

The image features a solid red background. In the top left corner, the word "RUTGERS" is written in a large, white, serif font. Below it, in a smaller, white, sans-serif font, are the words "THE STATE UNIVERSITY OF NEW JERSEY". A large, faint, circular seal of Rutgers University is visible in the background, centered behind the text. The seal contains the text "RUTGERS UNIVERSITY" and "THE STATE UNIVERSITY OF NEW JERSEY" around its perimeter, with a sunburst design in the center.

RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

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 faculty¹
- 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

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

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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

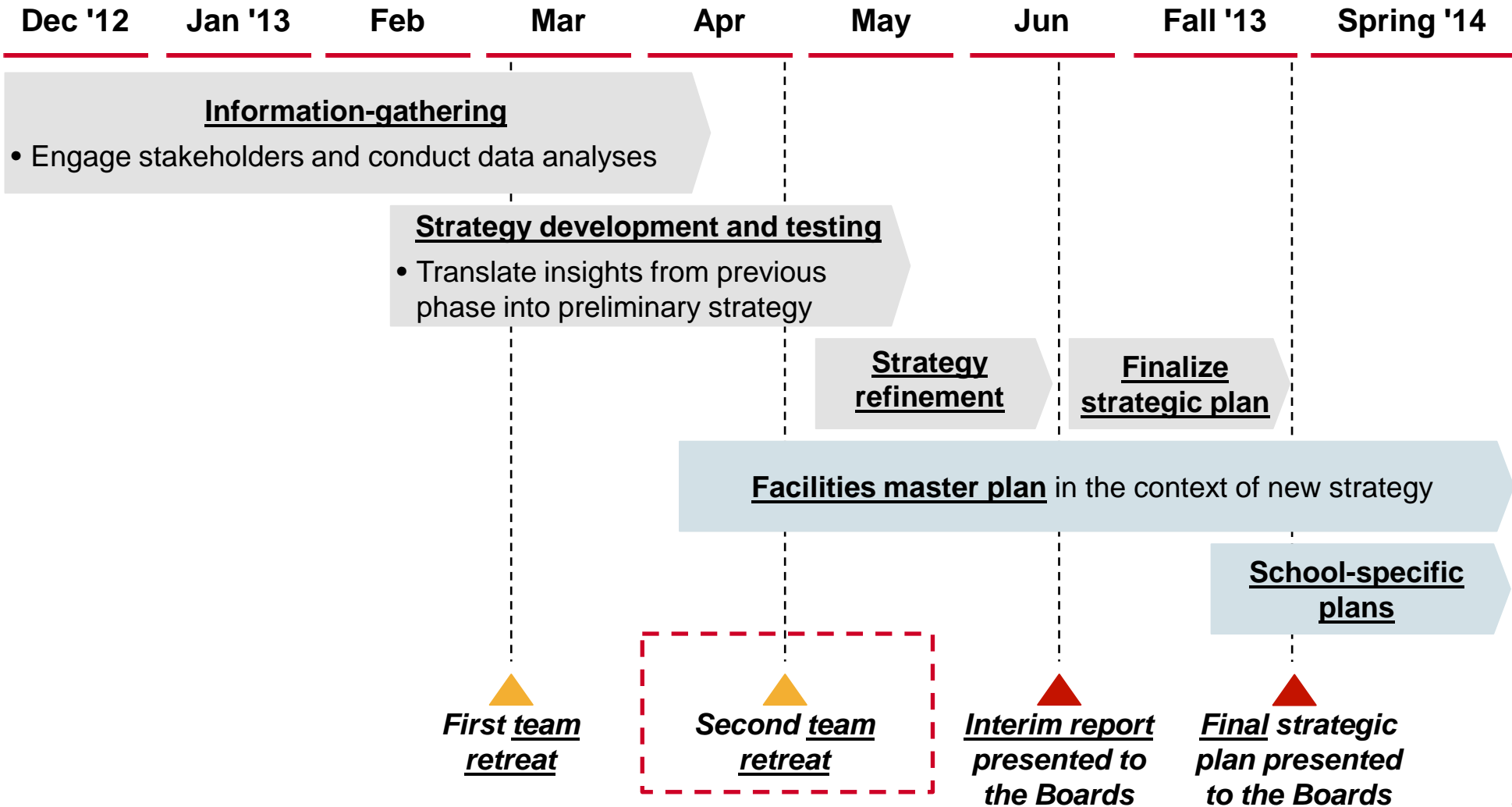
- Clarify our views on One Rutgers and how the campuses contribute to the mission
- Gain a better understanding of how Rutgers can strengthen each campus and leverage the strengths of each campus to advance the university's aspiration
- Generate more ideas to foster greater cohesion and collaboration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

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



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

<p>1</p> <p>Opening remarks 8:00 – 8:15 am</p>	<p>Frame the day</p> <ul style="list-style-type: none"> • Progress update since last retreat • Goals and plan for the day
<p>2</p> <p>Intro to campus discussion 8:15 – 8:30 am</p>	<p>Agenda and approach for campus discussion</p> <ul style="list-style-type: none"> • Vision for One Rutgers • Views on our system and how the campuses contribute to the mission
<p>3</p> <p>Campus discussion (I) 8:30 – 10:00 am</p>	<p>Chancellors Pritchett, Yeagle, and Edwards will lead discussions on their respective campuses</p> <ul style="list-style-type: none"> • Review current state and goals for each campus, with focus on identifying distinct strengths, assets and capabilities
<p>4</p> <p>Campus discussion (II) 10:00-10:30am</p>	<p>Ideas for improved cohesion/collaboration across campuses</p> <ul style="list-style-type: none"> • Focus on how to leverage strengths of each campus
<p>Break</p>	
<p>5</p> <p>Strategic initiatives 10:45 am-12:15 pm</p>	<p>Proposed goals and initiatives for each pillar and enabler, with goal of refining list of initiatives and prioritization</p> <ul style="list-style-type: none"> • Will leverage input from pre-retreat survey
<p>6</p> <p>Closing remarks 12:15 – 12:30 pm</p>	<p>Synthesis the day and next steps</p>

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

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

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Campus overview

New Brunswick ("NB")



Campus acreage	2,677
Environment¹	City (small)
City population	~55,000
U.S. News ranking²	68 (NU)
Number of students³	40,434
Full-time faculty	2,164
Full-time staff	5,618

Newark ("N")



Campus acreage	40
Environment¹	City (large)
City population	~277,000
U.S. News ranking²	115 (NU)
Number of students³	12,011
Full-time faculty	512
Full-time staff	770

Camden ("C")



Campus acreage	31
Environment¹	City (small)
City population	~77,000
U.S. News ranking²	20 (RU)
Number of students³	6,343
Full-time faculty	285
Full-time staff	524

1. Degree of urbanization as defined by IPEDS <http://nces.ed.gov/ipeds/glossary/?charindex=D>. Large cities have a population of 250,000 or more, small cities a population of 100,000 or less
 2. According to the *U.S. News & World Report*, New Brunswick and Newark are ranked among National Universities (NU) while Camden is ranked among the North Regional Universities (RU)
 3. Total headcount of undergraduate and graduate students (part-time and full-time)
 Note: Headcount enrollment by campus, Fall 2012
 Source: *U.S. News & World Report* (rankings <http://www.usnews.com/rankings>), Student Unit Record Enrollment (SURE) and Institute for Postsecondary Education Data System (IPEDS <http://nces.ed.gov/ipeds/>), Fall 2012

List of degree granting schools and colleges

New Brunswick

- School of Arts and Sciences
- School of Environmental and Biological Sciences
- Edward J. Bloustein School of Planning and Public Policy
- Ernest Mario School of Pharmacy
- Mason Gross School of the Arts
- School of Communication and Information
- School of Engineering
- School of Management and Labor Relations
- School of Social Work
- Graduate School – New Brunswick
- Graduate School of Applied and Professional Psychology
- Graduate School of Education

Newark

- Newark College of Arts and Sciences
- University College – Newark
- College of Nursing
- Rutgers Business School – Newark and New Brunswick¹
- Graduate School – Newark
- School of Criminal Justice
- School of Law – Newark²
- School of Public Affairs and Administration

Camden

- Camden College of Arts and Sciences
- University College – Camden
- School of Business – Camden
- School of Law – Camden²
- School of Nursing – Camden
- Graduate School – Camden

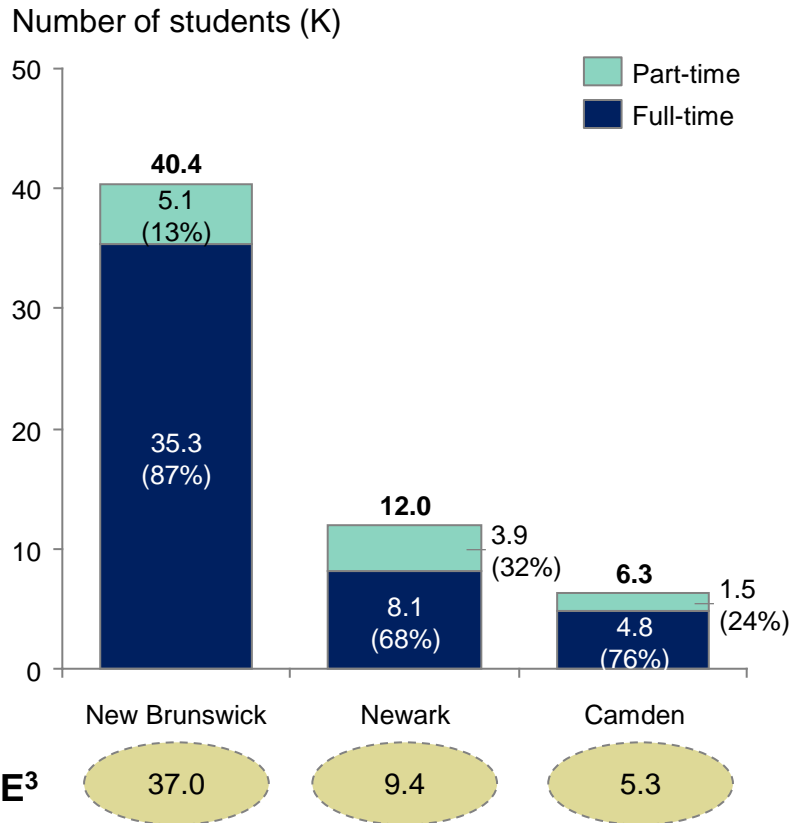
1. Rutgers Business School – Newark and New Brunswick encompasses an undergraduate unit in Newark, an undergraduate unit in New Brunswick, and a graduate unit spanning Newark and New Brunswick which awards various master's degrees. Its doctoral program is awarded through the Graduate School – Newark

2. Merger plan proposed by Fall 2014 as announced on http://www.nj.com/news/index.ssf/2013/02/rutgers_to_propose_merging_new.html

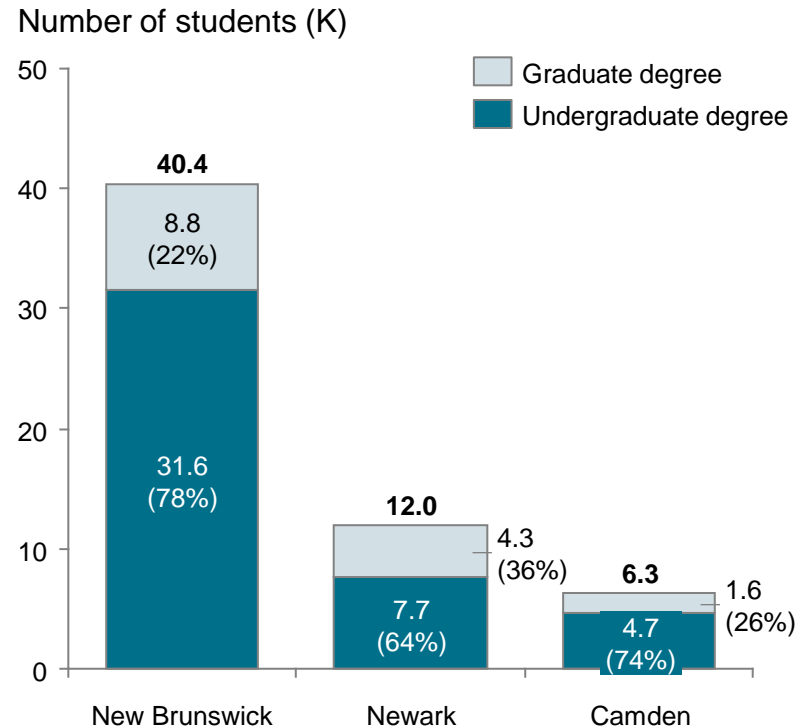
Source: Office of Institutional Research and Academic Planning (OIRAP)

Student body composition (I)

Headcount of full-time and part-time students¹ (Fall 2012)



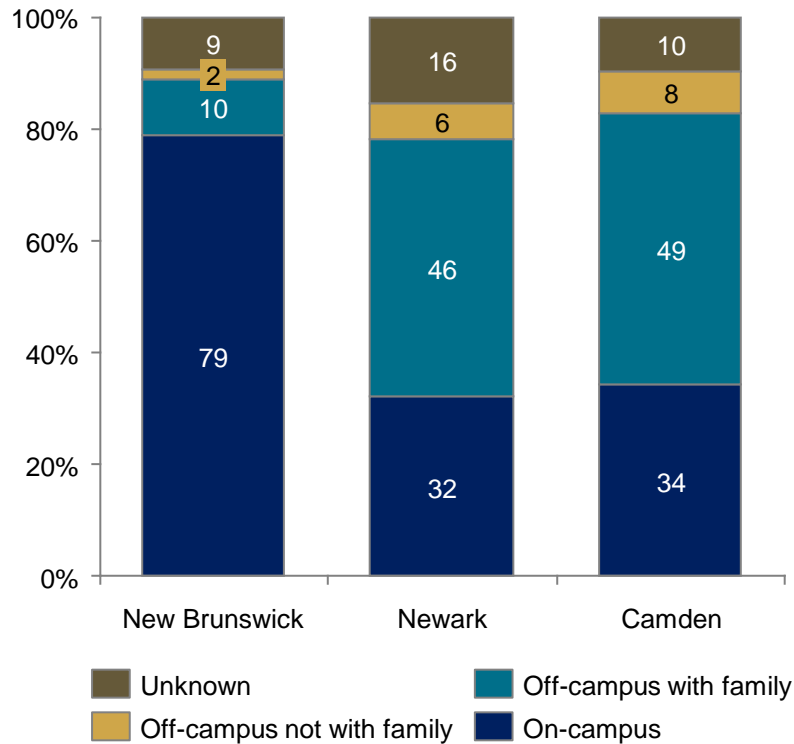
Headcount of undergraduate and graduate students² (Fall 2012)



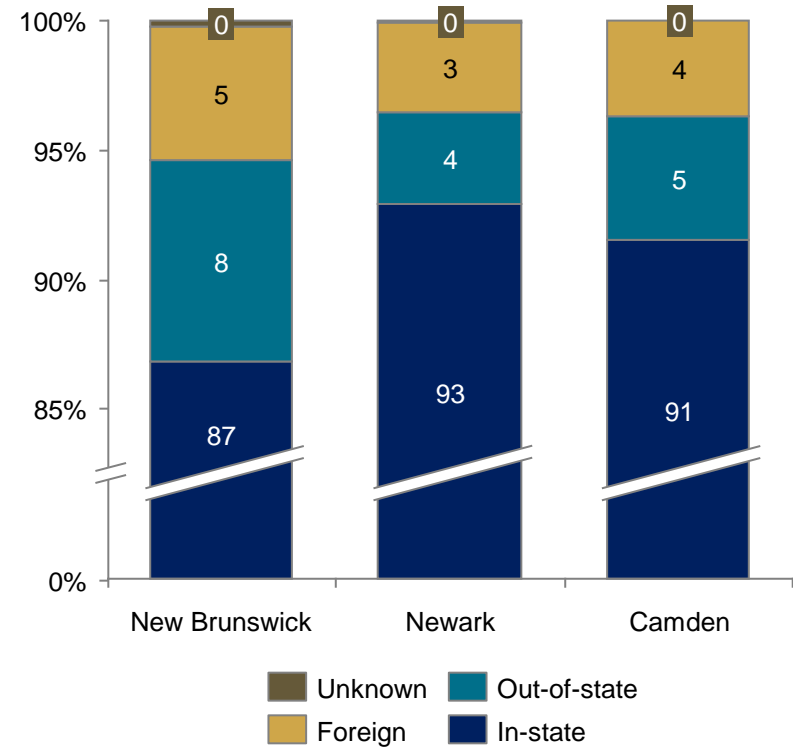
1. Includes both undergraduate and graduate students
 2. Includes both full-time and part-time students
 3. Full-time equivalents (FTEs) are calculated by summing the total full time students with one-third of the total part-time students
 Source: Student Unit Record Enrollment (SURE), Fall 2012

Student body composition (II)

Distribution of first-year students by type of housing¹ (Fall 2011)



Distribution of first-year full-time students by geographic origin (Fall 2012)

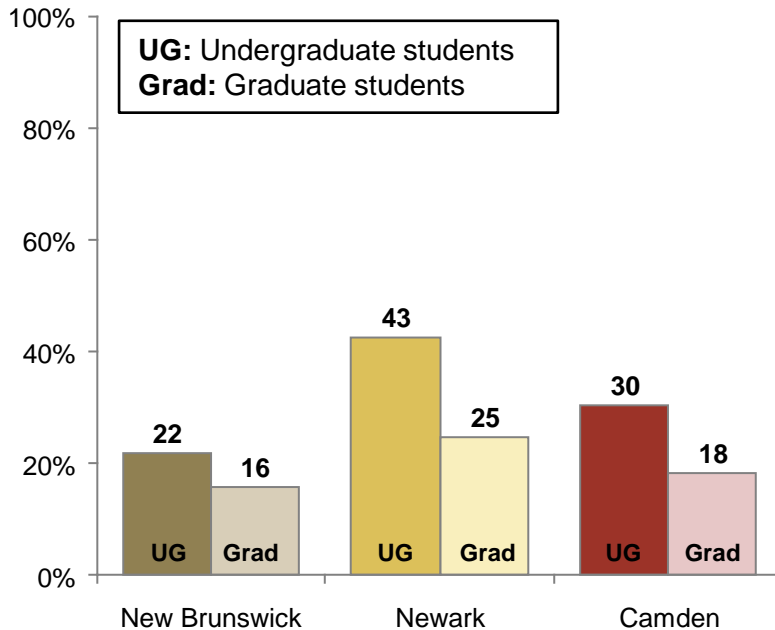


1. The off-campus statistics are based on a representative group of first-time students (NB=3,662, Newark=677, Camden=393). This group is used to report to the department of education via IPEDS for financial aid purposes

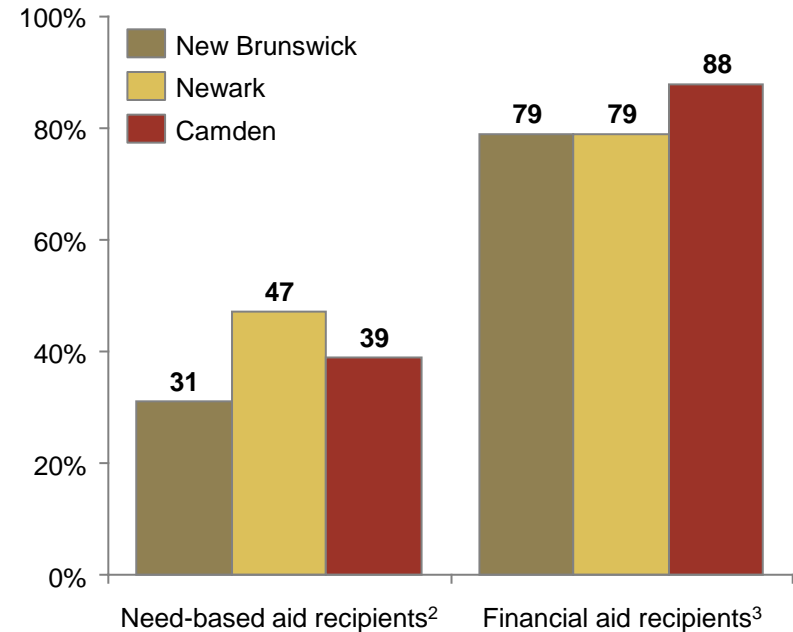
Sources: University Housing Reports and Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Survey, Student Unit Record Enrollment (SURE), Fall 2012

Student body composition (III)

% of under-represented minority students¹ (Fall 2012)



% of first-time full-time students receiving financial aid (Fall 2011)



1. Under-represented minority students include African American, American Indian, Hawaiian, Latino, two or more underrepresented minority groups (White, Asian and two or more Asian/White excluded)

