quick wins

Do now

Feasibility[1]

High / Low

- O. Freshman/transfer experience
- P. Rutgers / campus-wide events
- M. More learning experiences outside classroom
- N. Innovative learning
- K. Course availability
- L. Transparency in course quality
- D. Better academic courses
- G. Reduce hurdles for graduation
- J. Smaller communities
- H. Tech-enabled learning
- I. Better career services
- C. Staff support and instill student-focus
- Q. Better services for students with disabilities
- F. Classroom infrastructure
- R. Services and resources to support academic learning
- E. Lab facilities/classroom space
- A. Systems and IT
- B. Transportation systems
- S. Dormitories

Hardest, high impact

Potential impact

Low / High

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Goals and initiatives related to collaborations/partnerships (I)

Pillar	Proposed goals	Potential initiatives
Collaborations and partnerships	1. **Foster greater inter-disciplinary scholarship and teaching** 2. **Build stronger engagement with alumni as a vital asset** 3. **Strengthen ties with New Jersey government and local community** 4. **Expand our reach through collaboration with private industry**	**Government (State and Federal)** A. Identify new Federal grant/contract opportunity areas B. Educate stakeholders to gain broader recognition for Rutgers' role in NJ (e.g., spurring workforce/econ development, lead in higher ed) C. Undertake outreach to build a new tone of trust and partnership in State legislature D. Pursue Fort Monmouth redevelopment opportunity E. Partner with other state/community colleges and universities to create a stronger overall system in NJ F. Strengthen relationships with international partners **Interdisciplinary collaboration universitywide** G. Develop a plan to ensure that more schools leverage UMDNJ assets/ capabilities H. Incentivize interdisciplinary collaboration (e.g., Reward best practices, make explicit in role descriptions, consider in promotion decisions) I. Foster greater collaboration across campuses, better leveraging each campus's assets and capabilities J. Appoint senior administrator for inter-disciplinary affairs and empower this leader to eliminate hurdles to collaboration K. Fully leverage our partnership with the Big 10 and CIC L. Invest in strengthening our most effective centers, bureaus, and institutes as hubs of interdisciplinary scholarship (e.g., more funds, greater visibility, enhanced resource allocation) M. Increase flexibility in hiring and promotion to allow for faculty appointments across multiple departments or to centers/institutes

Goals and initiatives related to collaborations/partnerships (II)

Pillar	Proposed goals	Potential initiatives
Collaborations and partnerships	1. **Foster greater inter-disciplinary scholarship and teaching** 2. **Build stronger engagement with alumni as a vital asset** 3. **Strengthen ties with New Jersey government and local community** 4. **Expand our reach through collaboration with private industry**	**Alumni** N. Better recognize all alumni for personal success and/or involvement with RU O. Create more opportunities for alumni to be involved at Rutgers (e.g., recruiting events, speaking to classes, brand ambassadors) P. Strengthen local/regional alumni clubs Q. Provide more career support to alumni (e.g., networking among alumni and with faculty, online courses, career advising) R. Create more dedicated spaces for alumni to meet on campus S. Improve communication with alumni (e.g., greater personalization, more innovative mechanisms) **Corporate/private** T. Work with life science industry to build a research cluster in NJ focused on an emerging opportunity (e.g., genomics/personalized medicine) U. Launch Innovation Research Park V. Expand existing public-private partnerships (e.g. RUCDR, Biomaterials Ctr) W. Restructure legal/contracts office to enable more public-private partnerships X. Enable greater tech transfer and commercialization of innovation (e.g., reduce legal barriers, improve tech transfer office, standard contract lang.) Y. Create incubator programs to foster greater innovation Z. Make it easier for companies to work with Rutgers (e.g., remove barriers, more proactive outreach, incentivize public-private partnerships) AA. Pursue other corporate partnerships to meet private industry needs (e.g., professional/continuing education, research collaboration) BB. Create stronger links with philanthropic foundations

Evaluation matrix: collaborations and partnerships
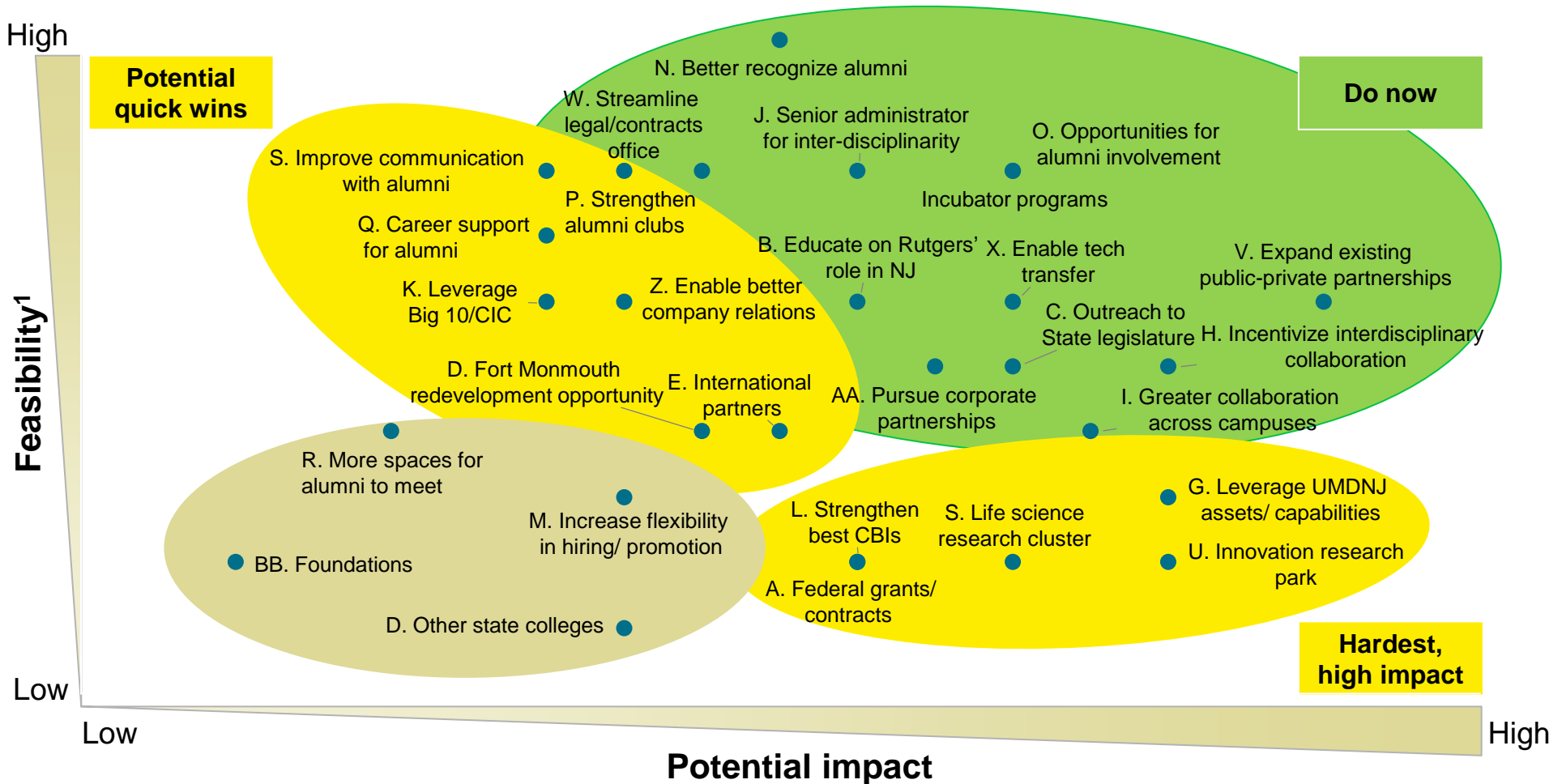
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Goals and initiatives related to enhancing our visibility (I)