2. Full-time first-time students receiving Pell grants

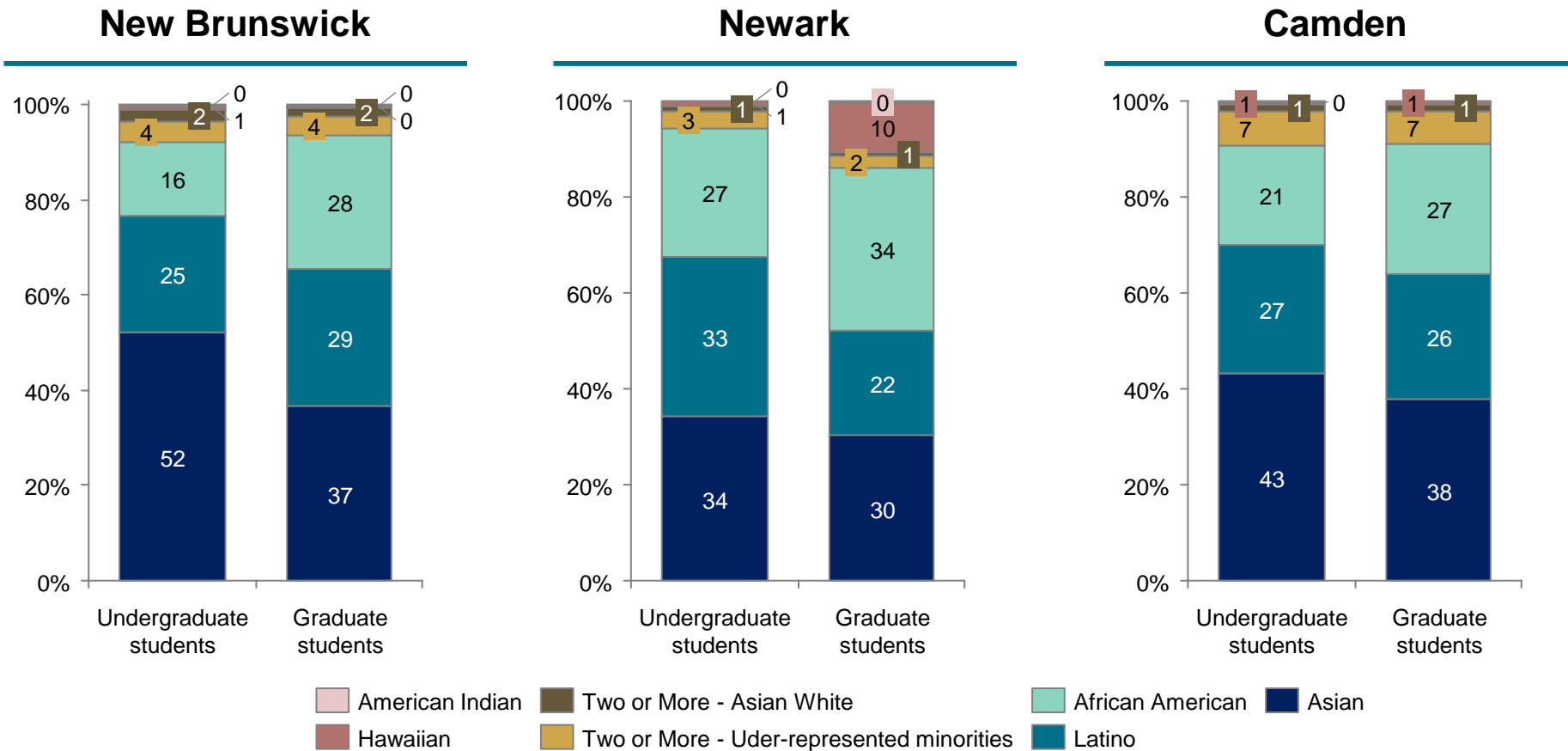
3. Full-time first-time students receiving any financial aid, including loans

Sources: Student Unit Record Enrollment (SURE), Fall 2012. IPEDS Student Financial Aid 2012-13 Survey Summary - based on reporting Fall 2011 student data

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

Student body composition (IV)

Distribution of minority students¹ by ethnicity (Fall 2012)

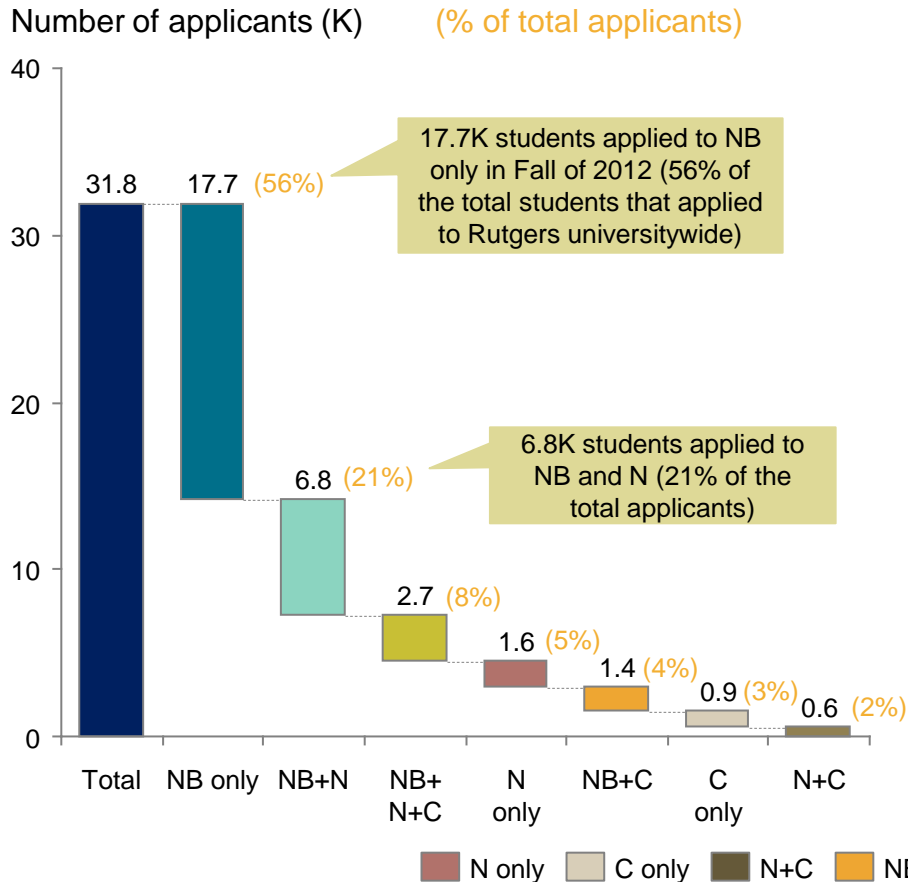


1. Minority students are defined as those who report as: Asians, African Americans, Mexican-Americans, Native Americans (American Indians, Alaska Natives, and Native Hawaiians), Pacific Islanders, Hispanic, and mainland Puerto Ricans, Latino, and two or more. Under-represented minority students are a subset of the minority students group and the definition does not include Asian students

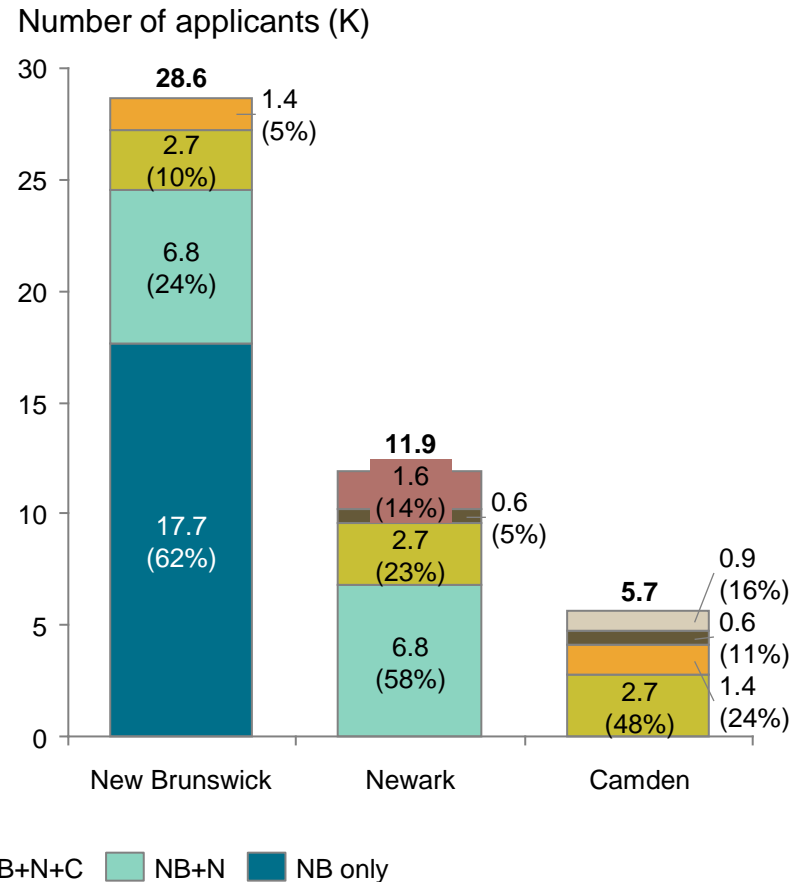
Sources: Student Unit Record Enrollment (SURE), Fall 2012

Student selectivity (I)

Breakdown of the number of applicants universitywide (Fall 2012)



Breakdown of the number of applicants by campus (Fall 2012)



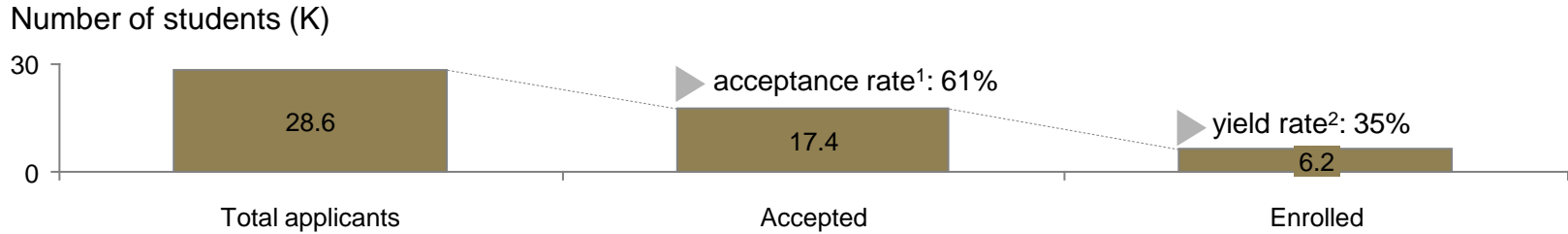
Note: Number of applicants includes first year students only. Non-matriculated students, intra-university transfer students, or duplications across campuses are not included. There are no double counts (e.g. applicants to NB+N are not counted in NB+N+C)

Source: Undergraduate admissions and Integrated Postsecondary Education Data System (IPEDS), Fall 2012

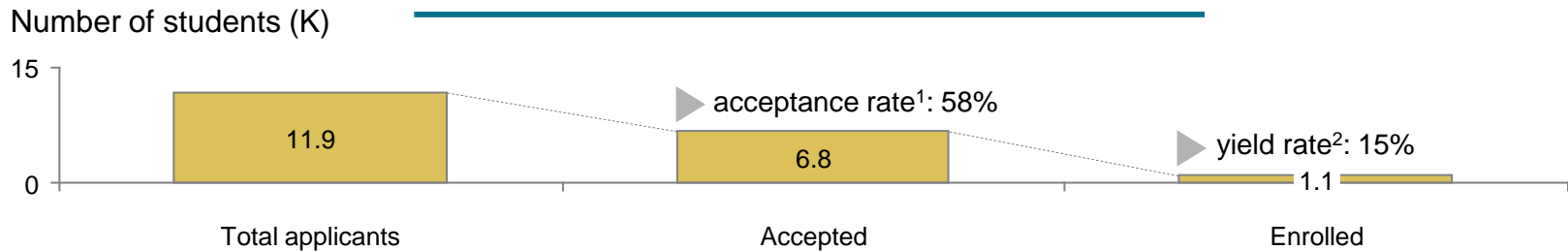
Draft: advisory, consultative & deliberative material for discussion purposes only

Student selectivity (II)

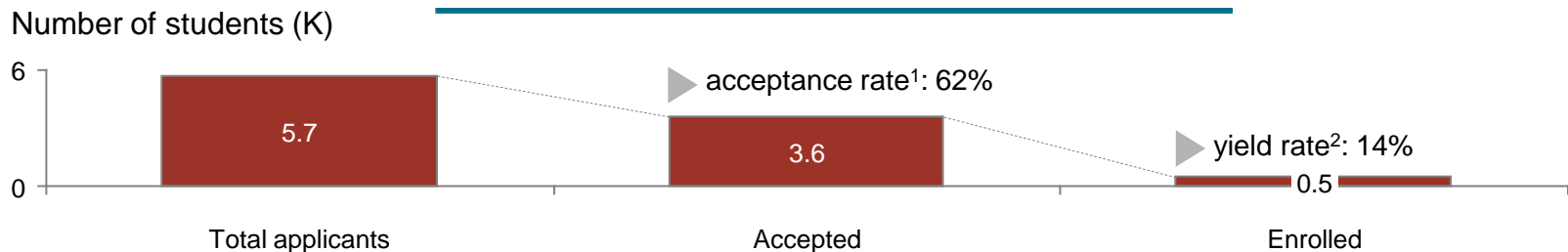
New Brunswick (Fall 2012)



Newark (Fall 2012)



Camden (Fall 2012)



1. Acceptance rate is defined as the ratio between the number of students accepted and the total number of applicants

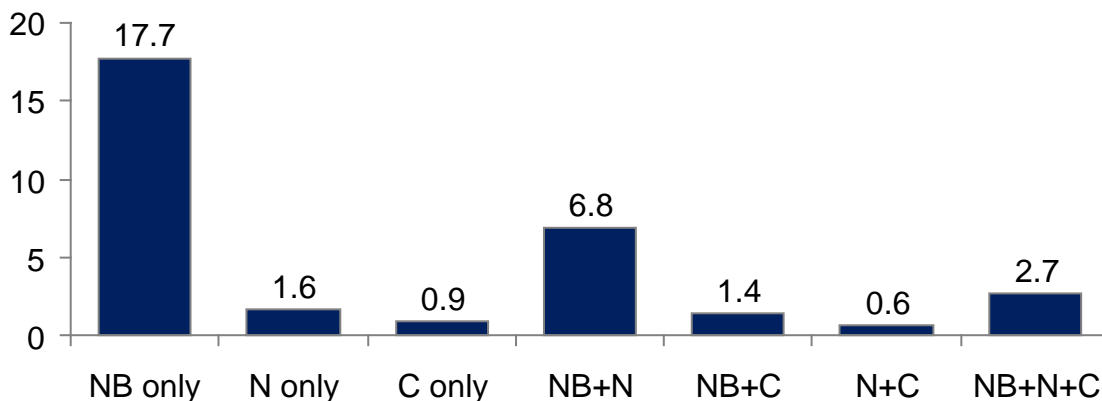
2. Yield rate is defined as the ratio between the number of students enrolled and the number of students accepted

Source: Undergraduate admissions and Integrated Postsecondary Education Data System (IPEDS), Fall 2012

Student selectivity (III)

Acceptance rate¹ (Fall 2012)

Number of applicants



- This chart analyzes the acceptance rates for each campus
- Students can apply to one or more campuses. Each campus accepts them independently
- For example, 2.7K students applied to all three campuses: NB, N and C accepted 37%, 57% and 68% of them respectively
- Each column in the chart contains unique students (no duplicates)

Total acceptance rates

New Brunswick: 61%

Newark: 58%

Camden: 62%

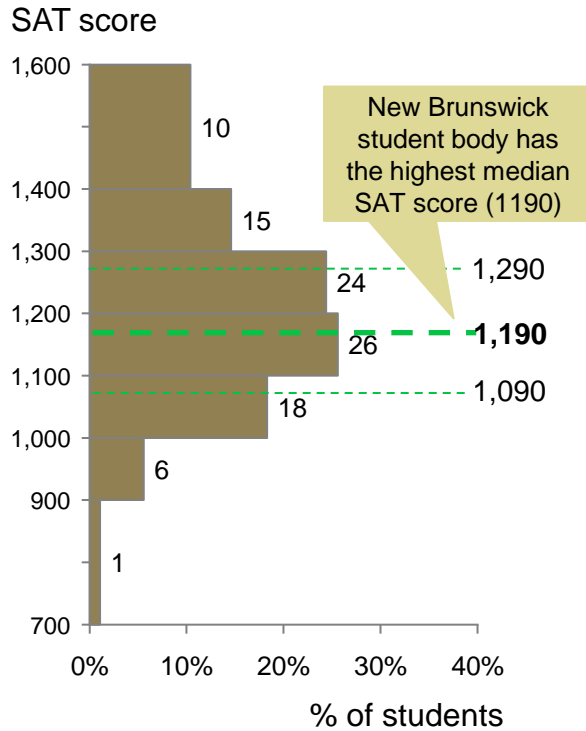
Acceptance rates	Number of applicants							
	NB only	N only	C only	NB+N	NB+C	N+C	NB+N+C	
	NB	69.2%	N.A.	N.A.	54.2%	35.4%	N.A.	37.0%
	N	N.A.	33.6%	N.A.	66.9%	N.A.	18.2%	57.6%
C	N.A.	N.A.	45.5%	N.A.	71.0%	43.3%	68.4%	

1. Acceptance rate is defined as the ratio between the number of students who were accepted and the total number of applicants
 Note: Acceptance rates include first year students only. The calculations do not include non-matriculated students, intra-university transfer students, or duplications across campuses
 Source: Undergraduate admissions and Integrated Postsecondary Education Data System (IPEDS), Fall 2012

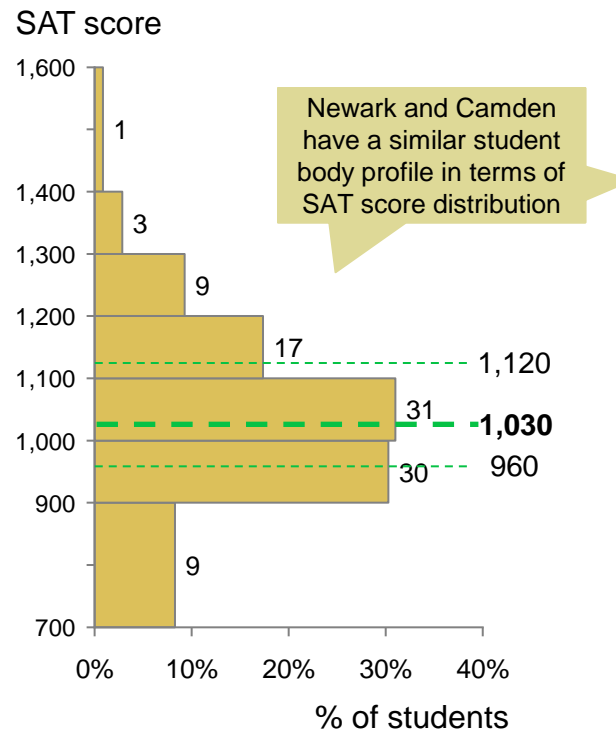
Student selectivity (IV)

Distributions of SAT scores¹ for entering first-year, full-time students (Fall 2012)

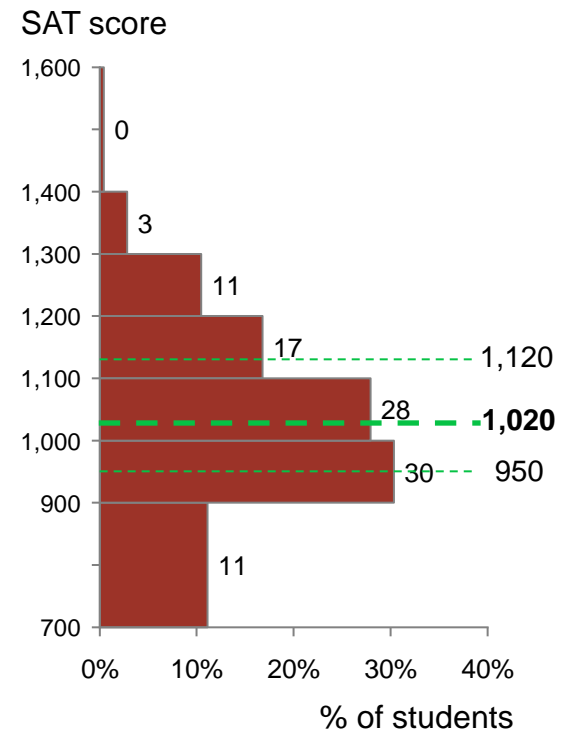
New Brunswick



Newark



Camden



----- 75th percentile
 - - - - median
 ----- 25th percentile

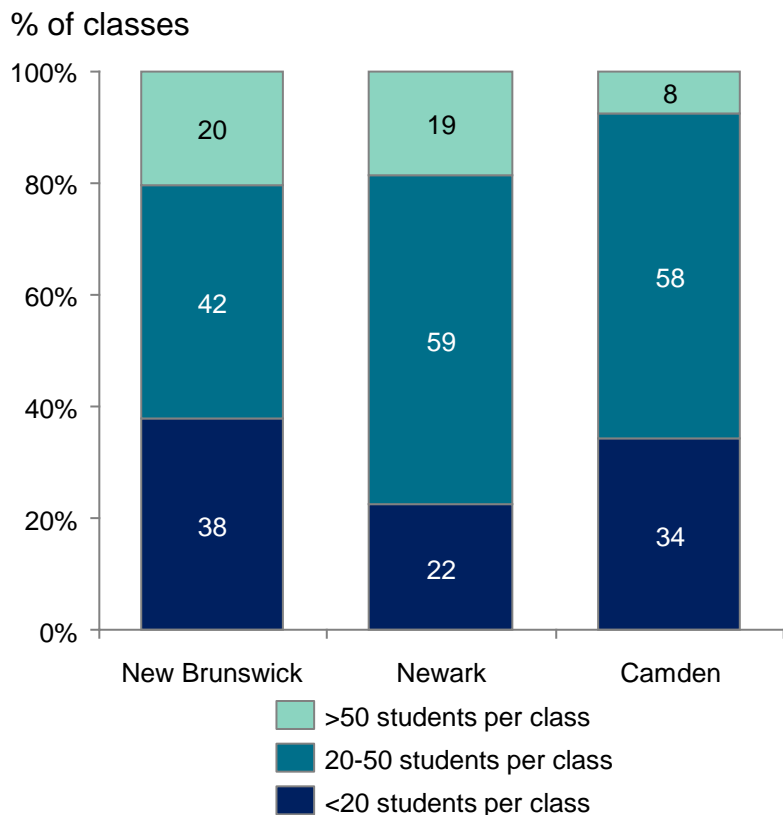
1. Math and Reading combined SAT scores

Source: Undergraduate admissions and Integrated Postsecondary Education Data System (IPEDS), Fall 2012