Pillar	Proposed goals	Potential initiatives
Enhancing our visibility	1. **Enhance physical campus** 2. **Improve reputation with external community** 3. **Improve reputation and positive identity within the Rutgers community**	A. Enhance physical appearance of campuses (e.g., renovate facilities, carry out beautification of grounds, develop central community space, such as a main quad) B. Establish "One Rutgers" brand and identity, including mission, vision, values, and clear identity statements for each campus C. Increase awareness of brand in NJ and beyond D. Expand resources dedicated to public relations and marketing E. Establish awareness of Rutgers' new strengths in patient care and expanded capabilities in biomedical and health sciences research F. Increase earned media coverage and paid media advertising to promote scholarly and research achievements (e.g., new breakthroughs, awards) G. Dedicate additional resources to managing relations with state government H. Highlight Rutgers value-add as a public partner to local industry (e.g., better promote research resources to local PharmaCo) I. Leverage technology to highlight and popularize Rutgers core strengths with public (e.g., MOOCs with high profile faculty, social media campaigns)

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Goals and initiatives related to enhancing our visibility (II)

Pillar	Proposed goals	Potential initiatives
Enhancing our visibility	1. **Enhance physical campus** 2. **Improve reputation with external community** 3. **Improve reputation and positive identity within the Rutgers community**	J. Increase visibility at national and global academic forums (e.g., participation in conferences, policy debates) K. Better publicize Rutgers value proposition to NJ community (e.g., improve marketing to high school guidance counselors) L. Revitalize marketing materials, including visuals and messaging M. Improve intra-school communication of successes (e.g., internal awards recognizing faculty/student/staff achievements, universitywide intranet) N. Improve interface with the public (e.g. streamline website, increase responsiveness, develop ambassador program) O. Create championship athletic programs P. Increase connectedness of campuses Q. Improve surrounding locales (e.g., support development of local areas as college towns, improve safety) R. Build international campuses

Evaluation matrix: enhancing our visibility
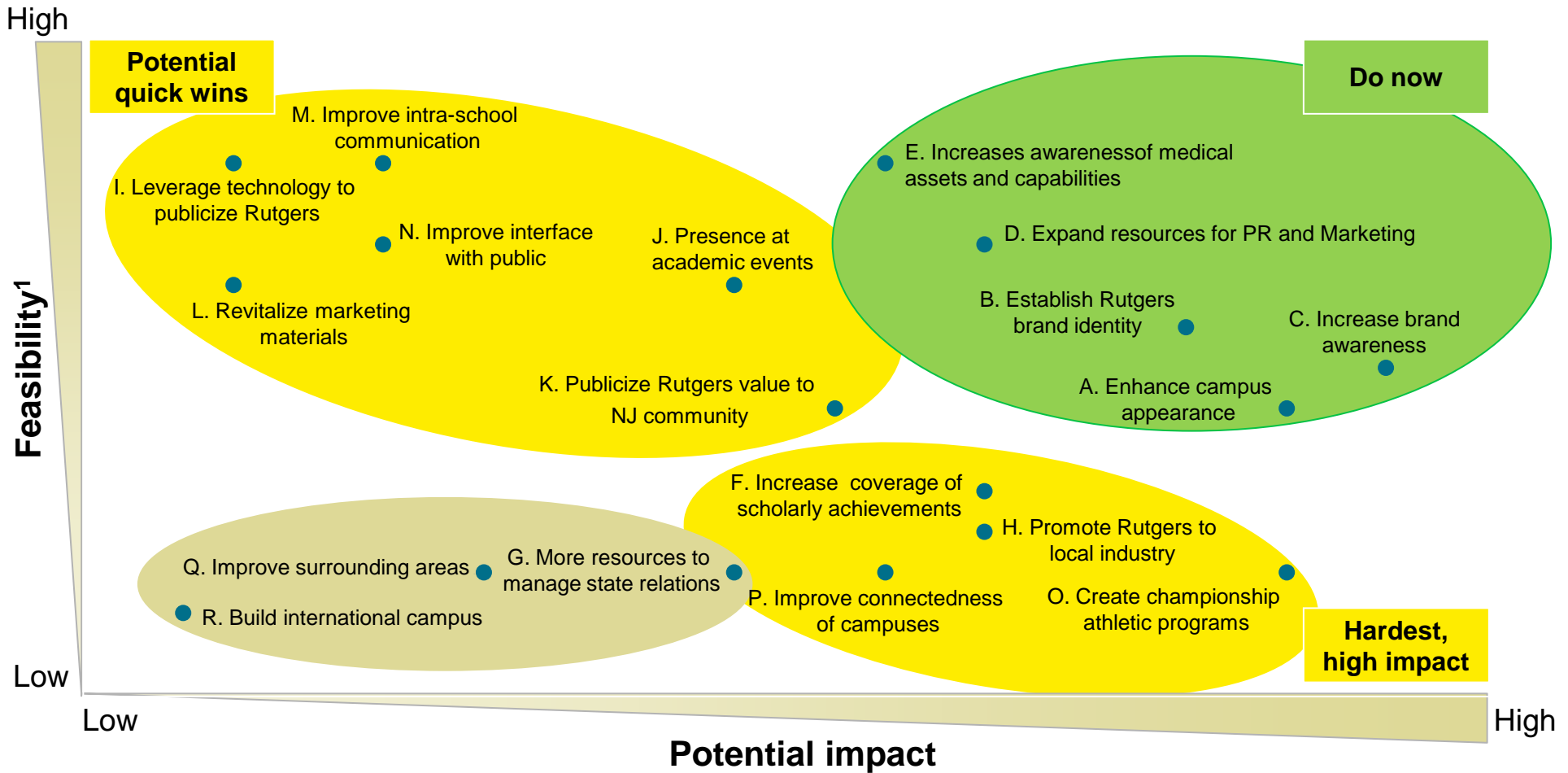
Potential quick wins

Do now

Hardest, high impact

M. Improve intra-school communication

I. Leverage technology to publicize Rutgers

N. Improve interface with public

J. Presence at academic events

L. Revitalize marketing materials

K. Publicize Rutgers value to NJ community

E. Increases awarenessof medical assets and capabilities

D. Expand resources for PR and Marketing

B. Establish Rutgers brand identity

C. Increase brand awareness

A. Enhance campus appearance

F. Increase coverage of scholarly achievements

H. Promote Rutgers to local industry

Q. Improve surrounding areas

G. More resources to manage state relations

R. Build international campus

P. Improve connectedness of campuses

O. Create championship athletic programs

High — Low (Feasibility[1])

Low — High (Potential impact)

Feasibility[1]

Potential impact

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Goals and initiatives related to cohesive, vibrant, diverse, and inclusive culture (I)

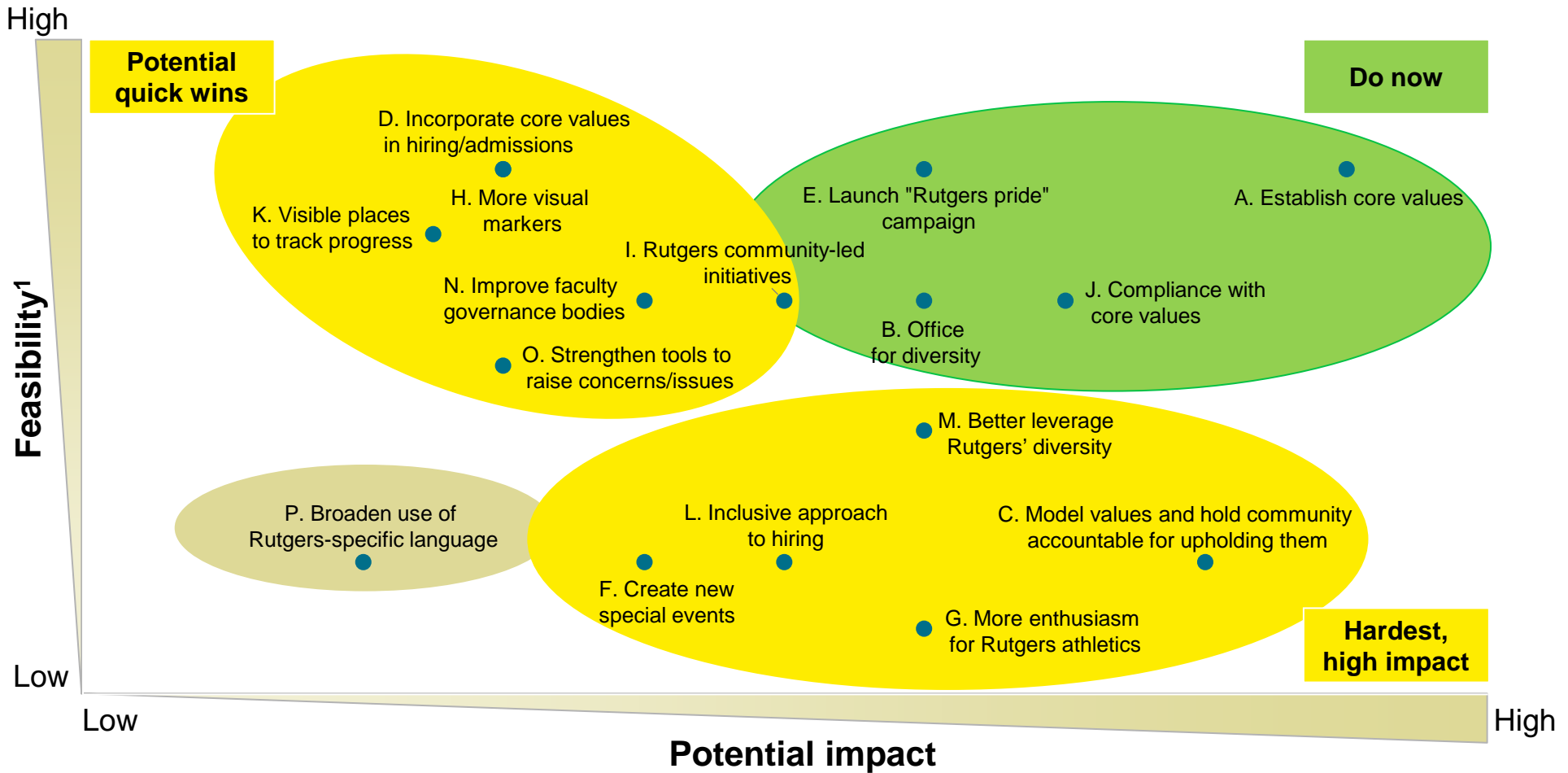| Pillar	Proposed goals	Potential initiatives
Cohesive, vibrant, diverse, and inclusive culture	1. **Establish core values and embed them throughout the community** 2. **Instill greater pride in Rutgers** 3. **Capitalize on and retain Rutgers' strength in diversity**	A. Establish core values that will define Rutgers' identity, norms and behaviors B. Establish a best-in-class office for diversity and equity C. Model and communicate core values from central administration and hold students, faculty, staff, and administration accountable for upholding them (e.g., performance metrics/incentives) D. Incorporate core values in hiring and admission requirements E. Launch "Rutgers pride" campaign to celebrate and increase awareness of Rutgers history, traditions, and successes F. Create special events as new traditions to bring the Rutgers community together G. Build stronger enthusiasm around Rutgers athletics H. Create more visual markers (e.g., flags, block Rs on streets) I. Charge students, faculty, and staff with developing initiatives to grow pride in Rutgers and foster desired culture/behaviors J. Conduct internal reviews to ensure compliance with core values

Goals and initiatives related to cohesive, vibrant, diverse, and inclusive culture (II)

Pillar	Proposed goals	Potential initiatives
Cohesive, vibrant, diverse, and inclusive culture	1. **Establish core values and embed them throughout the community** 2. **Instill greater pride in Rutgers** 3. **Capitalize on and retain Rutgers' strength in diversity**	K. Create visible places on campus to track progress toward desired cultural changes (e.g., eliminating RU screw) L. Develop a culture and practice of inclusive searches for faculty, staff, and senior leadership M. Better leverage Rutgers' diverse student body to ensure that tolerance and understanding is a more prominent part of every student's experience N. Improve efficiency and effectiveness of faculty governance bodies O. Strengthen tools for community to raise concerns/issues (e.g., ombudsman) P. Broaden use of language and terminology unique to Rutgers

Evaluation matrix: cohesive, vibrant, diverse, and inclusive culture

High

Feasibility[1]

Potential quick wins

Do now

D. Incorporate core values in hiring/admissions

K. Visible places to track progress

H. More visual markers

E. Launch "Rutgers pride" campaign

A. Establish core values

I. Rutgers community-led initiatives

N. Improve faculty governance bodies

J. Compliance with core values

B. Office for diversity

O. Strengthen tools to raise concerns/issues

M. Better leverage Rutgers' diversity

P. Broaden use of Rutgers-specific language

L. Inclusive approach to hiring

C. Model values and hold community accountable for upholding them

F. Create new special events

G. More enthusiasm for Rutgers athletics

Hardest, high impact

Low

Low ——— **Potential impact** ——— **High**

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Goals and initiatives related to robust core of arts and sciences (I)

Pillar	Proposed goals	Potential initiatives
Robust core of arts and sciences	1. **Better deliver core skills and knowledge for the 21st century** 2. **Preserve and enhance excellence in scholarship and teaching in the arts and sciences**	A. Identify core skills & knowledge that every student should gain and align core curriculum around these learning outcomes (e.g., critical thinking, writing, science literacy) B. Identify ways to align core curriculum across schools (e.g., common learning model, standardization of requirements/ syllabi / courses) C. Implement rigorous, university-wide program to assess student learning outcomes D. Implement responsibility-centered management budget model E. Evaluate resourcing of all schools and departments F. Review roles, organizational and governance structures of all schools to minimize overlaps, improve accountability G. Increase transparency on key processes and decisions, particularly budgeting H. Ensure liberal education as a foundation for pre-professional undergraduate programs

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Goals and initiatives related to robust core of arts and sciences (II)

Pillar	Proposed goals	Potential initiatives
Robust core of arts and sciences	1. **Better deliver core skills and knowledge for the 21st century** 2. **Preserve and enhance excellence in scholarship and teaching in the arts and sciences**	I. Ensure that core curriculum creates adequate opportunities to develop / strengthen core competencies for job readiness J. Ensure strong leadership in all key roles (e.g., reduce interim positions) K. Undertake periodic, independent evaluations of departments to ensure resource alignment with student demand and research opportunities L. Evaluate faculty teaching and service loads to ensure adequate time for research M. Increase forums for faculty leadership (e.g., department chairs, area deans) to share best practices N. Optimize tradeoff between need for revenue generation and need to maintain high quality of courses and degrees (e.g., periodic reviews to ensure high standards) O. Increase % of core courses taught by tenure-track faculty P. Increase rigor of courses included in the core curriculum