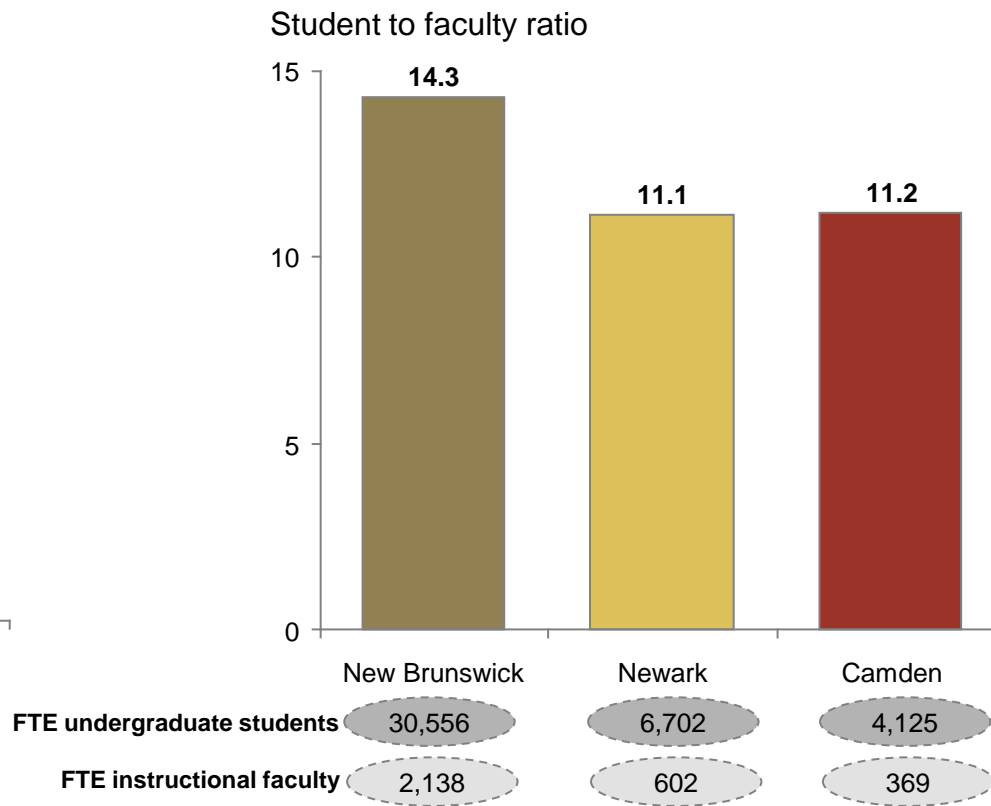
Draft: advisory, consultative & deliberative material for discussion purposes only

Student experience (I)

Class size¹ (Fall 2012)



Student to faculty ratio² (Fall 2012)



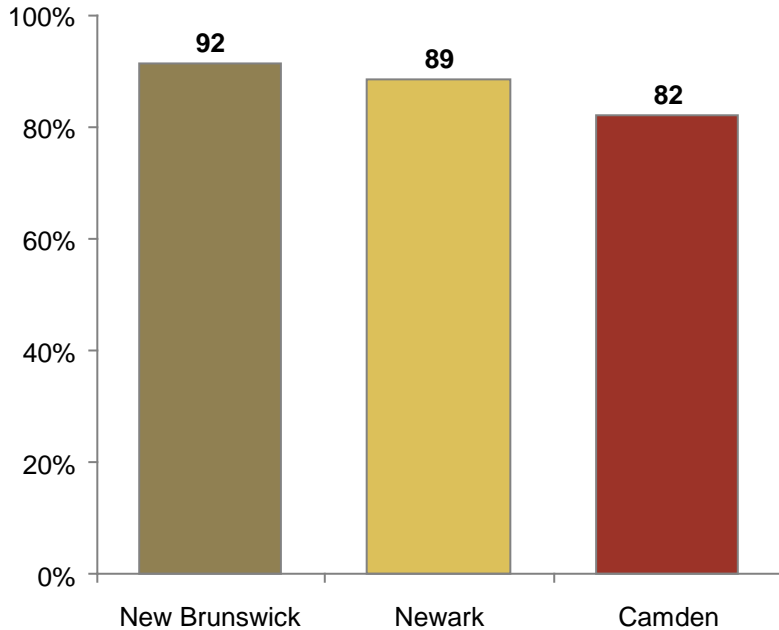
1. For undergraduate students only. Includes only structured class meetings (e.g., lecture, lab, studio, recitation, seminar, etc.) and excludes teaching modes such as independent projects, group projects, field work, dissertation supervision, etc.

2. For undergraduate students only. Student to faculty ratio is defined as the ratio between FTE students and FTE instructional faculty. Full-time equivalents (FTEs) are calculated by summing the total full time students with one-third of the total part-time students (instructional faculty done the same way)

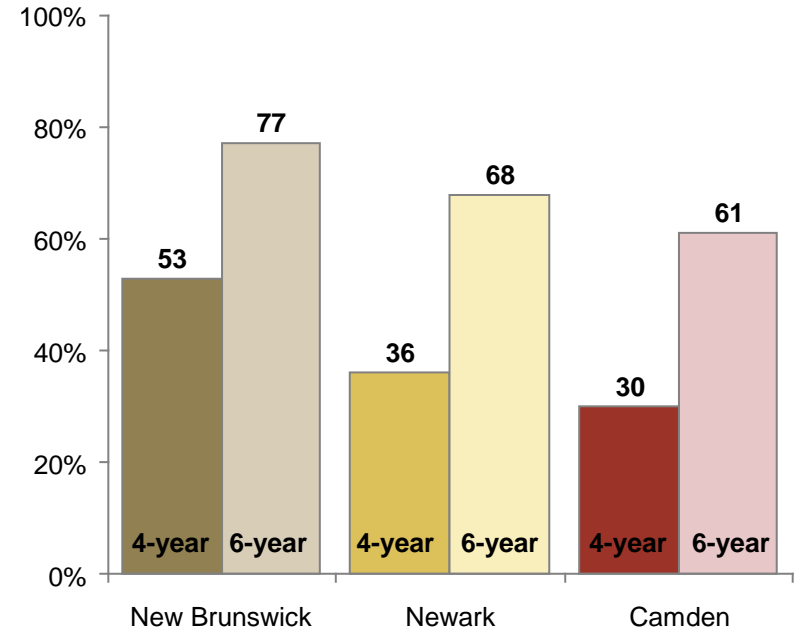
Source: Scheduling and Space Management Office, Fall 2012. SURE student enrollment Faculty, Fall 2012. IPEDS Survey (employees by assigned position)

Student experience (II)

**One year retention rate for
first-time students
(entered Fall 2011, returned Fall 2012)**



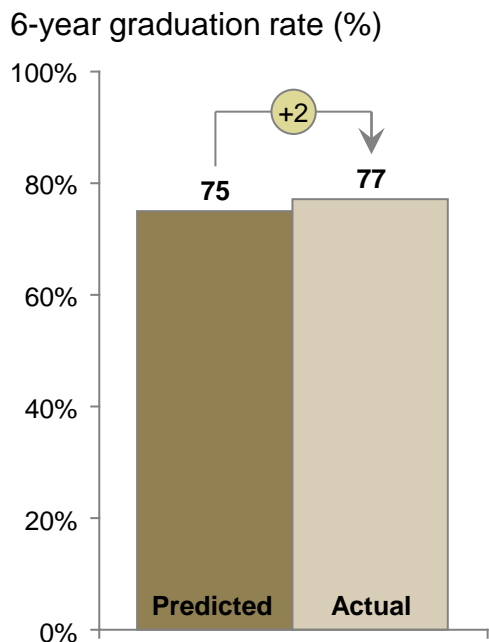
**4 and 6-year graduation rates
(2005 entering cohort, graduated in
2009 and 2011)**



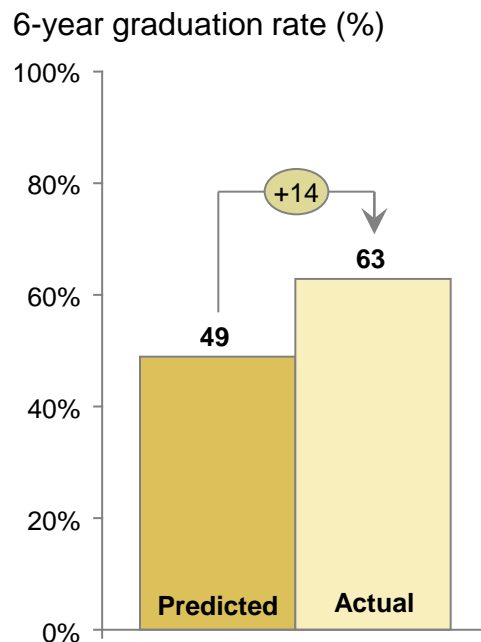
Student experience (III)

Actual and predicted 6-year graduation rates as reported by Washington Monthly magazine (2010¹)

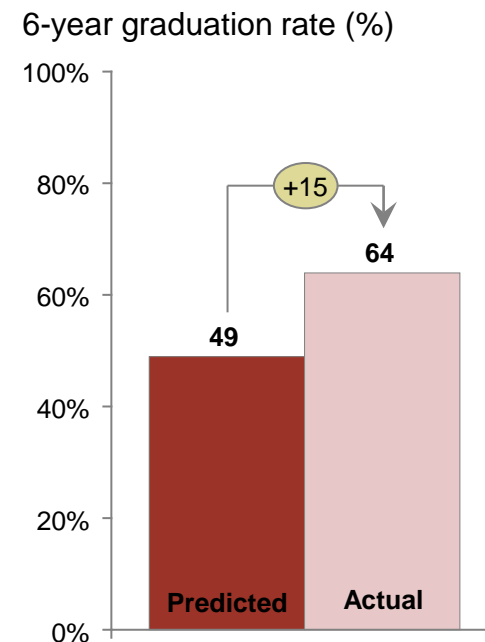
New Brunswick



Newark



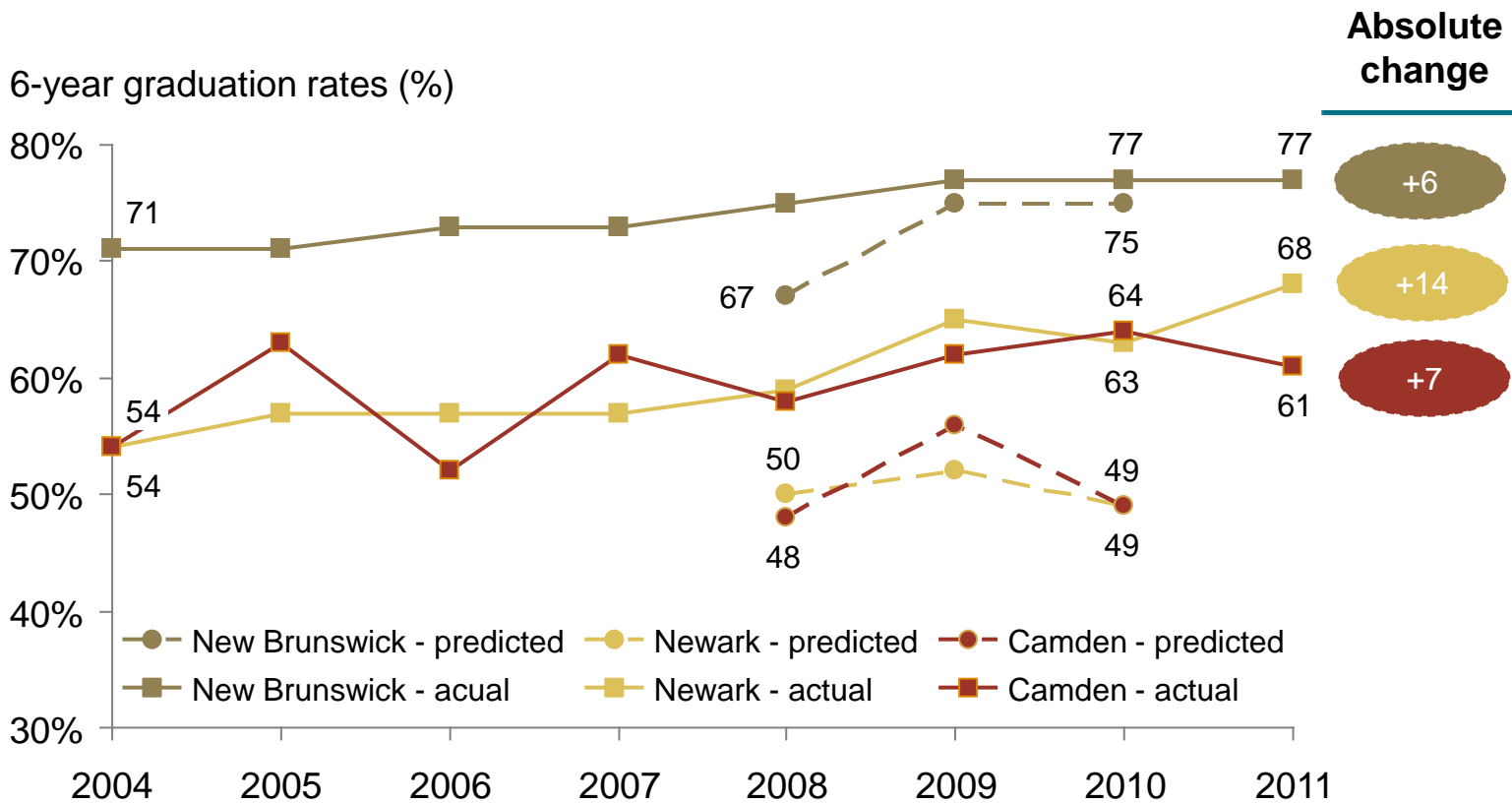
Camden



1. Latest year available for the predicted graduation rates

Note: The predicted graduation rates shown are calculated by the magazine Washington Monthly. The calculation method for the 2010 rates uses a regression model that includes the percentage of Pell recipients, the average SAT score, the percentage of students receiving student loans, the acceptance rate, the racial/ethnic and gender makeup of the student body, the number of students (overall and full-time), and institutional characteristics such as type of control (public, private nonprofit, and for-profit), and whether a college is a historically black college or university (HBCU) or primarily residential. The year scale corresponds to the actual year of graduation, not the year in which it was reported by Washington Monthly (2 years delay typically)
 Source: Integrated Postsecondary Education Data System (IPEDS). Washington Monthly http://www.washingtonmonthly.com/college_guide/rankings_2012/national_university_rank.php

Student experience (IV)

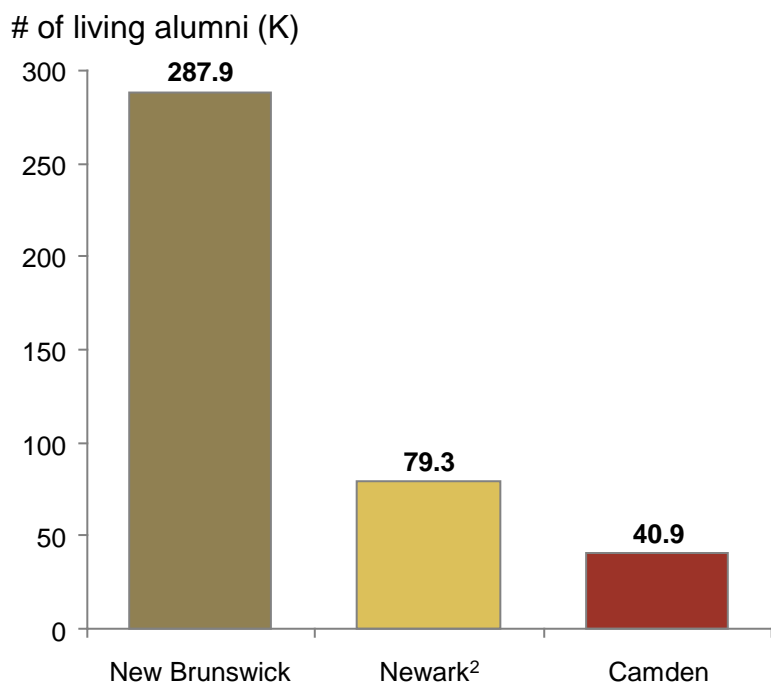


U.S. News predicted rates	New Brunswick	65%	66%	65%	68%	69%	75%	74%	69%
	Newark	46%	51%	56%	56%	58%	61%	64%	46%

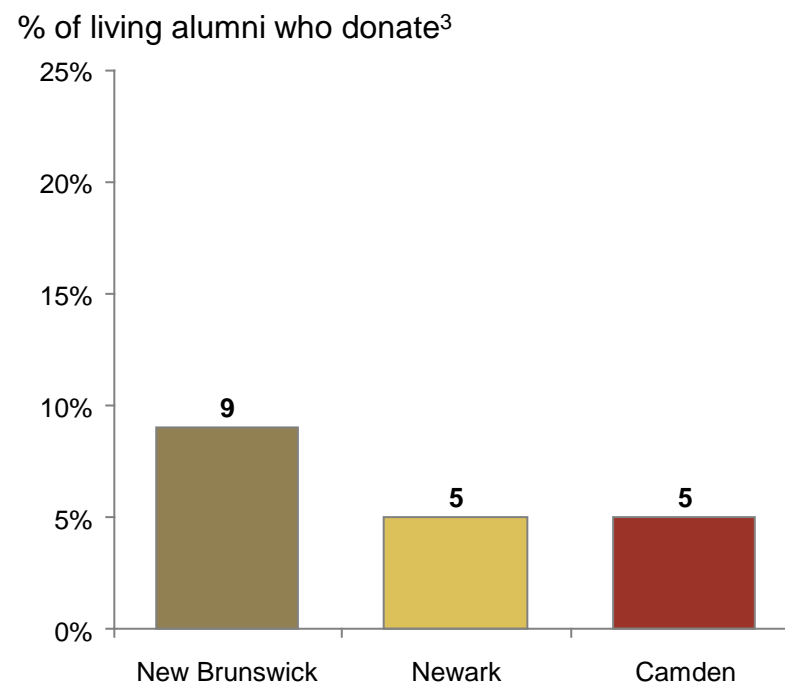
Note: The historical graduation rates are shown as reported by IPEDS. The predicted graduation rates shown in the main graph are calculated by the magazine Washington Monthly. The predicted graduations rates shown in the table are calculated by U.S. News. The U.S. News predicted rates for Camden are not available
 Source: Integrated Postsecondary Education Data System (IPEDS). Washington Monthly http://www.washingtonmonthly.com/college_guide/rankings_2012/national_university_rank.php
 U.S. News & World Report <http://colleges.usnews.rankingsandreviews.com/best-college>

Alumni

**Alumni base¹
(as of Dec. 15, 2012)**



**Alumni giving rate³
(average 2010-2011)**



1. The alumni count includes all living alumni (undergraduate and graduate) as of December 15, 2012. Alumni giving rate reflects the average giving rate over the years 2010-2011.

2. Includes University College – Jersey City (46) and Paterson (411) alumni

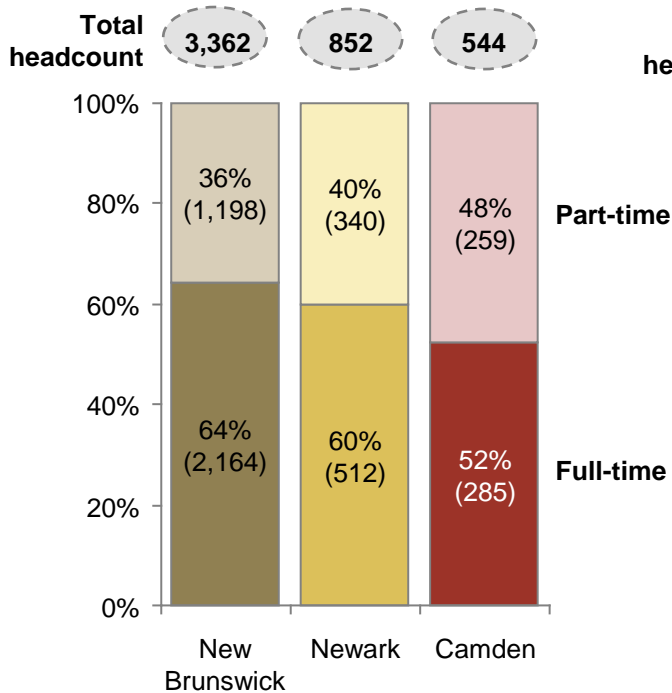
3. The alumni giving rate as computed by *U.S. News* is defined as the proportion of donors, who are former undergraduate students, out of the total number of living addressable undergraduate alumni for the corresponding academic year

Source: Rutgers Alumni Relations and *U.S. News and World Report* <http://colleges.usnews.rankingsandreviews.com/best-colleges>

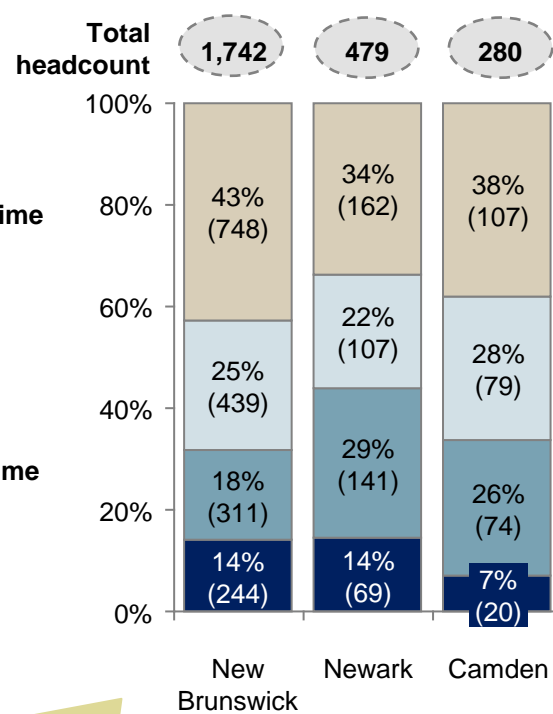
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Faculty composition

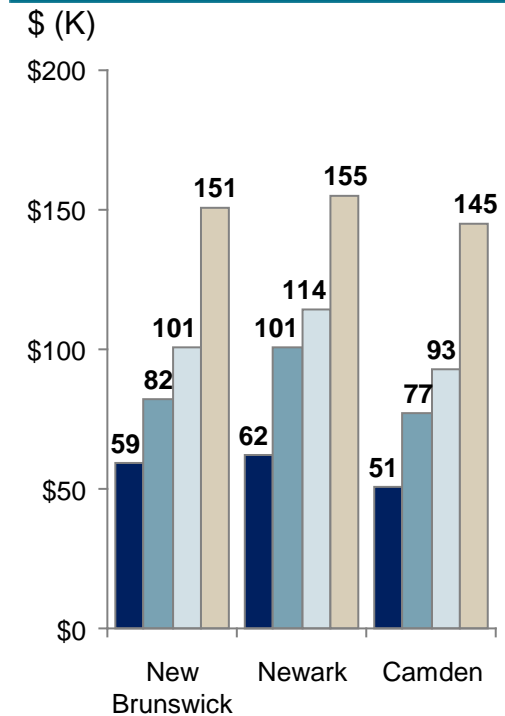
Headcount of full-time and part-time faculty¹ (as of Sept. 2012)



Headcount of the full-time instructional faculty (Fall 2012)



Salary by rank (Fall 2012)



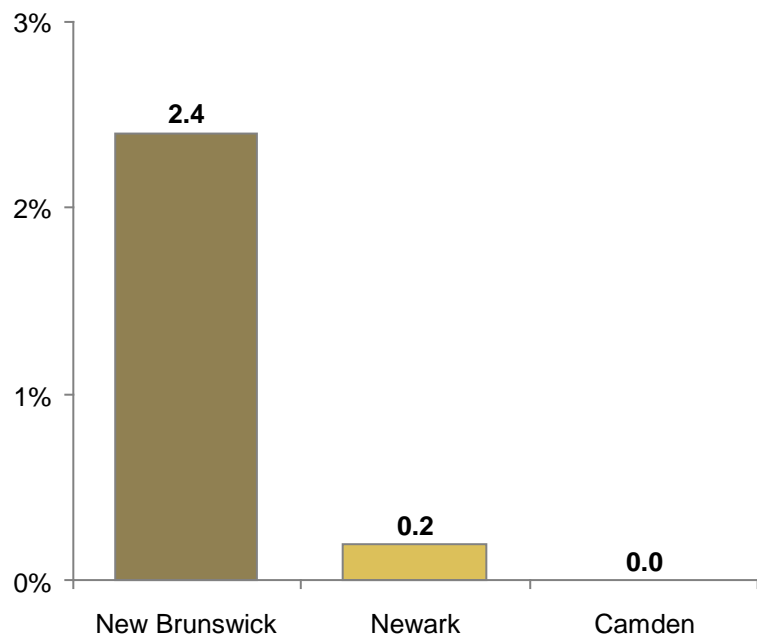
Full-time instructional faculty excludes faculty categorized as "primarily research" and "public service"

Full professor
 Assistant professor
 Associate professor
 Lecturer/instructor

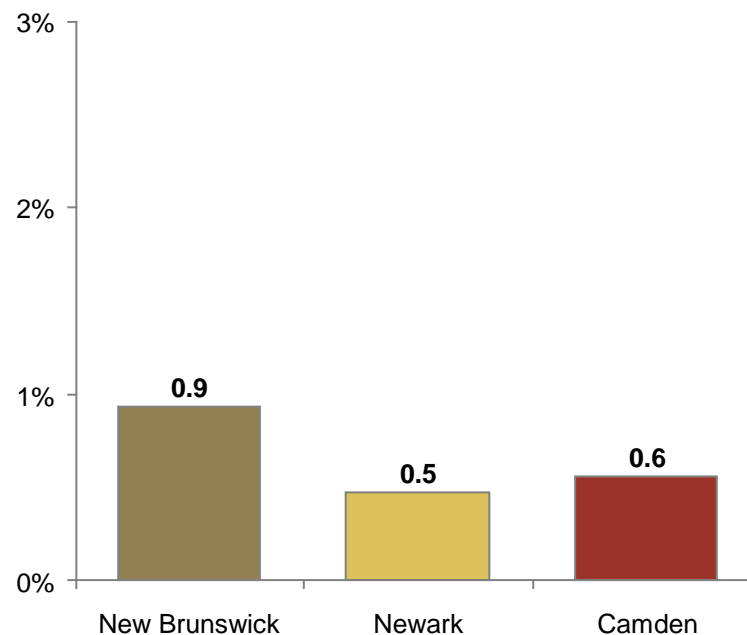
1. Includes all paid and active faculty as of September 2012. Excludes postdocs and TA/GAs
 Source: Integrated Postsecondary Education Data System (IPEDS). AAUP Faculty Salary Survey, 2012-13

Faculty scholarly activity

% of full-time faculty with academic memberships¹ (as of April 2013)



% of full-time faculty with awards² (average from 2006 to 2010)



1. Full-time faculty (instructional, research, and service) with memberships to the National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and American Academy of Arts and Sciences as of April, 2013

2. The awards included are the ones used by the Center for Measuring University Performance: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Welcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT (R37) National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, US Secretary of Agriculture Honor Awards, Woodrow Wilson Fellows, 2010

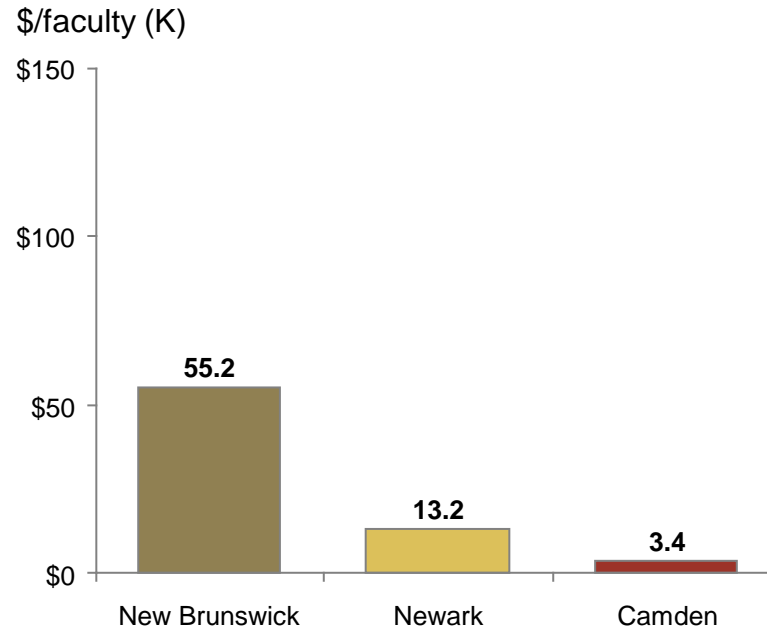
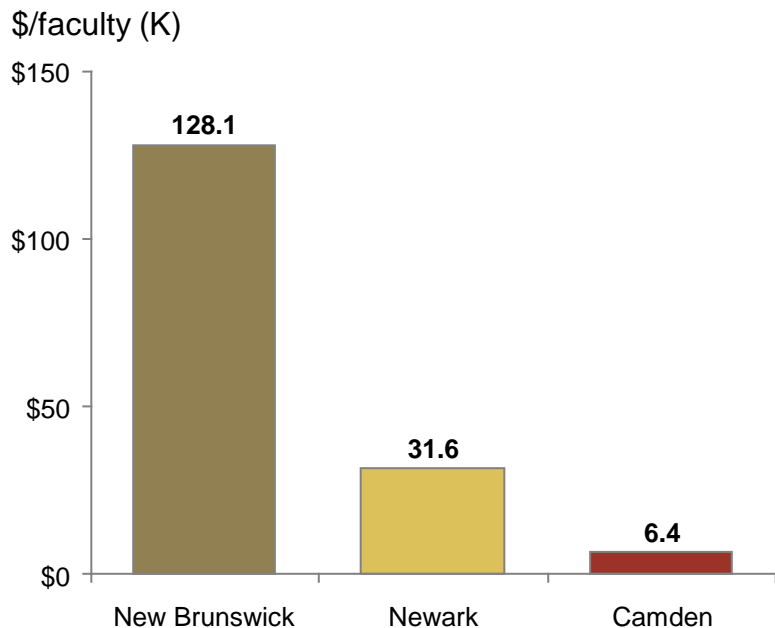
Note: Memberships statistics are for 2012. Awards reflect the average number of awards over years 2006-2011

Source: The Center for Measuring University Performance. <http://mup.asu.edu/>

Research funding

Federal R&D expenditures per faculty without USDA¹ (average from 2010 to 2011)

USDA, State and Industry R&D expenditures per faculty (average from 2010 to 2011)



Total 2011 expenditures

\$225M

\$18M

\$1.5M

Total 2011 expenditures

\$94M

\$6.4M

\$0.9M

1. Excludes formula-allocated USDA research expenditures and American Recovery Reinvestment Act (ARRA) expenditures. Funding for the Agriculture Food and Research Initiative (AFRI), a competitively funded USDA research support program, is included.

Note: Expenditures reflect the average expenditures over FY2010 and FY2011. Faculty includes full-time instructional faculty (average over 2010 and 2011). N=1,706 for New Brunswick, N=488 for Newark, and N=269 for Camden

Source: The National Science Foundation (NSF) research expenditure survey. Finance survey from IPEDS for *U.S. News* (2010-2011)

Key data sources

The following sources have been used to gather data on Rutgers and its campuses:

Internal Rutgers sources

- The Office of Institutional Research and Academic Planning (OIRAP)
- The Scheduling and Space Management Office
- The Rutgers Alumni Relations

External sources

- The Student Unit Record Enrollment (SURE)
- *U.S. News & World Report*: <http://colleges.usnews.rankingsandreviews.com/best-colleges>
- The Integrated Postsecondary Education Data System (IPEDS): <http://nces.ed.gov/ipeds/>
- The Center for Measuring University Performance: <http://mup.asu.edu/>
- The National Science Foundation: <http://www.nsf.gov>

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Introduction to the university systems evaluation

We undertook analysis to better understand how the Rutgers system compares to other top public university systems with multiple campuses. Our goals were threefold:

- To understand the roles and identities of campuses within different multi-campus systems
- To understand how various university systems seek to leverage the strengths and differences of its campuses to position each campus for success
- To understand common practices and differing organizational, structural, and governance models of top public universities that share key characteristics with Rutgers

Eight peer universities were selected for analysis based on shared characteristics with Rutgers, including AAU membership, number of campuses, and state higher educational landscape

- AAU systems analyzed include Univ. of Illinois, Univ. of Michigan, Univ. of Missouri, Univ. of Virginia, Univ. of Minnesota, Univ. of Colorado, and Univ. of Washington
- Arizona State University system, though not an AAU member, was also included given its strong improvement in recent years (e.g., Ranked in top 5 for "Up and Coming" universities in 2012 by *U.S. News & World Report*; ranked 5th among all public universities in NSF grants for graduate study)

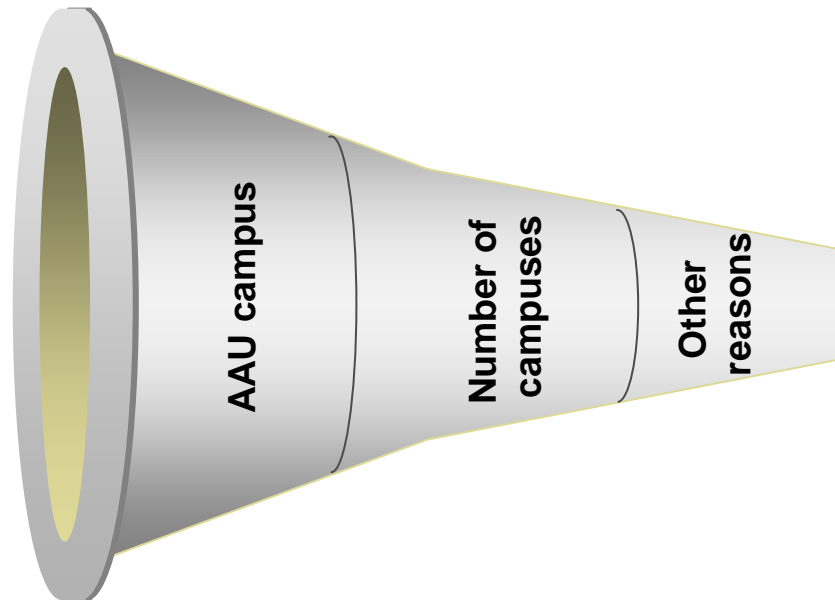
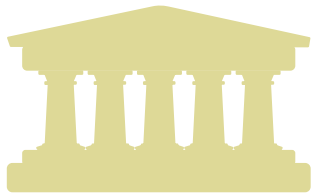
We analyzed these systems and their campuses to gain key insights on:

- Individual campus factors – e.g., campus size, *U.S. News* rankings, % of minority students
- External factors – e.g., state demographics, other national public universities in the state
- Systems factors – e.g., Overall organizational model, missions and academic programs for each campus

The material that follows aims to provide context on how Rutgers compares to other top public university systems

Model candidates selection process

Top 150
Public Universities



Comparable universities

- University of Illinois
- University of Michigan
- University of Missouri
- University of Virginia
- University of Minnesota
- University of Colorado
- University of Washington
- *Arizona State University*

Not a member of the AAU.
Was included given its strong performance in recent years

Criteria

Potential candidates excluded

Member of the AAU

Several public universities excluded (e.g. Arizona State University)

System has 2-5 campuses

Wisconsin
California
SUNY
Texas
N. Carolina
Maryland
...

Other reasons

Purdue
Indiana

Unique governance: Purdue and Indiana co-administer two campuses (Indianapolis and Fort Wayne)

University systems evaluation: Approach and sources (I)

Metric
Source

Description of approach and units

The metrics used for this analysis are reported for 2011 in an effort to have consistent units and years: 2011 is the most consistently reported year across metrics, universities and campuses.

Total student enrollment
IPEDS, unless specified

- Figures reported are for fall 2011, and reflect the total enrollment (headcount) for undergraduate and graduate students, including for Rutgers
 - For reference, Rutgers' total enrollment figures for undergraduate and graduate students for fall 2012 are as follows: **New Brunswick**: 40K; **Newark**: 12K; **Camden**: 6K
- When unavailable on IPEDs, used university website data for total enrollment for each campus for the years available, and have specified where in these instances

Setting
IPEDS

- Setting of campus as defined by the National Center for Education Statistics (NCES). Each definition is as follows¹:
 - **Large City**: Territory inside an urbanized area and inside a principal city with population of 250,000+
 - **Midsize City**: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
 - **Small City**: Territory inside an urbanized area and inside a principal city with population less than 100,000
 - **Large Suburb**: Territory outside a principal city and inside an urbanized area with population of 250,000+
 - **Distant Town**: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
 - **Remote town**: Territory inside an urban cluster that is more than 35 miles from an urbanized area

Distance from largest campus
Google Maps

- Estimated distance in square miles of each campus from largest campus in the university's system according to mapping tool

1. For a full description available at http://nces.ed.gov/ccd/rural_locales.asp#defs

University systems evaluation: Approach and sources (II)

Metric	Description of approach and units
Source	
U.S. News Category <i>U.S. News</i>	<ul style="list-style-type: none"> • Categorized each university campus in which the campus is ranked¹ <ul style="list-style-type: none"> – National Universities: Offer a full range of undergraduate majors, as well as master's and doctoral degrees; many strongly emphasize research – Regional Universities: Ranked within 4 geographic areas: North (N), South (S), Midwest (MW), and West (W). Provide full range of undergraduate programs and some master programs – National Liberal Arts Colleges: Emphasize undergraduate education and award at least 50% of their degrees in the liberal arts
U.S. News Ranking <i>U.S. News</i>	<ul style="list-style-type: none"> • Rankings featured for each campus are the undergraduate rankings for 2011-2012, as reported on <i>U.S. News</i>. Each campus is ranked in its respective category, as defined above. • Rankings for each school found on the various campuses are the graduate school rankings for 2011-2012, as reported on <i>U.S. News</i>
SAT scores (25th/75th) <i>IPEDS</i>	<ul style="list-style-type: none"> • Figures reported are for fall 2011 for total enrolled undergraduate full time students, including for Rutgers • Figures are the combined Critical Reading and Math scores <ul style="list-style-type: none"> – For reference, Rutgers' 25th/75th SAT scores for fall 2012 are as follows: New Brunswick: 1090/1290; Newark: 960/1120; Camden: 950/1120
% Out-of-state <i>IPEDS</i>	<ul style="list-style-type: none"> • Defined as students who are not residents of the state in which their university resides, or are foreign <ul style="list-style-type: none"> – Students' residency that is unknown not included in the analysis • Reported figures are for first time degree/certificate seeking undergraduate students, Fall 2011, including for Rutgers <ul style="list-style-type: none"> – For reference, Rutgers' figures for Fall 2012 are as follows: New Brunswick: 13%; Newark: 7%; Camden: 9%

1. *U.S. News* defines other categories in which schools are ranked. However, the three aforementioned categories are the only ones applicable to the universities /campuses featured in this analysis. For a full set: <http://www.usnews.com/education/best-colleges/articles/2011/09/05/methodology-best-colleges-ranking-category-definitions>

University systems evaluation: Approach and sources (III)

Metric	Description of approach and units		
Source			
% Minority <i>IPEDS, unless specified</i>	<ul style="list-style-type: none"> Minority students are defined as those who report as: Asians, African Americans, Mexican-Americans, Native Americans (American Indians, Alaska Natives, and Native Hawaiians), Pacific Islanders, Hispanic, and mainland Puerto Ricans, Latino, and two or more <ul style="list-style-type: none"> Minority count reflected here does not include those who reported nonresident alien, or unknown categories Figures reported are for the 2011 undergraduate total enrollment (headcount) Used above classification, which is different from Rutgers' reporting of 'under-represented minorities,' when reporting % minority due to the consistently available data for each school /campus <ul style="list-style-type: none"> Under-represented minority figures do not count Asians and those who are both White and Asian For reference, Rutgers' minority and under-represented minority figures for Fall 2012 are as follows: 	<u>% Minority, 2012</u>	<u>% Under-represented minority, 2012</u>
		New Brunswick:	48%
	Newark:	66%	43%
	Camden:	39%	30%
State information	<ul style="list-style-type: none"> Other information reported in subsequent pages (surface, population, median income, and other national public universities) gleaned from sites providing general state information 		

University systems evaluation: High-level comparison (1/5)

		Rutgers			University of Illinois			University of Michigan		
Campuses	Campus	New Brunswick	Newark	Camden	Urbana Champaign	Chicago	Springfield	Ann Arbor	Dearborn	Flint
	Total enrollment	40K	12K	6K	44K	28K	5K	43K	9K	8K
	Setting	Small city	Large city	Small city	Small city	Large city	Midsize city	Midsize city	Small city	Midsize city
	Dist. from largest campus (mi)	-	28	57	-	141	91	-	36	57
	U.S. News Category	National	National	Regional	National	National	Regional	National	Regional	Regional
	U.S. News Ranking	68	115	20 (N)	46	147	22 (MW)	29	33 (MW)	70 (MW)
	SAT scores (25 th /75 th)	1090/1290	960/1120	950/1120	1230/1440	950/1250	950/1190	1300/1500	1010/1240 ¹	1075/1295
	% Out-of-state	11%	6%	7%	22%	3%	8%	40%	N/A	3%
	% Minority	47%	65%	39%	28%	54%	21%	24%	30%	21%
	State	Surface Population	New Jersey 8,721 square miles			Illinois 57,914 square miles			Michigan 96,716 square miles	
Median Income		9M \$70K			13M \$54K			10M \$45K		
	Other nationally ranked public univ. in the state	NJIT (#139)			Illinois State University (#156) Southern Illinois University (#179) Northern Illinois University (#189)			Michigan State University (#72) Michigan Technological Univ. (#120) Western Michigan University (#189)		

1. Data from 2006; average ACT score for Fall 2012 was 24.3

2. Ranked not published on U.S. News

University systems evaluation: High-level comparison (2/5)

		Rutgers			University of Missouri				University of Virginia	
Campuses	Campus	New Brunswick	Newark	Camden	Columbia	Kansas City	S&T	Saint Louis	Charlottesville	Wise
	Total enrollment	40K	12K	6K	34K	15K	8K ¹	17K	24K	2K
	Setting	Small city	Large city	Small city	Midsize city	Large city	Remote town ²	Large suburb	Small city	Distant town
	Dist. from largest campus (mi)	-	28	57	-	128	92	117	-	288
	U.S. News Category	National	National	Regional	National	National	National	National	National	Lib. Arts
	U.S. News Ranking	68	115	20 (N)	97	179	125	N/A	24	N/A
	SAT scores (25 th /75 th)	1090/1290	960/1120	950/1120	1060/1300	1040/1300	N/A	N/A	1240/1460	840/1070
	% Out-of-state	11%	6%	7%	32%	25%	N/A	19%	33%	6%
	% Minority	47%	65%	39%	15%	27%	N/A	23%	27%	13%
	State	Surface Population Median Income	New Jersey 8,721 square miles 9M \$70K			Missouri 69,704 square miles 6M \$47K				Virginia 42,774 square miles 8M \$61K
Other nationally ranked public univ. in the state		NJIT (#139)			None				College of William & Mary (#33) Virginia Tech (#72) George Mason Univ. (#139) Virg. Commonw. Univ. (#170)	