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Evaluation matrix: robust core of arts and sciences
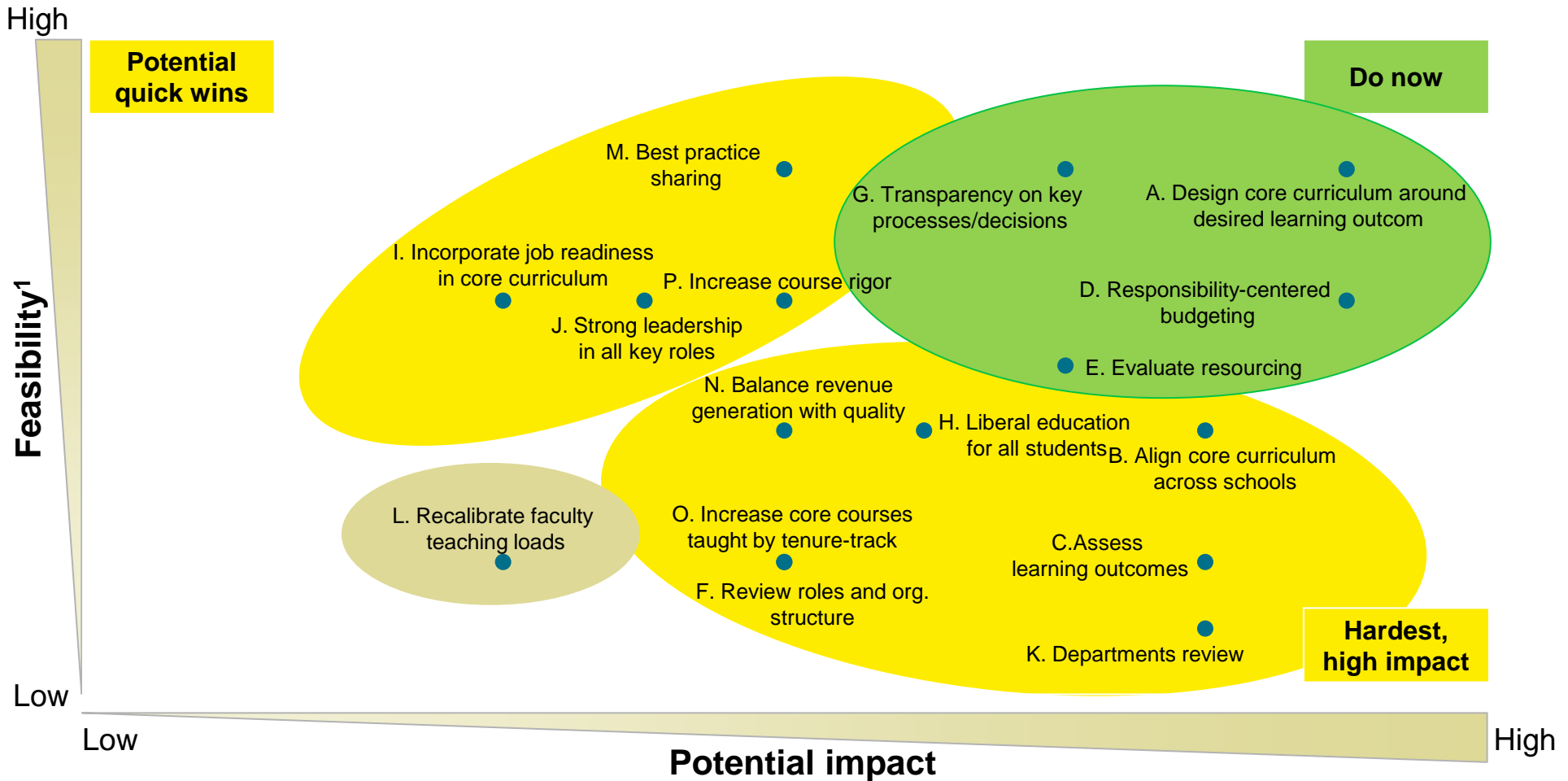
Feasibility[1]

High

Low

Potential quick wins

Do now

M. Best practice sharing

G. Transparency on key processes/decisions

A. Design core curriculum around desired learning outcom

I. Incorporate job readiness in core curriculum

P. Increase course rigor

D. Responsibility-centered budgeting

J. Strong leadership in all key roles

E. Evaluate resourcing

N. Balance revenue generation with quality

H. Liberal education for all students

B. Align core curriculum across schools

L. Recalibrate faculty teaching loads

O. Increase core courses taught by tenure-track

C. Assess learning outcomes

F. Review roles and org. structure

K. Departments review

Hardest, high impact

Low

Potential impact

High

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Goals and initiatives related to efficient and responsive processes, infrastructure, staff, and leadership

Pillar	Proposed goals	Potential initiatives
Efficient and responsive processes, infrastructure, staff, and leadership	1. **Establish more standardized, effective processes** 2. **Build IT infrastructure for seamless university operations** 3. **Ensure an effective and supportive staff culture** 4. **Improve transparency and accountability**	A. Conduct complete overhaul of IT systems B. Conduct overhaul of administrative processes to achieve greater standardization / minimize duplication C. Increase transparency regarding policy changes and decision-making processes (e.g., resource allocation) D. Instill student / customer-focused culture and orientation E. Improve day-to-day communication from leadership F. Allow for more end-to-end career development of staff (better accountability/ performance measurement and incentives, training) G. Ensure that HR operates as a resource and partner to identify and develop quality staff H. Improve new hire orientation and training programs I. Establish regular forums for interface between administration and community J. Establish more forums for staff to communicate and collaborate across departments / units (e.g., functional communities) K. Better recognize staff contributions L. Evaluate admin processes between campuses to ensure alignment between staff accountability and authority M. Empower and increase efficiency of governing/advisory bodies (e.g., faculty advisory / leadership councils, RU Senate) N. Develop online tool for resource sharing

Evaluation matrix: efficient and responsive processes, infrastructure, staff, and leadership
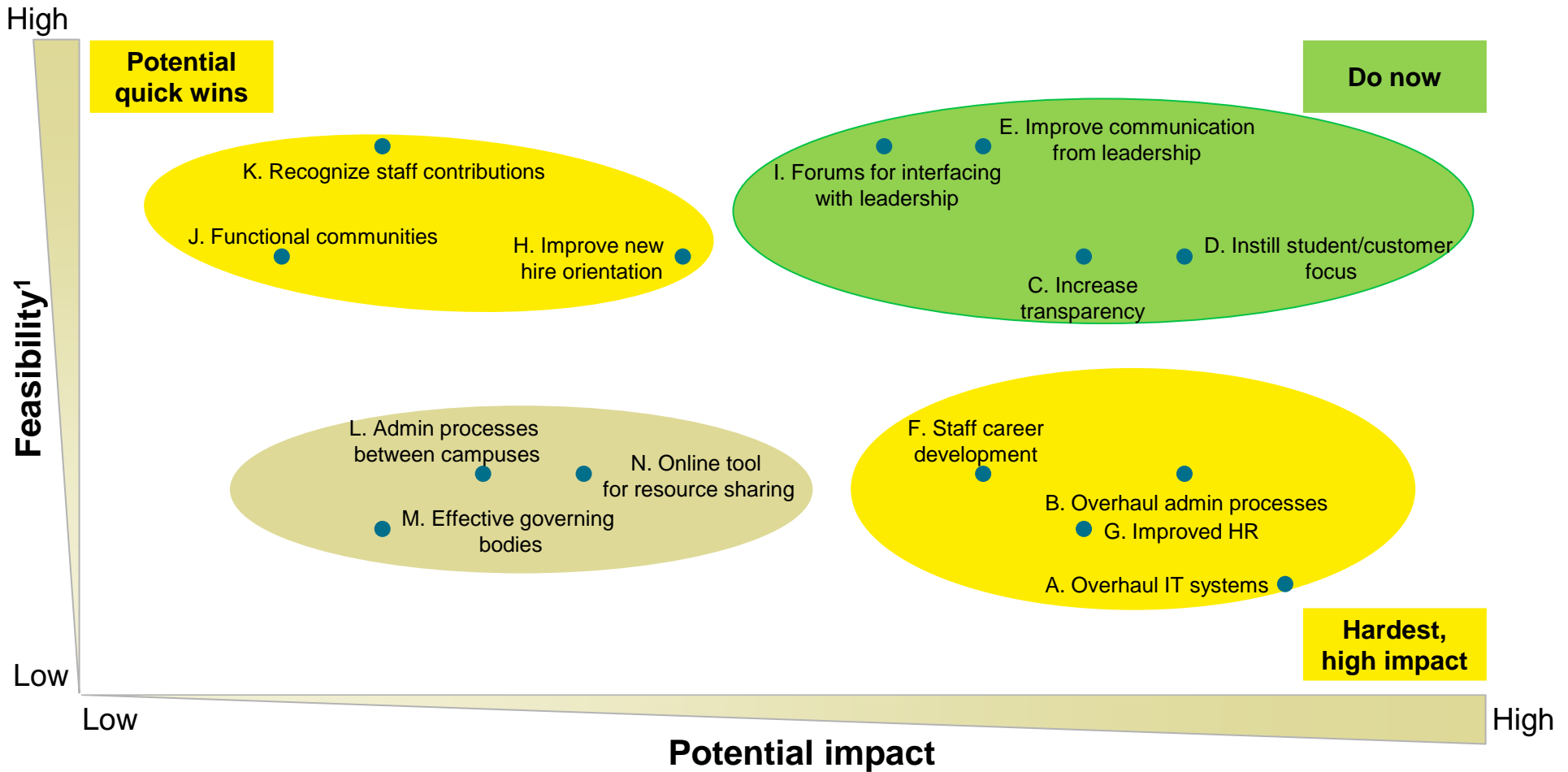
Feasibility[1]