1. 2012–2013 undergraduate student statistic

University systems evaluation: High-level comparison (3/5)

		Rutgers			Arizona State University ¹			
Campuses	Campus	New Brunswick	Newark	Camden	Tempe	West	Polytechnic	Downtown Phoenix
	Total enrollment	40K	12K	6K	58K ¹	14K ¹	12K ¹	19K ¹
	Setting	Small city	Large city	Small city	Midsized city	Large suburb ²	Large city ²	Large city ²
	Dist. from largest campus (mi)	-	28	57	-	18	25	11
	U.S. News Category	National	National	Regional	National	N/A	N/A	N/A
	U.S. News Ranking	68	115	20 (N)	139	N/A	N/A	N/A
	SAT scores (25 th /75 th)	1090/1290	960/1120	950/1120	970/1220	N/A	N/A	N/A
	% Out-of-state	11%	6%	7%	35%	N/A	N/A	N/A
	% Minority	47%	65%	39%	34%	N/A	N/A	N/A
	State	Surface Population	New Jersey 8,721 square miles			Arizona 113,990 square miles		
Median Income		9M \$70K			7M \$66K			
	Other nationally ranked public univ. in the state	NJIT (#139)			University of Arizona (#120)			

1. Spring 2013 total enrollment, undergrad. and grad. as reported on the university websites. Fall 2011 unavailable 2. Settings not reported on IPEDS. Used judgment to assign setting category

University systems evaluation: High-level comparison (4/5)

		Rutgers			University of Minnesota				
Campuses	Campus	New Brunswick	Newark	Camden	Twin Cities	Duluth	Crookston	Morris	Rochester
	Total enrollment	40K	12K	6K	53K	12K	3K	2K	~300
	Setting	Small city	Large city	Small city	Large city	Small city	Distant town	Remote town	Midsized city
	Dist. from largest campus (mi)	-	28	57	-	17	37	160	288
	U.S. News Category	National	National	Regional	National	N/A	N/A	Lib. Arts	Regional
	U.S. News Ranking	68	115	20 (N)	68	35 (MW)	49 (MW)	161	N/A
	SAT scores (25 th /75 th)	1090/1290	960/1120	950/1120	1150/1430	930/1190	900/1060	1020/1300	970/1190
	% Out-of-state	11%	6%	7%	36%	13%	28%	11%	21%
	% Minority	47%	65%	39%	18%	8%	8%	20%	18%
State	Surface Population	New Jersey 8,721 square miles			Minnesota 86,939 square miles				
	Median Income	9M \$70K			5M \$56K				
	Other nationally ranked public univ. in the state	NJIT (#139)			None				

University systems evaluation: High-level comparison (5/5)

		Rutgers			University of Colorado			University of Washington		
Campuses	Campus	New Brunswick	Newark	Camden	Boulder	Denver	Colorado Springs	Seattle	Bothell	Tacoma
	Total enrollment	40K	12K	6K	33K	22K	10K	42K	4K	4K
	Setting	Small city	Large city	Small city	Small city	Large city	Large city	Large city	Large suburb	Midsized city
	Dist. from largest campus (mi)	-	28	57	-	32	94	-	17	37
	U.S. News Category	National	National	Regional	National	National	Regional	National	N/A	N/A
	U.S. News Ranking	68	115	20 (N)	97	189	38 (MW)	46	N/A	N/A
	SAT scores (25 th /75 th)	1090/1290	960/1120	950/1120	1060/1280	950/1230	970/1190	1100/1350	910/1150	900/1140
	% Out-of-state	11%	6%	7%	11%	6%	7%	20%	N/A	N/A
	% Minority	47%	65%	39%	18%	31%	23%	38%	41%	34%
State	Surface Population	New Jersey 8,721 square miles			Colorado 104,094 square miles			Washington 71,300 square miles		
	Median Income	9M \$70K			5M \$57K			7M \$58K		
	Other nationally ranked public univ. in the state	NJIT (#139)			Colorado School of Mines (#77) Colorado State University (#134)			Washington State University (#125)		

University systems deep dive: Approach and sources

Metric Source	Description of approach and units
<p>The analysis reported in this section reflect the most up-to-date information available from the university websites unless otherwise stated.</p>	
<p>Total student enrollment <i>IPEDS, unless specified</i></p>	<ul style="list-style-type: none"> • Figures reported are for fall 2011, and reflect the total enrollment (headcount) for undergraduate and graduate students • When unavailable on IPEDs, used university website data for total enrollment for each campus for the years available, and have specified where in these instances
<p>Mission, campus structure, program information <i>University websites</i></p>	<ul style="list-style-type: none"> • Descriptions of and statistics on mission statements, campus structure, number of schools, and number of PhD programs reflect most recently available information from university websites • Research dollars indicated reflect self-reported figures from university websites and 2012 annual reports • Categories of schools highlighted (e.g., Arts & Sciences, Engineering, Business...) reflect the most commonly represented schools among the 8 university systems selected for analysis
<p>Graduate school rankings <i>US News & World Report</i></p>	<ul style="list-style-type: none"> • 2012 US News & World Report graduate rankings are listed; no ranking is listed for schools for which ranking was not available (denoted [--]) • Undergraduate Arts & Sciences (as individual program), general Graduate School, School of Architecture, and School of Communication rankings are not calculated by US News & World Report • For all other schools, [--] indicates either: <ul style="list-style-type: none"> – <i>Rank not published</i>: ranking calculated by US News & World Report, but not published because the school ranked below the U.S. News editorial cutoff – <i>Unranked</i>: ranking was not calculated by US News & World Report due to insufficient statistical data

University of Illinois (I)

Mission

"The University of Illinois will transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence"

Urbana-Champaign

Transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence

Chicago

Provides the broadest access to the highest levels of intellectual excellence

Springfield

Provide an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, regional, state, national, and international communities

Campus structure

- The Board of Trustees and the U of I president oversee the whole institution
- Each campus has its own chancellor
- The central administration provides vital services and support (financial services, IT, facilities planning, auditing, legal counsel) to the campuses

Academic Programs

	Urbana-Champaign	Chicago	Springfield
# students	44K	28K	5K
# schools	17	16	4
School overlap	<ul style="list-style-type: none"> • Education (UC, Chicago, Springfield) • Arts and Sciences (UC, Chicago, Springfield) • Business (UC, Chicago, Springfield) • Public affairs (Chicago, Springfield) • Engineering (UC, Chicago) • Medicine (Chicago, Springfield) • Graduate school (UC, Chicago) • Social work (UC Chicago) 		
PhD programs offered (#)	Comprehensive (96)	Comprehensive (54)	Public Administration (1)
Research dollars (\$)	563M (Science and Eng.)	335M	N/A

Graduate ranking as reported on U.S. News & World Report, where available

Ranking [#]

University of Illinois (II)

Schools	Urbana-Champaign	Chicago	Springfield
Arts & Sciences	✓ [-]	✓ [-]	✓ [-]
Engineering	✓ [#5]	✓ [#65]	
Business	✓ [#47]	✓ [-]	✓ [-]
Law	✓ [#47]		
Medical	✓ [-]	✓ [#59]	
Nursing	✓ [-]	✓ [#11]	
Pharmacy	✓ [-]	✓ [#16]	
Architecture		✓ [-]	
Public Affairs		✓ [#37]	✓ [#87]
Arts	✓ [#27] in Fine Arts	✓ [#45] in fine arts	
Communication	✓ [-]		
Education	✓ [#19]	✓ [#32]	✓ [-]
Graduate School	✓ [-]	✓ [-]	
Other	Veterinary, labor and employment, agricultural sciences, applied health, aviation, library and information science	Social work, public health	

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

University of Michigan (I)

Mission

"Serve Michigan and world through preeminence in creating, communicating, preserving and applying knowledge, art, and academic values, and in developing leaders and citizens who will challenge the present and enrich the future"

Ann Arbor

Largest campus, serving students in multiple disciplines at different levels. Mission statement for university is also for Ann Arbor

Dearborn

Student-centered; committed to excellence in teaching; strive to be the institution of choice in SE MI for individuals/ organizations that value accessibility, flexibility, affordability, diversity, and preeminence in education

Flint

Comprehensive urban university of diverse learners and scholars committed to advancing our local and global communities; excellence in teaching, learning, scholarship, student centeredness, engaged citizenship

Campus structure

- Consists of a large, national campus in Ann Arbor, with two regional satellite campuses

Academic Programs

	Ann Arbor	Dearborn	Flint
# students	43K	9K	8K
# schools	20	4	4
School overlap	<ul style="list-style-type: none"> • Arts & Sciences (Ann Arbor, Dearborn, Flint) • Engineering (Ann Arbor, Dearborn) • Business (Ann Arbor, Dearborn, Flint) • Education (Ann Arbor, Dearborn, Flint) 		
PhD programs offered (#)	Comprehensive (108)	Engineering (2)	None (0)
Research dollars (\$)	1.27B		

Graduate ranking as reported on U.S. News & World Report, where available

University of Michigan (II)

Ranking [#]

Schools	Ann Arbor	Dearborn	Flint
Arts & Sciences	✓ [-]	✓ [-]	✓ [-]
Engineering	✓ [#9]	✓ [-]	
Business	✓ [#14]	✓ [-]	✓ [-]
Law	✓ [#9]		
Medical	✓ [#8]		
Nursing	✓ [#6]		✓ [#99]
Pharmacy	✓ [#7]		
Architecture	✓ [-]		
Public Affairs	✓ [#12]		
Arts	✓ [#27]		
Communication	✓ [-]		
Education	✓ [#11]	✓ [-]	✓ [-]
Graduate School	✓ [-]		
Other	Dentistry, Kinesiology, Music, theatre/dance, natural resources & environment, Public health, Social work		School of Health Professions & Studies

University of Missouri (I)

Mission

"Discover, disseminate, preserve, and apply knowledge. Promotes learning by its students and lifelong learning by Missouri's citizens. Foster innovation to support economic development. Advance the health, cultural, and social interests of the people of Missouri, the nation, and the world"

Columbia

Provide all Missourians the benefits of a world-class research university

Kansas City

Lead in life and health sciences; to deepen and expand strength in the visual and performing arts; to develop a professional workforce and collaborate in urban issues and education; to create a vibrant learning and campus life experience

S&T

Integrate education and research to create and convey knowledge to solve problems for the state and the technological world.

Saint Louis

Provide an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, regional, state, national, and international communities

Campus structure

- The Board of Curators and President oversee institution
- Each campus has its own chancellor

Academic Programs

	Columbia	Kansas City	S&T	Saint Louis
# students ¹	34K	15K	8K ¹	17K
# schools	14	12	1	9
School overlap	<ul style="list-style-type: none"> • Arts and Sciences, Business, Nursing, Education, and Graduate Schools common across Columbia, Kansas City, and Saint Louis • Engineering, Law, and Medical schools Columbia and Kansas City 			
PhD programs offered (#)	Comprehensive (63)	Some programs across most disciplines (32)	Science & Computing, Engineering (20)	Life Sciences, Social Sciences, Education (15)
Research dollars (\$)	447M	52M	N/A	11M

1. Statistics from university website, available for Fall 2012 only. Source: University websites and Admissions Office; NCES IPEDS Data Center; Source: University websites; NCES IPEDS Data Center; U.S. News rankings. <http://colleges.usnews.rankingsandreviews.com/best-colleges>

Graduate ranking as reported on
U.S. News & World Report,
 where available

University of Missouri (II)

Ranking [#]

Schools	Columbia	Kansas City	S&T	Saint Louis
Arts & Sciences	✓ [-]	✓ [-]		✓ [-]
Engineering	✓ [#87]	✓ [-]		
Business	✓ [#52]	✓ [-]		✓ [-]
Law	✓ [#76]	✓ [#109]		
Medical	✓ [#76]	✓ [-]		
Nursing	✓ [#50]	✓ [#79]		✓ [#64]
Pharmacy		✓ [-]		
Architecture				
Public Affairs	✓ [#33]			
Arts				✓ [-]
Communication	✓			
Education	✓ [#51]	✓ [#132]		✓ [#132]
Graduate School	✓ [-]	✓ [-]		✓ [-]
Other	Agriculture, Health Professions, Human Sciences, Veterinary Medicine	Music and Dance, Biological Sciences, Dentistry	Science & Technology	Optometry, Social Work, Continuing Education

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

University of Virginia (I)

Mission

"The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it"

Charlottesville

Mission reflects that of the greater university; a research institution providing students with wide range of schools and degrees to learn.

Wise

Liberal arts college; focusing on providing access in far Southwest Virginia as the sole four-year, state-supported college in the area; awards only undergraduate degree in software engineering in Virginia

Campus structure

- Chancellor at Wise reports directly to the University President
- Wise as the branch campus
- Wise Board serves in an advisory capacity to the Chancellor, the President of the University, and the Board of Visitors

Academic Programs

	Charlottesville	Wise
# students	24K	2K
# schools	11 ²	1
School overlap	• Arts and Sciences common across both campuses	
PhD programs offered (#)	Comprehensive (48)	None
Research dollars (\$)	338M	-

1. U.S. News & World Report ranking 2. College and Graduate School of Arts & Sciences reported as 1 school
 Source: University websites; NCES IPEDS Data Center; U.S. News rankings. <http://colleges.usnews.rankingsandreviews.com/best-colleges>

Graduate ranking as reported on
U.S. News & World Report,
where available

University of Virginia (II)

Ranking [#]

Schools	Charlottesville	Wise
Arts & Sciences	✓ [-]	✓ [-]
Engineering	✓ [#38]	
Business	✓ [#12]	
Law	✓ [#7]	
Medical	✓ [#26]	
Nursing	✓ [#15]	
Pharmacy		
Architecture	✓ [-]	
Public Affairs	✓ [#46]	
Arts		
Communication		
Education	✓ [#22]	
Graduate School	✓ [-]	
Other	Commerce, Continuing Education	

Arizona State University (I)

Mission

National space-grant institution and public metropolitan research university aiming to create a model of the “New American University” that recognizes “inclusion, rather than exclusion” as a measure of success

Tempe

The research and graduate school center; UG studies are research-based programs to prep for advanced degrees or employment

West

Focus on interdisciplinary degrees, and liberal arts with professional programs with direct impact on the community and society

Polytechnic

Emphasis on prof. and tech. programs for direct workforce prep; many of university's simulators for project-based learning

Downtown Phoenix

Focuses on direct urban and public programs (e.g., nursing, public policy, mass communication, journalism)

Campus structure

- "One university in many places"
- Not a system with separate campuses, and not just one campus with branches
- Each campus "distinctive", contributes to different aspects of overall mission
- Light rail to connect all campuses

Academic Programs

	Tempe	West	Poly-technic	Downtown Phoenix
# students ¹	58K	14K	12K	19 K
# schools ²	8	5	6	8
School overlap	<ul style="list-style-type: none"> • Business school (Tempe, West, Polytechnic) • Education (all 4 campuses) • Arts & Sciences (Tempe, Polytechnic, Downtown) • Graduate school (all 4 campuses) • Interdisciplinary school (West, Polytechnic, Downtown) 			
PhD programs offered (#)	Comprehen- sive (98)	None (0)	Agribusiness, cognitive Science (2)	Public admin., nursing (9)
Research dollars (\$)	N/A	N/A	N/A	N/A

1. Number of students for West, Polytechnic and downtown unavailable on IPEDS. Used university website report for Spring 2013 total headcount enrollment in absence of total enrollment for fall 2011. 2. Graduate schools included. Honors schools not considered in count. Source: University websites; NCES IPEDS Data Center; Source: University websites; NCES IPEDS Data Center; U.S. News rankings. <http://colleges.usnews.rankingsandreviews.com/best-colleges>

Graduate ranking as reported on U.S. News & World Report, where available

Arizona State University (II)

Ranking [#]

Schools	Tempe	West	Polytechnic	Downtown Phoenix
Arts & Sciences	✓ [-]		✓ [-]	✓ [-]
Engineering	✓ [#44]			
Business	✓ [#30]	✓ [-]	✓ [-]	
Law	✓ [#29]			
Medical				
Nursing				✓ [#21]
Pharmacy				✓ [-]
Architecture				
Public Affairs				✓ [#12]
Arts	✓ [#22]			
Communication				✓ [-]
Education	✓ [#24]	✓ [-]	✓ [-]	✓ [-]
Graduate School	✓ [-]	✓ [-]	✓ [-]	
Other	School of Sustainability	Interdisciplinary school, University college	Techn. & Innovation school, University college	University college, Health Solutions

University of Minnesota (I)

Mission

One of the nation's largest universities and Minnesota's land-grant institution; threefold mission of "research, teaching, and public service"

Twin Cities - Minneapolis

Oldest and largest campus within the system, acting on greater university mission as top research institution

Duluth

Medium-sized campus that "provides an alternative to both large research and small liberal arts environments"

Crookston

Technology-focused environment (all students are provided with laptops) that emphasizes career-oriented learning

Morris

Student-centered liberal arts institution and public-land grant institution; rural location guides emphasis on sustainability

Rochester

Designated a full coordinate campus in 2006; focus on health science and biotechnology; programs are accredited through the Twin Cities campus

Campus structure

- The university president is supported by an executive team comprised of senior vice presidents and chancellors of the 4 coordinate campuses

Academic Programs

	Twin Cities	Duluth	Crookston	Morris	Rochester
# students	53K	12K	3K	2K	~300
# schools	19	9	1	1	1
School overlap	<ul style="list-style-type: none"> Arts and Sciences common across TC, Duluth, Crookston, and Morris Engineering, Business, Medical, Pharmacy, Education, Continuing Education, and Graduate School in place at both TC and Duluth Health Sciences & Biotechnology PhDs offered at TC, Duluth, and Rochester 				
PhD programs offered (#)	Comprehensive (103)	Bio-science, Water Science (7)	None	None	Biomedical informatics / Comput. biology (1)
Research dollars (\$)	804M	19.2 M (across 4 campuses)			

Graduate ranking as reported on U.S. News & World Report, where available

University of Minnesota (II)

Ranking [#]

Schools	Twin Cities	Duluth	Crookston	Morris	Rochester
Arts & Sciences	✓ [-]	✓ [-]	✓ [-]	✓ [-]	
Engineering	✓ [#29]	✓ [-]			
Business	✓ [#23]	✓ [-]			
Law	✓ [#19]				
Medical	✓ [#38]	✓ [-]			
Nursing	✓ [#21]				
Pharmacy	✓ [#3]	✓ [-]			
Architecture					
Public Affairs	✓ [#16]				
Arts		✓ [#177]			
Communication					
Education	✓ [#26]	✓ [-]			
Graduate School	✓ [-]	✓ [-]			
Other	Health, Biol. Sciences, Cont. Ed., Dental, Vet, Extension, Ag.	Continuing Education			Health Science & Biotechnology

University of Colorado (I)

Mission

"The University of Colorado is a public research university with multiple campuses serving Colorado, the nation and the world..."