High ← → Low

Potential impact — Low → High

Potential quick wins
- K. Recognize staff contributions
- J. Functional communities
- H. Improve new hire orientation

Do now
- E. Improve communication from leadership
- I. Forums for interfacing with leadership
- C. Increase transparency
- D. Instill student/customer focus

- L. Admin processes between campuses
- N. Online tool for resource sharing
- M. Effective governing bodies

Hardest, high impact
- F. Staff career development
- B. Overhaul admin processes
- G. Improved HR
- A. Overhaul IT systems

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Goals and initiatives related to generating sufficient financial resources (I)

Enabler	Proposed goals	Potential initiatives
Generating financial resources sufficient to fund the aspiration	1. **Grow the endowment through increased private giving** 2. **Expand existing/ traditional sources of revenue (i.e., tuition and state appropriations)** 3. **Grow innovative/ nontraditional revenue sources** 4. **Better allocate and utilize existing assets**	A. Expand alumni giving through enhanced affiliation/outreach B. Grow enrollment in a strategically targeted way C. Increase proportion of out-of-state and international students D. Increase online/distance/continuing education enrollments E. Evaluate academic programs to eliminate duplication, prioritize focus areas F. Identify efficiencies in staff and administrative operations G. Attract and retain high-performing staff and leadership at the Rutgers University Foundation H. Expand summer/winter enrollments I. Rationalization of the physical plant J. Extract more revenue from patents/ commercialization of IP K. Develop new degree programs (e.g., executive education, professional programs, online degrees) L. Inculcate culture of giving among students M. Involve faculty in fundraising N. Form new revenue-generating, public-private partnerships (e.g., corporate, federal contracts, philanthropic foundations) O. Expand use of differential pricing of degree programs

Goals and initiatives related to generating sufficient financial resources (II)

Enabler	Proposed goals	Potential initiatives
Generating financial resources sufficient to fund the aspiration	1. **Grow the endowment through increased private giving** 2. **Expand existing/ traditional sources of revenue (i.e., tuition and state appropriations)** 3. **Grow innovative/ nontraditional revenue sources** 4. **Better allocate and utilize existing assets**	P. Create new venture capital fund to invest in Rutgers entrepreneurs Q. Enhance visibility with state legislature in order to raise more state appropriations and ongoing capital funding R. Incubate new for-profit auxiliary enterprises S. Raise tuition rate if warranted by market conditions T. More events at stadium

Evaluation matrix: generating sufficient financial resources

1. Feasibility includes affordability (Net cost to Rutgers, or Total cost * fundability), operational risk/ease of execution, political risk, time horizon to impact, reputational risk

Contents

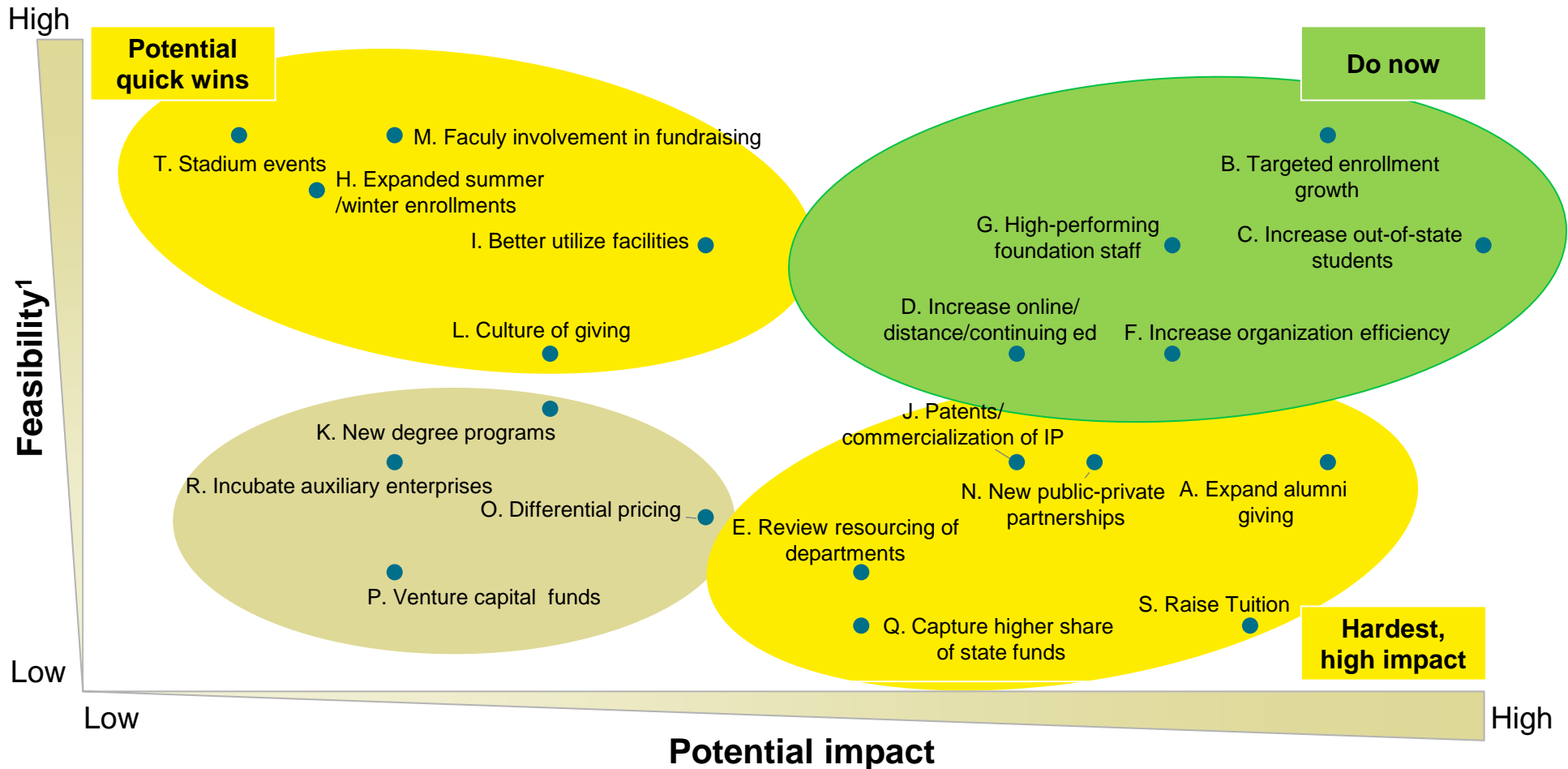*Draft: advisory, consultative & deliberative material for discussion purposes only*

Appendix contents

	Pages
Results from voting on themes for differentiation	**87-88**
Results of input received on core values	**89**
Answers to questions received following the last retreat	**90-98**

Ranking of most appealing themes

Theme	%
Improving the health and wellness of individuals and populations	72.2
Educating leaders for a dynamic world	45.6
Creating a sustainable world through innovation and engineering	44.3
Ethnicity, diversity, and migration in creation of communities and nations	40.5
Ethics, responsibility, and citizenship in our globalized world	35.4
Applying our knowledge and technology to better the world	34.2
Developing a broadly educated citizenry via emphasis on the liberal arts	27.8
Leading the regional innovation economy	25.3
Impact of science and technology innovation in society	24.1
New frontier of communication, media, and information technology	22.8
Understanding the limits and potential of the human mind	21.5
Modern enterprise: business, entrepreneurship, and citizenship in a digital world	20.3
Creating and sustaining a safe and secure society	19.0
Our role in the natural and built environment	19.0
Creative expression and the human experience	19.0
Social enterprise at the intersection of humanities, economics, and innovation	16.5
Deepening the individual's realization and understanding of himself/herself	11.4
Collaborative creation and art as a force for cohesion in the modern world	3.8
Communicating across cultures through art	2.5

(n = 79)