Boulder

Comprehensive research university; source of more than one-third of all PhDs awarded annually in Colorado

Denver

Urban research campus incorporating Anschutz Medical School and U of Colorado Hospital; state's only professional schools for medicine, pharmacy and architecture; focus on needs of urban population

Colorado Springs

Regional academic and research campus with focus on accessibility; offers night, weekend, and online courses; strength in community engagement

Campus structure

- "Each campus has a distinct role and mission as provided by Colorado law."
- Shuttle service between Boulder and Denver campuses

Academic Programs

	Boulder	Denver	Colorado Springs
# students	33K	22K	10K
# schools	7	13	7
School overlap	<ul style="list-style-type: none"> • Arts and Sciences, Engineering, Business, Education, and Graduate schools common across all 3 campuses • Colleges of Nursing and Schools of Public Affairs in place at both Denver and Colorado Springs campuses 		
PhD programs offered (#)	Comprehensive (47)	Applied and clinical science, education, engineering (34)	Engineering, psychology, applied science (8)
Research dollars (\$)	380M	434M	5M

Graduate ranking as reported on U.S. News & World Report, where available

University of Colorado (II)

Ranking [#]

Schools	Boulder	Denver	Colorado Sprigs
Arts & Sciences	✓ [-]	✓ [-]	✓ [-]
Engineering	✓ [#34]	✓ [-]	✓ [#143]
Business	✓ [#79]	✓ [-]	✓ [-]
Law	✓ [#44]		
Medical		✓ [#35]	
Nursing		✓ [#15]	✓ [#99]
Pharmacy		✓ [#24]	
Architecture		✓ [-]	
Public Affairs		✓ [#29]	✓ [-]
Arts			
Communication		✓ [-]	
Education	✓ [#28]	✓ [#81]	✓ [-]
Graduate School	✓ [-]	✓ [-]	✓ [-]
Other	College of Music	School of Dental Medicine; Colorado School of Public Health	

University of Washington (I)

Mission

"Washington University's mission is to discover and disseminate knowledge, and protect the freedom of inquiry through research, teaching, and learning...creates an environment to encourage and support an ethos of wide-ranging exploration... faculty and staff strive to enhance the lives and livelihoods of students, the people of the greater St. Louis community, the country, and the world"

Seattle

Provide wide range of programs to undergraduates through doctorates

Bothell

Focus on student-faculty relationship; access to excellence via innovative curricula, inter-disciplinary teaching, research, & dynamic community

Tacoma

Change agent for region; access to students; impact and inform economic dev. through community-engaged students and faculty; research for direct use to community/region

Campus structure

- Seattle defined as the national campus serving undergraduate through doctoral level. President resides in this campus
- Bothell and Tacoma designed to serve upper-division undergraduates and to graduate students

Academic Programs

	Seattle	Bothell	Tacoma
# students	42K	4K	4K
# schools	16	5	1 (UW-Tacoma)
School overlap	<ul style="list-style-type: none"> • Business (Seattle, Bothell, Tacoma) • Nursing (Seattle, Bothell, Tacoma-offers nursing program) • Education (Seattle, Bothell) 		
PhD programs offered (#)	Comprehensive (~96)	None (0)	None (0)
Research dollars (\$)		1.47B	

Graduate ranking as reported on U.S. News & World Report, where available

University of Washington (II)

Ranking [#]

Schools	Seattle	Bothell	Tacoma
Arts & Sciences	✓ [-]		
Engineering	✓ [#25]		
Business	✓ [#23]	✓ [-]	✓ [-]
Law	✓ [#28]		
Medical	✓ [#12]		
Nursing	✓ [#1]	✓ [-]	✓ [-]
Pharmacy	✓ [#10]		
Architecture			
Public Affairs	✓ [#9]		
Arts			
Communication	✓ [-]		
Education	✓ [#12]	✓ [-]	✓ [-]
Graduate School	✓ [-]		
Other	Built Environments, Dentistry, Environment, Public Health, Social Work	Interdisciplinary school, School of STEM (computing and software)	Large programs: Institute of technology, Contin. Ed-KeyBank Prof. Dev. center, Urban Studies

Campus ranking among AAU public university systems

National Universities

	University	Campus	U.S. News Ranking		University	Campus	U.S. News Ranking
1	California	Berkeley	21	29	SUNY	Binghamton	89
2	Virginia	Charlottesville	24	30	SUNY	Stony Brook	92
3	California	Los Angeles	24	31	Missouri	Mizzou	97
4	Michigan	Ann Arbor	29	32	Colorado	Boulder	97
5	North Carolina	Chapel Hill	30	33	Iowa State	Ames	101
6	Georgia Tech	Atlanta	36	34	California	Riverside	101
7	California	Davis	38	35	SUNY	Buffalo	106
8	California	San Diego	38	36	Kansas	Lawrence	106
9	Wisconsin	Madison	41	37	Rutgers	Newark	115
10	California	Santa Barbara	41	38	Oregon	Eugene	115
11	California	Irvine	44	39	Arizona	Tucson	120
12	Illinois	Urbana-Champaign	46	40	Missouri	S&T	125
13	Washington	Seattle	46	41	SUNY	Albany	131
14	Penn State	University Park	46	42	Illinois	Chicago	147
15	Texas	Austin	46	43	Texas	Dallas	151
16	Florida	Gainesville	54	44	Maryland	Baltimore County	160
17	Ohio	Columbus	56	45	Missouri	Kansas City	179
18	Pittsburgh	Pittsburgh	58	46	Carolina	Greensboro	189
19	Maryland	College Park	58	47	Colorado	Denver	189
20	Purdue	West Lafayette	65	48	North Carolina	Charlotte	199
21	Texas A & M	College Station	65	49	Wisconsin	Milwaukee	NR
22	Rutgers	New Brunswick	68	50	Missouri	St. Louis	NR
23	Minnesota	Twin Cities	68	51	Texas A & M	Commerce	NR
24	Michigan State	East Lansing	72	52	Texas A & M	Corpus Christi	NR
25	Iowa	Iowa City	72	53	Texas A & M	Kingsville	NR
26	California	Santa Cruz	77	54	Texas	Arlington	NR
27	SUNY	College of ESF	77	55	Texas	San Antonio	NR
28	Indiana	Bloomington	83	56	Texas	El Paso	NR
				57	Indiana	Indianapolis	NR

Regional Universities

	University	Campus	U.S. News Ranking
1	SUNY	Geneseo	10 (N)
2	North Carolina	Wilmington	14 (S)
3	Rutgers	Camden	20 (N)
4	Wisconsin	Eau Claire	20 (MW)
5	Illinois	Springfield	22 (MW)
6	Wisconsin	La Crosse	24 (MW)
7	Michigan	Dearborn	33 (MW)
8	Colorado	Colorado Springs	38 (W)
9	Wisconsin	Stevens Point	46 (MW)
10	Wisconsin	Whitewater	49 (MW)
11	Wisconsin	Stout	60 (MW)
12	Wisconsin	Green Bay	66 (MW)
13	Wisconsin	Oshkosh	68 (MW)
14	Wisconsin	Platteville	70 (MW)
15	Michigan	Flint	70 (MW)
16	Texas	Tyler	72 (W)
17	Indiana	Kokomo	72 (MW)
18	Wisconsin	River Falls	80 (MW)
19	Wisconsin	Superior	80 (MW)
20	North Carolina	Pembroke	80 (S)
21	Purdue	Calumet	NR (MW)
22	Purdue	North Central	NR (MW)
23	Texas A & M	Texarkana	NR (W)
24	Texas	Pan American	NR (W)
25	Texas	Brownsville	NR (W)
26	Indiana	Fort Wayne	NR (MW)
27	Indiana	South Bend	NR (MW)
28	Maryland	University College	NR (N)
29	Maryland	Eastern Shore	NR (N)

Note: NR = Not Ranked i.e. school ranked below the U.S. News cutoff (the top 3/4 of each ranking category are numerically ranked)

Source: U.S. News & World Report

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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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Second strategic planning retreat	2
Rutgers campus facts	9
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Strategic initiatives	59
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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

- Select themes

Attracting and developing the best students and faculty

- Research facilities & infrastructure
- Recruitment strategy
- Honors colleges
- Faculty career development

Transforming the student experience

- Learning environment
- Culture/social environment
- Student support services
- Faculty interactions

Collaborations and partnerships

- State (NJ)
- Business
- Alumni
- Universitywide

Enhancing our visibility

- 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

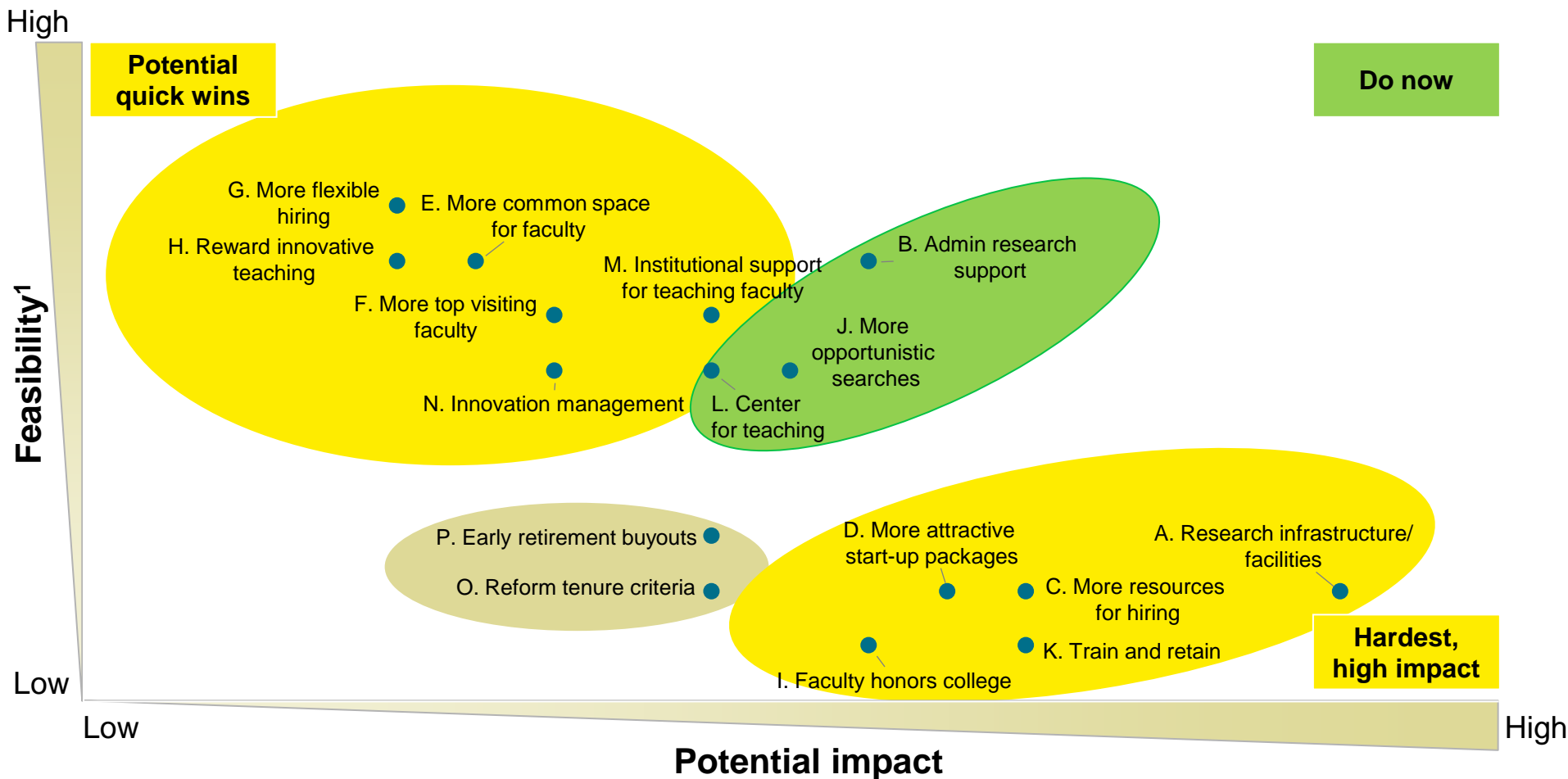
		Goals	Initiatives
Pillars	Attracting and developing the best students and faculty	6	18
	Transforming the student experience	3	19
	Collaborations and partnerships	4	28
	Enhancing our visibility	3	19
Enablers	Robust core of arts and sciences	2	16
	Cohesive, vibrant, diverse, and inclusive culture	3	16
	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

Goals and initiatives related to attracting and developing the best faculty

Pillar	Proposed goals	Potential initiatives
<p style="text-align: center;">Attracting and developing the best faculty</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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



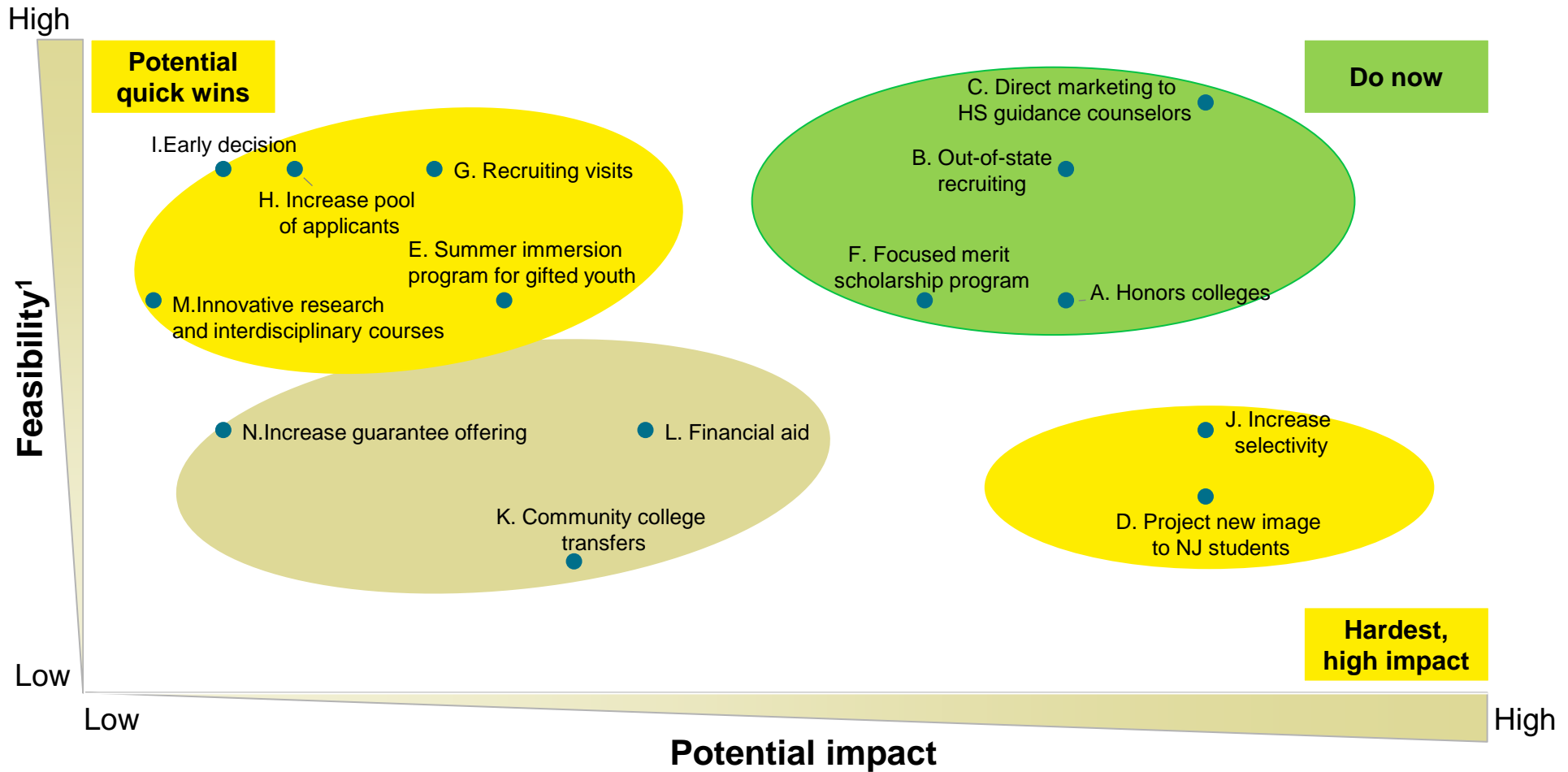
1. Feasibility includes affordability (Net cost to Rutgers, or Total cost * fundability), operational risk/ease of execution, political risk, time horizon to impact, reputational risk

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Goals and initiatives related to attracting the best students

Pillar	Proposed goals	Potential initiatives
Attracting the best students	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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



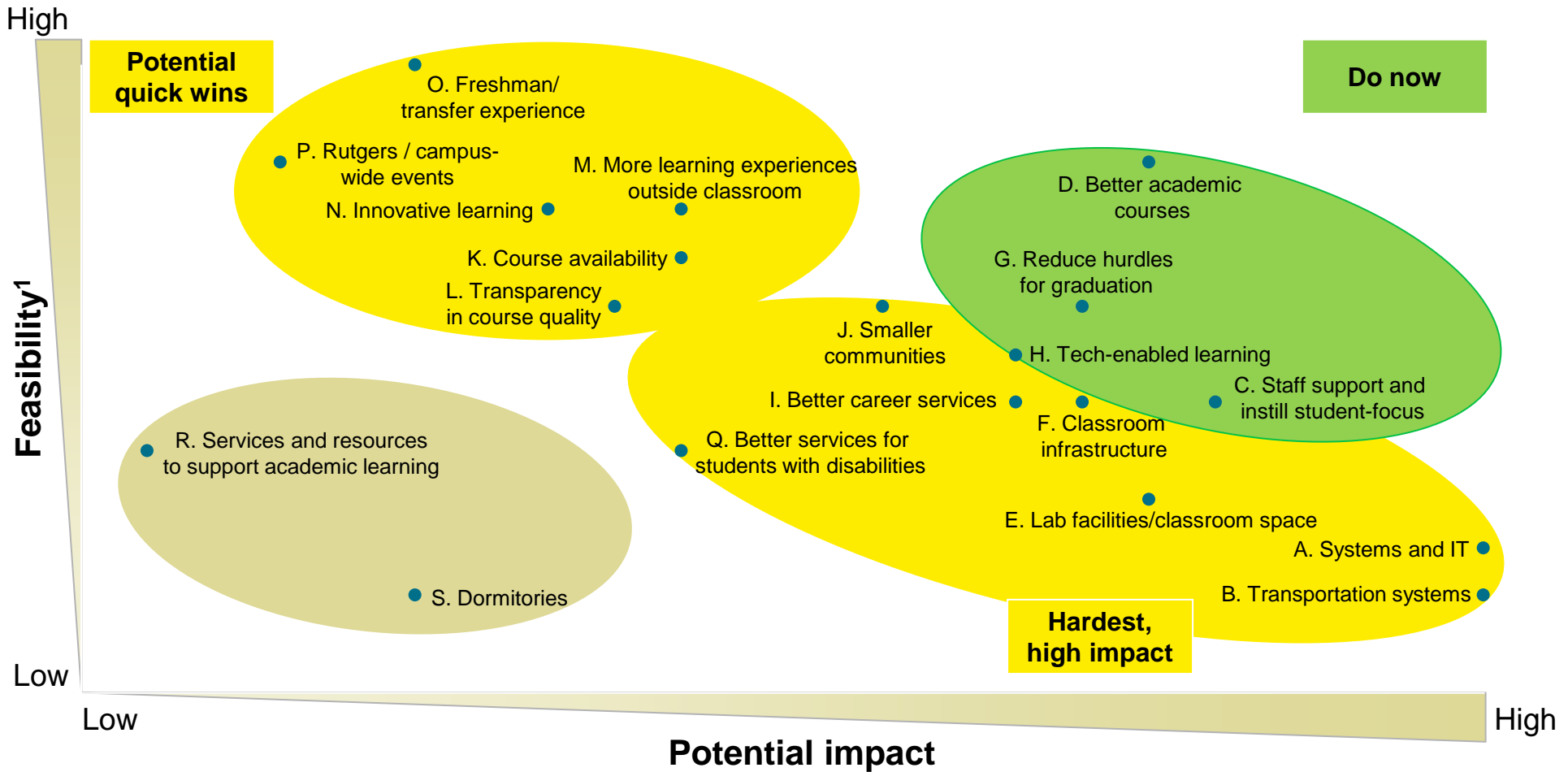
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Goals and initiatives related to transforming the student experience

Pillar	Proposed goals	Potential initiatives
Transforming the student experience	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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



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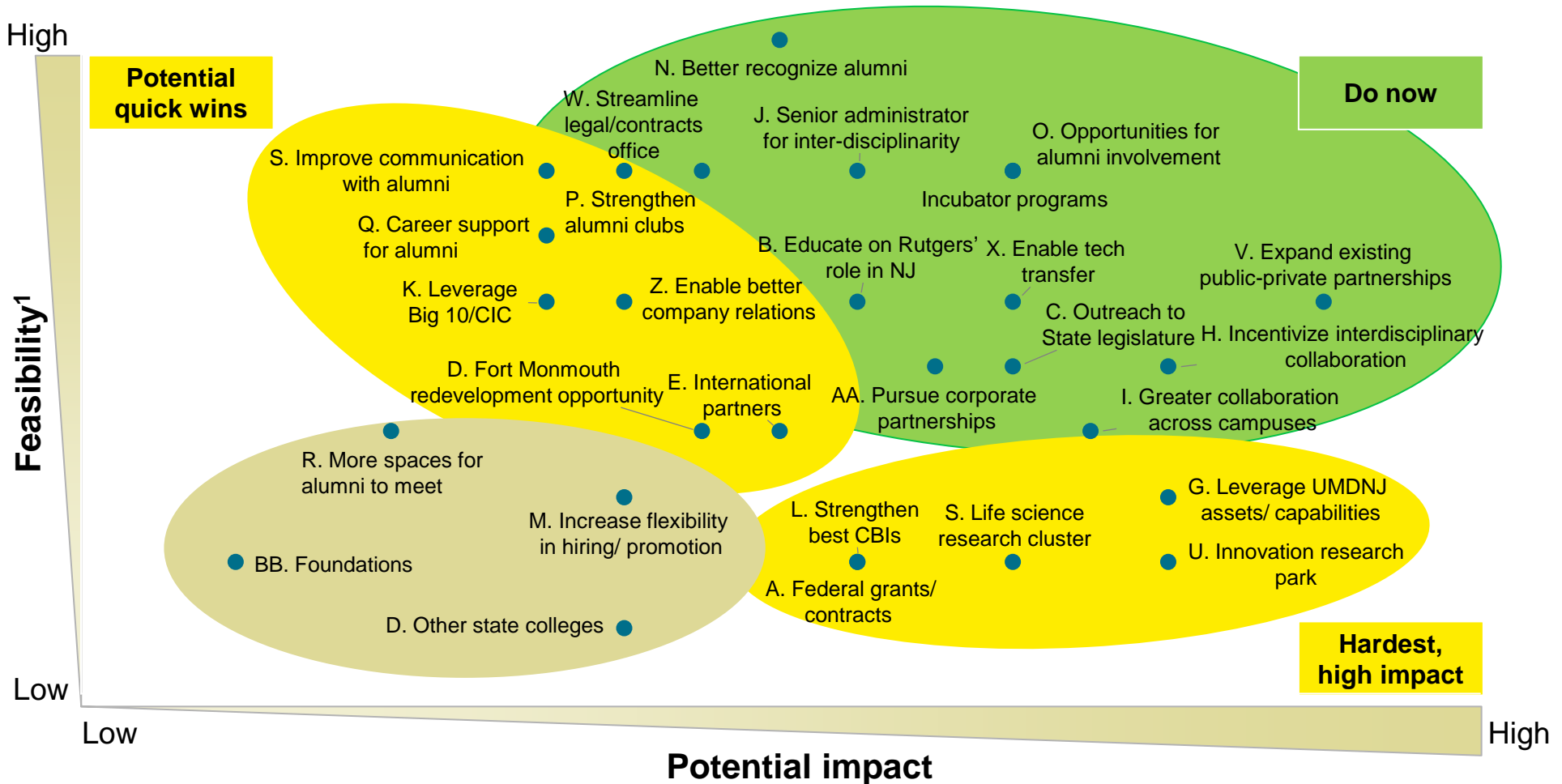
Goals and initiatives related to collaborations/partnerships (I)