% of respondents who ranked theme in top 5

% of total respondents

Note: Participants were asked *"Out of the following list of themes, please rank the 5 themes that are the **most** appealing to you."*
Source: March 2013 Differentiating Themes Survey, BCG Analysis

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Ranking of least appealing themes

Theme	%
Deepening the individual's realization and understanding of himself/herself	58.2
Communicating across cultures through art	50.6
Collaborative creation and art as a force for cohesion in the modern world	49.4
Social enterprise at the intersection of humanities, economics, and innovation	41.8
Leading the regional innovation economy	35.4
Understanding the limits and potential of the human mind	32.9
Creative expression and the human experience	30.4
Developing a broadly educated citizenry via emphasis on the liberal arts	29.1
Modern enterprise: business, entrepreneurship, and citizenship in a digital world	26.6
Educating leaders for a dynamic world	24.1
Our role in the natural and built environment	21.5
Applying our knowledge and technology to better the world	17.7
Creating and sustaining a safe and secure society	15.2
Ethics, responsibility, and citizenship in our globalized world	10.1
New frontier of communication, media, and information technology	10.1
Ethnicity, diversity, and migration in creation of communities and nations	8.9
Impact of science and technology innovation in society	7.6
Creating a sustainable world through innovation and engineering	7.6
Improving the health and wellness of individuals and populations	1.3

(n = 79)

% of respondents who ranked theme in bottom 5
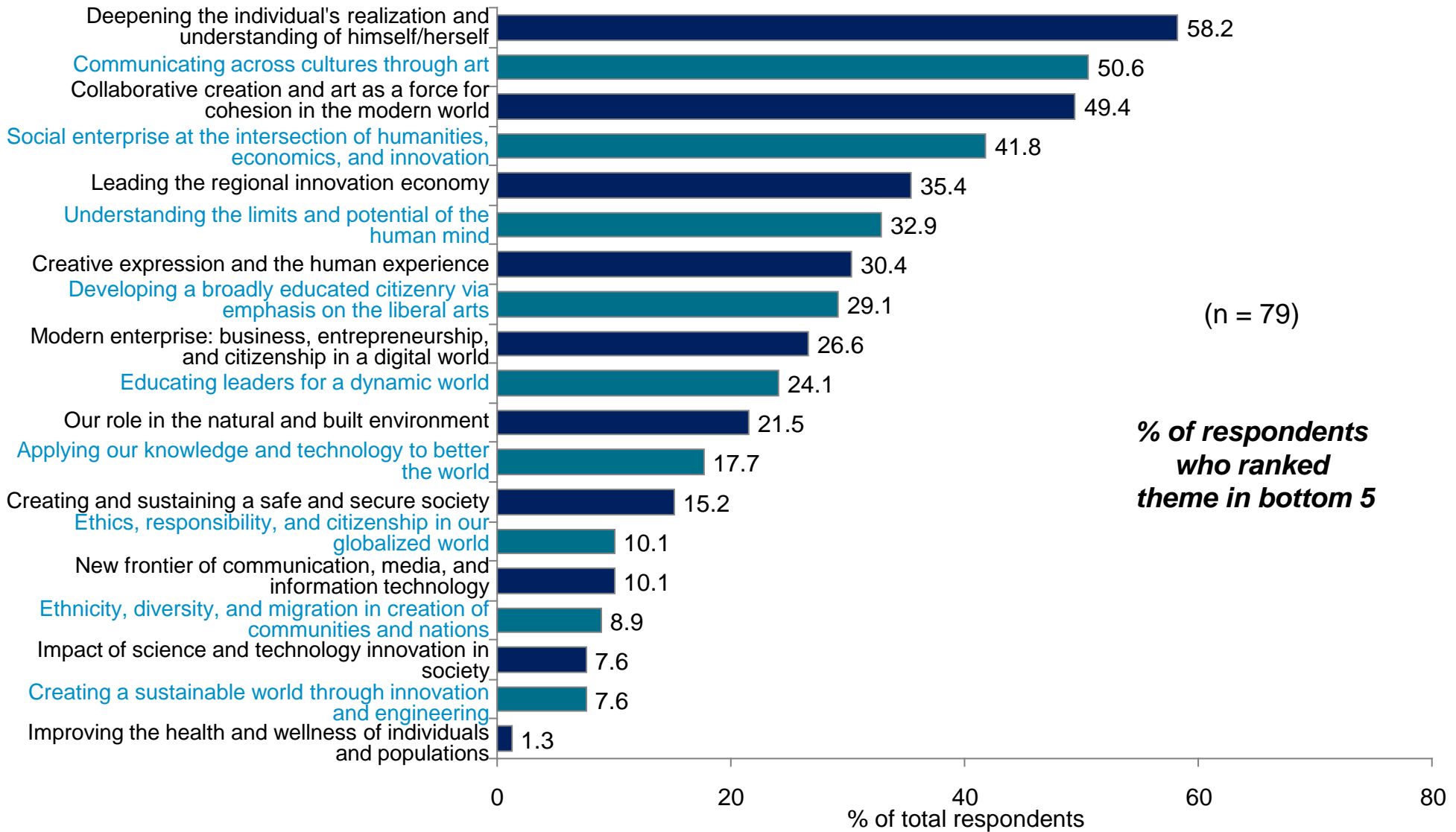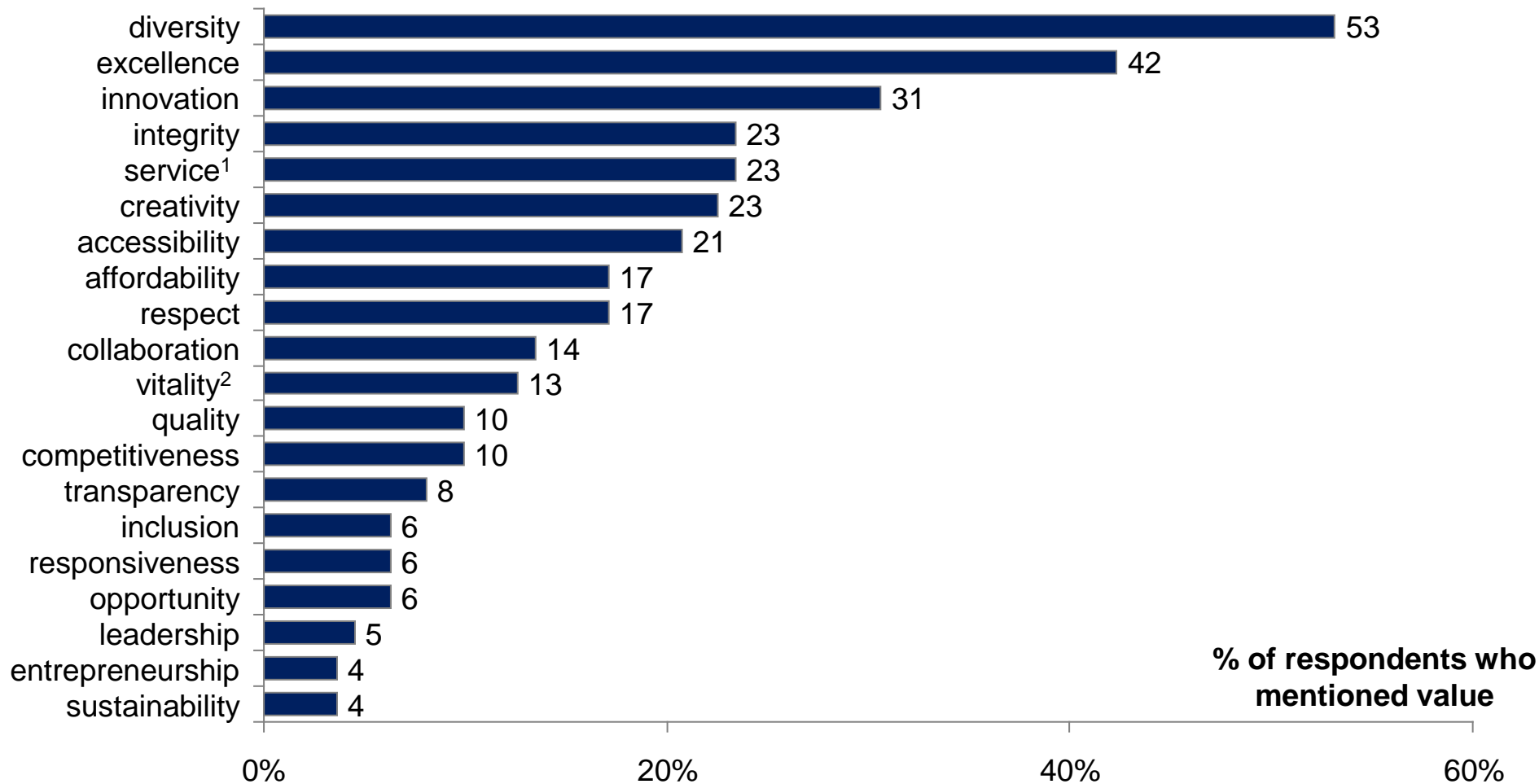
% of total respondents