Pillar	Proposed goals	Potential initiatives
Collaborations and partnerships	<ol style="list-style-type: none"> 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 	<p>Government (State and Federal)</p> <ol style="list-style-type: none"> 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 <p>Interdisciplinary collaboration universitywide</p> <ol style="list-style-type: none"> 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	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)
	2. Build stronger engagement with alumni as a vital asset	R. Create more dedicated spaces for alumni to meet on campus S. Improve communication with alumni (e.g., greater personalization, more innovative mechanisms)
	3. Strengthen ties with New Jersey government and local community	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.)
	4. Expand our reach through collaboration with private industry	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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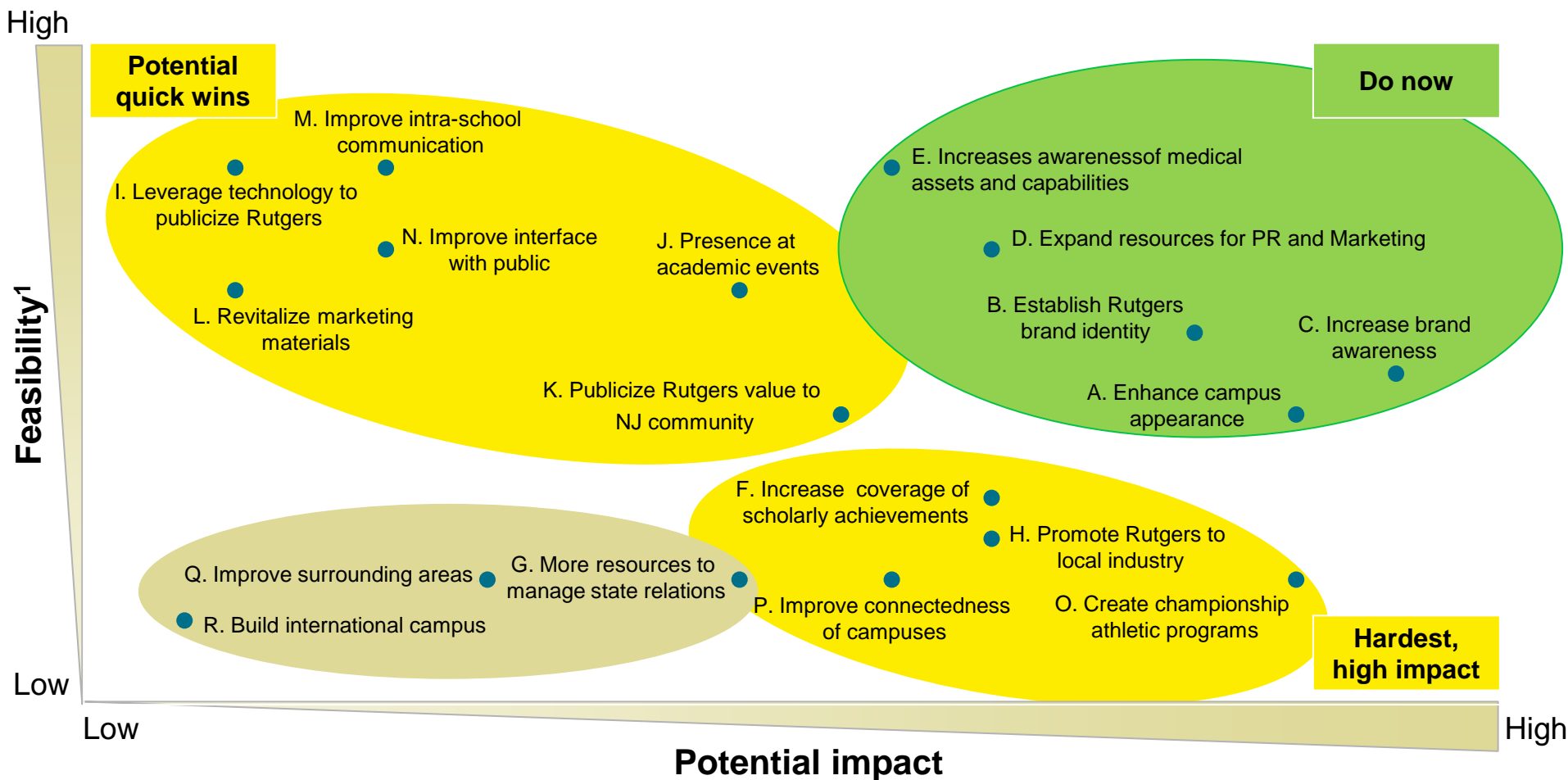
Goals and initiatives related to enhancing our visibility (I)

Pillar	Proposed goals	Potential initiatives
Enhancing our visibility	<ol style="list-style-type: none"> 1. Enhance physical campus 2. Improve reputation with external community 3. Improve reputation and positive identity within the Rutgers community 	<ol style="list-style-type: none"> 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)

Goals and initiatives related to enhancing our visibility (II)

Pillar	Proposed goals	Potential initiatives
Enhancing our visibility	1. Enhance physical campus	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)
	2. Improve reputation with external community	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)
	3. Improve reputation and positive identity within the Rutgers community	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



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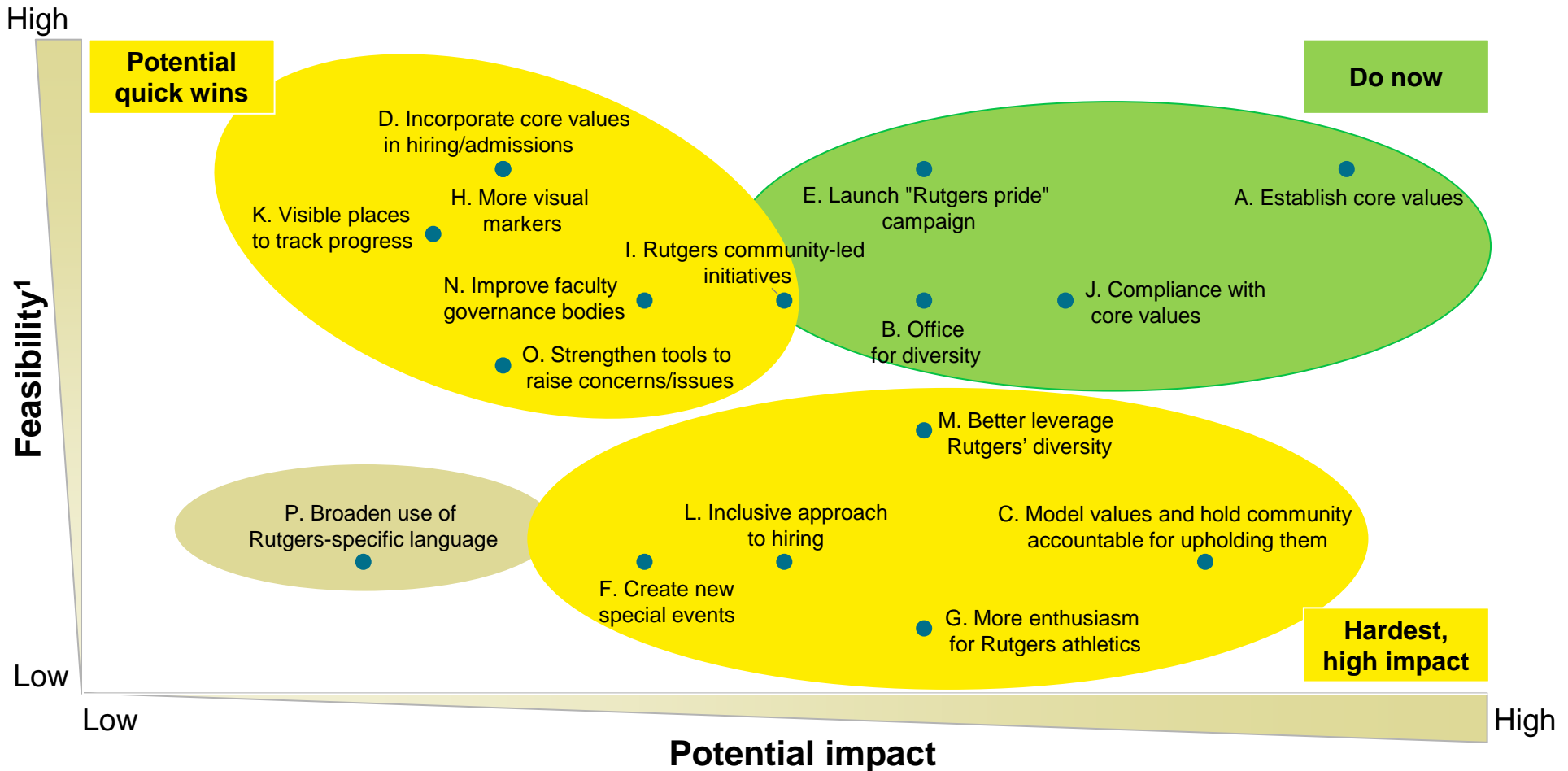
Goals and initiatives related to cohesive, vibrant, diverse, and inclusive culture (I)

Pillar	Proposed goals	Potential initiatives
Cohesive, vibrant, diverse, and inclusive culture	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
<p style="text-align: center;">Cohesive, vibrant, diverse, and inclusive culture</p>	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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



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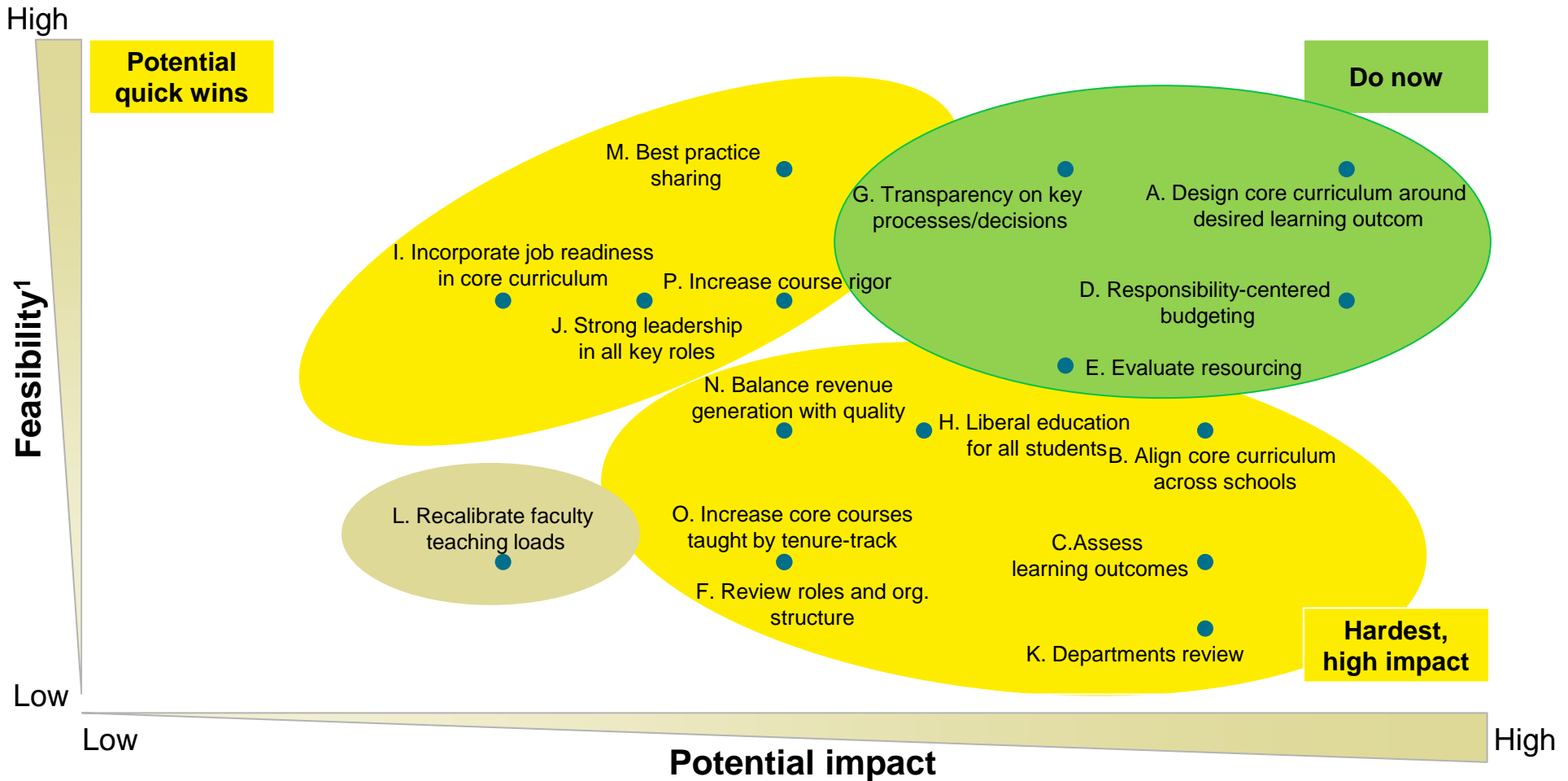
Goals and initiatives related to robust core of arts and sciences (I)

Pillar	Proposed goals	Potential initiatives
<p style="text-align: center;">Robust core of arts and sciences</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

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

Pillar	Proposed goals	Potential initiatives
Robust core of arts and sciences	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

Evaluation matrix: robust core of arts and sciences



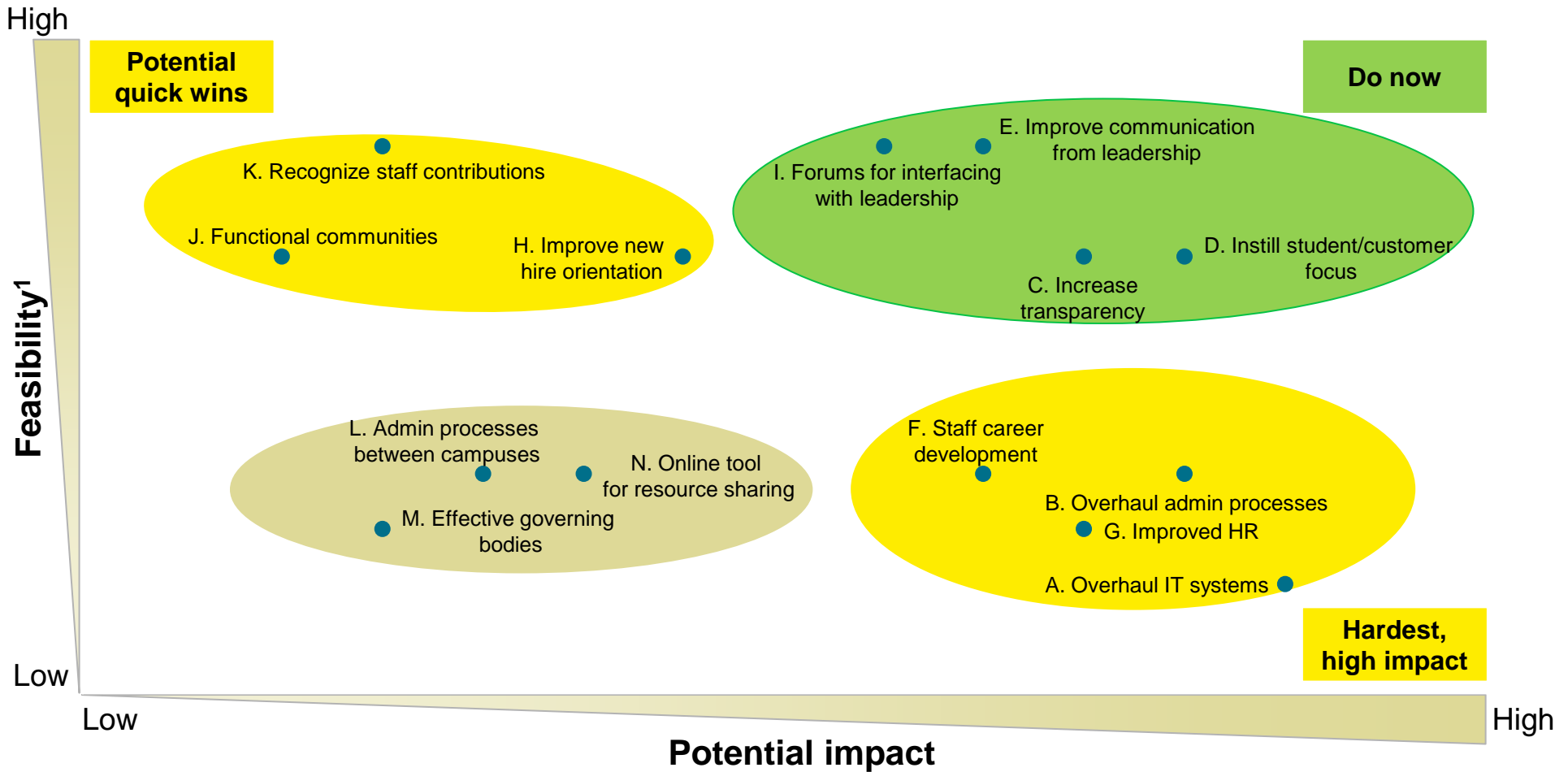
1. Feasibility includes affordability (Net cost to Rutgers, or Total cost * fundability), operational risk/ease of execution, political risk, time horizon to impact, reputational risk

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

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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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



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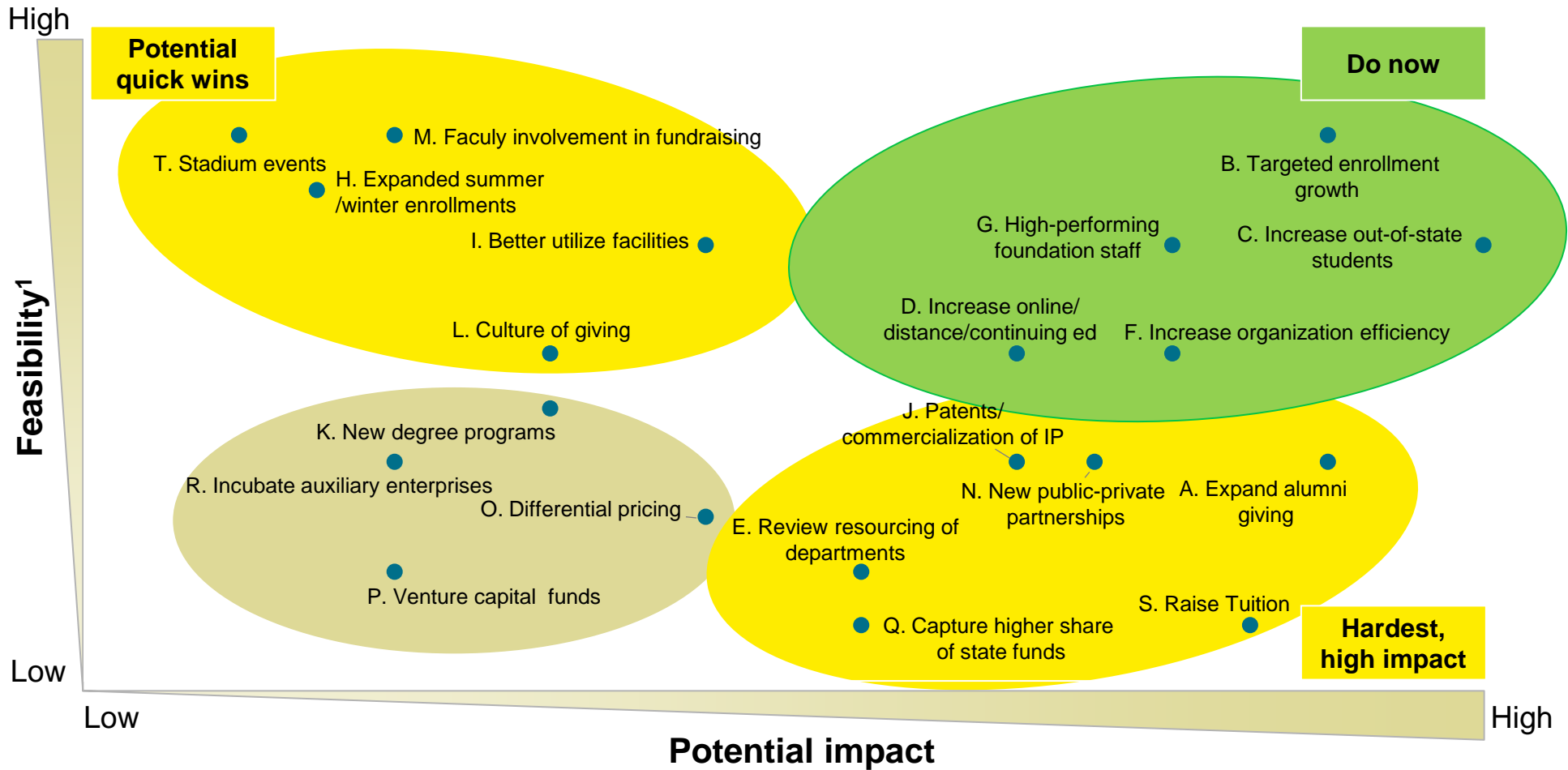
Goals and initiatives related to generating sufficient financial resources (I)