Note: Participants were asked *"Out of the following list of themes, please rank the 5 themes that are the **least** appealing to you."*
Source: March 2013 Differentiating Themes Survey, BCG Analysis

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Emerging values for Rutgers – based on feedback from retreat participants

| Value	%
diversity	53
excellence	42
innovation	31
integrity	23
service[1]	23
creativity	23
accessibility	21
affordability	17
respect	17
collaboration	14
vitality[2]	13
quality	10
competitiveness	10
transparency	8
inclusion	6
responsiveness	6
opportunity	6
leadership	5
entrepreneurship	4
sustainability	4

% of respondents who mentioned value

1. Service counts include both "service" and "service to community" suggestions 2. Vitality counts includes both "vitality" and "intellectual vitality" suggestions.
Note: Total number of participants:111. Average number of values proposed by participant: 4.4
Source: Survey about Rutgers values from the first retreat.

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On this slide from the fact book, where are full-time non-tenure-track faculty categorized?
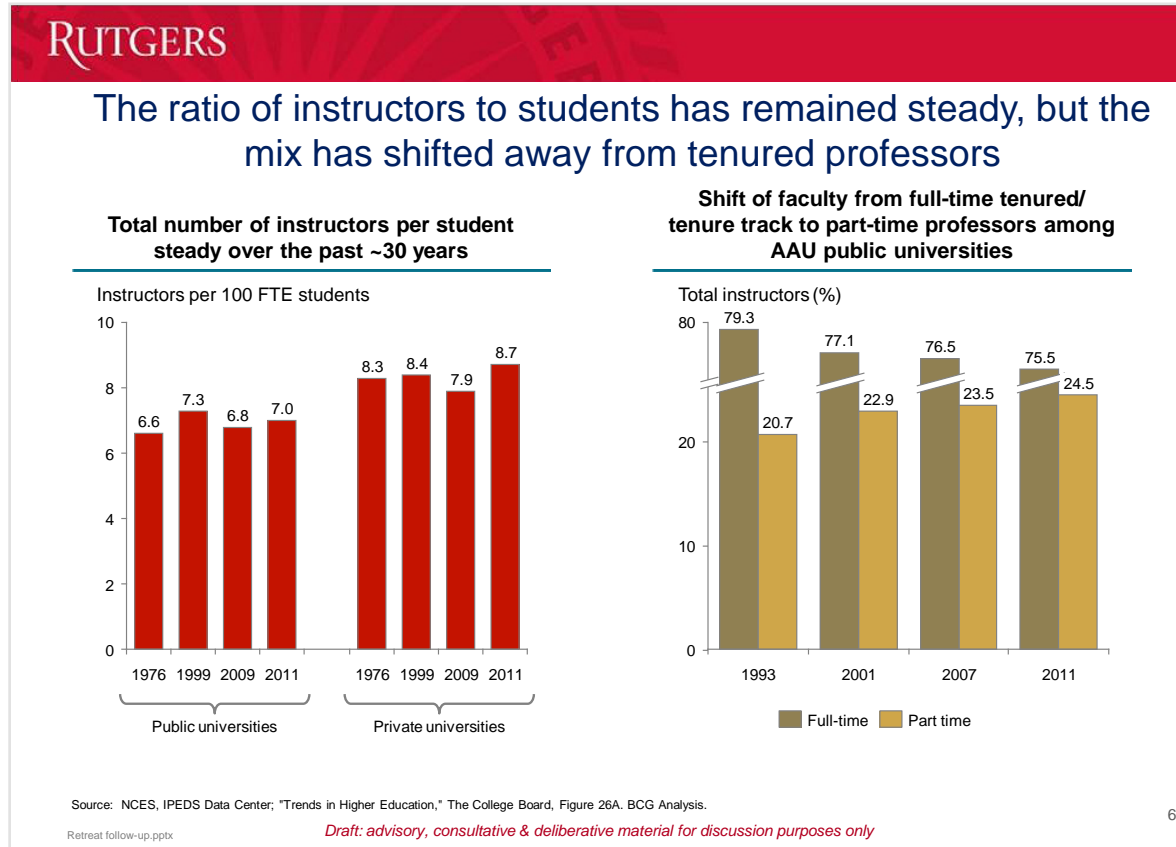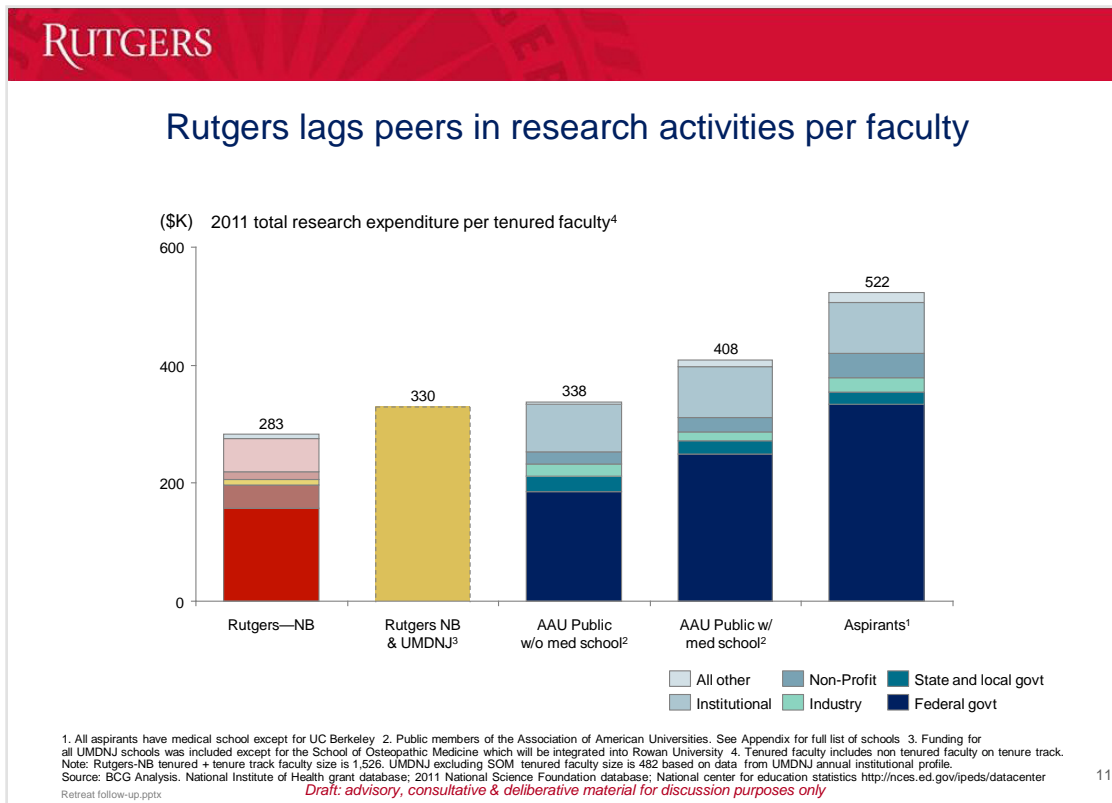

The full-time label includes all "full-time" faculty: tenured, tenure-track, and non tenure-track

What are the definitions of need-based aid recipients and financial aid recipients?
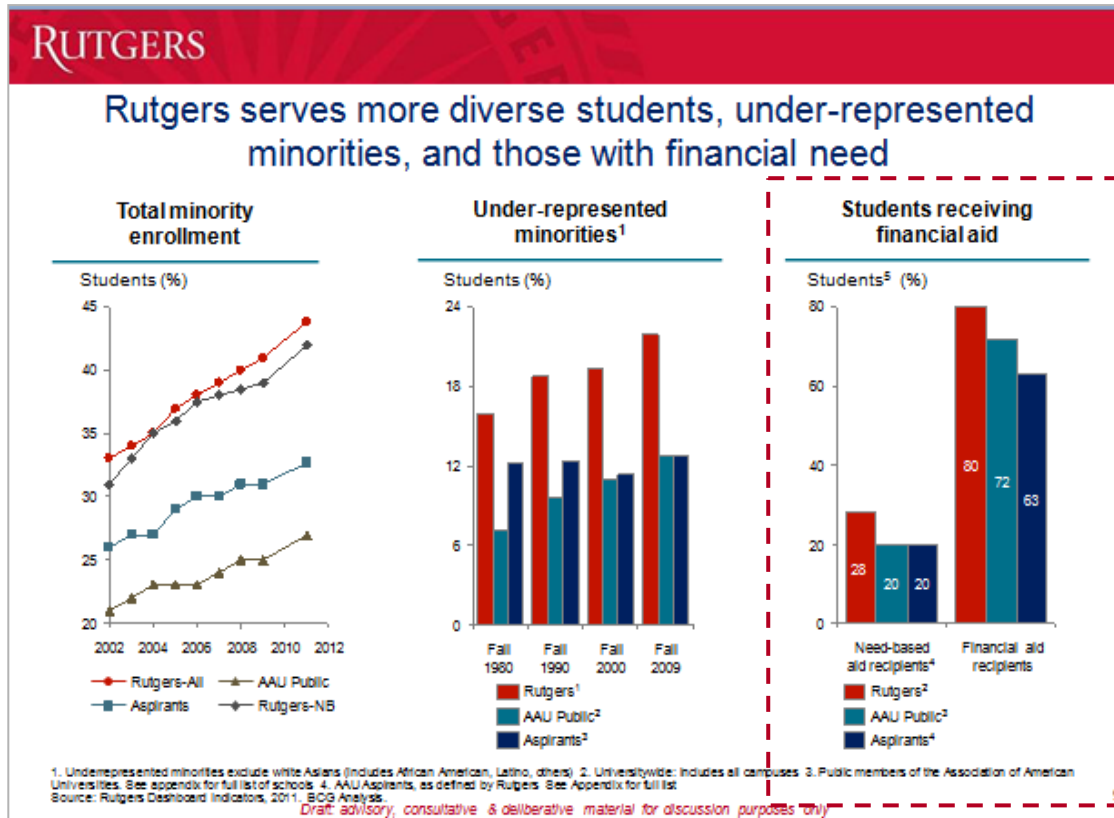
Need-based recipients includes only students receiving Pell grants. The financial aid recipients includes students receiving all types of financial aid (e.g., institutional aid, federal student loans, scholarships, etc.)

Do the research charts on this slide include both tenured and tenure-track faculty? What is included in these figures?

Rutgers lags peers in research activities per faculty

($K)   2011 total research expenditure per tenured faculty[4]

Category	Rutgers—NB	Rutgers NB & UMDNJ[3]	AAU Public w/o med school[2]	AAU Public w/ med school[2]	Aspirants[1]
Total	283	330	338	408	522

Legend:
- All other
- Institutional
- Non-Profit
- Industry
- State and local govt
- Federal govt

1. All aspirants have medical school except for UC Berkeley 2. Public members of the Association of American Universities. See Appendix for full list of schools 3. Funding for all UMDNJ schools was included except for the School of Osteopathic Medicine which will be integrated into Rowan University 4. Tenured faculty includes non tenured faculty on tenure track.
Note: Rutgers-NB tenured + tenure track faculty size is 1,526. UMDNJ excluding SOM tenured faculty size is 482 based on data from UMDNJ annual institutional profile.
Source: BCG Analysis. National Institute of Health grant database; 2011 National Science Foundation database; National center for education statistics http://nces.ed.gov/ipeds/datacenter

Retreat follow-up.pptx   *Draft: advisory, consultative & deliberative material for discussion purposes only*   11

These figures are specific to New Brunswick and UMDNJ and include <u>all</u> research expenditures – not just those that are Federally-funded. The calculations are specific to tenured and tenure-track faculty and exclude part-time and non-tenure track faculty.

Why are states like Maryland and Minnesota requiring on-line instruction? What are their stated reasons?

The motivation in Maryland appears to twofold: they are seeking to stimulate new strategies that a) improve learning outcomes and b) lower costs. The Chancellor of the Maryland system has spoken publicly about the desire to free up time for faculty to have closer interaction with students:

> *"The notion," he said, "is that the classroom is not used for lecture time, but used as time for active learning. Students are working on material, and the professor and graduate students and advanced undergraduate students are walking around the room and helping them work through the material."*

The Maryland system has also received grant support from the Gates Foundation aimed at refining the use of online technology so that it is more effective and better integrated with traditional classroom instruction. For example, one Maryland state university has developed a set of guidelines and requirements to ensure that fully-online courses are pedagogically sound.

The Minnesota proposal appears also to be aimed at expanding access to more students: the goal to "increase access and student success through online learning" is explicitly stated in the board of trustees' official action plan.

Is Thomson-Reuters a credible source for data on citations and publications? Doesn't Google Scholar generate more results?

The process of tracking publications and citations is clearly imperfect (well-documented issues include self-citation and the Matthew effect). There are many different publication and citation index sources for evaluating scholarly productivity. Among these are Thomson Reuters (formerly ISI) Web of Knowledge, Academic Analytics, Google Scholar, SCOPUS – each has positives and negatives.

Thomson Reuters' Web of Knowledge index has a long history of use in the academic world. It is used by the AAU to develop institutional/member profiles and was the citation index employed in the National Research Council's Assessment of Research Doctorate Programs (http://www.nap.edu/rdp/).

Thomson Reuters has a more limited set of data sources than does Google Scholar – the latter is more comprehensive in its scope, but the tradeoff is that Google Scholar often includes compendia of citations and publications that organizes papers, journal articles, books, etc., but have no new scientific information itself. Thomson Reuters does not index these bibliographic databases. It engages in a process of ongoing cleaning/correction of its information and tends to be more up-to-date. Because Google Scholar is essentially a web crawler, it is prone to inaccuracies. Many in higher education favor Thomson Reuters for its history and widespread use in the field.

How do Rutgers faculty compare on other metrics, such as the Shanghai ranking/ American Ranking of World Universities?

The ARWU rankings aggregate a number of data points that were captured in the retreat materials, including faculty research activity, publications and citations, and awards. Some of these data are drawn from the Center for Measuring University Performance, a respected source for these types of data. The ARWU rankings are part of an emerging set of international rankings. While they are becoming more well-known and are often considered the best of the international rankings, as with any rankings, they are not without criticism. Some see the rankings as heavily favoring institutions strong in the sciences at the expense of the humanities and social sciences. One study examining its methodology could not reproduce the rankings from the same set of raw data, calling into question the rankings' validity and reliability.

What % of our students, faculty, and staff are women? How does this compare to other AAU schools?

On gender diversity, Rutgers is on par with other AAU institutions. Women represent 51.4% of students at Rutgers, compared to the AAU average, 49.6%. Similarly, 50.9% of Rutgers' faculty and staff are female, compared to the AAU average, 50.3%.

Can you refine the survey findings to show actual averages for importance – not just rankings?

Yes, now that almost all of the surveys have been closed, we have refined our findings and released more detailed information to the public. Full survey results are available at the strategic planning website, www.universitystrategy.rutgers.edu.

Can you show more detailed data (e.g., breakdown of total research dollars, % minorities) for each campus?

Yes, we have been working to break out these and other data specific to each campus. New campus-specific information is included on pages 9-28 of the April fact book document