Enabler	Proposed goals	Potential initiatives
Generating financial resources sufficient to fund the aspiration	1. Grow the endowment through increased private giving	<ul style="list-style-type: none"> 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
	2. Expand existing/traditional sources of revenue (i.e., tuition and state appropriations)	<ul style="list-style-type: none"> 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
	3. Grow innovative/nontraditional revenue sources	<ul style="list-style-type: none"> 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
	4. Better allocate and utilize existing assets	<ul style="list-style-type: none"> 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	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
	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	

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

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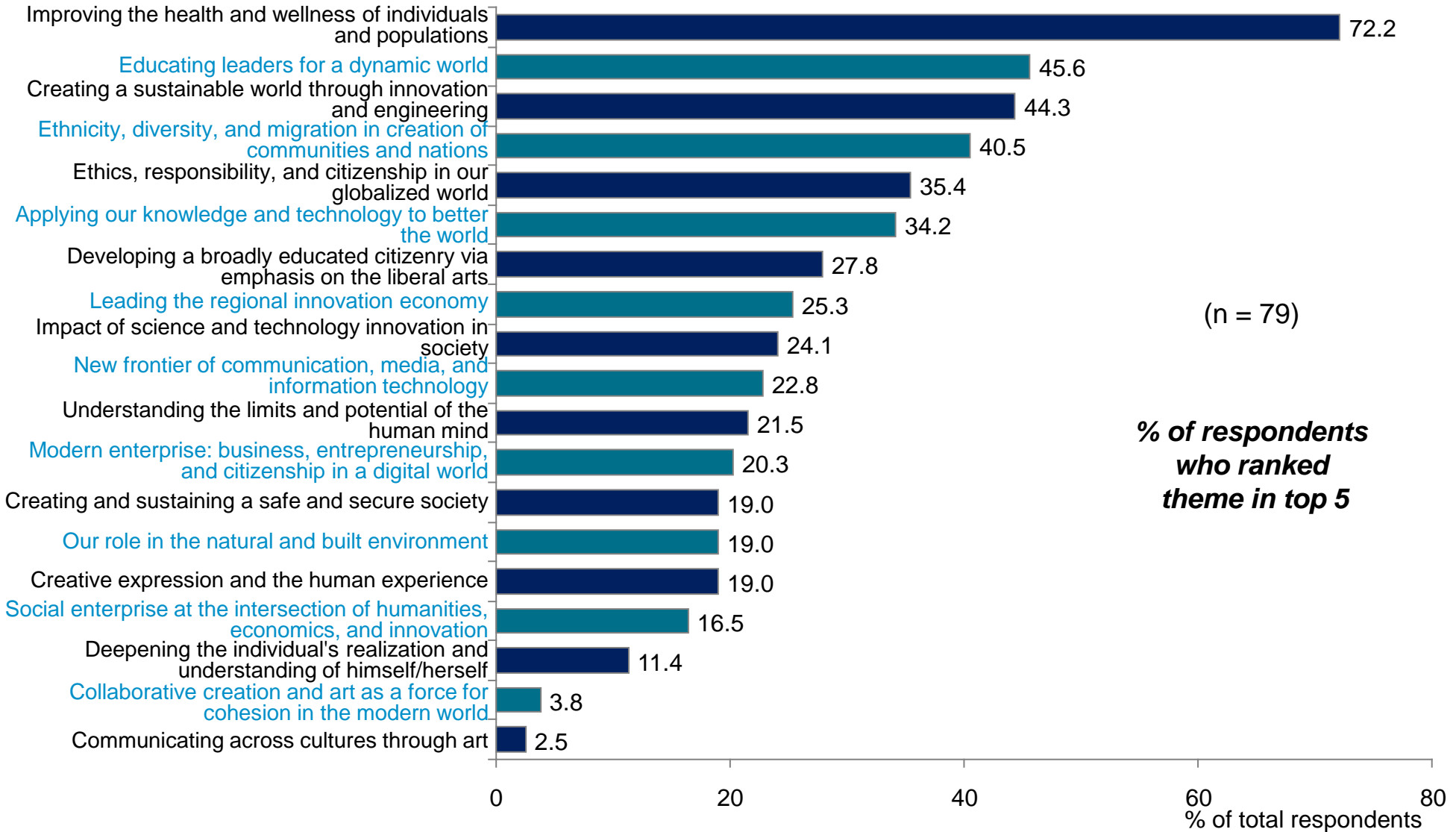
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Ranking of most appealing themes

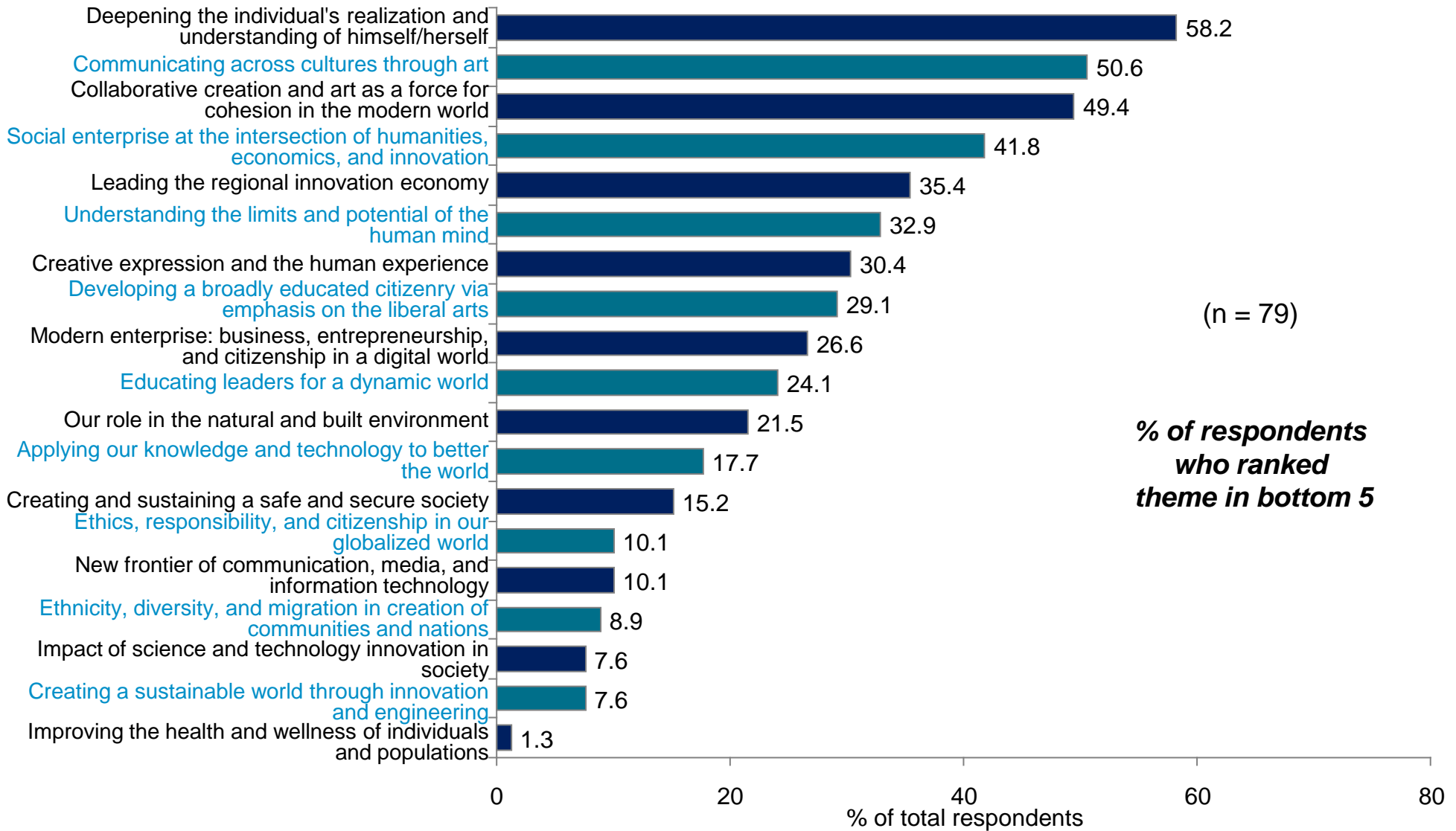


Note: Participants were asked "Out of the following list of themes, please rank the 5 themes that are the **most** appealing to you."

Source: March 2013 Differentiating Themes Survey, BCG Analysis

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Ranking of least appealing themes

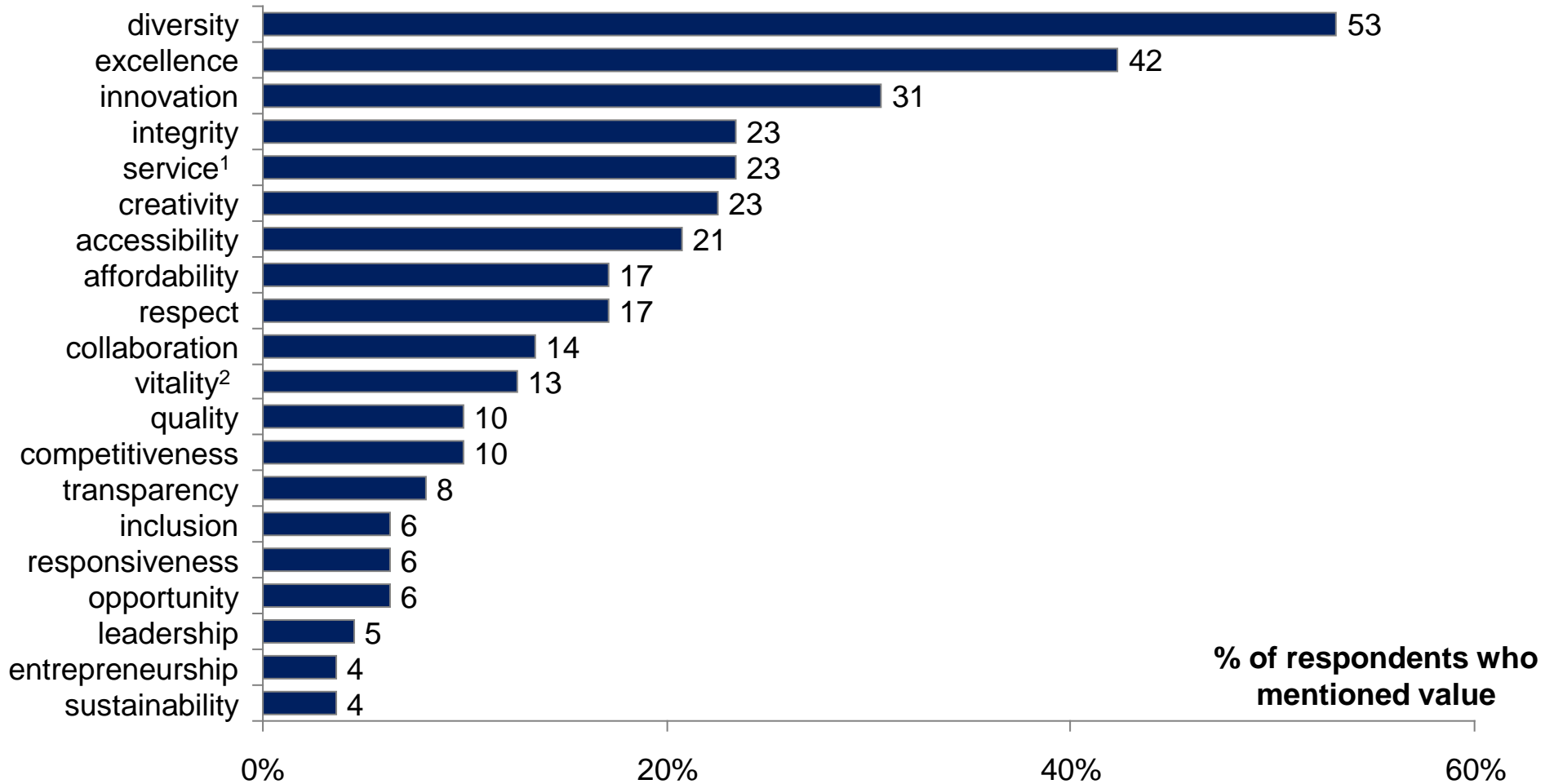


Note: Participants were asked "Out of the following list of themes, please rank the 5 themes that are the **least** appealing to you."

Source: March 2013 Differentiating Themes Survey, BCG Analysis

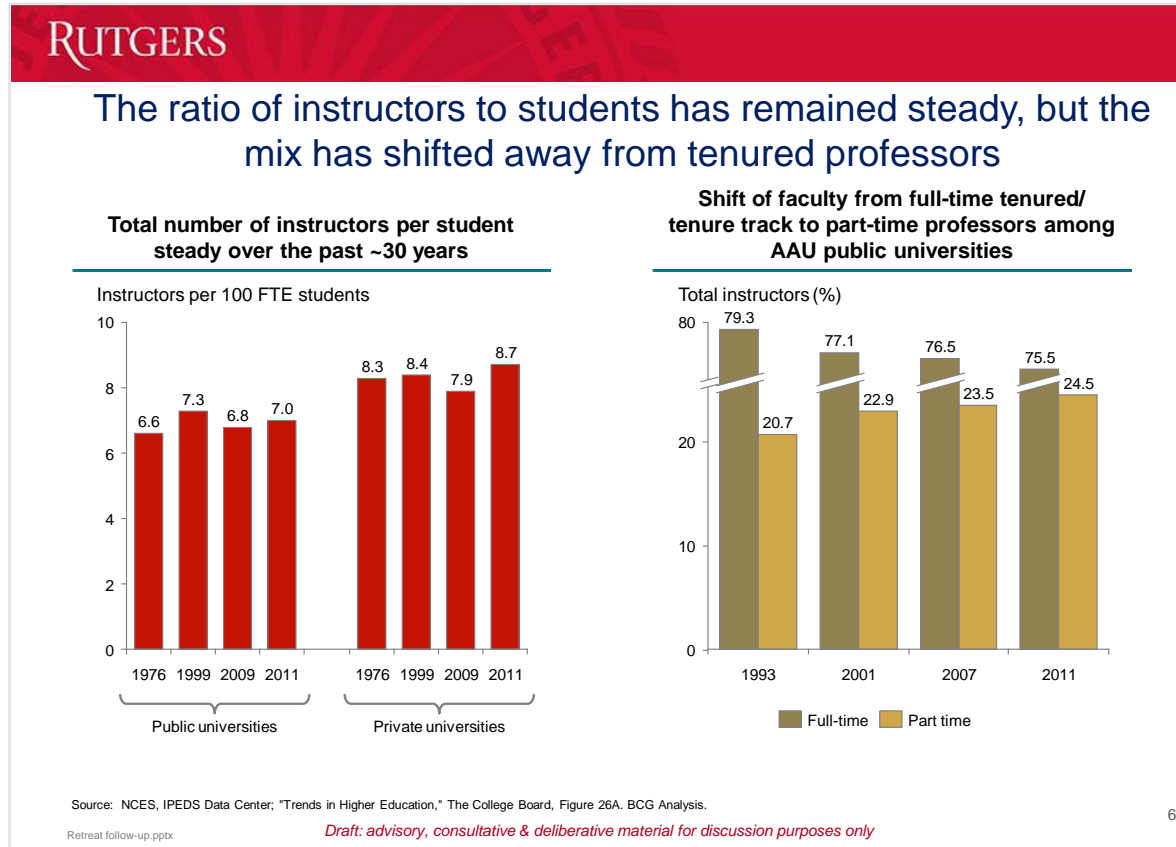
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Emerging values for Rutgers – based on feedback from retreat participants



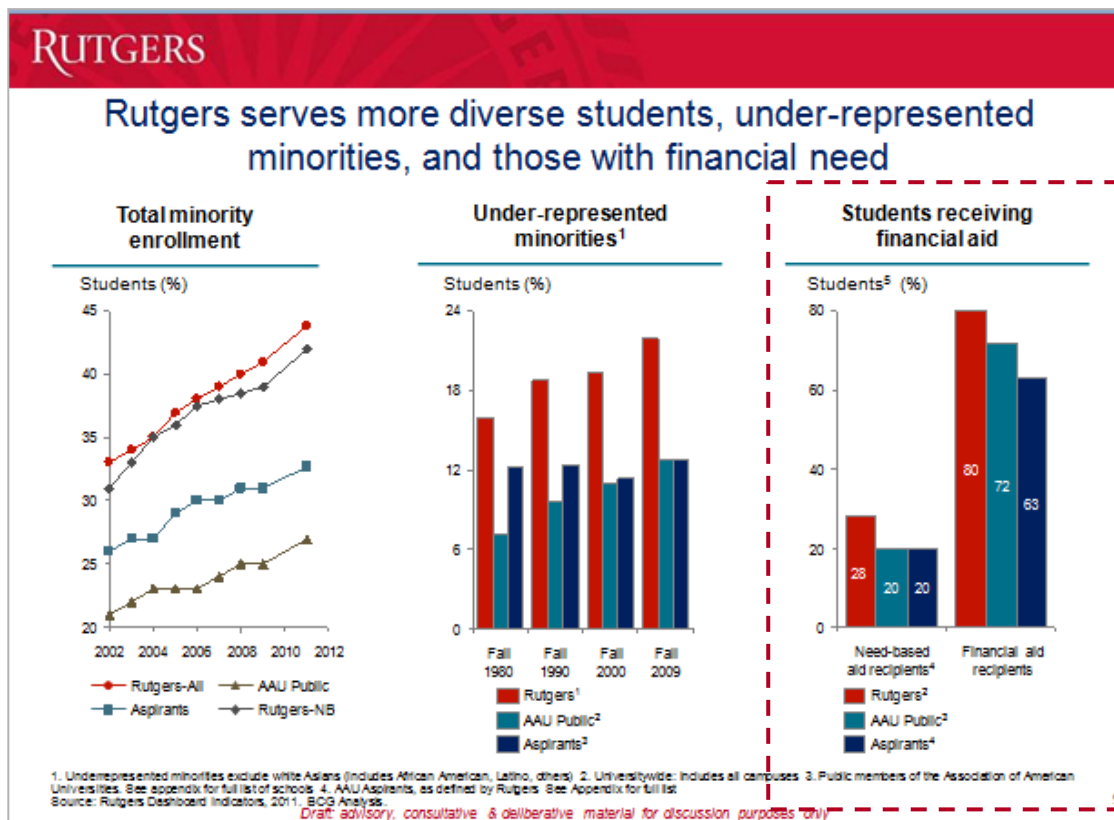
1. Service counts include both "service" and "service to community" suggestions 2. Vitality counts includes both "vitality" and "intellectual vitality" suggestions.
 Note: Total number of participants:111. Average number of values proposed by participant: 4.4
 Source: Survey about Rutgers values from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

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



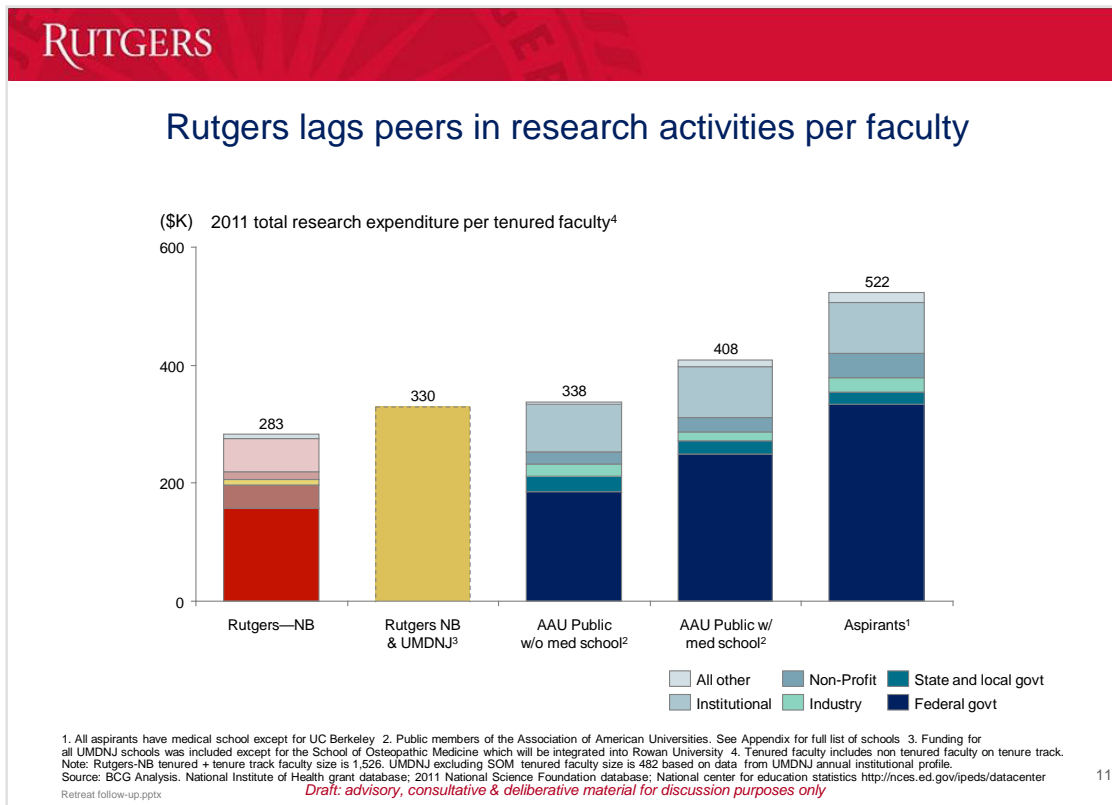
The full-time label includes all "full-time" faculty: tenured, tenure-track, and non tenure-track

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?



These figures are specific to New Brunswick and UMDNJ and include all 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